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| Polk Innovative Learning Academy  **School District:** Polk 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](#_Assurances) section of this report. Below is the LEA’s overall findings and areas of notability.

## School Overall Designation

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| --- | --- | --- |
| Meeting Expectations | Approaching Expectations | Below Expectations |

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| --- | --- |
| **Overall Findings:** | In the Overall findings for PILA we have created a safe space for students while beginning to change our expectations of students as the program has changed. PILA now has a list of things to work on for the 23-24 school year to better increase accountability and raise the bar for expectation in both students and staff. |

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| **Strengths:** | PILA fosters an environment of growth and opportunity for students. Students have a pacing guide to follow however, can also work at their own pace. Students feel welcomed and support while still understanding the expectation of work completion and working to their best level. |

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| **Notable Areas for Improvement:** | During the 23-24 school year there should be notable change in course availability for Physcial Education. In addition, there will be a a shift in acceptance model and selective critera for initial enrollment for in county students will not be applicable anymore. In addition, there will be more strenuous expectations for students to stay enrolled in PILA. |

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| **Plan to Address Notable Areas for Improvement:** | As listed before PE, Selective Enrollment elimination, and daily attendance will be adjust for the next 23-24 school year. |

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# Domain 1 Findings: Instruction

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| --- | --- | --- |
| Meeting Expectations | Approaching Expectations | Below Expectations |

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| --- | --- |
| **Strengths:** | Polk Innovative Learning Academy has a detailed orientation for students that shows students what a typical day looks like including a weekly students schedule. |

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| **Notable Areas for Improvement:** | Polk Innovative Learning Academy is conducting a search for new and improved curriculum. This curriculum will include an elementary and middle school PE curriculum. |

# Domain 2 Findings: Fiscal Management

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| Meeting Expectations | Approaching Expectations | Below Expectations |

|  |  |
| --- | --- |
| **Strengths:** | The school is provided and does a good job managing the fiscal budget. |

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| **Notable Areas for Improvement:** | The staff should be more involved in the budgetary conversations with the principal. In addition, we will be removing the technology fee for the 23-24 schools year. |

# Domain 3 Findings: School Operations

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| --- | --- | --- |
| Meeting Expectations | Approaching Expectations | Below Expectations |

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| **Strengths:** | PILA fosters and environment that is founded upon communication. Parents are the #1 partner of the school. Teachers communicate on a regular basis how students are doing, missing assignments, questions and concerns. |

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| **Notable Areas for Improvement:** | PILA will be changing enrollment critera. There will no longer be a credis requirement for enrollment. However, the option for removal will be based around strong expectations of the students compliance with PILA’S requirements. |

# Results Snapshot

The school received the following totals:

|  |  |
| --- | --- |
| **Number of Compliant Assurances** | 11 |
| **Number of Non-compliant Assurances** | 4 |

|  |  |
| --- | --- |
| **Number of Applicable Indicators as Determined by the LEA:** | 23 |
| **Number of Fully Met Indicators:** | 15 |
| **Number of Partially Met Indicators:** | 6 |
| **Number of Indicators Not Met:** | 2 |

|  |
| --- |
| School Contact Information |

Dr. James Jones

## Polk Innovative Learning Academy]

## Monitoring – 22-23

|  |  |
| --- | --- |
| School Primary Point of Contact | |
| **Principal’s Name:**  Click or tap here to enter text. | **Principal’s Phone Number:**  423-244-7639 |
| **School Mailing Address:**  216 School House Hill  Benton, TN 37307 | **Principal’s Email:**  KHardwick@polkcountyschools.com |
| **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. |  |

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| --- | --- |
| LEA Primary Point of Contact | |
| **LEA Primary Point of Contact Name:**  Dr. James Jones | **LEA Primary Point of Contact Phone Number:**  Click or tap here to enter text. |
| **LEA PPOC Title:**  Superintendent | **LEA Primary Point of Contact Email:**  Click or tap here to enter text. |

