



MASSACHUSETTS
Department of Elementary
and Secondary Education

Report to the Legislature: Commonwealth Virtual Schools – Fiscal Year 2022

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

March 2024

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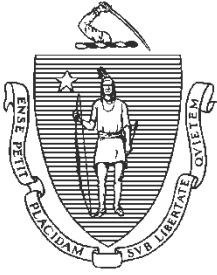
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Jeffrey C. Riley
Commissioner

March 1, 2024

Dear Members of the General Court:

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

A Commonwealth Virtual School (CMVS) is 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. Like a charter school, a virtual school is an autonomous, single-school district that operates independently of any existing school district.

The Board of Elementary and Secondary Education (Board) grants a certificate to the board of trustees of a virtual school for not less than three years and not more than five years, as determined by the Board. The school and its board then become a state entity, directly accountable to the Board and the Department of Elementary and Secondary Education (Department). A virtual school may not discriminate in the enrollment of students based on race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, English language proficiency, or academic achievement.

The Board has granted two virtual school certificates, one to the Greater Commonwealth Virtual School (GCVS) and one to the TEC Connections Academy Commonwealth Virtual School (TECCA). Both schools enroll students statewide. These schools enrolled a total of 3,716 students as of October 1, 2021 (FY2022 is the period addressed in this report).

If you have any questions about this report, please contact Director Alison Bagg at 781-338-3218.

Sincerely,

Jeffrey C. Riley
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 Virtual Schools pursuant to G.L. c. 71 § 94(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.”

A Commonwealth Virtual School (CMVS) is a public school 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.

As of FY22, the Board of Elementary and Secondary Education (Board) has granted two virtual school certificates, one to the Greater Commonwealth Virtual School (GCVS) and one to the TEC Connections Academy Commonwealth Virtual School (TECCA).¹ Both schools enroll students statewide. As of October 1, 2021, these schools enrolled a total of 3,716 students including 1,030 from GCVS and 2,686 from TECCA (FY22), the period addressed in this report.

Greater Commonwealth Virtual School

- Greater Commonwealth Virtual School (GCVS), formerly Greenfield Commonwealth Virtual School (GCVS), first opened in 2010 as the Massachusetts Virtual Academy of Greenfield (MAVA) 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, § 942. By statute, MAVA ceased to exist on July 1, 2013. Section 6 of the Act required the Board of Elementary and Secondary Education (Board) to grant a certificate to operate a Commonwealth of Massachusetts Virtual School (CMVS) to MAVA upon submission of a timely application that addressed the information specified in the statute.

¹ GCVS has a three-year certificate to operate from July 1, 2019 through June 30, 2022. TECCA has a five-year certificate to operate from July 1, 2017 through June 30, 2022.

- GCVS received its certificate on June 25, 2013, and began operating as a CMVS on July 1, 2013, serving 750 students in grades K through 12.
- On June 2014, the Board voted to place GCVS on probation for the remainder of the school's certificate term (until June 30, 2016) with conditions requiring the school to: submit board of trustees minutes to the Department of Elementary and Secondary Education (Department); submit a final contract with K12, Inc.; align its curriculum with the Massachusetts curriculum frameworks; submit a comprehensive evaluation of its academic program; submit an action plan outlining strategies to improve academic performance; and demonstrate significant academic improvement by 2015.
- In February 2016, the Board renewed the school's certificate and extended the school's probationary status. The probationary conditions required the school to: limit its maximum enrollment to 750 students for grades K through 12; submit board of trustees meeting materials; submit weekly student enrollment reports; submit projected budgets to meet requirement for enrolling at least 5 percent of students from Greenfield; submit a corrective action plan to ensure at least 95 percent of students and student groups participated in MCAS; establish an escrow account to pay for potential closure; and to demonstrate significant and sustained academic improvement by 2017.
- In October 2017, the Board approved an amendment for the school to terminate its contract with K12, Inc. and to adopt the Canvas learning management system by Instructure, Inc. The school adopted a new curriculum, including EngageNY (grades K through 5, English language arts, and mathematics), and Florida Virtual Schools Global (FLVS) (grades 6 through 12, all subjects).
- In January 2018, the commissioner approved an amendment for the school to amend its mission statement. In March 2018, the Board extended the school's probationary status, maintained the prior probationary conditions, and added a new condition related to the provision of services for English learners.
- In March 2019, the Board removed the school from probation and renewed the school's certificate with conditions requiring the school to: submit board of trustees meeting materials and weekly student enrollment reports; enroll a maximum of 750 students; provide the Department with updates on the implementation of its plan for serving English learners; submit a comprehensive evaluation of the school's mathematics, English language arts, and science programs by 2019; submit a comprehensive action plan for improving academic performance and addressing other areas for improvement by 2019; and demonstrate academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science on the statewide assessment for all student subgroups by 2021.
- In June 2019, the GCVS teachers voted to join a union and are now an affiliate of the American Federation of Teachers (AFT). GCVS has negotiated the teachers' contract with the AFT. In April 2021, the contract was ratified and signed by all teachers and the GCVS Board of Trustees.
- In October 2019, the commissioner approved a number of amendment requests to change elements of GCVS' educational program by adding supports for students (an in-person support center for students who struggle to advance in the school's academic program), adopting two new curricula (Accelerate Education for grades K-5 and Edgenuity for a 9-12 asynchronous program), and offering students dual enrollment at Greenfield Community College (GCC).

- In July 2020, the commissioner approved an amendment to change the school's curriculum for grades K through 5 from Accelerate Education to the newly released curriculum from FLVS for all subjects for synchronous programs. This change allowed the school to implement FLVS across all grades.
- In July 2020, the commissioner approved an amendment to increase the school's maximum enrollment by an additional 250 seats, for a new maximum enrollment of 1,000 until the end of the school's current certificate (June 30, 2022). This granting of additional seats was explicitly conditioned on GCVS demonstrating that its K-12 curriculum is fully aligned with the Massachusetts curriculum frameworks by September 15, 2020. After a second request from GCVS, the maximum enrollment was amended again, in September 2020, with an increase of 50 additional seats, for a new maximum enrollment of 1,050 until the end of the current certificate.
- In December 2020, the Department conducted an Accountability Review of GCVS.
- In January 2021, the commissioner approved the school's request to report on a new accountability plan.
- In September 2021, the commissioner approved an amendment to change the school's name from Greenfield Commonwealth Virtual School to Greater Commonwealth Virtual School and to change the Learning Management System (LMS) from Canvas to Schoology.
- In February 2022, the commissioner approved the school's request to increase its maximum enrollment by an additional 150 seats, for a new maximum of 1,200 seats, in order to meet elevated demand for students who are unable to attend school in person because of a medical condition. That same month, the commissioner approved the school's request to amend its enrollment policy to provide the first order enrollment preference to students who are unable to attend school in-person because of a medical condition.
- The school has implemented leadership changes during the certificate term. In July 2019, GCVS created the position for and hired the family engagement coordinator. In August 2019, a vice principal for grades K through 5 was hired and in 2021 the vice principal's role was expanded to oversee grades K through 8. In September 2019, the asynchronous Edgenuity program director was hired. In June 2020 the responsibilities of the director of special education and student services position were split into two roles: the director of special education and the director of accountability and student services. In August 2020, a vice principal for grades 9 through 12 as hired. In December 2020, GCVS hired a new director of instructional technology. In August 2021, GCVS hired a new support center coordinator.
- The school's board of trustees oversees the executive director, who oversees the school administration. The school administration includes the director of business services, the director of teaching and learning (also referred to as the principal for grades K through 12), the flex program director (to oversee the asynchronous Edgenuity program), the director of information technology, the director of special education, the director of instructional technology, the director of accountability and support services, and the family engagement coordinator. The principal oversees the assistant principal for grades K through 8, the assistant principal for grades 9 through 12, and the guidance counselors. The principal and assistant principals share oversight of the general education teachers. The director of accountability and support services oversees English as a Second Language (ESL) and Title I teachers, and the director of special education oversees the special education teachers, the support center coordinator, and the school adjustment officer. The family engagement coordinator oversees the family engagement liaisons.

