Report to the Legislature: Commonwealth Virtual Schools – Fiscal Year 2018

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

December 2019

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Jeffrey C. Riley
Commissioner

December 6, 2019

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 3 years and not more than 5 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 Greenfield 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 2,123 students as of October 1, 2017 (FY2018 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: three virtual schools were allowed to operate during the 2013-2016 school years; three additional certificates were 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 (Board) has granted two virtual school certificates, one to the Greenfield 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, 2017, these schools enrolled a total of 2,123 students (FY18, the period addressed in this report).

Greenfield Commonwealth Virtual School

The Greenfield Commonwealth Virtual School (GCVS), formerly known as Massachusetts Virtual Academy of Greenfield (MAVA), opened in 2010 under the innovation school law (G.L. c. 71, § 92) as a Greenfield Public School. On June 25, 2013, the Board granted a three-year certificate to operate the re-named Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School (GCVS) to a Board of Trustees (GCVS Board) formed to assume governance of MAVA from the Greenfield Public Schools. Educational courses and teaching services, including management software, learning materials, and technical support services were provided by K12, Inc. (K12) – a virtual school provider based in Herndon, Virginia.

[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.

On June 5, 2014, the Department conducted an accountability review of GCVS in accordance with CMR 52.08. The report documented concerns about the school'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 the Department's guidance. Due to these concerns, on October 20, 2014, pursuant to the virtual school regulations with 603 CMR 52.12(2) and on the recommendation of the Commissioner, the Board placed GCVS on probation for the remainder of its certificate term, which expired on June 30, 2016.

The Department conducted a second review of GCVS on March 2, 2015. The report indicated that GCVS made progress toward meeting the terms of its probation and noted that the GCVS Board and school leadership took affirmative steps to improve instruction and professional learning. However, the review identified a dependency on teacher-developed materials to ensure curriculum alignment, the lack of a formal curriculum for English learner (EL) students, the lack of a formal inclusion model for students with disabilities, variation in the execution of the school's expectations for teaching higher order thinking skills, and uneven instruction. In a June 29, 2015 response to the review, GCVS described the additional steps it planned to take to address these concerns, including researching EL curricula for the fall of 2015 and how, in the estimation of school leadership, online interventions presented a clear picture of the performance of students who were experiencing academic difficulties.

Pursuant to CMR 52.11, and in accordance with the Department's guidelines, on June 28, 2015, GCVS applied to renew its certificate. The Department conducted a renewal inspection in November 2015; the report from this inspection was issued to the school on December 14, 2015. As previously noted, at its February 23, 2016 meeting, in accordance with G.L. c. 71, §94, and 603 CMR 52.00, the Board renewed the certificate of GCVS for an additional three-year period from July 1, 2016 through June 30, 2019 with a maximum enrollment of 750 students. Further, pursuant to 603 CMR 52.12(2), the Board extended the school's probationary status and directed it to meet specified terms of probation, as recommended by former Commissioner Mitchell Chester in his memorandum to the Board dated February 12, 2016.

Since it opened in 2010, the school's educational courses and teaching services, including management software, learning materials, and technical support services, were provided by K12. At its May 22, 2017 meeting, the GCVS board of trustees voted to formally terminate the school's contract with K12, effective June 30, 2017. The reasons given for the change were concerns about the affordability of K12's products and services, and the opportunity for GCVS to provide more flexible learning options for students through new software and curriculum. In addition, the cost savings would enable the school to hire additional teachers.

GCVS submitted a formal request to amend its certificate on June 8, 2017. After careful review by Department staff, the Commissioner approved these amendments on October 19, 2017. The request included the following key changes to the school's education program and operations:

- A new learning management system (Canvas by Instructure, Inc.) that enabled teachers, parents/guardians, and students to access the curriculum from any computer, tablet, or mobile device.

- EngageNY as the core curriculum for grades K-5 English Language Arts (ELA) and mathematics. The school's social studies and science curriculum will be curated from EngageNY, National Geographic, PBS, and other sources.
- Florida Virtual School Global (FLVS) as the core curriculum for all subjects in grades 6-12.
- The hiring of approximately 10 additional staff members, including classroom teachers, special educators, and visual arts, music, health/wellness, and world language teachers.
- Technical support for students, parents/guardians, and staff will be provided by an in-house technology support team.

During the summer of 2018, GCVS submitted an application for a renewal of its certificate. The results of that application will be described in the FY19 legislative report.

TEC Connections Academy Commonwealth Virtual School

The Education Cooperative (TEC) as "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 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 in 2014 as a virtual public school serving students in grades K-12.