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| School Snapshot |

|  |  |  |  |
| --- | --- | --- | --- |
| School Name: | Polk Innovative Learning Academy | **Years In Operation:** | Click or tap here to enter text. |
| Total Current Enrollment: | Click or tap here to enter text. | **Grades Served:** | K-12 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Enrollment Types Accepted:  *Choose all that apply*  *See appendix A for definitions of terms* | In-district | | Out-of-district | | State-wide | |
|  |  | |  | |  | |
| Primary Instructional Model:  *Choose all that apply*  *See appendix A for definitions of terms* | Synchronous | Asynchronous | | Bisynchronous | | Hybrid |

## Enrollment Summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade Level | Current Enrollment | | | |
| **All Students** | **English Language Learners** | **Students With a Disability** | **Economically Disadvantaged** |
| **Kindergarten** | 1 | 0 | 0 | 0 |
| **1st Grade** | 3 | 0 | 1 | 1 |
| **2nd Grade** | 0 | 0 | 0 | 0 |
| **3rd Grade** | 2 | 0 | 1 | 1 |
| **4th Grade** | 3 | 0 | 0 | 2 |
| **5th Grade** | 2 | 0 | 0 | 1 |
| **6th Grade** | 6 | 0 | 2 | 3 |
| **7th Grade** | 2 | 0 | 1 | 1 |
| **8th Grade** | 9 | 0 | 0 | 0 |
| **9th Grade** | 10 | 0 | 1 | 3 |
| **10th Grade** | 12 | 0 | 2 | 3 |
| **11th Grade** | 13 | 0 | 3 | 7 |
| **12th Grade** | 11 | 0 | 3 | 6 |

# 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
  + [Assurances](#_Assurances)
  + [Strand 1.1: Instructional Practices & Procedures](#_Strand_1.1_–_1)
* Domain 2: Fiscal Management
  + [Assurances](#_Assurances_1)
  + [Strand 2.1: Fiscal Budgeting](#_Strand_2.1_-)
* Domain 3: School Operations
  + [Assurances](#_Assurances_2)
  + [Strand 3.1: Attendance](#_Strand_3.1_-)
  + [Strand 3.2: Enrollment](#_Strand_3.2_-)
  + [Strand 3.3: Staffing & Operations](#_Strand_3.3_-)
  + [Strand 3.4: Technology & Instructional Materials](#_Strand_3.4_-)
  + [Strand 3.5: Special Populations](#_Strand_3.5_-)

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# 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:**

## Assurance Rating Table

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

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

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

## Indicator Rating Table

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

|  |  |  |  |
| --- | --- | --- | --- |
| ***Fully Meets the Indicator*** | ***Partially Meets the Indicator*** | ***Does Not Meet the Indicator*** | ***Indicator Not Applicable*** |
| * School provides evidence that aligns **fully** with the elements addressed in the indicator * Provided evidence shows fulfillment or compliance of the indicator * One or more pieces of evidence are provided | * School provides evidence that aligns **partially** with the elements addressed in the indicator * Provided evidence shows progress towards fulfillment or compliance of the indicator * One or more pieces of evidence are provided | * School does not provide evidence that satisfies the elements addressed in the indicator * School provides evidence that does not address the indicator * School does not provide evidence | * The indicator is not applicable due to grade-level configuration * The indicator is not applicable due to absence of previous year accountability data * The indicator is not applicable due to LEA policy   **Note: LEA must enter rationale when choosing indicator not applicable.** |

|  |  |  |  |
| --- | --- | --- | --- |
| Numeric Value of Indicator Ratings | | | |
| ***Fully Meets the***  ***Indicator*** = **1** | ***Partially Meets the***  ***Indicator = .5*** | ***Does Not Meet the***  ***Indicator = 0*** | ***Indicator is Not Applicable = No Numeric Score*** |

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| 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.