- Pursuant to CMR 52.11, and in accordance with the Department’s guidelines, on June 30, 2021, GCVS applied to renew its certificate. The Department conducted a renewal inspection on November 22-23, 2021 and the report from this inspection was issued to the school in March 2022. At its March 22, 2022 meeting, in accordance with G.L. c. 71, §94, and 603 CMR 52.00, the Board renewed the certificate of GCVS for an additional four-year period from July 1, 2022 through June 30, 2026 with a maximum enrollment of 1,200 students. Further, pursuant to 603 CMR 52.12, the Board imposed conditions that the school is required to meet as recommended by Commissioner Jeffrey C. Riley in his [memorandum](#) to the Board dated March 22, 2022.

TEC Connections Academy Commonwealth Virtual School

- The Education Cooperative (TEC) as the “founder entity” submitted an application for a virtual certificate to the Department of Elementary and Secondary Education (Department) in the spring of 2013; on February 25, 2014, the Board of Elementary and Secondary Education (Board) approved a 3-year operating certificate for TEC Connections Academy Commonwealth Virtual School (TECCA) under the state's virtual school legislation ([Chapter 379 of the Acts of 2012](#)).
- TECCA opened on July 1, 2014, serving 1,000 students in grades K-12. The school expanded to its original maximum enrollment of 2,000 by the third year of its operation.
- In February 2017, the Board renewed the school’s certificate for a five-year term (until June 20, 2022) with conditions requiring the school to submit a detailed plan for ensuring that not less than 95 percent of students participate in the Spring 2017 MCAS tests by March 2017 and submit a detailed plan for serving students who are English language learners by April 2017. TECCA met both conditions by the corresponding deadlines.
- In June and August 2014, the commissioner approved two amendment requests allowing the school to add three new board members to TECCA’s board of trustees.
- In November 2015, the commissioner approved an amendment for the school to amend the financial and operational arrangement between TECCA and Connections Education (CE), the entity that provides the school with its LMS, curriculum, and additional services as specified in the contract.
- In May 2016, the commissioner approved an amendment for the school to amend its board of trustees’ bylaws.
- In September 2016, the commissioner approved an amendment for the school to amend its contract with CE regarding human resources management.
- In August 2018, the commissioner approved an amendment to increase the school’s maximum enrollment by an additional 300 seats, for a new maximum enrollment of 2,300.
- In August 2018, the Commissioner approved four additional amendment requests: to amend TECCA’s contract with CE, to amend TECCA’s mission statement and add two additional pathways (i.e., accelerated, extended programs), and to add a new board member to TECCA’s board of trustees.
- In November 2019, the commissioner approved an amendment for the school to amend its contract with CE to include accounting (expense reporting, tracking, receivables, facilitating accounts payable excluding any payment to CE), audit support, and provision of Human Resources support during a time of administrative transition.

- In August 2020, the commissioner approved the school's request to increase its maximum enrollment by an additional 400 seats, for a new maximum of 2,700 in order to meet elevated demand for virtual programming due to the COVID-19 pandemic.
- In August 2020, the commissioner approved an amendment for the school to amend its contract with CE to include partner school leadership and strategic account relationship support.
- In March 2020, TECCA teachers started negotiations to become an affiliate of the Massachusetts Teacher's Association (MTA). In June 2020 MTA was certified at TECCA and negotiations for a contract continued until September 2021. Negotiations are currently suspended and will recommence in January 2022.
- On January 20-21, 2021, the Department conducted an Accountability Review of TECCA. The review team issued ratings in the areas of academic program success, organizational viability, and faithfulness to certificate, the guiding principles of virtual school accountability.
- In February 2021, the commissioner approved the school's requests to amend the school's enrollment policy and to report on a new accountability plan.
- In October 2021, the commissioner approved the school's request to increase its maximum enrollment by an additional 300 seats, for a new maximum of 3,000 in order to meet elevated demand for students who are unable to attend to school in-person because of the student's medical condition. That same month, the commissioner approved the school's request to amend its enrollment policy to provide the first order enrollment preference to students who are unable to attend school in-person because of the student's medical condition.
- The school has implemented leadership changes during the certificate term. In January 2020, the interim superintendent created the district leadership team including new leadership positions of director and assistant director of elementary school, director and assistant director of middle and high school, dean of students, 504 coordinator, and registrar. In July 2020, the interim superintendent transitioned to TECCA's new superintendent, replacing the former superintendent who had served in the role since July 2015. In August 2021, the school restructured its leadership team at the elementary, middle, and high school to replace the director and assistant directors with an elementary school principal, middle school principal, and high school principal.
- The school's board of trustees oversees the superintendent, who oversees the district leadership team. The school district leadership team includes the business manager, human resources, executive assistant to administration, director of assessment, instruction, and professional development, director and assistant director of counseling services, director of special education, assistant director of special education, principal of elementary school, principal of middle school, and principal of high school. The superintendent and school principals share oversight of the general education teachers. The director and assistant director of counseling services share oversight of the school's guidance counselors, family engagement coordinators, social workers, and 504 coordinators. The director of special education oversees special education teachers.
- On August 17, 2021, TECCA requested another contract amendment with Connections Education. The commissioner approved this amendment on August 23, 2021. The amendment removed PSLT Support Services, Pathways programs, and Chromebook technology. The fee schedule was adjusted, reducing substitute teacher fees, monthly fees for

students without PSLT, alternative pricing for staff not using laptops, and increasing elective course instruction fees.

