

Report to the Legislature: Commonwealth of Massachusetts Virtual Schools – Fiscal Year 2014

This report provides information on the implementation and impact of virtual schools pursuant to G.L. c. 71 §94(q).

December 2014



This document was prepared by the
Massachusetts Department of Elementary and Secondary Education
Mitchell D. Chester, Ed.D.
Commissioner

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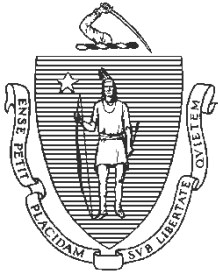
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Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street, Malden, MA 02148-4906
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu





Massachusetts Department of Elementary & Secondary Education

75 Pleasant Street, Malden, Massachusetts 02148-4906

Telephone: (781) 338-3000
TTY: N.E.T. Relay 1-800-439-2370

Mitchell D. Chester, Ed.D.
Commissioner

December 2014

Dear Members of the General Court:

I am pleased to submit this Report to the Legislature: Commonwealth of Massachusetts Virtual Schools, pursuant to G.L. c. 71, § 94(q).

On January 2, 2013, Governor Patrick signed into law Chapter 379 of the Acts of 2012, "An Act Establishing Commonwealth Virtual Schools" (Act), most of which is codified as G.L. c. 71, § 94. Commonwealth of Massachusetts Virtual Schools (CMVS) are public schools operated by a board of trustees where teachers primarily teach from a remote location using the Internet or other computer-based methods, and where students are not required to be located at the physical premises of the school. The law authorized the Board of Elementary and Secondary Education (Board) to adopt regulations and, through the Department, oversee the establishment and operation of publicly funded, high quality virtual schools in the Commonwealth. Previously, virtual schools were governed by the innovation school statute (G.L. c. 71, § 92). The new law provides for a stronger oversight and consumer protection role for the state than the innovation school statute. The Board memo from the January 2013 meeting highlights key components of the law: www.doe.mass.edu/boe/docs/2013-01/item4.html.

As of this writing, the Board has granted two virtual school certificates: one to the Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School (GCVS), on June 25, 2013, and one to the TEC Connections Academy Commonwealth Virtual School (TECCA), on February 25, 2014. Both schools were granted certificates for a three-year period instead of the five allowed by statute. This is because the CMVS initiative is new, and I want to ensure that virtual schools provide high quality programs and that student data show their programs are academically successful.

This report provides information on the implement and impact of the CMVS statute, and incorporates the findings of the Department's first CMVS accountability review (GCVS) on June 5, 2014.

I am available if you have questions or would like to discuss this further. You may also contact Associate Commissioner Cliff W. Chuang at cchuang@doe.mass.edu, 781-338-3222.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Introduction

The Department of Elementary and Secondary Education respectfully submits this Report to the Legislature: Commonwealth of Massachusetts Virtual Schools to G.L. c. 71 § 94(q):

“On or before September 1, the commissioner shall prepare a report on the implementation and impact of this section, including, but not limited to: (1) the fiscal impact on sending districts; (2) any necessary adjustments to tuition rates, including whether the amount should vary based on grade or type of school and the appropriate mechanism for funding virtual schools; (3) information on course completion and student attendance and participation rates; (4) the academic achievement of students attending commonwealth virtual schools; (5) the level of supervision or support needed for students in elementary and middle school; (6) the support necessary or helpful to ensure that students successfully complete online courses; (7) the professional development virtual school teachers require; (8) the appropriate enrollment limit for a virtual school, if any, including information about wait lists; and (9) the need for any changes to the commonwealth virtual school program.”

Commonwealth of Massachusetts Virtual Schools (CMVS) are public schools operated by a board of trustees where Massachusetts-licensed teachers primarily teach from a remote location using the Internet or other computer-based methods and where students are not required to be located at the physical premises of the school. The statute permits up to ten virtual schools to operate in the Commonwealth at any time; three virtual schools are allowed to operate during the 2013-16 school years; three additional certificates will be available from 2016-19; and four additional certificates will be available starting in 2020.

As of this writing, the Board of Elementary and Secondary Education has granted certificates to two virtual schools: The Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School (GCVS) and the TEC Connections Academy Commonwealth Virtual School (TECCA).

Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School (GCVS)

The Massachusetts Virtual Academy of Greenfield (MAVA) opened in 2010 under the innovation school law (G.L. c. 71, § 92). On January 2, 2013, Governor Patrick signed into law Chapter 379 of the Acts of 2012, “An Act Establishing Commonwealth Virtual Schools” (Act), most of which is codified as G.L. c. 71, § 94. By statute, MAVA ceased to exist on July 1, 2013. Section 6 of the Act required the Board to grant a certificate to operate a CMVS to Greenfield upon submission of a timely application that addressed the information specified in the virtual schools statute at G.L. c. 71, § 94.

The Department received an application from Greenfield on April 22, 2013 to establish a new CMVS beginning in the 2013-2014 school year. The Department's Office of Digital Learning conducted a multi-step review of the final application that included: a review by an advisory panel that included both Department staff and an external reviewer; a May 6, 2013 public hearing at the Department conducted by Board member David Roach with support from fellow member Harneen Chernow and Secretary Malone's designee, Jim DiTullio; solicitation of written comments through the Department's website; and an interview with members of the founding group and proposed board of trustees that focused on the concerns and questions raised in the panel review and public hearing.

After this thorough review, the review team rated the overall application as "weak." My recommendation to award a CMVS certificate was consistent with the requirements of section 6 of the Act, in which the

Legislature intentionally set a unique bar for the award of an initial certificate to Greenfield. In doing so, the Legislature acknowledged Greenfield's pioneering role in establishing a virtual innovation school and expressed its intent to give Greenfield a fair opportunity to adjust to the extensive requirements of the new statute. Allowing the school to transition to this new status also minimized the disruption for currently enrolled students. To assist the school in meeting those high standards, I recommended, and the Board approved, that several conditions be placed on its operating certificate, with each of these items subject to the review and approval of the Department. These terms are described in my June 18, 2013 memo to the Board: www.doe.mass.edu/boe/docs/2013-06/item3.html.

On June 25, 2013, the Board granted a three-year certificate to operate the Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School (GCVS) to a board of trustees formed to assume governance of MAVA from the Greenfield Public Schools. During the transition, the Greenfield Public Schools provided services to GCVS under a memorandum of understanding through April 1, 2014.

On June 5, 2014, the Department conducted an accountability review of GCVS in accordance with CMR 52.08. The report was completed on September 17, 2014, after the results of the Spring 2014 MCAS tests became official. The resulting site visit report documented concerns about GCVS's faithfulness to its certificate, the quality of the academic program, the quality and amount of supports for diverse learners, and the school's lack of compliance with regulatory requirements and Department guidance.