|  |
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| URL to School’s Tennessee State Report Card |
| https://tdepublicschools.ondemand.sas.com/school/007000070 |

|  |  |
| --- | --- |
| 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 |
| 90.9 | 90.1 |

| 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 |
| No Data | Click or tap here to enter text. |
| School Average ACT Composite Score | District Average ACT Composite Score |
| No Data | 18.1 |
| School Percentage of CTE Concentrators | District Percentage of CTE Concentrators |
| No Data | Click or tap here to enter text. |

|  |  |
| --- | --- |
| Overall Academic Growth | |
| Student growth measures the academic growth rates of groups of students from year to year. Schools are rated as Level 1 through Level 5. Level 1 indicates significant evidence that students are making less than expected growth while Level 5 indicates significant evidence that students are making more than expected growth. | |
| School Wide Growth Score | District Wide Growth Score |
| 1 | Click or tap here to enter text. |

|  |  |
| --- | --- |
| Success Rate | |
| Success rate represents the percentage of students that scored on track or mastered on annual state tests. | |
| Overall School Success Rate | Overall District Success Rate |
| Under 30 students | (3-5) 40.3% (6-8) 37% AND (HS) 29 % |

|  |  |
| --- | --- |
| Academic Achievement by Subject | |
| Academic achievement is the percentage of students performing on grade level on state assessments as well as the improvement in this percentage from one year to the next. | |
| School ELA Achievement Percent | District ELA Achievement Percent |
| No Data | (3-5) 37.9 % (6-8) 37.0% (9-12) 33.5% |
| School Math Achievement Percent | District Math Achievement Percent |
| No Data | (3-5) 42.0% (6-8) 35.8% (9-12) 25.8% |
| School Social Studies Achievement Percent | District Social Studies Achievement Percent |
| No Data | (3-5) N/A (6-8) 44.1% (9-12) 51.4% |
| School Science Achievement Percent | District Science Achievement Percent |
| No Data | (3-5) 43.6 % (6-8) 36.7% (9-12) 44.6% |

|  |  |
| --- | --- |
| Chronic Absenteeism | |
| The chronic absenteeism rate is the percent of students who are chronically absent. | |
| School Percent of Chronically Absent Students | District Percent of Chronically Absent Students |
| 4.0% | 16.1% |

|  |  |
| --- | --- |
| Overall Progress on English Language Proficiency | |
| Progress on English language proficiency rate indicates the percent of English Language Learners who are demonstrating growth in their ability to read, write, listen to, and speak English. | |
| School Progress of English Language Proficiency Rate | District Progress of English Language Proficiency Rate |
| No Data | No Data |

|  |  |
| --- | --- |
| Staffing | |
| Number of Teachers in Virtual School | |
| 2 | |
| Student to Teacher Ratio within Virtual School | Student to Teacher Ratio within District |
| 42:1 | 13:1 |

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| **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.

1. 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.

1. 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.

1. 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.

1. 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?

Currently, there is no PE curriculum integratepd for Elementary and Middle School Grades. Polk Innovative Learning Academy is looking to adopt a new curriculum that meets every compliance need including PE.

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

Yes No

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

Click or tap here to enter text.