The school has made various amendments since its founding. On June 25, 2014, two new board members were approved. On August 27, 2014, one new board member was approved. In November 2015, the school amended its financial and operational arrangement between TECCA and Connections Education. On April 18, 2016, the school amended its bylaws. On September 28, 2016, the school amended its contract with CE in regards to human resources management.

The Department conducted an accountability review of TECCA on February 24, 2016 and a renewal inspection review on November 3, 2016. While both reports found that TECCA delivered an instructional program consistent with its certificate, the renewal inspection noted that TECCA had been classified into Level 3 of the state's accountability and assistance system for very low MCAS participation (less than 90 percent) in the aggregate and for multiple subgroups. The review also found that TECCA lacked an English language education curriculum to support its growing English learner (EL) population.

On February 17, 2017, the Board voted to renew the certificate for TECCA for an additional five years and place conditions on the school's certificate to address the concerns related to student participation in MCAS tests and supports for ELs. In recommending that the Board renew the certificate for TECCA for an additional five years, rather than the minimum of three years, then Commissioner Chester gave the school the opportunity to build on its early gains and demonstrate a solid track record of performance. TECCA's current certificate expires on June 30, 2022.

During the 2017-2018 school year, the district leadership was comprised of the superintendent (formerly known as the lead school administrator, in his fourth year in the role); K12 principal;

director of pupil services; director and assistant directors of special education; ELL coordinator; and chief administrative officer. The school leadership was comprised of the principal; four core subject department heads; dean of students; assistant principal (grades K-5); K12 curriculum director; and K12 Response-to-Intervention (RT) Director.

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.[2] 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). The state average per pupil foundation budget is $10,774. In FY18, GCVS and TECCA received a per pupil tuition amount of $6,700, less $75 per pupil retained by the Department for program administration, as permitted by statute ($6,625).[3]

At its December 7, 2017 meeting, the Board of Elementary and Secondary Education (Board) voted to amend the certificates of Greenfield Commonwealth Virtual School and of TEC Connections Academy Commonwealth Virtual School to specify a tuition rate[4] of $8,265 per pupil, effective for FY2019, with $75 per pupil retained by the Department for program administration. Additionally, the Board voted to delegate to the Commissioner of Elementary and Secondary Education (Commissioner) authority to adjust this rate annually for inflation for the remainder of the schools' current certificates, and amend their certificates accordingly. The Board-approved Commonwealth of Massachusetts Virtual Schools (CMVS) tuition rate does not change over the course of the year.

In FY2018, the virtual schools received $15,899,609 in tuition payments from 237 districts of residence. While enrollment varies from district to district, the following six districts accounted for approximately 22 percent of virtual school tuition and enrollment: Springfield (6 percent), Boston (5 percent), Worcester (4 percent), New Bedford (3 percent), Fall River (2 percent), and Chicopee (2 percent). A summary of FY18 tuition payments is provided in Appendix B.

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

[3] The per pupil tuition rate of $6,700 was set by the Board on June 25, 2013 when it voted to approve a certificate for GCVS. The Board approved the same rate for TECCA on February 25, 2014.

[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).

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 daily attendance and monitor the hours of schoolwork completed. In FY2018, GCVS reported an attendance rate of 91.1 percent and TECCA reported an attendance rate of 87.7 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 below.

Table 1: FY2018 Course Completion Data, GCVS

Table 1: FY18 Course Completion Data, GCVS							
Grade	**A.**	**B.**	**C.**	**D.**	**E.**	**F.**	**G.**
	Enrollment	**Courses Attempted**	**Courses Incomplete**	**Courses Completed**	**Courses Completed (%)**	**Courses Passed**	**Courses Passed (%)**
K	19	133	0	133	100%	133	100.00%
1	32	224	0	224	100%	224	100.00%
2	40	280	0	280	100%	280	100.00%
3	59	413	0	413	100%	413	100.00%
4	46	322	0	322	100%	322	100.00%
5	39	273	6	267	98%	267	100.00%
6	49	343	0	343	100%	308	89.80%
7	72	504	0	504	100%	420	83.33%
8	70	490	0	490	100%	416	84.90%
9	81	567	0	567	100%	483	85.19%
10	75	525	0	525	100%	455	86.67%
11	51	357	0	357	100%	308	86.27%
12	30	212	0	212	100%	198	93.40%
Totals	**663**	**4643**	**0**	**4637**	**99.80%**	**4227**	91.16%

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: FY2018 Course Completion Data, TECCA