- Pursuant to CMR 52.11, and in accordance with the Department’s guidelines, on June 9, 2021, TECCA applied to renew its certificate. The Department conducted a renewal inspection on October 9 and November 20, 2021 and the report from this inspection was issued to the school on March 2022. At its March 22, 2022 meeting, in accordance with G.L. c. 71, §94, and 603 CMR 52.00, the Board renewed the certificate of TECCA for an additional four-year period from July 1, 2022 through June 30, 2026 with a maximum enrollment of 3,000 students. Further, pursuant to 603 CMR 52.12, the Board imposed conditions that the school is required to meet as recommended by Commissioner Jeffrey C. Riley in his [memorandum](#) to the Board dated March 22, 2022.

Fiscal Impact on Sending Districts

The virtual school statute, at G.L. c. 71, § 94(k), funds a CMVS based upon the funding for school choice under G.L. c. 76, § 12B: the school district of residence of each student enrolled in the CMVS is charged a set tuition, and the Department transfers the funds from the district to the CMVS. Tuition is based on full year enrollment and is prorated if a student is enrolled in the CMVS for only a portion of the school year.

The default tuition rate for a student enrolled in a CVMS is the school choice tuition rate of \$5,000.³ The Board, in consultation with the Operational Services Division (OSD), may approve a rate higher than \$5,000 in CMVS certificates provided the rate does not exceed the state average per pupil foundation budget for students of the same classification and grade level. G.L. c. 71, § 94(k); 603 CMR 52.07(1). At its December 7, 2017 meeting, the Board voted to amend the certificates of GCVS and TECCA to specify a tuition rate⁴ of \$8,265 per pupil, effective for FY19, with \$75 per pupil retained by the Department for program administration. Additionally, the Board voted to delegate to the Commissioner authority to adjust this rate annually for inflation for the remainder of the schools' current certificates and amend their certificates accordingly. In March 2022, the Board approved certificates for both CMVS that included the higher rate and continued the Commissioner’s authority to adjust the tuition rate annually for inflation. The Board-approved CMVS tuition rate does not change over the course of a fiscal year.

In FY22, the state average per pupil foundation budget was \$13,142⁵. In FY22, districts were charged \$8,863 per full-time pupil enrolled in a CMVS⁶. In FY22, GCVS and TECCA received a per pupil tuition amount of \$8,788, which equals the district per-pupil tuition amount, less \$75 per pupil retained by the Department for program administration, as permitted by statute. In FY22, the virtual schools received \$35,645,416 in tuition payments from 249 districts of residence. While enrollment varies from district to district, the following six districts accounted

³ The tuition for special education students is the cost of providing the special education required by the student. G.L. c. 71, § 94(k).

⁴ Until December 2017, the CMVS tuition rate remained at \$6,700, less \$75 per pupil retained by the Department (total rate of \$6,625 per pupil paid to each CMVS).

⁵ [Chapter-2022-local.xlsx \(live.com\)](#)

⁶ [DOE - GFS - choice22 - All Documents \(sharepoint.com\)](#)

for approximately 21 percent of virtual school tuition and enrollment: Springfield (5.6 percent), Boston (5.2 percent), Worcester (4 percent), New Bedford (2.5 percent), Chicopee (2 percent) Fall River (2 percent), and Wachusett (1 percent). A summary of FY22 tuition payments is provided in Appendix B.

Course Completion and Student Attendance and Participation Rates

GCVS and TECCA provide 425 instructional hours in kindergarten, 900 hours in grades 1-8, and 990 hours in grades 9-12 in accordance with state regulations.

Both schools offer flexibility in terms of the time of day when students participate. Teachers and “learning coaches” (students’ parents/guardians) take attendance and monitor the hours of schoolwork completed. In FY22, GCVS reported an attendance rate of 96.4 percent and TECCA reported an attendance rate of 86.6 percent.

While each school’s calendar provides for holidays and vacations during which teachers are not available, students may continue to do schoolwork and access the online learning management system at any time during the school year. Attendance is based on courses completion and not “seat time” – while each school expects all students to complete their coursework by the end of a typical semester or school year, students may proceed through the curriculum at their own pace.

Course completion data for GCVS and TECCA are provided in Tables 1 and 2. Because many students arrive in school after the beginning of the school year or transferred out of the school prior to the end of the school year, course completion data are only reported for students enrolled in the schools for a full academic year, as defined in Table 1 on next page.

Table 1: FY22 Course Completion Data, GCVS

<i>FY22 Course Completion Data</i>							
<i>Greater Commonwealth Virtual School (GCVS)</i>							
Grade	A.	B.	C.	D.	E.	F.	G.
	Enrollment	Courses Attempted	Courses Incomplete	Courses Completed	Courses Completed (%)	Courses Passed	Courses Passed (%)
K	15	109	10	99	90.8%	99	100%
1	33	249	24	225	90.4%	225	100%
2	35	273	33	240	87.9%	240	100%
3	49	380	30	350	92.1%	345	98.6%
4	50	367	20	347	94.6%	328	94.5%
5	49	369	31	338	91.6%	332	98.2%
6	52	408	3	405	99.3%	386	95.3%
7	68	559	6	553	98.9%	494	89.3%
8	97	789	13	776	98.3%	697	89.8%
9	90	845	71	774	91.6%	629	81.3%
10	104	1005	87	918	91.3%	765	83.3%
11	105	1081	62	1019	94.3%	923	90.6%
12	100	1056	70	986	93.4%	881	89.4%
Totals	847	7490	460	7030	93.42	6344	90.2%

Legend

A	Enrollment	Students enrolled in the CMVS as of October 1 of the prior school year, excluding transfers out and transfers in after October 1.
B	Courses Attempted	Courses in which the students in Column A were enrolled during the school year (full-year and semester-based courses).
C	Courses Incomplete	Courses from which students withdrew, regardless of the grade they earned in the course at the time of course withdrawal.
D	Courses Completed	Courses completed by students, regardless of the grade they earned in the course.
E	Courses Completed (%)	Column D (Courses Completed) ÷ Column B (Courses Attempted)
F	Courses Passed	Courses completed by students in which they earned a passing grade.
G	Courses Passed (%)	Column F (Courses passed) ÷ Column D (Courses Completed)

Table 2: FY22 Course Completion Data, TECCA

<i>FY22 Course Completion Data</i>							
<i>TEC Connections Academy Commonwealth Virtual School (TECCA)</i>							
Grade	A.	B.	C.	D.	E.	F.	G.
	Enrollment	Courses Attempted	Courses Incomplete	Courses Completed	Courses Completed (%)	Courses Passed	Courses Passed (%)
K	62	622	0	622	100.00%	609	97.91%
1	62	618	11	607	98.22%	600	98.85%
2	58	575	1	574	99.83%	569	99.13%
3	91	890	2	888	99.78%	863	97.18%
4	129	1303	9	1294	99.31%	1245	96.21%
5	105	1143	16	1127	98.60%	1097	97.34%
6	146	1783	0	1783	100.00%	1681	94.28%
7	190	2416	7	2409	99.71%	2148	89.17%
8	290	3739	12	3727	99.68%	3328	89.29%
9	313	3566	33	3533	99.07%	2741	77.58%
10	291	3549	30	3519	99.15%	3011	85.56%
11	247	2981	47	2934	98.42%	2509	85.51%
12	286	3120	30	3090	99.04%	2891	93.56%
Totals	2270	26305	197	26108	99.29%	23292	92.43%