| Domain 1: Monitoring Strands |
| --- |

| Strand 1.1 – Instructional Practices & Procedures | | | | |
| --- | --- | --- | --- | --- |
| **Indicator** | **Citation** | **Recommended Evidence** | **Recommended Interview Questions** | **Final Rating & Rationale** |
| **Instructional Practices & Procedures 1**  Show with school level data that the school demonstrates increases in student achievement and that the school is meeting or exceeding the LEAs required accountability targets. | * T.C.A. § 49-16-213; * SBE Rule 0520-01-03 .05(1)(b)(6) * TILS A3, A5 | * Student achievement data from previous year (if available) * School level TVAAS/TCAP data (if available) * Previous year school level AMO and Double AMO targets (if available) | * Did the school meet their goals as outlined in the previous year’s annual school plan? * How does the school utilize student and school accountability data in decision making? * What actions are taken when student achievement and/or growth are not on track? * What are the main factors that lead to the school’s current accountability ratings? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Used State report card. |
| **Instructional Practices & Procedures 2**  Show how the school tracks student progress toward TN academic standards and what actions are taken when the school has determined that a student is behind in their progress. | * T.C.A. § 49-16-205 * SBE rule 0520-01-03 .05 (1)(b)(8) * TILS A3, A4, A5 | * Narrative response * Pacing guides * Progress monitoring reports * Student / academic handbook * Data tracker | * How does the school ensure curricular alignment with TN Academic Standards? * How does the school ensure that teachers are aligning to curriculum maps and pacing guides created by the school or LEA? * Who leads the process of tracking student progress? * What data is used to determine and define student success? * What actions are taken to support students who are not progressing appropriately? * How does the school communicate and partner with a family if the student is behind in their progress? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Pacing Gudies are in Canvas.  Student Handbook  We are working on a different curriculum that is specifically aligned to TN next year.  We use IREADY, AIMS web to track progress monitoring data and growth. |
| **Instructional Practices & Procedures 3**  Outline a typical daily schedule for students in each of the following grade bands. Please include the percentage of time spent engaging in the following instructional models:  Grade bands:   * K * 1st – 5th * 6th – 8th * 9th – 12th   Instructional models:   * Fully asynchronous * Fully synchronous * Bisynchronous * Hybrid * Other (please explain) | * TILS A2, A4 | * Student / academic handbook * Course catalog or school master schedule * Screenshots or exports or student schedules | * On average, how much daily instructional time is spent on a computer for each grade band? * How are students engaging with curriculum when not on a computer? * How does the school ensure that students stay engaged in learning when learning asynchronously? * How does the school provide instructional differentiation virtually? * How does the school provide high-dosage, low-ratio tutoring to virtual students? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Handbook  Master Schedule |

| 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](https://advance.lexis.com/api/document/collection/statutes-legislation/id/538R-0560-R03K-M3R0-00008-00?cite=Tenn.%20Code%20Ann.%20%C2%A7%2049-16-205&context=1000516) * SBE Policy 2.103 (1)(22) * TILS A5, D3 | * Advanced curriculum * Learning path tracker * Student / academic handbook | * How are students informed that they may work at their own pace to advance through a course? * How do teachers manage a classroom of students on differentiated learning paths? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We offer honors courses in select classes.  Student hanbook  Dual Enrollment  Elective courses for students with higher GPA area available. |
| **Instructional Practices & Procedures 5**  Show how the school ensures that all students enrolled in a state tested subject or course have the ability to take state assessments in a proctored environment. | * SBE Policy 2.103 (6)(3) * SBE Rule 0520-01-03-.05 * TILS D3 | * Internal TCAP planning documents * Example of distributed communication * TCAP proctor training | * Describe the school’s plans and approach to administer TCAP testing. * How will the school offer makeup testing for students who are absent on the day of test administration? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Click or tap here to enter text. |
| **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)](https://www.tn.gov/education/early-postsecondary.html) | * T.C.A. § 49-6-414 * SBE Rule 0520-01-03-.06 * TILS A5 | * Internal tracker or database * Transcript audit schedules * EPSO catalog * Career Pathway catalog | * How does the school provide opportunity for students to track their graduation or Ready Graduate progress? * What supports are provided to students who are not on track to graduate and/or to obtain Ready Graduate status? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Tracker provided by Karen Cribbs, Counselor. |

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| 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.

1. 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?