Due to these concerns, pursuant to the CMVS regulations at 603 CMR 52.12(2) I recommended, and the Board approved, to place GCVS on probation for the remainder of the school's certificate term, which expires on June 30, 2016, with the following conditions:

1. By October 31, 2014, GCVS will submit to the Department a final draft of a contract with K12, Inc., that addresses all issues already communicated to GCVS by the Department, for my approval.
2. By December 31, 2014, GCVS will provide evidence to the Department that it has completed the alignment of its curriculum to the Massachusetts curriculum frameworks.
3. By December 31, 2014, GCVS will submit to the Department a comprehensive evaluation of the school's mathematics and English language arts programs and of the school's instructional practices, such evaluation to be conducted by one or more external consultants acceptable to the Department.
4. By January 31, 2015, GCVS will submit an action plan to the Department for approval that specifies strategies to improve mathematics and English language arts performance. The plan must address how the school will utilize and will support instructional staff to implement the plan. The plan must include a timetable for the implementation of actions, must set deadlines for the completion of key tasks, and must set clear and specific implementation benchmarks to allow the GCVS board of trustees and the Department to monitor implementation.
5. By December 31, 2015, GCVS must demonstrate that it is an academic success through evidence of significant academic improvement in mathematics and English language arts.
6. Beginning immediately and until further notice, GCVS must submit to the Department, at jgwatkin@doe.mass.edu or 75 Pleasant St., Malden, MA 02148, board meeting agendas and materials, prior to each board meeting at the same time that these items are sent to GCVS board members. Further, GCVS must submit to the Department the minutes of these proceedings as soon as the GCVS board approves them. The Department reserves the right to require the submission of additional information, such as quarterly or monthly financial statements, if board materials do not already include this information, and the school must provide such additional information within two business days.

These conditions are described in my October 10, 2014 memo to the Board:
www.doe.mass.edu/boe/docs/2013-06/item3.html.

Placing GCVS on probation signaled my clear concern about GCVS and the hope that it can fulfill the probationary conditions and offer a successful educational program to the students it serves. Based upon the success, or lack thereof, of GCVS in meeting the conditions imposed and in alleviating the causes of its probation, I will recommend further action as appropriate.

TEC Connections Academy Commonwealth Virtual School (TECCA)

In August 2013, the Department received six letters of intent for new virtual schools. In November 2014, the Department received a single application, which was submitted by The Education Cooperative (TEC).

The Department's Office of Digital Learning conducted a multi-step review of the final application that included: an advisory panel review; a public hearing at the Department that was conducted by Board members Maura Banta and David Roach; the solicitation of written comments from the public through the Department's website; an interview with members of the founding group and proposed board of trustees that focused on the concerns and questions raised in the panel review and public hearing; and a review of the school's learning management system (LMS). Department staff prepared a comprehensive, criteria-based summary of the primary strengths and weaknesses of the application.

Although the application submitted by TEC addresses the elements specified in the CMVS statute, the application had some areas that needed further development. I recommended that the Board grant a certificate to the board of trustees of the TEC Connections Academy Commonwealth Virtual School (TECCA), but I also recommended that the Board impose on the certificate a number of conditions related to areas where improvement is needed, with each of these items subject to the review and approval of the Department. These conditions are provided in my February 14, 2014 memorandum to the Board:
www.doe.mass.edu/boe/docs/2014-02/item4.html.

In addition to these conditions, I recommended that some terms of the certificate vary from the application submitted to the Department. The TECCA board requested a five-year certificate; I recommended that the Board grant the certificate for three years, from July 1, 2014 through June 30, 2017. The TECCA board will need to apply to renew the school's certificate prior to the end of this three-year period. As with GCVS, my recommendation was based on the premise that the CMVS initiative is still very new, and we want to ensure virtual schools provide high quality programs and that student data shows their programs are academically successful.

The TECCA board requested a maximum student enrollment of 6,000. I recommended that the Board set the school's maximum enrollment at 2,000 students, with enrollment limited to 1,000 and 1,500 students respectively during its first two years of operation. Because the CMVS statute caps virtual school enrollment at 2 percent of the total number of students attending public schools in the Commonwealth, it would have been unwise to allow a single school to enroll such a large number of students.

The TECCA board requested a per pupil tuition rate of \$7,000. I recommended that the Board stipulate a per pupil tuition rate of \$6,700, with \$75 per pupil retained by the Department for administration of the CMVS program as provided for by the CMVS statute. This recommendation aligned with the per pupil tuition rate the Board granted to GCVS.

TECCA was approved to offer individual courses and charge districts or schools for those courses, provided that it reaches an agreement with the district or school. In order to preserve the autonomy of the

virtual school while at the same time motivating collaboratives and districts to apply for certificates, TECCA was approved to offer full time and individual courses to TEC member districts at a discount of no more than 50 percent of what other districts or schools are charged.

TECCA's three-year certificate was granted by the Board on February 25, 2014. TECCA opened in the fall of 2014; as of October 24, 2014, TECCA enrolled 449 students.

Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School (GCVS)

As the Commonwealth's only operational virtual school during the 2013-14 school year, the next seven sections of this report provide information relative to GCVS.

Fiscal Impact on Sending Districts

Virtual schools are funded through payments from sending districts at a per pupil tuition rate set by the Board. Under the CMVS legislation [G.L. c. 71, §94(k)] the per pupil tuition a school district pays for students residing in the district enrolled in a CMVS is paid through the school choice mechanism (G.L. c. 76, §12B). For students who attend a CMVS for less than the full year, the tuition payment is based upon the number of days of enrollment. The Department notifies both the virtual school and sending districts of the amount of these payments and corresponding reductions in local aid under G.L. c. 70.¹

The first five monthly payments in each fiscal year are based on the virtual school's pre-enrollment report; remaining monthly payments for the fiscal year are based on Student Information Management System (SIMS) data collected from the CMVS in October. Although each monthly payment is intended to equal approximately one twelfth of the projected annual amount, payments in the later months of each fiscal year (from December through June) include adjustments to correct any over- or under-payments in earlier months, including adjustments for special education increments.

The cost of special education services is calculated in accordance with 603 CMR 10.07(3). The virtual school is responsible for providing special education services to students in accordance with their Individualized Education Program (IEP). Sending school districts remain fiscally responsible for such students as if the CMVS were a receiving district pursuant to school choice under G.L. c. 76, §12B. For both virtual schools, the Board approved a per pupil tuition rate of \$6,700, of which the Department retained \$75 per pupil for the administration of the program.

In fiscal year 2014 (FY2014), GCVS received a total of \$3,374,280 in tuition payments as provided in Appendix B.²

In FY2014, GCVS enrolled students from 166 school districts, the majority of whom resided in the districts of Springfield, Boston, Worcester Brockton, Greenfield, New Bedford, Chicopee, and North Middlesex. A complete breakdown of sending districts and tuition figures between December 2013 and June 2014 is provided in Appendix B.

¹ The Department, in consultation with the Department of Youth Services (DYS), determines the appropriate tuition responsibility for students who are in the custody of the Department of Corrections, a sheriff or DHS.

² The Department adjusted the school's final FY2014 tuition payment in November 2014 to reflect the underreporting of 60 FTEs, a difference of \$476,009 from what is publically reported on the Department's website as of June 19, 2014: <http://www.doe.mass.edu/finance/schoolchoice/choice14.html>.