Table 1: FY18 Course Completion Data, TECCA							
Grade	**A.**	**B.**	**C.**	**D.**	**E.**	**F.**	**G.**
	Enrollment	**Courses Attempted**	**Courses Incomplete**	**Courses Completed**	**Courses Completed (%)**	**Courses Passed**	**Courses Passed (%)**
K	17	206	2	204	99%	186	91%
1	21	254	0	254	100%	231	91%
2	25	303	2	301	99%	264	88%
3	30	369	1	368	100%	328	89%
4	21	253	4	249	98%	206	83%
5	29	648	4	644	99%	541	84%
6	57	853	5	848	99%	658	78%
7	79	1502	31	1471	98%	1121	76%
8	100	1512	32	1480	98%	1114	75%
9	111	1752	126	1626	93%	1030	63%
10	123	1840	100	1740	95%	1252	72%
11	101	1395	127	1268	91%	1106	87%
12	106	1427	137	1290	90%	1077	83%
Totals	**820**	**12314**	**571**	11743	95%	**9114**	78%

Legend

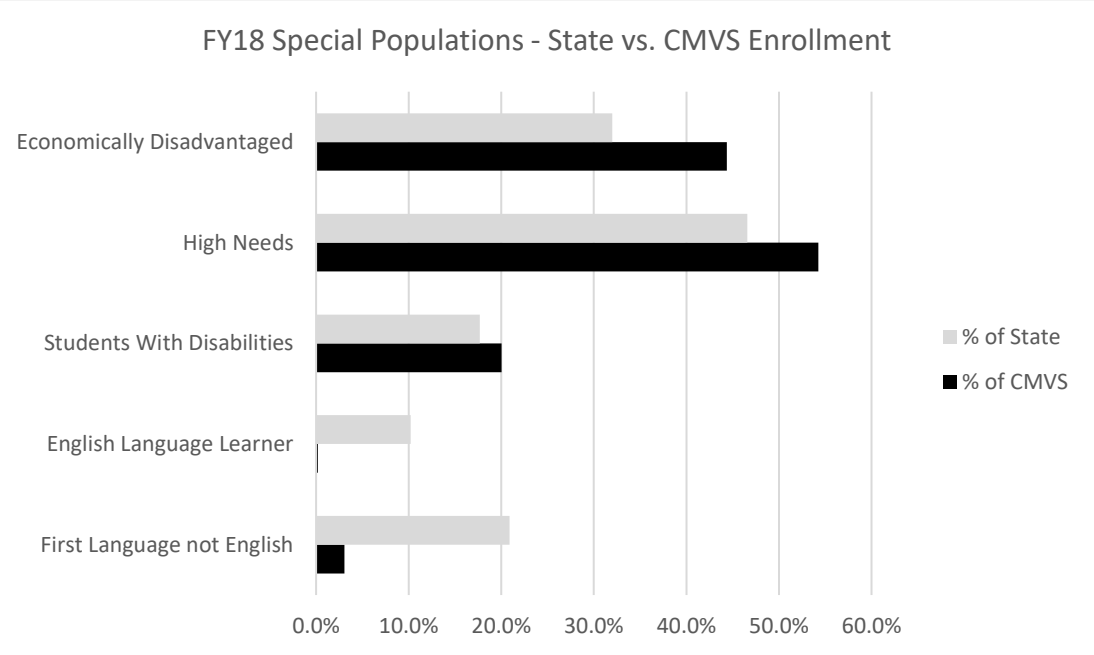
A	Enrollment	Students enrolled in the CMVS as of October 1 of the prior school year, excluding transfers out and transfers in after October 1.
B	Courses Attempted	Courses in which the students in Column A were enrolled during the school year (full-year and semester-based courses).
C	Courses Incomplete	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 Wait Lists

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 FY18, 954,034 students attended public schools in the Commonwealth, of which .22 percent, or 2,123 students, were enrolled in a CMVS.

School Year	Statewide Enrollment	CMVS Enrollment	
		#	%
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

As shown in the graph below, GCVS and TECCA enroll higher percentages of economically disadvantaged students, high need students, and students with disabilities, and lower percentages of English learners (ELs) and non-native English speakers.[5]



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.

[5] The "high needs" category includes any student identified as economically disadvantaged, English learners, or students with disabilities.

Neither GCVS nor TECCA reported a waitlist as of November 2018.

Academic Achievement

GCVS and TECCA administered "next generation" MCAS tests in spring 2018 in grades 3-8 in English language arts (ELA) and mathematics, respectively. The schools administered legacy MCAS tests in ELA and math in grade 10 and the science, technology, and engineering (STE) test in grades 5, 8, and 10. A summary of student performance data for both schools is provided in Appendix C.

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.