We were following district protocol for insurance fee on Chromebook assignment and $20.00 technology fee. This will be amended for the 23-24 school year.

| Domain 2: Monitoring Strands |
| --- |

| Strand 2.1 - Fiscal Budgeting | | | | |
| --- | --- | --- | --- | --- |
| Indicator | Citation | Recommended Evidence | Recommended Interview Questions | Final Rating & Rationale: |
| Fiscal Budgeting 1  Show that the school has a process to identify and document fiscal needs for the upcoming budgeting cycle. | * TILS D2, D4 | * Financial manual * Narrative * Outline of budgeting process * Budgeting needs assessment document | * Did last year’s fiscal budget adequately meet the school’s needs? Why or why not? * Are there any ongoing initiatives, issues, and/or challenges that may cause the school to exceed the current year’s fiscal budget? * How does the school identify fiscal needs during the planning process? * Based on trend data, will student enrollment increase, decrease, or not change in the upcoming year? How will the school plan for the change? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Budgets are provided by Central Office and Bookkeeping. Ledgers are signed each month. |
| 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](https://www.tn.gov/content/dam/tn/education/legal/Guidance-Frequently-Asked-Questions-Regarding-Pfees.pdf) | * Documentation of the tuition or fee and why it is required * Documentation of communication to families | * If required, what is the tuition amount to attend the school? * List any fees that students are required to pay. * List any fees that students are asked, but not required to pay. * How has the school addressed situations in which a family is unable to pay the fees and/or tuition for enrollment and/or extracurricular activities? * How are students and parents notified of required fees before they enroll within the school? * How are students and parents notified of required fees as opposed to requested fees? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We have a technology fee for insurance, however, students are still provided a laptop even if they don’t provide the fee. We will remove this fee for 23-24 SY. |

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| 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?

We currently do daily attendance but it is broken across the week. We do not have an active plan for change, but will be working on this to implement for the 23-24 school year.

1. 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.

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

Yes No

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

The principal will send this information starting in 22-23 school year.

1. 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?

Currently we have a selective critera for High school students they must meet a certain credit requirement to enroll with PILA. Moving into the 23-24 school year.

1. 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.

1. 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.

1. 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.

1. 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.

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

Yes No

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

Click or tap here to enter text.

| Domain 3: Monitoring Strands |
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| Strand 3.1 - Attendance | | | | |
| --- | --- | --- | --- | --- |
| Indicator | Citation | Recommended Evidence | Recommended Interview Questions | Final Rating & Rationale: |
| Attendance 1  Show how the school tracks daily student attendance. | * T.C.A. § 49-6-3007 * SBE Rule 0520-01-03-.05 * TILS A4, A5, D3 | * Internal attendance tracking system * Student attendance data * Student / academic handbook * Note: Evidence needs to be varied – describe each method and how they interact with each other | * How does the school ensure students are engaging in 6.5 hours of learning each day? * How does the school use attendance data to support students? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We use student handbook to lay out attendance expectations and parents/students sign and attendance contract.  Attendance and assignment submission can be verified in Canvas our LMS.  In addition, we have Synergy our state reporting system that we use in order to track official attendance and quarterly grades. |
| Attendance 2  Show how the school identifies students who are chronically absent and/or truant and how the school communicates this information to parents/guardians. | * T.C.A. § 49-6-3007 * SBE Rule 0520-01-03-.05 * TILS A1, A3, A5, B3, B5 | * Communication logs * Student / academic handbook * Attendance tracker/report | * What challenges have surfaced when speaking with parents regarding attendance data? * How frequently are staff required to communicate with parents/guardians? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Email communications  Truancy Conversations  Attendance contracts in the handbook. |
| Attendance 3  Show how the school supports students who are chronically absent and/or truant. | * T.C.A. § 49-6-3007 * SBE Rule 0520-01-03-.05 * TILS A4, A5, B4, B5 | * Student / academic handbook * Attendance procedures | * What percentage of enrolled students are currently considered chronically absent? * What factors lead to chronic absenteeism within the school? * What steps has the school taken to support chronically absent students? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We create plans to help students get back on track with assignments.  We create additional day in the center plans that parents are expected to follow.  We make phone calls, emails, have parent teacher conferences. |
| Attendance 4  Show how the school informs students, parents, and guardians of attendance procedures. | * TILS A4, A5, B4, B5 | * Parent outreach materials * Student / academic handbook | * How often do parents get updates regarding attendance? * What is the process for addressing parent feedback or a concern regarding attendance? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Click or tap here to enter text. |