Course Completion and Student Attendance and Participation Rates

Course completion rates for GCVS elementary courses (PK-8), as compared to the state, are provided in the table below.

GCVS Elementary Course Completion as Compared to State, 2013-14 School Year ³⁴⁵			
Grade		Students Completed	Students Withdrawn ⁶
Part-time Kindergarten	GCVS	0 (0%)	1 (1%)
	State	4785 (95.1%)	248 (4.9%)
Full-time Kindergarten	GCVS	34 (81%)	8 (19%)
	State	31797 (91.9%)	2801 (8.1%)
Grade 1	GCVS	35 (79.5%)	9 (20.5%)
	State	38473 (93.8%)	2538 (6.2%)
Grade 2	GCVS	36 (81.8%)	8 (18.2%)
	State	37641 (94.9%)	2029 (5.1%)
Grade 3	GCVS	32 (78%)	9 (22%)
	State	34062 (95.7%)	1516 (4.3%)
Grade 4	GCVS	44 (75.9%)	14 (24.1%)
	State	33854 (95.8%)	1488 (4.2%)
Grade 5	GCVS	36 (85.7%)	6 (14.3%)
	State	25602 (95.8%)	1118 (4.0%)
Grade 6	GCVS	37 (71.2%)	15 (28.8%)
	State	7021 (93.3%)	502 (6.7%)
Grade 7	GCVS	54 (84.4%)	10 (15.6%)
	State	2720 (81.1%)	633 (18.9%)
Grade 8	GCVS	72 (76.6%)	22 (23.4%)
	State	2112 (77.9%)	598 (22.1%)

³ Data reported to the state by GCVS.

⁴ In order to provide “apples-to-apples” comparisons between GCVS and the state, these figures represent unique counts of students enrolled in “all-grade” courses (e.g., “Kindergarten-all subjects”, “First Grade-all subjects”, etc.) and do not include students classified as enrolled in a subject-specific course (e.g., “Kindergarten-English language arts”, etc.).

⁵ “Incomplete” and “Excused” figures are omitted as they represent an insignificant number of students; therefore, not all percentages will add up to 100.

⁶ In a virtual school, withdrawals usually reflect students who transferred out of the school during the academic year.

Course completion rates for GCVS high school courses, as compared to the state, are provided in the table below.

GCVS High School Course Completion as Compared to State, 2013-14 School Year ⁷			
Grade		Course Completions	Courses Withdrawals ⁸
Grade 9	GCVS	398 (83.3%)	80 (16.7%)
	State	716,459 (90.0%)	74,651 (9.4%)
Grade 10	GCVS	273 (83.2%)	53 (16.2%)
	State	624,272 (91.2%)	56,154 (8.2%)
Grade 11	GCVS	122 (87.1%)	16 (11.4%)
	State	579,035 (91.4%)	51,001 (8.1%)
Grade 12	GCVS	5 (55.6%)	4 (44.4%)
	State	548,863 (87.7%)	75,035 (12.0%)

The Department believes that these figures are an incomplete measure of a student's progress through his or her virtual school program. For FY2015 and beyond, the Department will ask the virtual schools to report student-level data on progress toward goals established for each student by the school.

The school provides 425 instructional hours in kindergarten, 900 hours for grades 1-8, and 990 hours for grades 9-12 in accordance with state regulations.

There is flexibility in terms of the time of day when students participate; however, teachers take daily attendance and coordinate the hours of school work completed with the student and learning coach. The school's expectation is that students will complete their coursework at the end of the semester or school year, as applicable. Because attendance in the program is based on course completion and not seat time, GCVS reported a 100 percent student attendance rate to the state in 2013-14.

The school calendar provides for school holidays and vacation times during which teachers are not available; however, students may continue to do school work and access the online learning management system at any time during the school year.

According to data provided by the school at the time of the June 5, 2014 accountability review, withdrawal statistics indicated that 47 students (29 percent of all withdrawals) never attended the school; 29 students withdrew because their learning coach (responsible adult in the home) was unavailable (18 percent); 22 students withdrew due to the school's attendance/progress policy (14 percent); and 1 student withdrew for non-attendance.

Academic Achievement

GCVS received an annual progress and performance index (PPI) score based on the improvement it made toward its own targets over the following two-year periods: 2011-12, 2012-13, and 2013-14. Based on 2014 accountability data, the school's annual PPI has declined over each period: 90 (2012), 80 (2013), and 38 (2014).

⁷ High school figures represent courses, not students, as the unit of comparison; students are counted multiple times.

⁸ In a virtual school, withdrawals usually reflect students who transferred out of the school during the academic year.

In English language arts, GCVS earned an “On Target” rating for narrowing proficiency gaps in 2012 and 2013; however, in 2014 the school earned a rating of “No Change.” In 2012 and 2013, GCVS earned ratings of “Improved Below Target” and “On Target,” respectively, for growth; however, in 2014 the school earned a rating of “No Change” for growth. In 2012 and 2013, GCVS earned extra credit toward its annual PPI calculation for decreasing the percentage of students scoring at the Warning/Failing level on the ELA MCAS test by 10 percent or more; in 2014 the school did not earn extra credit. GCVS did, however, earn extra credit for increasing the percentage of students scoring at the Advanced level on MCAS by 10 percent or more in 2012 and 2013.

In mathematics, GCVS earned an “On Target” rating for narrowing proficiency gaps in 2012; however, in 2013 the school earned a rating of “Improved Below Target,” and in 2014 GCVS earned a rating of “No Change.” Across all three periods, GCVS earned a rating of “Improved Below Target” for growth. In none of the three periods under review did the school earn extra credit for decreasing the percentage of students scoring at the Warning/Failing level on the mathematics MCAS test by 10 percent or more. GCVS earned extra credit for increasing the percentage of students scoring at the Advanced level on MCAS by 10 percent or more in 2012 and 2013 but did not earn extra credit for this indicator in 2014.

In science, GCVS earned a rating of “Above Target” in 2012 and a rating of “On Target” in 2013 for narrowing proficiency gaps; however, in 2014 the school earned a rating of “No Change.” Across the three periods under review, GCVS earned extra credit for decreasing the percentage of students scoring at the Warning/Failing level on the science MCAS test by 10 percent or more in 2013. The school earned extra credit for increasing the percentage of students scoring at the Advanced level on MCAS by 10 percent or more in 2012 and 2014 but did not earn extra credit for this indicator in 2013.

These data were used by the Department to calculate the school’s cumulative PPI, which is the average of the school’s annual PPIs over the most recent four year period, weighting later years the most (1-2-3-4). Until 2014, GCVS did not have sufficient data to calculate a cumulative PPI. For a school to be considered to be making progress toward narrowing proficiency gaps, its cumulative PPI must be 75 or higher. The school’s 2014 cumulative PPI of 63, in addition to the low assessment participation and subgroup performance described above, places the school in Level 3 of the state’s five-level accountability and assistance system.

In addition to the PPI, which measures a school’s performance toward its own targets over a number of years, these data were also used to calculate a school percentile, an indication of the school’s overall performance relative to other schools that serve the same or similar grades. In 2014 GCVS placed at the 7th percentile (on a 1-99 scale) of all middle/high schools and K-12 schools in the Commonwealth, and the school’s White subgroup placed among the lowest 20 percent of subgroups statewide.