Legend

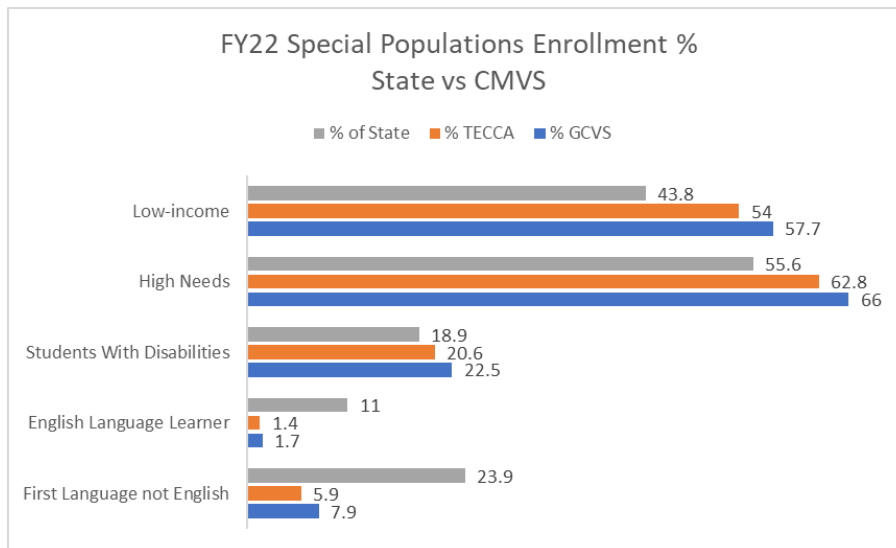
A	Enrollment	Students enrolled in the CMVS as of October 1 of the prior school year, excluding transfers out and transfers in after October 1.
B	Courses Attempted	Courses in which the students in Column A were enrolled during the school year (full-year and semester-based courses).
C	Courses Incomplete	Courses from which students withdrew, regardless of the grade they earned in the course at the time of course withdrawal.
D	Courses Completed	Courses completed by students, regardless of the grade they earned in the course.
E	Courses Completed (%)	Column D (Courses Completed) ÷ Column B (Courses Attempted)
F	Courses Passed	Courses completed by students in which they earned a passing grade.
G	Courses Passed (%)	Column F (Courses passed) ÷ Column D (Courses Completed)

Enrollment Trends, Limits and Waitlists

The statute caps the total number of full-time students attending virtual schools at two percent of the total number of students attending all public schools in the Commonwealth. In FY22, 911,529 students attended public schools in the Commonwealth, of which 0.41 percent, or 3,716 students, were enrolled in a CMVS.

School Year	Statewide Enrollment	CMVS Enrollment ⁷	
		#	%
2013-14	955,739	454	0.05
2014-15	955,844	1,087	0.11
2015-16	953,429	1,429	0.15
2016-17	953,748	1,786	0.19
2017-18	954,034	2,123	0.22
2018-19	941,411	2,806	0.30
2019-20	948,828	2,846	0.30
2020-21	911,465	3,457	0.38
2021-22	911,529	3,716	0.41

As shown in the graph below, GCVS and TECCA enroll higher percentages of low-income students, high need students, comparable percentages of students with disabilities, and lower percentages of English language learners, and non-native English speakers than statewide averages.⁸



⁷ <http://www.doe.mass.edu/finance/chapter70/profile.xlsx>.

⁸ The “high needs” category includes any student identified as economically disadvantaged, English learners, or students with disabilities.

According to the enrollment policies of both schools, eligibility for enrollment in a specific grade requires a student to have successfully completed the preceding grade. Each school reviews academic documentation to ensure accurate grade level assignments and course placements. Both TECCA and GCVS reported having greater demand than in past years. Since the emergence of COVID-19 and the subsequent closures of brick-and-mortar schools statewide, families have sought admission to both CMVSs in unprecedented numbers. During the FY22 school year the waitlists for GCVS and TECCA each averaged approximately 500 students.

Academic Achievement

The purpose of the statewide accountability system is to provide clear, actionable information about school and district performance. The Department did not issue school, district, or state accountability determinations for the 2019-2020 school year due to the cancellation of state assessments and school closures related to COVID-19. Additionally, the Department did not issue school, district, or state accountability determinations in 2021; spring 2021 MCAS administration included a partial test for grades 3-8 and some grade 3-8 students took the assessment remotely. In 2022, schools administered full MCAS assessments in grades 3-8 and 10. The Department published some, but not all, of the indicators included in the statewide accountability system. A summary of performance data from 2022 for both schools is provided in Appendix C. More detailed information related to student performance is included in the Department’s Profiles, GCVS can be found at [2022 Accountability Data - Greater Commonwealth Virtual District \(39010000\) \(mass.edu\)](https://www.mass.gov/info-details/2022-accountability-data-greater-commonwealth-virtual-district-39010000) and TECCA can be found at [2022 Accountability Data - TEC Connections Academy Commonwealth Virtual School District \(39020000\) \(mass.edu\)](https://www.mass.gov/info-details/2022-accountability-data-tec-connections-academy-commonwealth-virtual-school-district-39020000).

CMVS	2022
GCVS	<ul style="list-style-type: none"> • Federal designation: Comprehensive Support and Improvement (CSI) <ul style="list-style-type: none"> ○ Reason for classification: ○ Low graduation rate ○ Low participation rate: 11 student groups and all students • School accountability percentile <ul style="list-style-type: none"> ○ 14
TECCA	<ul style="list-style-type: none"> • Federal designation: Comprehensive Support and Improvement (CSI) <ul style="list-style-type: none"> ○ Reason for classification: ○ Low graduation rate ○ Low participation rate: 10 student groups and all students • School accountability percentile <ul style="list-style-type: none"> ○ 16

Supervision and Support for Students in Elementary and Middle School

Much of the responsibility for student learning is placed on the “learning coach,” typically the student’s parent/guardian, particularly in the early grades. Learning coaches facilitate their student’s progress through daily lessons and help manage the student’s schedule and pacing through the online program. Both schools have systems in place for closely monitoring student progress on a course-by-course basis. At GCVS and TECCA, guidance counselors and family engagement coordinators help learning coaches and students adjust to the virtual environment, support students’ nonacademic needs, and create a sense of community through face-to-face and virtual activities.

GCVS reports that at the elementary level (grades K-5) students receive daily full class and small group live instruction in core academic subjects. At the middle school level (grades 6-8) students receive 5 live lessons a week in each core academic subject. Art, Music, Physical Education, and Computer electives rotate each quarter and meet live once per week. GCVS employs Family Engagement Liaisons (FELs) who provide support and assistance in addition to the support provided by the classroom teachers. Teachers alert the FELs to any individual family concerns who, in turn, work with those families on an individual basis to ensure proper support for students at home. As part of the school structure, GCVS also uses the following supports: Title I and English as a Second Language (ESL) services; Family Engagement; contracts for students with particular needs; Special Education supports, in person meet-ups, extra help from teachers, dual enrollment with Greenfield Community College, use of GCVS Chromebooks with added security measures.