| Strand 3.2 - Enrollment | | | | |
| --- | --- | --- | --- | --- |
| Indicator | Citation | Recommended Evidence | Recommended Interview Questions | Final Rating & Rationale: |
| Enrollment 1  Show how the school has established and communicated the process and criteria for determining if a student may remain enrolled in the virtual school. | * T.C.A. § 49-16-211 * T.C.A. § 49-6-3102(f) * TILS B1, D3 | * Student / academic handbook * Screening Criteria | * What is the process for determining if the virtual setting is the right school for a student? * What does communication with families look like throughout this process? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We send emails, make phone calls, set up meetings when students fall behind in assignments  We also create planners and trackers for students to be able to catch up. |
| Enrollment 2  Show that the school has an established process for in-district student enrollment that does **not** use selective enrollment criteria as a condition for enrollment | * TILS B3, D3 | * Student / academic handbook * Enrollment application that outlines process * Orientation materials * Samples of distributed communication | * Outline the school’s enrollment process from the perspective of the student/family. * How does the school ensure that the student has everything needed to log in for their first day of school? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Click or tap here to enter text. |
| Enrollment 3  Show how the school ensures or completes the following:   * that out-of-district enrollment procedures align to the LEA board policy on out-of-district enrollment * communicates a timeline and process for out-of-district enrollment | * TILS B1, B4, D3 | * Board Approved Policy * Student / academic handbook * Enrollment application that outlines process * School created communication documents * Screenshot of website showing out-of-district enrollment information | * How does the school ensure that its out-of-district (non-residency) enrollment procedures align to LEA policy? * How does the school ensure the public (I.e., families) understands how to enroll when living in an out of district area? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Click or tap here to enter text. |

| Strand 3.3 - Staffing & Operations | | | | |
| --- | --- | --- | --- | --- |
| Indicator | Citation | Recommended Evidence | Recommended Interview Questions | Final Rating & Rationale: |
| Staffing & Operations 1  Show how the school ensures that the teacher of record for each course::   * verifies student daily attendance. * monitors the safety and well-being of their students. | * SBE Rule 0520-01-03-.05 * TILS A5, D3 | * Teacher Schedules | * Explain how teachers monitor the well-being of their students. * How is this model increasing student achievement and well-being? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Teachers sign a contract stating their obligations.  In addition we have 2 full time teachers and one part time aide. The aide tracks seniors weekly in order to verify grades and attendance. |
| Staffing and Operations 2  Show how the school:   * ensures teachers are trained to teach Tennessee State Standards * identifies and supports struggling teachers. | * TILS A2, A5, C2, C3 | * TEAM evaluation data * Teacher evaluation tracker/report * Areas of refinement and reinforcement report * Documentation of a coaching model | * How are struggling teachers identified? * What supports does the school offer struggling teachers? * What trends have been identified when supporting struggling teachers? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  TNcompass  Team Rubric. |

| Strand 3.4 - Technology and Instructional Materials | | | | |
| --- | --- | --- | --- | --- |
| Indicator | Citation | Recommended Evidence | Recommended Interview Questions | Final Rating & Rationale: |
| Tech. & Instructional Materials 1  Show how the school ensures that virtual school students have access to technology, including a computer, printer, and internet connection. | * T.C.A. § 49-16-206 * TILS D3, D4 | * Inventory tracker * Student / academic handbook * Student / family technology contract | * Describe to us the system for distributing the necessary technology to a family. * How does the school ensure every family has the proper technology before school starts? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Printer is in center  Students are provided a laptop  Students can also access hot spots for internet if needed. |