In 2014 the school’s high needs subgroup did not meet the 95 percent threshold required for participation in state assessments in mathematics and science (94 percent, respectively).

Supervision and Support for Students in Elementary and Middle School

According to GCVS, learning coaches facilitate student progress through daily lessons, with flexibility in terms of pace and scheduling. The school expects learning coaches to spend three to five hours daily supporting students and students to spend five to six hours daily on coursework and homework. Teachers manage all facets of the student’s instructional experience and are expected to engage in regular communication with learning coaches and students via e-mail, telephone, and online meetings.

The June 5, 2014 accountability review found the distinction between the role of the teacher and the learning coach unclear, notably in the early grades. Focus groups of elementary and middle school

acknowledged that reaching all learners by incorporating multiple learning styles was an ongoing challenge. According to both school leadership and K12, Inc., every student has an individualized learning plan. However, it was not clear to the review team how it is used on a day-to-day basis, how frequently it is reviewed and revised, or which party (the teacher or the learning coach) takes ownership for the plan.

Support for Online Course Completion

The accountability review concluded that the teacher focus groups seemed divided on whether overall responsibility for learning lies with the teacher, the learning coach, or the student. In the early grades, much of the responsibility for student learning was placed on the learning coach, because they are expected to deliver some instruction and supervise most learning activities. It was unclear to the review team how learning coaches are supported and how the school ensures that teachers, not learning coaches, are ultimately held accountable for student learning.

Professional Development

The accountability review found that GCVS had not established clear expectations for effective instructional practice. Teachers were provided with technical training related to the LMS platform, but the breadth and depth of professional development was unclear. The review team found no clear evidence of regular, frequent collaboration and professional development to improve implementation of the curriculum and instructional practice. Moreover, the school did not fully implement an educator evaluation system in all grades in accordance with 603 CMR 35.00.

According to the school leadership team and K12, Inc., both entities share responsibility for professional development, although it is unclear how the work was shared and whether this arrangement was deliberate and strategic, or just a division of responsibilities. The leadership team acknowledged that the school needed to “develop a set of standards for what we expect to see” in the delivery of instruction. The leadership team noted that they had not been providing professional development to the high school teachers in as much depth as the elementary and middle school teachers. High school teachers had weekly meetings described as a free exchange of ideas, but aside from the requirement that they meet weekly, these meetings did not appear to follow a formal structure, nor did they appear to be designed to address/improve specific instructional practices in a systematic way. The teacher focus groups reported that much of the professional development, while extensive occurred at the beginning of the school year and focused on technical training in addition to content and instruction.

The teacher focus groups also referenced evaluations, but it was unclear whether the school and K12, Inc. were using the same or different instruments. The team reviewed both the school’s personnel policies and the K12, Inc. employee handbook; neither document referenced the Massachusetts educator evaluation system. The elementary/middle school teacher focus group referenced evaluation but the high school group did not. While the high school teachers mentioned meetings with the leadership team, the review team did not find evidence that they had been formally evaluated. The board and leadership focus groups cited plans to align the school’s evaluation process to state law, a process that reportedly will involve modification of the state’s model rubric to reflect the virtual school classroom. The board had not yet evaluated the school leader.

Enrollment Limits and Wait Lists

The CMVS statute caps the total number of full-time students attending virtual schools at two percent of the total number of students attending public schools in the Commonwealth. In the case of a CMVS

established by a school district, at least five percent of the students enrolled in the CMVS must be from the school district that established the school.⁹ In the case of a CMVS that is established by more than one school district or by an education collaborative, at least five percent of the students enrolled in the school must be from the combined enrollment of the districts that established the school or the districts that are members of the collaborative. Finally, local school committees may vote to restrict enrollment of district students in a CMVS if the total enrollment of its students in such schools exceeds one percent of the total enrollment in its district (students already enrolled in a CMVS may remain in the school).

In the 2013-14 school year, 955,739 students attended public schools in the Commonwealth, of which .05 percent, or 454 students, were enrolled in a CMVS (GCVS). GCVS was approved to enroll 750 students (250 of which may be high school students) in 2013-14. GCVS may enroll up to 1,000 students in 2014-15 and 1,250 students in 2015-16.¹⁰ Prior to the 2014-15 school year, the school’s Board of Trustees capped enrollment at 850 students (550 students in grades K-8, 150 in grades 7-8, and 250 in grades 9-12).

The school’s FY2014 enrollment is provided in the table below.

GCVS Enrollment by Grade, FY2014														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	24	33	34	33	52	35	37	48	69	42	30	14	3	454

As of FY2014, GCVS reported 172 students on waitlists.

According to the GCVS enrollment policy, eligibility for enrollment in a specific grade requires a student to have successfully completed the preceding grade. The school reviews academic documentation to ensure accurate grade level assignments and course placements.

Recommended Changes to the Commonwealth Virtual School Program

As the CMVS program is still relatively new, the Department continues to collect data and other information on the implementation of the program through accountability reviews, site visits, and reporting requirements as per the statute and regulations.

⁹ Chapter 379 of the Acts of 2012, “An Act Establishing Commonwealth Virtual Schools”, permits GCVS to maintain student enrollment of at least 2 percent from Greenfield for the duration of its initial certificate term.

¹⁰ TECCA is approved to enroll 1,000 students in 2014-15, 1,500 students in 2015-16, and 2,000 students in 2016-17.

Appendix A: Commonwealth Virtual Schools (G.L. c. 71 §94)

Section 94. (a) As used in this section the following words shall, unless the context clearly requires otherwise, have the following meanings:—

“Board,” the board of elementary and secondary education.

“Commissioner”, the commissioner of elementary and secondary education.

“Commonwealth virtual school”, a public school operated by a board of trustees whose teachers primarily teach from a remote location using the internet or other computer-based methods and whose students are not required to be located at the physical premises of the school.

“Certificate”, a certificate of organization issued by the board to a commonwealth virtual school’s board of trustees which governs the operations of the commonwealth virtual school.

“Department”, the department of elementary and secondary education.

“District” or “school district”, the school department of a city, town, regional school district or county agricultural school.

“Education collaborative,” an association of 2 or more school committees or boards of trustees of charter schools established pursuant to section 4E of chapter 40.