TECCA reports that students in the elementary, middle, and high school are supported by their homeroom teachers and subject teachers, in addition to the supervision provided by the learning coach. Homeroom teachers are responsible for biweekly contact with each of their students, and during these calls, teachers review the student’s overall progress in lessons and assignments, often with the learning coach present as well, depending on the grade level of the student. Subject teachers monitor student progress on a regular basis to analyze student performance on assessments so they can differentiate instruction, provide support to students in a small group or 1:1, as well as provide resources to support struggling students. In addition, the learning coach, who is often the student’s parent/guardian, facilitates their student’s progress and helps manage the student’s schedule, attendance, pacing through the online program, and provides outreach to teachers when help is needed. TECCA has additional support staff who also work to support all students to adjust to the virtual environment, support students’ both academic and non-academic needs, and assist in creating a sense of community through other face-to-face and virtual interactions and activities.

Support for Online Course Completion

As indicated above, both GCVS and TECCA, a “learning coach,” typically the student’s parent/guardian, facilitates student progress through daily lessons, with flexibility in terms of pace and scheduling. The schools expect learning coaches to spend three to five hours daily

supporting students and students to spend five to six hours daily on schoolwork and homework. Teachers are expected to manage all facets of the student's instructional experience and engage in regular communication with learning coaches and students via email, telephone, and online meetings. Further, both schools arrange face-to-face activities, such as field trips, throughout the school year.

At GCVS, all live sessions take place in a synchronous virtual classroom. All class sessions are recorded so that students can access them at any time. Teachers also schedule small group and individual intervention sessions as needed throughout the week. These sessions may also be recorded. Throughout the class, teachers constantly monitor a chat area, virtual whiteboard area where both students and teachers can post items, and verbal interaction via microphones or headsets. Break-out rooms can be created for individual or small groups of students during the live session to allow for differentiated instruction/assignments as needed. In terms of the GCVS "flex" (asynchronous) courses there are staff dedicated to supporting students in the asynchronous program, ESL staff work to monitor and shelter material, and the school provides a summer extension time.

In FY22, GCVS employed three full-time Title I teachers, two for reading and one for mathematics. These teachers provided supports to students who performed below grade level. GCVS special education teachers support students with IEPs. Two English Learner (EL) teachers provided supports to students whose first language is not English. All general and special education teachers are either Sheltered English Immersion (SEI) endorsed or in the process of obtaining it, which enables them to support ELs in the regular classroom. Students who require accommodation under Section 504 have their assignments and curriculum modified by classroom teachers, as necessary. Students are identified for interventions and/or services are referred to the Tiered System of Support process, monitored by the two assistant principals and the Family Engagement Team. The Family Engagement Team reaches out to families when a student's attendance becomes a problem. Last year, GCVS added several liaisons to the team, to better monitor student performance. In this way, GCVS separated the issues of engagement (attendance) and academic performance.

TECCA reports that staff work to ensure families/students are aware of all expectations for high-quality online learning outcomes. Once enrolled, all students/families receive a welcome call typically within 5 school days by a homeroom teacher to ensure students/families begin the year with personal connection to a teacher, set up regular bi-weekly supportive contact for the student, and to begin establishing an understanding of the expectations both students and families will need to meet as the year progresses.

TECCA also reports that it has a technical support system available to students and families who may be experiencing technical difficulties impeding their access to the school and course materials. Students, caretakers, and learning coaches have access to technical (hardware, software, and Connexus) support services from both Connections Education (TECCA's contracted partner) personnel and by TECCA faculty and staff. Students, caretakers, and learning coaches have access to our extensive technical support services via webmail and email 24 hours a day, 7 days a week, and can call into the helpdesk.

Additionally, TECCA has the role of student success coach in the middle and high schools to monitor a variety of student metrics, including academic performance, attendance, and course completion status. Student success coaches work directly with a group of homeroom students and complete a biweekly academic check in calls/meetings. In addition to student success coaches, general education teachers, guidance counselors, social workers, special education teachers, and virtual counselors, also monitor and support students who may require an additional layer of support and/or service. At the elementary level, grade level teachers or special education case managers act as homeroom teachers and perform these same responsibilities.

TECCA also has a family engagement coordinator for students who are struggling to meet engagement and attendance expectations. The staff work with both the student and the learning coach to create an academic plan in which the student/family sets goals and tracks progress toward meeting those goals.

In order to support teachers and help to identify any gaps in completion or engagement, the District Leadership Team (DLT) met biweekly to review and discuss at-risk students. School leaders then used this information in their biweekly touch bases with their individual staff members to ensure that all students were receiving the support they needed. The DLT uses metrics to plan for upcoming professional development and ensure teachers had the resources and tools they needed to best engage students in learning.

Professional Development

According to GCVS, teachers met on a regular basis throughout the 2021-2022 school year. GCVS continued to hold full faculty meetings and/or team meetings by grade cluster to discuss data and share instructional strategies. GCVS created Professional Learning Communities (PLSs) to map the core curriculum. GCVS's instructional leadership team met every other week. GCVS created time for special education teachers and general education teachers to collaborate multiple times a week.

During the 2021-2022 school year, GCVS provided the following professional development opportunities and trainings:

- Professional Learning communities regarding curriculum development
- Curriculum training specific to Florida Virtual School (FLVS) Elementary
- Curriculum development in anti-racist teaching
- Wellness resources
- Training in Schoology, our newly adopted learning platform, and in PowerTeacher
- Sharing of and collaborative exploration of online tools, such as ActivelyLearn
- Improving Instructional Practices for Student Learning
- Responsive Classroom (Elementary)
- MTSS procedures
- Improving Student Literacy (High School and Middle School)
- Star 360 Assessment Training

TECCA reports that once per week, all faculty members attended professional development, training, and collaboration activities on a district and/or school/department levels. During the

2021-2022 school year, TECCA implemented the following mandatory districtwide, department, and school based professional development opportunities and trainings:

- Professional Learning Communities
- Instructional Best Practices to Support Diverse Learners
- Renaissance Star 360: Using Benchmark Data to support instruction
- Curriculum Alignment in High School Core Courses
- The Virtual Classroom and Virtual Instruction Best Practices
- Training related to the school year cycle and tasks
- MCAS Proctor and Test Administrator Training
- New Staff Cohort
- New Staff Coaching
- 2nd Year Staff Cohort
- TECCA Special Education, 504, and ELL Program Models and Expectations
- Best Practices in Co-Teaching
- Center for Behavioral Health, Equity, and Leadership (BHELS) training for the District Leadership team
- Coaching for district leaders through BHELS

TECCA’s grade level teams, content teams, and schools/departments all met regularly to collaborate using MCAS, STAR, and grade-level, course, and/or student achievement data. During these meeting times, teachers reviewed student progress, specifically those who are demonstrating struggle, to determine how to provide individualized support which helped to promote mastery.