| Strand 3.5 - Special Populations | | | | |
| --- | --- | --- | --- | --- |
| Indicator | Citation | Recommended Evidence | Recommended Interview Questions | Final Rating & Rationale: |
| Special Populations 1  Show how the school implements child find procedures in a virtual setting. | * 20 U.S.C. § 1412(a)(3) * SBE Rule 0520-01-09-.05 * TILS A3, A4, A5 | * Screeners Used   Student / academic handbook  Data regarding special populations | * What screeners are used in the school’s child find process? * Explain how the school identifies students who may have a learning disability that are not receiving special education services. | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Iready  **Aims web**  **Student teacher knowledge**  **Face to Face observation** |
| **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](https://www.tn.gov/education/student-support/english-learners.html) | * Title VI of the Civil Rights Act of 1964 * SBE Rule 0520-01-19-.03 * SBE Policy 3.207 * TILS A3, B4, D3 | * Screeners used * Student / academic handbook * Home language survey data | * Describe the steps that the school takes to identify students who may need EL services. * Outline the screening process for. | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We have not had any EL students in the program as of now. We do however utilize the home language survey and we provide our student handbook. |
| **Special Populations 3**  Show how the school oversees the implementation of IEPs and ILPs for virtual school students.. | * SBE Rule 0520-01-09 * SBE Policy 3.206 * SBE Policy 3.207 * TILS A2, A3, A4, A5, B2, D3 | * IEP/ILP example (redacted where necessary) * Student / academic handbook | * Outline the process in which ESL and Special Education teachers provide virtual supports for students? * How do students receive required in-person support? * How does the school ensure that students that are receiving tiered interventions are advancing academically? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We have a casemanager for all 14 PILA Sped students. Sped/IEP services are outlined in the student handbook. |
| **Special Populations 4**  Show how the school ensures that student’s EL and SPED services are met. | * SBE Rule 0520-01-09 * SBE Policy 3.206 * SBE Policy 3.207 * TILS A2, A3, A4, A5, D3 | * Schedule of EL or SPED services * Redacted ILP or IEP meeting minutes (ensure the sample is devoid of any student information) | * How does the school ensure student’s service minutes are being met and schedules are correct for SWDs and EL students? * How does the school execute these schedules and service minutes with fidelity? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  Click or tap here to enter text. |
| **Special Populations 5**  Show how the school provides appropriate staff and resources to support SWD and EL students. | * ESSA, Title III § 3102 * SBE Rule 0520-01-09 * SBE Policy 3.206 * SBE Policy 3.207 | * Staffing Documents * Class Rosters | * Describe the school’s staffing model and how it is meets student needs. * What resources has the school used to ensure that SWD and EL students have the supports they need? | Rating:  Fully Meets the Indicator  Partially Meets the Indicator  Does Not Meet the Indicator  Indicator Not Applicable  Rationale and Provided Evidence:  We have a part time special education teacher that is in the center and all SWD students are made aware of her hours and how they can get support. We also have contracted work with other services including counseling services. |