(b) On or before October 1, the board shall issue a request for proposals to establish 1 or more commonwealth virtual schools; provided, however, that the board shall not be required to issue a request for proposals for any school year for which a certificate is not available to be awarded. The request for proposals shall be published on the department’s website. Persons or entities eligible to submit a proposal to establish a commonwealth virtual school shall include, but not be limited to: (i) a school district; (ii) 2 or more school districts; (iii) an education collaborative; (iv) an institution of higher education; (v) a non-profit entity; (vi) 2 or more certified teachers; or (vii) parents. Private and parochial schools and for-profit entities shall not be eligible to submit a proposal. A proposal shall be selected from the responses to the request for proposals and an applicant awarded a certificate under the procedures adopted by the board. The request for proposals shall include, but not be limited to, the following terms and conditions that shall be addressed in each response to the request for proposals and, upon selection by the board, shall be incorporated into the certificate to operate a commonwealth virtual school:

(1) the mission, purpose and specialized focus, if any, of the proposed commonwealth virtual school;

(2) the educational program, instructional methodology and services to be offered to students;

(3) the organization of the school by ages of students or grades to be taught and an estimate of the total enrollment of the commonwealth virtual school;

(4) the method for and timetable of admission to the commonwealth virtual school;

(5) the commonwealth virtual school governance and by-laws;

(6) the proposed school year;

(7) how the commonwealth virtual school shall administer state required assessment tests;

(8) a statement of equal educational opportunity which shall state that the commonwealth virtual school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, religion, sex, gender identity or sexual orientation;

(9) a description of any preferences the school shall give for enrollment and how the school shall conduct a lottery for admission if applications exceed enrollment capacity;

(10) the identity of any third party software or curriculum vendors that the school intends to use;

- (11) a proposed arrangement or contract with an organization that shall manage or operate the school, including any proposed or agreed upon payments to such organization;
- (12) a demonstration of the applicant's capacity to support and store all critical student, program and staff data for expedient retrieval and analysis in compliance with federal and state laws;
- (13) provisions for cyber safety;
- (14) how the school shall notify each school district in writing of the number and grade levels of students who shall be attending the commonwealth virtual school from that district within 10 days of the student registering for enrollment in the commonwealth virtual school;
- (15) whether the commonwealth virtual school will offer online courses to students attending other schools;
- (16) the financial plan for the operation of the school;
- (17) the number and qualifications of teachers and administrators to be employed;
- (18) the procedures for evaluation and professional development for teachers and administrators, including what training, if any, shall be provided to teachers who have not previously taught online;
- (19) the school's capacity to address the particular needs of English language learners to learn English and learn content matter;
- (20) the school's plan to conduct outreach to prospective students;
- (21) what supports shall be provided to students to help them complete courses, including the school's strategies for ensuring that an enrolled student shall complete the program and goals regarding course completion and student achievement;
- (22) how the school will monitor student progress in order to identify areas of difficulty and assist students who need additional attention;
- (23) where relevant, what supports will be provided to help students prepare for college and careers;
- (24) the school's capacity to support students' social and emotional growth;
- (25) how the school shall create a community for students who are enrolled in the commonwealth virtual school;
- (26) how the commonwealth virtual school applicant shall include activities to engage students;
- (27) what, if any, in person activities, learning or interaction will be provided or offered, including extra-curricular activities;
- (28) expectations for age appropriate supervision of students under the age of 14, if applicable;
- (29) a description of where students will access the school's courses, including whether it is in the home or in a location provided and overseen by the commonwealth virtual school applicant;
- (30) methods to assure that all students shall have access to necessary technology and materials;
- (31) what technical support shall be available to students, including whether the commonwealth virtual school applicant shall offer an orientation for taking an online course before starting the coursework;
- (32) how the school shall define and monitor student attendance, including how it shall verify that each student is participating in classes, how truancy shall be addressed and goals regarding student attendance;
- (33) expectations and goals for communication between teachers and students and how such interaction shall be documented;
- (34) how the school shall involve parents and guardians as partners in the education of the children and goals for parental and family engagement;
- (35) the school's capacity to implement the proposal and provide high quality instructional services;

(36) the school's capacity to instruct students in the following categories, if the school intends to serve any such students: (i) students with physical or other challenges that make it difficult for them to physically attend a school; (ii) students with medical needs requiring a home or hospital setting; (iii) students with unusual needs requiring a flexible schedule; (iv) students who are over-age for their grade; (v) students who have been expelled; (vi) students who have dropped out or are at risk of dropping out; (vii) students who are pregnant or have a child; (viii) students with social and emotional challenges that make it difficult for them to physically attend a school; (ix) students who feel bullied or cannot attend school because their safety is at risk; (x) gifted and talented students; (xi) students who seek academic work not available in their school; (xii) students in rural communities; and (xiii) students in institutionalized settings;

(37) whether the school proposes a mechanism to provide meals to students eligible for free and reduced price lunch;

(38) the student to teacher ratio; and

(39) whether the school will establish a personalized learning plan for each student, in conjunction with the student's school district of residence.

(c) The board shall make the final determination on selecting proposals; provided, however, that the board shall only grant a certificate to a qualified applicant as determined by the board; provided further, that the board shall hold a public hearing on the proposals which shall be attended by at least 1 member of the board. Not more than 10 commonwealth virtual schools shall be allowed to operate in the commonwealth at any time; provided, however, that a commonwealth virtual school operated by a single school district, under an agreement entered into by more than 1 school district or by an education collaborative shall not be counted towards this limit if the commonwealth virtual school only enrolls students who reside in the school district, in the school districts that signed the agreement or in the school districts that are members of an education collaborative. The board may authorize a single board of trustees to manage more than 1 commonwealth virtual school; provided, however, that each school is issued its own certificate. Under no circumstances shall the total number of full-time students attending commonwealth virtual schools exceed 2 per cent of the total number of students attending public schools in the commonwealth. In the case of a commonwealth virtual school that is established by a school district, not less than 5 per cent of the students enrolled in the commonwealth virtual school shall be from the school district that established the school. In the case of a commonwealth virtual school that is established by more than 1 school district or by an education collaborative, not less than 5 per cent of the students enrolled in the school shall be from the combined enrollment of the districts that established the school or the districts that are members of the education collaborative.

The board shall give preference to proposals that include an educational program or specialized focus that appropriately addresses 1 or more of the following: students with physical or other challenges that make it difficult for them to physically attend a school; students with medical needs requiring a home or hospital setting; students with unusual needs requiring a flexible schedule; students who are over-age for their grade; students who have been expelled; students who have dropped out; students at risk of dropping out; students who are pregnant or have a child; students with social and emotional challenges that make it difficult for them to physically attend a school; students who feel bullied or cannot attend school because the students' safety is at risk; gifted and talented students; students who seek academic work not available in their school; students in rural communities; and students in institutionalized settings. The board shall also consider whether proposed schools will create or enhance the opportunity for students to attend virtual schools in all grades from kindergarten through grade 12.

(d) A commonwealth virtual school shall operate under a certificate issued by the board and be governed by a board of trustees. If a district or education

collaborative operates the commonwealth virtual school, then the board of trustees shall be appointed by the member school committees of the district or the collaborative board. The board of trustees of a commonwealth virtual school, upon being granted a certificate, shall be deemed to be a public agent authorized by the commonwealth to supervise and control the commonwealth virtual school. A commonwealth virtual school shall be deemed to be a state agency under chapter 268A and members of the board of trustees shall be deemed to be public employees under chapter 268B.