Beyond the regularly scheduled meetings and collaboration opportunities in FY22, TECCA provided opportunities for teachers at both the elementary and middle school level to spend several days throughout the year reviewing prior and current year school data. These “data dive days” focused on using the data to identify gaps in curriculum and to plan instruction for underperforming focus areas. Teachers met both with their grade level colleagues and participated in vertical alignment activities to ensure that the curriculum is aligned through grade levels.

Recommended Changes to the Commonwealth Virtual School Program

In FY20, the Department engaged consultants to help update the Commonwealth Virtual School Performance Criteria (Criteria). The Criteria were first developed in 2014 and required updates. During the fall of 2019, the Department began a substantial review and revision process to update these Criteria to incorporate national best practices and standards for virtual school performance. By November 2022, the Department published the Criteria, which is in effect during the CMVS’ current certificate terms (2022 through 2026).

Pursuant to the virtual school statute, G.L. c. 71, § 94(j), and the CMVS regulations at 603 CMR 52.11, on March 22, 2022, the Board of Elementary and Secondary Education (Board) renewed the certificates for GCVS and TECCA for an additional four years. The Commissioner

recommended, and the Board also voted to place conditions⁹ on the schools’ certificates to address concerns related to academic performance and governance issues.

Using quantitative and qualitative evidence, the Department evaluated the performance of both CMVSs against the statutory requirements for renewal¹⁰ and the [Commonwealth Virtual School Performance Criteria](#).

Based on evidence gathered, neither school was found to have fully delivered on the promises of its mission. In determining conditions, the Commissioner of Elementary and Secondary Education carefully considered each school’s history, each school’s student population, the limited accountability data due to the pandemic, and the track record of virtual schools in Massachusetts and nationwide. Key considerations follow.

- Focus group interviews with families of CMVS students demonstrate continued demand for a virtual option because it benefits students with unique circumstances. Evidence provided by families indicates that CMVSs provide a safe educational option for students with social and emotional needs, students who experienced bullying in traditional public schools, students with chronic medical conditions that make consistent attendance in-person difficult, and academically or athletically gifted students who desire more flexible programming. As noted in the table below, both GCVS and TECCA enroll students with disabilities/504 plans and low-income students at rates above state averages. Additionally, both CMVS enroll English learners at rates below state averages.

	Students with disabilities	Students with 504 plans	Students who are low income	English learners
% of GCVS	22.5	7.0	57.7	1.7
% of TECCA	20.6	9.0	54.0	1.4
% of State	18.9	5.0	43.8	11.0

- Neither school’s results have consistently met academic standards set by the statewide accountability system. Despite coordinating testing locations across the state each year, both schools have struggled to meet the state assessment participation levels required by law, both schools produce results that are well below state averages,¹¹ and both schools have been identified as performing in the lowest percentile levels across the state. Results of these two virtual schools are similar to the academic results seen in virtual schools nationwide.¹² Further, the COVID-19 pandemic forced changes to MCAS administrations in 2020 and 2021; these changes created a lack of academic data making it difficult to

⁹ Pursuant to 603 CMR 52.12(1), the “Board or Commissioner may impose conditions on a virtual school’s certificate for violations of law, failure to improve student achievement, failure to comply with the terms of the virtual school’s certificate, or failure to remain viable.”

¹⁰ “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.” G.L. c. 71, §94(j).

¹¹ Student achievement rates at TECCA in 2021 exceeded or were comparable to state averages; students in grades 3 through 8 took modified MCAS examinations and virtual testing was allowed.

¹² “Virtual Schools in the U.S. 2021” from the National Education Policy Center can be found at <https://nepc.colorado.edu/publication/virtual-schools-annual-2021>.

assess academic progress during the schools' current certificate term. Renewing the schools' certificates with conditions that clearly outline areas for improvement or correction gives both schools additional time to demonstrate academic improvement and retains the Board's ability to impose probation should the school's performance worsen.

For detailed information on the conditions placed on each certificate see the [March 14, 2022 memorandum](#) from the Commissioner of Elementary and Secondary Education to the Board of Elementary and Secondary Education.

In addition, the Department continues to collaborate with others on a regional and national level to identify the best ways to support high-quality virtual educational programs, curriculum, and instructional practices.

Appendix A: CMVS (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 schoolteachers 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 schoolteachers 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: CMVS Tuition by Sending District, FY22¹³

Sorted by FY22 FTE CMVS enrollment.

Sending District	FTE	Tuition
Springfield	208.36	\$2,006,010
Boston	196.75	\$1,883,224
Worcester	149.29	\$1,406,642
New Bedford	97.32	\$901,449
Chicopee	73.88	\$697,878
Fall River	67.12	\$643,031
Lynn	59.64	\$563,230
Fitchburg	56.36	\$552,445
Lawrence	52.66	\$490,243
Lowell	49.08	\$466,726
Holyoke	43.01	\$433,564
Framingham	44.54	\$414,917
Haverhill	44.01	\$402,725
Plymouth	38.83	\$370,058
Barnstable	39.19	\$363,232
Taunton	39.29	\$363,066
Westfield	37.49	\$355,907
Pittsfield	37.54	\$339,701
Saugus	33.07	\$311,738
Brockton	33.59	\$303,483
Wachusett	31.22	\$296,949
Agawam	29.55	\$295,380
Everett	31.25	\$292,715
Franklin	31.21	\$288,569
Methuen	31.03	\$278,617
Revere	30.19	\$277,562
Billerica	29.64	\$276,937
North Attleborough	29.12	\$268,161
Ludlow	28.28	\$260,845
Medford	24.9	\$249,912
Leominster	25.78	\$240,165
Shrewsbury	26.8	\$239,379
Middleborough	24.71	\$230,256
Watertown	23.74	\$223,170

¹³ <http://www.doe.mass.edu/finance/schoolchoice/>

Dennis-Yarmouth	23.2	\$221,503
Gardner	23.5	\$221,174
Hampden-Wilbraham	21.89	\$213,050
Marlborough	22.32	\$212,928
Freetown-Lakeville	23.31	\$210,417
Bridgewater-Raynham	23.23	\$208,997
Tantasqua	18.87	\$206,074
Burlington	21.9	\$200,926
Dartmouth	21.87	\$200,040
Southbridge	20.4	\$199,399
Randolph	20.69	\$197,443
Attleboro	19.54	\$193,911
Greenfield	21.47	\$192,634
Ashburnham-Westminster	20.2	\$190,111
Waltham	21.38	\$187,889
North Adams	18.35	\$182,095
Weymouth	19.03	\$180,929
Chelsea	18.51	\$177,648
Webster	18.58	\$177,296
Tewksbury	18.89	\$177,062
Northampton	17.86	\$167,864
Grafton	17.75	\$167,531
Dudley-Charlton Reg	17.42	\$166,030
Malden	18	\$164,210
Winchendon	17.12	\$163,804
Quabbin	15.74	\$163,499
Quincy	16.77	\$161,409
Newton	17.54	\$160,627
Northbridge	17.22	\$159,949
Braintree	16.87	\$158,506
East Longmeadow	17.26	\$156,271
Milford	16.06	\$151,170
Andover	15.9	\$151,099
Dracut	15.77	\$149,736
Westport	16.02	\$148,580
Westford	15.09	\$147,625
Amesbury	16.01	\$146,912
Wareham	14.52	\$146,394
Melrose	16.45	\$146,223
Dighton-Rehoboth	16.12	\$143,763
Stoughton	14.56	\$140,982
Belchertown	15.28	\$137,344