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| 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 |
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| Academic Achievement |  | The percentage of students performing on grade level or above on state assessments as well as the improvement in this percentage from one year to the next. |
| Advanced Placement | AP | Early post-secondary courses offered that allow students to engage with highly rigorous course work. |
| Annual Measurable Objective | AMO | Yearly targets for improving performance based on prior year results. |
| Assurances |  | Statements aligned to Tennessee statutes, rules, and/or guidance that virtual schools and LEAs operating virtual schools must comply with. |
| Asynchronous Virtual Instruction |  | An instructional model that provides students access to on-demand instruction that is fully virtual/online. This model allows students to access instructional materials and progress at their own pace and does not require students to attend regularly scheduled (daily/every other day) virtual classes with a teacher. |
| Bisynchronous Virtual Instruction |  | An instructional model that utilizes both asynchronous and synchronous virtual instruction. |
| Career & Technical Education | CTE | Career & Technical Education consists of nationally recognized career clusters with the goal of preparing students for success at the postsecondary level and in their chosen careers. |
| Chronically Absent |  | Tennessee public school students are considered chronically absent if they are absent for 10 percent or more instructional days for any reason, including excused absences and out-of-school suspensions. |
| College and Career Readiness |  | See Ready Graduate |
| CTE Concentrator |  | A student who concentrates in CTE by at least 2 sequenced courses in a single career and technical education program or program of study. |
| Dual Credit | DC | Statewide (SWDC) and Local Dual credit (LDC) courses are high school course aligned to a postsecondary institution’s course and exam. Students who pass the exam earn credits that are accepted and/or recognized by the postsecondary institution. |
| Dual Enrollment | DE | Postsecondary course taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty. |
| Early Post-Secondary Opportunities | EPSO | A course and/or exam that give students a chance to obtain postsecondary credit while still in high school. |
| Economically Disadvantaged | ED | Students identified as participants in federal/state income/nutrition programs (e.g., TANF, SNAP), or students that meet categorical eligibility through their status as foster care, homeless, migrant, and/or runaway students. |
| English Learner | EL | Student identified by the LEA that have a native language other than English. EL student needs and placement can range across a spectrum of ESL/ELL services. |
| Graduation Rate |  | Measures the percentage of students that are graduating in four years and whether this percentage is increasing from one year to the next. |
| Hybrid Virtual Instruction |  | An instructional model that provides students access to virtual instruction and requires students to periodically attend class in-person within a brick-and-mortar location. |
| Individual Learning Plans | ILP | A document that describes an EL student’s academic and language needs and goals. |
| Individualized Education Plan | IEP | A document that identifies a student’s disability, outlines clear goals and objectives, and explains how the student will be supported. |
| Individuals with Disabilities Education Act | IDEA | A federal law that ensures students with a disability are provided with Free Appropriate Public Education (FAPE) that is tailored to their individual needs. |
| In-district Enrollment |  | Enrollment option for students who reside within the zone of residency of the LEA establishing the virtual school. |
| Inform TN |  | A data and planning system that districts use to review accountability data and enter school/district plans. |
| Local Education Agency | LEA | The school district that oversees the virtual school. |
| Monitoring Domain | Domain | High-level topics that LEAs operating a virtual school are statutorily obligated to monitor on an annual basis. The domains are divided into monitoring strands. |
| Monitoring Framework |  | A series of documents that define and outline standardized monitoring practices for virtual schools and LEAs operating virtual schools. |
| Monitoring Indicators | Indicator | Items aligned with state statute, regulation, and/or TILS that LEAs will use to determine if the school is meeting the LEA’s operational expectation. |
| Monitoring Strand | Strand | Topics that LEAs should focus on when monitoring their virtual schools. Strands are high-level topics that are divided into monitoring indicators. |
| Out-of-district Enrollment |  | Enrollment option for students who reside within a contiguous county, municipality, or city outside the zone of residency of the LEA establishing the virtual school. |
| Ready Graduate |  | Measures whether students are ready for college and careers after high school and whether the percentage of students who are ready is improving from one year to the next. |
| State-wide Enrollment |  | Enrollment option for students who reside outside the zone of residency of the LEA establishing the virtual school and do not reside in a contiguous county, municipality, or city. |
| Students With Disabilities | SWD | A student who has been identified to have a disability that affects their academic progress. |
| Success Rate |  | The one-year success rate represents the percentage of students that scored on track or mastered on annual state tests. |
| Synchronous Virtual Instruction |  | An instructional model that provides scheduled, teacher supervised instruction that is fully virtual/online. This model of instruction does require students to attend regularly scheduled (daily/every other day) virtual classes with a teacher. |
| Tennessee Comprehensive Assessment Program | TCAP | Tennessee Comprehensive Assessment Program includes TNReady assessments in math, English language arts, social studies, and science, as well as alternative assessments, like MSAA and TCAP-Alt, for students with special needs. |
| Tennessee Instructional Leadership Standards | TILS | Core performance indicators of ethical and effective instructional leaders. |
| Tennessee Value-Added Assessment System | TVAAS | Tennessee accountability component that measures student growth year over year. |
| Virtual Instruction |  | Instruction that is asynchronous, synchronous, or bisynchronous. |