(e) The board of trustees of a commonwealth virtual school shall have all powers necessary or desirable for carrying out its virtual program, including, but not limited to, the power to:

(1) adopt a name and corporate seal; provided, that any name selected shall include the words "commonwealth virtual school";

(2) acquire real property, from public or private sources, by lease, lease with an option to purchase or by gift, for use as a school facility;

(3) receive and disburse funds for school purposes;

(4) incur temporary debt in anticipation of receipt of funds; provided that, notwithstanding any general or special law to the contrary, the terms of repayment of any commonwealth virtual school's debt shall not exceed the duration of the school's certificate without the approval of the board;

(5) solicit and accept grants or gifts for school purposes; and

(6) determine the school's curriculum and develop the school's annual budget.

(f) A commonwealth virtual school may provide access to its courses in an existing public school building or any other suitable location; provided, however, that a commonwealth virtual school shall comply with all applicable state and federal health and safety laws and regulations.

(g) The board may waive requirements that students who attend a commonwealth virtual school, attend school for a minimum number of hours or days each school year and may permit students to earn credits by demonstrating competency in a grade or subject matter. Students in commonwealth virtual schools shall be required to meet the same academic standards, testing and portfolio requirements set by the board for students in other public schools.

To ensure that students are learning and demonstrating their knowledge, each commonwealth virtual school shall ensure that students are provided, in each credit-bearing course, multiple synchronous learning opportunities with their teachers in which students are required to participate and share their knowledge.

(h) Commonwealth virtual schools shall comply with chapter 71B; provided, however, that the fiscal responsibility for a student with a disability enrolled in or determined to require a private day or residential school shall remain with the school district where the student resides. If a commonwealth virtual school expects that a student with a disability enrolled in the commonwealth virtual school may be in need of the services of a private day or residential school, it shall convene an individualized education program team meeting for the student. Notice of the team meeting shall be provided to the special education department of the school district in which the child resides at least 5 days in advance. Personnel from the school district in which the child resides shall participate in the team meeting concerning future placement of and services for the child and shall agree on the needed services for the child.

(i) No teacher shall be hired by a commonwealth virtual school who is not certified pursuant to section 38G. Nothing herein shall preclude such teacher from using digital content which may include, but not be limited to, guest lecturers.

(j) A certificate to operate a commonwealth virtual school granted by the board shall be for not less than 3 years and not more than 5 years, as determined by the board. The board shall develop procedures and guidelines for amending, revoking and renewing a virtual school's certificate. When deciding on certificate renewal,

the board shall consider progress made in student academic achievement and whether the school has met its obligations and commitments under the certificate.

(k) The amount of tuition per pupil a school district shall pay for a student residing in the district who is enrolled in a commonwealth virtual school shall be the school choice tuition amount, which shall be paid through the school choice mechanism; provided, that the department may, in consultation with the operational services division, approve alternative tuition amounts proposed by applicants that shall not exceed the state average per pupil foundation budget for students of the same classification and grade level; provided, further, that the department may authorize additional tuition assessments for services required by an individualized education program established pursuant to chapter 71B. If a commonwealth virtual school offers online courses to students attending other schools, the commonwealth virtual school shall work with the student's district or school to determine whether the online courses meet said district's or school's standards and requirements and what the commonwealth virtual school will charge the student's district or school for such online courses.

The department may retain not more than \$75 per pupil for the administration of the commonwealth virtual school program.

The department, in consultation with the department of youth services, shall determine the appropriate tuition responsibility for students who are in the custody of the department of corrections, a sheriff or the department of youth services.

Students enrolled in a commonwealth virtual school shall be counted in the foundation enrollment of the school district where the student resides.

(l) The department shall promulgate rules and regulations creating a reporting requirement for a commonwealth virtual school's net asset balance at the end of each fiscal year; provided, however, that the report shall include, but not be limited to: (1) the revenue and expenditures for the prior fiscal year with a specific accounting of the uses of public and private dollars; (2) compensation and benefits for teachers, staff, administrators, executives and members of the board of trustees; (3) the amount of funds paid to a management company; (4) the sources of surplus funds, specifically whether the funds are private or public; (5) how surplus funds were used in the previous fiscal year; and (6) the planned use of surplus funds in the upcoming fiscal year and in future fiscal years. The board may establish limits for excess funds that may be retained by commonwealth virtual schools and may require commonwealth virtual schools to return excess funds to school districts.

(m) Each commonwealth virtual school shall submit an annual report, on or before January 1, to the board. The school shall make its report available to the public on its website. The annual report shall be in such form as may be prescribed by the board and shall include, but not be limited to: (1) a discussion of progress made toward the achievement of the goals set forth in the certificate; (2) a list of the programs and courses offered; (3) a description and number of the students enrolled in the commonwealth virtual school by grade level, the number of students eligible for free and reduced price lunch and the number of students who applied and were not admitted; (4) a financial statement describing by appropriate categories the revenue and expenditures for the prior fiscal year and a balance sheet describing the commonwealth virtual school's assets, liabilities and fund balances or equities; (5) information regarding and a discussion of student attendance and participation; (6) information regarding and a discussion of student-teacher interaction; (7) information regarding and a discussion of student performance in the commonwealth virtual school, including data from state assessments and a comparison of students' achievement against the achievement of the students in the sending district; (8) a discussion of how many courses were completed and not completed; (9) a discussion of how the school created a community for students; (10) what activities were included to engage students and how students participated in those activities; (11) a discussion of parental

involvement; and (12) a discussion of the school's outreach and recruitment efforts; provided, however, that said report shall include input from teachers and administrators at the virtual school and input from administrators in a district that has established a virtual school or districts that are members of an education collaborative that has established a virtual school.

(n) Each commonwealth virtual school shall maintain an accurate account of all its activities and all its receipts and expenditures and shall annually conduct an independent audit of its accounts. Such audit shall be filed annually, on or before January 1 with the department and the state auditor and shall be in a form prescribed by the state auditor. The state auditor may investigate the budget and finances of commonwealth virtual schools and their financial dealings, transactions and relationships and shall have the power to examine the records of commonwealth virtual schools and to prescribe methods of accounting and the rendering of periodic reports.

(o) On or before September 1, the commissioner shall furnish a supplemental report on the Massachusetts comprehensive assessment system performance results of students served by each commonwealth virtual school and on the racial, ethnic and socio-economic make-up of the students served by each commonwealth virtual school. The commissioner shall also provide information on the number of students enrolled in each commonwealth virtual school who have individualized education programs pursuant to chapter 71B. The department shall make such report available to the public on the department's website.

(p) On or before September 1, the commissioner shall prepare a report on the implementation and impact of this section, including, but not limited to:

- (1) the fiscal impact on sending districts;
- (2) any necessary adjustments to tuition rates, including whether the amount should vary based on grade or type of school and the appropriate mechanism for funding virtual schools;
- (3) information on course completion and student attendance and participation rates;
- (4) the academic achievement of students attending commonwealth virtual schools;
- (5) the level of supervision or support needed for students in elementary and middle school;
- (6) the support necessary or helpful to ensure that students successfully complete online courses;
- (7) the professional development virtual school teachers require;
- (8) the appropriate enrollment limit for a virtual school, if any, including information about wait lists; and
- (9) the need for any changes to the commonwealth virtual school program.