Sandwich	14.73	\$131,736
Walpole	13.95	\$131,575
Danvers	12.63	\$130,224
Foxborough	14.33	\$130,092
Easthampton	12.81	\$129,604
Maynard	11.99	\$128,862
Salem	13.77	\$127,269
Woburn	13.76	\$126,354
South Hadley	13.74	\$125,848
Central Berkshire	13.57	\$124,937
Norwood	13.4	\$123,804
Westwood	12.34	\$123,706
Peabody	13.17	\$120,138
Natick	12.36	\$120,111
Abington	13.19	\$119,308
Fairhaven	12.71	\$118,682
East Bridgewater	13.04	\$118,113
Gill-Montague	11.48	\$117,507
Millbury	12.85	\$117,119
Cambridge	12.29	\$116,661
Athol-Royalston	12.05	\$116,587
Ware	10.37	\$115,501
Whitman-Hanson	11.66	\$114,980
Beverly	12.78	\$113,343
Tyngsborough	12	\$112,490
Swansea	11.98	\$112,459
Hudson	12.56	\$112,069
Triton	11.99	\$111,300
Ayer Shirley School District	12.33	\$110,610
North Middlesex	12.33	\$110,497
Chelmsford	11.26	\$107,301
Gloucester	11.1	\$107,033
Uxbridge	11.43	\$104,875
Arlington	11.28	\$103,517
Monomoy Regional School District	10.46	\$102,376
Mansfield	10.6	\$101,726
Lunenburg	11.18	\$101,220
Sharon	10.96	\$100,872
Hoosac Valley Regional	9.05	\$100,850
Falmouth	10.55	\$100,589
Lexington	11.06	\$99,538
Somerville	11.03	\$98,617

West Boylston	11.04	\$98,353
Auburn	10.88	\$98,279
Holbrook	10.86	\$97,119
Easton	10.39	\$95,841
West Springfield	10.3	\$94,224
Palmer	9.41	\$93,359
Brookline	9.56	\$92,670
Pembroke	9.8	\$92,232
Oxford	9.32	\$92,206
Westborough	9.57	\$91,347
Winchester	10.26	\$90,165
Holliston	9.47	\$89,466
Douglas	9.95	\$89,269
Canton	8.19	\$88,314
Bellingham	9.96	\$88,126
Blackstone-Millville	9.36	\$88,059
Quaboag Regional	9.46	\$87,340
North Andover	8.75	\$86,260
Ralph C Mahar	9.04	\$86,142
Reading	9.35	\$85,113
Nashoba	9.47	\$84,373
Leicester	9.15	\$83,795
Marshfield	7.81	\$82,433
Littleton	9.35	\$82,167
Groton-Dunstable	9.26	\$81,377
Stoneham	8.31	\$81,017
Mount Greylock	8.03	\$79,222
Northboro-Southboro	8.65	\$78,115
Swampscott	8.03	\$77,247
Lynnfield	8.18	\$77,004
Mashpee	8.21	\$75,535
Hamilton-Wenham	7.56	\$75,346
Nauset	8.25	\$75,302
Newburyport	8.45	\$74,259
Gateway	8.05	\$72,911
Masconomet	7.47	\$72,848
Old Rochester	7.64	\$71,034
Amherst-Pelham	7.97	\$70,651
Seekonk	7.76	\$70,264
Spencer-E Brookfield	7.32	\$69,926
Georgetown	7.83	\$68,810
Needham	7.71	\$67,916

Norton	7.23	\$67,331
Southern Berkshire	7.17	\$67,155
Southwick-Tolland-Granville Regional School District	6.45	\$66,733
Medway	7.39	\$64,944
Rockland	7.2	\$64,835
Ashland	6.82	\$64,293
Somerset Berkley Regional School District	6.58	\$63,557
Bourne	6.91	\$63,387
Southborough	7	\$61,516
Belmont	6.58	\$61,481
Pioneer Valley	6.16	\$60,057
King Philip	6.24	\$56,741
Narragansett	6.35	\$56,629
North Brookfield	6.31	\$55,917
Mendon-Upton	6.12	\$55,113
Berkshire Hills	5.28	\$54,440
Pentucket	5.22	\$53,073
Dedham	5.8	\$52,137
Monson	5.31	\$50,898
Berlin-Boylston	5.6	\$50,665
Hadley	4.53	\$50,436
Clinton	5.52	\$50,412
Longmeadow	5.16	\$50,394
Hampshire	5.53	\$48,598
Acton-Boxborough	5.32	\$47,398
Wakefield	4.78	\$46,372
Cohasset	5	\$45,378
Wilmington	4.45	\$43,006
Scituate	4.42	\$42,963
Milton	4.77	\$42,521
Somerset	4.31	\$41,336
Amherst	4.52	\$40,511
Frontier	4.47	\$39,804
Norwell	4.27	\$39,380
Mohawk Trail	4.22	\$38,283
Wellesley	3.9	\$36,888
Kingston	4.13	\$36,294
Silver Lake	4.03	\$36,281
Lee	4	\$35,152
Bedford	3.93	\$35,048
Marblehead	3.61	\$32,860

Hingham	3.26	\$32,232
North Reading	3.29	\$31,691
Brimfield	3.6	\$31,637
Hopedale	3.31	\$31,515
Avon	3.15	\$30,959
West Bridgewater	3.33	\$30,876
Hull	3	\$30,563
Millis	3.38	\$30,554
Winthrop	3.27	\$29,864
Nantucket	3	\$28,800
Northborough	2.98	\$28,526
Duxbury	3	\$27,454
Lincoln-Sudbury	3	\$27,266
Martha's Vineyard	3	\$26,364
Orange	3	\$26,364
Richmond	3	\$26,364
Sutton	2.95	\$25,925
Acushnet	2.76	\$25,122
Sturbridge	2.73	\$23,991
Topsfield	2.49	\$23,050
Ipswich	2.37	\$22,092
Erving	2.34	\$21,280
Hatfield	2	\$20,460
Marion	2	\$17,576
Manchester Essex Regional	1.31	\$16,782
Norfolk	1.36	\$16,351
Farmington River Reg	1.84	\$16,170
Hanover	1.76	\$15,467
Medfield	1.74	\$15,292
Wrentham	1.56	\$13,709
Granby	1.08	\$13,160
Lenox	1.46	\$12,830
Nahant	1	\$12,197
Weston	1.21	\$10,633
Halifax	1	\$10,229
Dover-Sherborn	0.61	\$9,152
Berkley	1	\$8,788
Carver	1	\$8,788
Concord-Carlisle	1	\$8,788
Harvard	1	\$8,788
Holland	1	\$8,788
Plainville	1	\$8,788