The report shall be based partially on information in each commonwealth virtual school's annual report and financial audits. This report shall include input from virtual school teachers and administrators. The commissioner shall consult with the digital learning advisory council to prepare this report. The commissioner shall file the report with the clerks of the house and senate, who shall forward the report to the joint committee on education. The department shall make the report available to the public on the department's website.

(q) The commissioner shall identify and offer information on online courses which are aligned with state academic standards that districts may use and shall publish that list on the department's website. At least 1 of the online courses listed shall be available at no cost to school districts, provided that such no cost online course is aligned with state academic standards. The list shall be reviewed and updated annually. Nothing in this subsection shall preclude school districts from using other courses not identified by the commissioner.

(r) The board may promulgate regulations for implementation and enforcement of this section, provided that the regulations may include, but shall not be limited to, a provision indicating the appropriate percentage of online academic instruction

provided for a school to be considered a commonwealth virtual school pursuant to this section. Upon release of the proposed regulations, the board shall file a copy of the regulations with the clerks of the house of representatives and the senate, who shall forward the regulations to the joint committee on education. Within 30 days of the filing, the committee may hold a public hearing and issue a report on the regulations and file the report with the board. The board, pursuant to applicable law, may adopt final regulations making revisions to the proposed regulations as it deems appropriate after consideration of the report and shall file a copy of the regulations with the chairpersons of the joint committee on education and, not earlier than 30 days after the filing, the board shall file the final regulations with the state secretary.

(s) Nothing in this section shall preclude a student from taking some or all of the student's classes online when such classes are offered or approved by the school the student attends or by an education collaborative in which the student's school district participates.

This section shall not apply to a virtual school operated by a single school district if the school enrolls only students residing in the school district; provided, however, that such district shall submit a summary description of the proposed virtual school to the commissioner for review and comment at least 4 months in advance of the opening of the virtual school. The commissioner shall then provide written comments on the proposal to each district's school committee.

(t) A school committee may, by vote, restrict enrollment of its students in commonwealth virtual schools if the total enrollment of its students in commonwealth virtual schools exceeds 1 per cent of the total enrollment in its district; provided, however, that no student enrolled in a commonwealth virtual school shall be compelled to withdraw as a result of that vote.

Appendix B: FY2014 GCVS Student FTE and Tuition by Sending District

FY2014 GCVS Student FTE and Tuition by Sending District ¹¹						
District	FTE (Student Enrollment)			Tuition (Dollars)		
	Dec-13	Jun-14	Change	Dec-13	Jun-14	Change
Abington	5	5	0	33,125	33,500	375
Acton-Boxborough	2	2	0	13,250	13,400	150
Agawam	6	5.98	-0.02	39,750	40,068	318
Amherst-Pelham	3	3	0	19,875	20,100	225
Ashburnham-Westminster	3	3.47	0.47	19,875	23,289	3,414
Athol-Royalston	1	3.16	2.16	6,625	21,310	14,685
Attleboro	3	3.29	0.29	19,875	22,096	2,221
Auburn	1	1	0	6,625	6,700	75
Ayer Shirley School District	1	1.47	0.47	6,625	9,889	3,264
Barnstable	4	1.99	-2.01	26,500	13,483	-13,017
Belchertown	1	1	0	6,625	6,700	75
Bellingham	2	2	0	13,250	14,469	1,219
Berkshire Hills	1	1	0	6,625	6,700	75
Beverly	5	6.24	1.24	33,125	41,866	8,741
Boston	19	23.2	4.2	125,875	155,878	30,003
Bourne	4	3.1	-0.9	26,500	20,838	-5,662
Boxford	1	1	0	6,625	6,700	75
Braintree	1	1.81	0.81	6,625	12,141	5,516
Bridgewater-Raynham	4	2.15	-1.85	26,500	15,333	-11,167
Brockton	16	16.35	0.35	106,000	109,594	3,594
Brookline	2	2	0	13,250	13,400	150
Cambridge	1	1.08	0.08	6,625	7,380	755
Carver	4	3.9	-0.1	26,500	26,138	-362
Central Berkshire	3	2.97	-0.03	19,875	19,901	26
Chelmsford	1	1.79	0.79	6,625	12,009	5,384
Chelsea	1	1	0	6,625	6,700	75
Chicopee	10	8.41	-1.59	66,250	56,393	-9,857
Clinton	5	5	0	33,125	33,500	375
Dedham	2	3.52	1.52	13,250	23,620	10,370
Dennis-Yarmouth	1	1	0	6,625	6,700	75
Dighton-Rehoboth	1	1	0	6,625	6,700	75

¹¹ June 2014 figures reflect a November 2014 adjustment to reflect the underreporting of 60 FTEs, a difference of \$476,009 from what is publically reported on the Department's website as of June 19, 2014: <http://www.doe.mass.edu/finance/schoolchoice/choice14.html>.

FY2014 GCVS Student FTE and Tuition by Sending District¹¹

District	FTE (Student Enrollment)			Tuition (Dollars)		
	Dec-13	Jun-14	Change	Dec-13	Jun-14	Change
Douglas	6	6.02	0.02	39,750	40,408	658
Dover-Sherborn	2	2	0	13,250	13,400	150
Dracut	3	2	-1	19,875	13,400	-6,475
Dudley-Charlton	1	3	2	6,625	20,100	13,475
East Bridgewater	1	3	2	6,625	20,100	13,475
East Longmeadow	2	1	-1	13,250	6,700	-6,550
Easthampton	2	1	-1	13,250	8,323	-4,927
Easton	3	2.96	-0.04	19,875	20,464	589
Everett	1	0.36	-0.64	6,625	2,460	-4,165
Fairhaven	2	1	-1	13,250	6,700	-6,550
Fall River	7	7.67	0.67	46,375	52,979	6,604
Falmouth	1	2	1	6,625	13,400	6,775
Fitchburg	9	7.08	-1.92	59,625	47,505	-12,120
Framingham	1	0.98	-0.02	6,625	6,568	-57
Franklin	2	1	-1	13,250	6,700	-6,550
Freetown-Lakeville	3	3	0	19,875	20,100	225
Frontier	1	1	0	6,625	6,700	75
Gardner	1	3.85	2.85	6,625	25,881	19,256
Gateway	2	1.91	-0.09	13,250	12,804	-446
Gill-Montague	2	1.95	-0.05	13,250	13,069	-181
Grafton	2	2.65	0.65	13,250	20,088	6,838
Greenfield	15	16.17	1.17	101,512	118,561	17,049
Groton-Dunstable	1	1	0	6,625	6,700	75
Hamilton-Wenham	2	2	0	13,250	13,400	150
Hampden-Wilbraham	2	3.64	1.64	13,250	24,416	11,166
Hampshire	3	3.5	0.5	19,875	23,488	3,613
Hatfield	4	3.88	-0.12	26,500	26,004	-496
Haverhill	6	5.95	-0.05	39,750	39,869	119
Holbrook	3	2.9	-0.1	19,875	19,438	-437
Holliston	1	1	0	6,625	6,700	75
Holyoke	1	1.84	0.84	6,625	12,415	5,790
Hopedale	2	2	0	13,250	13,400	150
Hudson	1	0.3	-0.7	6,625	2,063	-4,562
Hull	2	2.1	0.1	13,250	14,138	888
Lawrence	4	6.83	2.83	26,500	45,849	19,349
Leominster	9	9	0	59,625	61,013	1,388
Lincoln	2	0.7	-1.3	13,250	4,713	-8,537

FY2014 GCVS Student FTE and Tuition by Sending District¹¹

District	FTE (Student Enrollment)			Tuition (Dollars)		
	Dec-13	Jun-14	Change	Dec-13	Jun-14	Change
Littleton	1	1	0	6,625	6,700	75
Longmeadow	2	2	0	13,250	13,400	150
Lowell	3	4.03	1.03	19,875	27,074	7,199
Ludlow	3	2.9	-0.1	19,875	19,438	-437
Lynn	5	8.98	3.98	33,125	60,318	27,193
Mansfield	2	2	0	13,250	13,400	150
Marlborough	3	2.37	-0.63	19,875	15,926	-3,949
Mashpee	2	2	0	13,250	13,400	150
Medford	1	2.25	1.25	6,625	15,131	8,506
Methuen	8	9.13	1.13	53,000	61,238	8,238
Middleborough	1	1	0	6,625	6,700	75
Milford	1	1	0	6,625	6,700	75
Millbury	1	1	0	6,625	6,992	367
Milton	2	2	0	13,250	13,400	150
Mohawk Trail	1	2	1	6,625	13,400	6,775
Monomoy	1	1.62	0.62	6,625	10,883	4,258
Monson	7	6.97	-0.03	46,375	46,701	326
Mount Greylock	1	1	0	6,625	6,700	75
Narragansett	1	1	0	6,625	6,700	75
Nashoba	2	1.64	-0.36	13,250	11,015	-2,235
Natick	1	1.51	0.51	6,625	10,154	3,529
New Bedford	11	12.2	1.2	72,875	81,950	9,075
New Salem-Wendell	1	1	0	6,625	6,700	75
Newburyport	1	1.25	0.25	6,625	8,431	1,806
North Adams	2	2	0	13,250	13,400	150
North Middlesex	9	9.32	0.32	59,625	62,495	2,870
Northboro-Southboro	1	1	0	6,625	6,700	75
Northbridge	1	0.34	-0.66	6,625	2,402	-4,223
Norton	1	1	0	6,625	6,700	75
Norwood	2	1.93	-0.07	13,250	14,362	1,112
Orange	1	1	0	6,625	6,700	75
Oxford	4	4.22	0.22	26,500	29,385	2,885
Palmer	4	4.68	0.68	26,500	31,455	4,955
Peabody	4	4.58	0.58	26,500	31,581	5,081
Pentucket	1	1	0	6,625	6,700	75
Pittsfield	1	1.07	0.07	6,625	7,239	614
Plymouth	2	2	0	13,250	13,400	150

FY2014 GCVS Student FTE and Tuition by Sending District¹¹

District	FTE (Student Enrollment)			Tuition (Dollars)		
	Dec-13	Jun-14	Change	Dec-13	Jun-14	Change
Quabbin	4	3	-1	26,500	25,029	-1,471
Quaboag	1	1.9	0.9	6,625	12,738	6,113
Quincy	2	2	0	13,250	13,400	150
Ralph C Mahar	1	1	0	6,625	6,700	75
Reading	2	2	0	13,250	13,400	150
Revere	3	2.9	-0.1	19,875	20,359	484
Rockland	3	1.97	-1.03	19,875	16,231	-3,644
Salem	3	3	0	19,875	20,100	225
Sandwich	2	0.66	-1.34	13,250	4,522	-8,728
Saugus	2	2	0	13,250	13,400	150
Scituate	1	0.93	-0.07	6,625	7,662	1,037
Seekonk	1	1	0	6,625	6,700	75
Shrewsbury	2	2.01	0.01	13,250	13,541	291
Somerset	2	2	0	13,250	14,815	1,565
Somerville	1	1	0	6,625	6,700	75
South Hadley	1	2.3	1.3	6,625	15,462	8,837
Southbridge	1	1.97	0.97	6,625	13,277	6,652
Southern Berkshire	1	1.8	0.8	6,625	12,075	5,450
Springfield	28	33.14	5.14	186,136	227,867	41,731
Stoneham	1	1	0	6,625	6,700	75
Stoughton	1	0.63	-0.37	6,625	4,324	-2,301
Sutton	2	2.76	0.76	13,250	18,510	5,260
Swampscott	1	1	0	6,625	6,700	75
Taunton	4	4.59	0.59	26,500	30,859	4,359
Tyngsborough	1	1.98	0.98	6,625	13,268	6,643
Uxbridge	3	3	0	19,875	20,100	225
Wachusett	4	4	0	26,500	28,226	1,726
Wakefield	1	1	0	6,625	6,700	75
Wales	1	0	0	6,625	0	-6,625
Waltham	4	4	0	26,500	26,800	300
Ware	5	4.97	-0.03	33,125	33,301	176
Wellesley	2	1.54	-0.46	13,250	10,352	-2,898
West Boylston	2	2	0	13,250	13,400	150
West Springfield	5	5.39	0.39	33,125	36,159	3,034
Westfield	3	3	0	19,875	20,100	225
Weymouth	5	4.12	-0.88	33,125	27,670	-5,455
Wilmington	1	1	0	6,625	6,700	75

FY2014 GCVS Student FTE and Tuition by Sending District¹¹

District	FTE (Student Enrollment)			Tuition (Dollars)		
	Dec-13	Jun-14	Change	Dec-13	Jun-14	Change
Winchendon	2	2	0	13,250	13,400	150
Winchester	3	3	0	19,875	20,100	225
Winthrop	2	2.63	0.63	13,250	17,724	4,474
Worcester	19	17.42	-1.58	125,875	117,925	-7,950
Andover	0	0.83	0.83	0	5,574	5,574
Ashland	0	0.49	0.49	0	3,321	3,321
Bedford	0	1	1	0	6,700	6,700
Dartmouth	0	0.95	0.95	0	6,369	6,369
Malden	0	0.1	0.1	0	738	738
Marblehead	0	0.59	0.59	0	3,984	3,984
Marshfield	0	0.46	0.46	0	3,123	3,123
Mendon Upton	0	0.77	0.77	0	5,176	5,176
Newton	0	0.66	0.66	0	4,448	4,448
North Attleborough	0	2.48	2.48	0	16,655	16,655
Northampton	0	0.89	0.89	0	6,122	6,122
Northborough	0	0.53	0.53	0	3,586	3,586
Randolph	0	0	0	0	75	75
Sharon	0	0.17	0.17	0	1,201	1,201
Southampton	0	2	2	0	13,400	13,400
Sturbridge	0	1.05	1.05	0	7,106	7,106
Triton	0	0.16	0.16	0	1,135	1,135
Wareham	0	0.77	0.77	0	5,176	5,176
Watertown	0	0.76	0.76	0	5,110	5,110
Woburn	0	0.11	0.11	0	804	804
Totals	454	496.49	43.49	3,010,523	3,374,280	363,757