Sudbury	1	\$8,788
Wayland	1	\$8,788
Hopkinton	0.71	\$7,389
Deerfield	0.68	\$5,976
Wellfleet	0.39	\$3,427
New Salem-Wendell	0.14	\$1,230
Grand Total	3783.05	\$35,645,416

Appendix C: CMVS Academic Achievement Data

The Department did not issue school, district, or state accountability determinations for the 2019-2020 school year due to the cancellation of state assessments and school closures related to COVID-19. Additionally, the Department did not issue school, district, or state accountability determinations in 2021; spring 2021 MCAS administration included a partial test for grades 3-8 and some grade 3-8 students took the assessment remotely. All Massachusetts schools administered the full MCAS for grades 3-8 and 10 during the spring of 2022. Due to prior data disruption, the Department published some, but not all, of the data for the statewide accountability system in 2022.

Next Generation MCAS Tests of Spring 2022 - Percent of Students at Each Achievement Level for GCVS

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	49	44	0	6	49	38	49	41	2	15	41	71	499	N/A	N/A	61
GRADE 03 - MATHEMATICS	16	41	0	6	16	35	58	39	26	20	43	72	482	N/A	N/A	23
GRADE 04 - ENGLISH LANGUAGE ARTS	23	38	0	4	23	34	58	46	19	16	48	74	489	35	31	29
GRADE 04 - MATHEMATICS	15	42	0	6	15	37	53	40	32	17	47	76	479	28	32	12
GRADE 05 - ENGLISH LANGUAGE ARTS	23	41	0	5	23	36	74	46	3	13	35	55	490	30	24	31
GRADE 05 - MATHEMATICS	11	36	0	4	11	32	50	48	39	16	36	57	479	23	24	12
GRADE 05 - SCIENCE AND TECH/ENG	26	43	3	7	24	36	38	40	35	18	34	54	485	N/A	N/A	23
GRADE 06 - ENGLISH LANGUAGE ARTS	26	41	0	8	26	33	53	36	21	22	47	72	488	37	35	39
GRADE 06 - MATHEMATICS	24	42	2	5	22	37	58	43	18	15	45	69	486	32	33	31
GRADE 07 - ENGLISH LANGUAGE ARTS	40	41	1	5	39	36	43	40	17	19	70	71	491	55	40	60
GRADE 07 - MATHEMATICS	14	37	3	7	11	31	65	44	21	19	66	67	485	42	38	42
GRADE 08 - ENGLISH LANGUAGE ARTS	34	42	4	7	29	35	52	40	15	18	95	76	491	44	68	51
GRADE 08 - MATHEMATICS	8	36	1	7	7	29	55	47	37	17	97	75	478	26	67	20
GRADE 08 - SCIENCE AND TECH/ENG	33	42	1	6	32	36	45	41	22	18	91	72	489	N/A	N/A	44
GRADE 10 - ENGLISH LANGUAGE ARTS	46	58	0	9	46	49	46	34	8	8	107	88	496	46	58	24
GRADE 10 - MATHEMATICS	27	50	3	11	25	38	58	40	15	10	113	89	489	50	58	19
GRADE 10 - SCIENCE AND TECH/ENG	21	47	0	9	21	38	53	40	26	14	62	87	484	N/A	N/A	16
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	33	41	1	6	32	35	53	42	14	17	336	71	491	42	198	41
GRADES 03 - 08 - MATHEMATICS	14	39	1	6	13	33	57	43	29	17	334	70	481	30	194	19
GRADES 05 & 08 - SCIENCE AND TECH/ENG	31	42	2	6	30	36	43	40	26	18	125	66	488	N/A	N/A	34

Next Generation MCAS Tests of Spring 2022 - Percent of Students at Each Achievement Level for TECCA

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pct
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	45	44	5	6	40	38	37	41	18	15	78	75	493	N/A	N/A	36
GRADE 03 - MATHEMATICS	23	41	4	6	19	35	35	39	43	20	80	77	477	N/A	N/A	14
GRADE 04 - ENGLISH LANGUAGE ARTS	38	38	2	4	36	34	45	46	16	16	110	72	493	43	67	56
GRADE 04 - MATHEMATICS	35	42	6	6	29	37	33	40	32	17	112	73	487	31	72	31
GRADE 05 - ENGLISH LANGUAGE ARTS	26	41	1	5	25	36	54	46	20	13	89	73	489	39	71	29
GRADE 05 - MATHEMATICS	18	36	2	4	15	32	51	48	32	16	91	76	480	27	70	17
GRADE 05 - SCIENCE AND TECH/ENG	34	43	5	7	30	36	43	40	23	18	87	73	489	N/A	N/A	32
GRADE 06 - ENGLISH LANGUAGE ARTS	46	41	5	8	41	33	38	36	16	22	147	77	496	47	86	63
GRADE 06 - MATHEMATICS	32	42	3	5	28	37	53	43	16	15	148	78	491	35	85	42
GRADE 07 - ENGLISH LANGUAGE ARTS	35	41	3	5	33	36	46	40	19	19	153	73	492	47	114	53
GRADE 07 - MATHEMATICS	24	37	1	7	23	31	49	44	26	19	156	75	485	34	117	39
GRADE 08 - ENGLISH LANGUAGE ARTS	29	42	2	7	27	35	56	40	15	18	255	78	489	41	181	41
GRADE 08 - MATHEMATICS	23	36	1	7	22	29	55	47	22	17	255	79	484	35	182	30
GRADE 08 - SCIENCE AND TECH/ENG	37	42	2	6	36	36	46	41	17	18	245	75	492	N/A	N/A	48
GRADE 10 - ENGLISH LANGUAGE ARTS	47	58	1	9	46	49	45	34	8	8	189	74	497	42	126	32
GRADE 10 - MATHEMATICS	35	50	3	11	32	38	48	40	17	10	187	74	493	41	128	27
GRADE 10 - SCIENCE AND TECH/ENG	42	47	2	9	40	38	37	40	21	14	100	83	497	N/A	N/A	39
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	35	41	3	6	33	35	48	42	17	17	832	75	492	43	519	40
GRADES 03 - 08 - MATHEMATICS	26	39	3	6	23	33	48	43	26	17	842	77	485	33	526	26
GRADES 05 & 08 - SCIENCE AND TECH/ENG	36	42	2	6	34	36	45	40	19	18	332	75	491	N/A	N/A	39