Support for Online Course Completion

At 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 e-mail, telephone, and online meetings. Further, both schools arrange face-to-face activities, such as field trips, throughout the school year.

Professional Development

GCVS' school calendar includes regular meetings of faculty by face-to-face and live virtual connections. Full faculty meetings and/or team meetings by grade cluster happen weekly where data are shared as well as instructional strategies in the online platform. Professional development work for evaluators and teachers has included sessions on high-impact instructional strategies and calibration of observations. Additionally, GCVS enrolled as an institutional member of iNACOL during the 2017-2018 school year. This allowed staff to access to a wide array of research and professional development dedicated to the delivery of online learning. Teacher evaluators observe synchronous live class sessions and provide feedback via the educator evaluation system.

At TECCA, teachers receive professional development one day per week. The content is coordinated by school leadership and implemented by various staff (school based or from

Connections Education School Support) with particular expertise. In 2018, topics included implementation of students' Section 504 plans and IEPs, online lesson training, development of specific Connexus-related skills and tasks; the time to analyze student data; to collaborate with like-content and grade-specific teachers; to view school-wide achievement data (including student and teacher); and to meet in school-specific teams. Once per month, all faculty and staff are required to attend an in-person faculty meeting for staff to meet in-person and engage in a series of professional development workshops and trainings, and be briefed on monthly updates that are relevant to TECCA and Commonwealth Virtual Schools. New teachers generally meet with their supervisors on a weekly basis and are part of a new teacher group that meets monthly.

Recommended Changes to the Commonwealth Virtual School Program

Given the mixed performance of virtual schools in Massachusetts as well as nationally, the Department has encouraged GCVS and TECCA to refine their programs to increase the effectiveness of their virtual educational programs.

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: CMVS Tuition by Sending District, FY18

Sorted on FY18 FTE CMVS enrollment.

Sending District	FY18 Full-time Equivalent Students	FY18 Tuition
Springfield	134.1	$957,280
Boston	123.1	$863,389
Worcester	89.9	$627,215
New	64.2	$447,345
Fall	49.2	$340,125
Chicopee	40.6	$283,783
Lowell	37.5	$269,891
Pittsfield	32.2	$224,262
Lynn	30.8	$215,041
Brockton	30.2	$205,967
Barnstable	29.3	$201,833
Framingham	27.5	$187,337
Plymouth	26.3	$195,524
Methuen	25.4	$170,215
Westfield	24.4	$180,207
Haverhill	24.1	$161,169
Fitchburg	23.1	$157,332
Taunton	23	$159,904
Weymouth	22	$154,383
Wareham	21.9	$148,269
Lawrence	21.4	$150,796
Holyoke	20.8	$149,358
Greenfield	20.3	$159,834
Franklin	20.2	$138,867
Wachusett	19.4	$128,725
Attleboro	19.1	$131,995
Athol-Royalston	19.1	$135,233
Gardner	18.5	$124,409
Rockland	18.2	$124,844
Revere	16.5	$109,446
Leominster	15.9	$111,641
Middleborough	15.4	$105,645

Agawam	15.3	$109,967
Ludlow	15.3	$103,255
Quabbin	14.6	$108,458
Dudley-Charlton	14.4	$101,207
Marlborough	14	$97,935
Tantasqua	13.8	$93,825
Northbridge	13.7	$98,165
Palmer	13.4	$94,847
Billerica	13.4	$90,790
King	13.4	$89,626
Stoughton	13.2	$88,722
Saugus	12.8	$85,163
Oxford	12.5	$83,598
Waltham	12.4	$84,952
Medford	12.4	$88,675
Salem	12.3	$84,493
West	12.1	$80,723
Shrewsbury	12.1	$94,297
Randolph	12.1	$83,665
Belchertown	12	$81,832
Hampden-Wilbraham	12	$82,651
North	12	$81,273
North	11.7	$80,218
Tewksbury	11.7	$88,524
Dennis-Yarmouth	11.3	$74,533
Millbury	11	$76,827
Grafton	10.9	$76,593
Southbridge	10.7	$77,895
Auburn	10.1	$67,924
Triton	9.9	$69,573
Everett	9.8	$64,542
Webster	9.8	$73,599
Danvers	9.7	$64,804
Andover	9.7	$65,317
Beverly	9.7	$66,223
Carver	9.5	$65,721
Watertown	9.5	$65,904
Spencer-E	9.4	$63,269

Sandwich	9.2	$67,270
Ayer	9.2	$62,250
Northboro-Southboro	9	$59,768
Ashburnham-Westminster	8.7	$58,518
Milford	8.7	$57,589
Cambridge	8.6	$58,226
Pembroke	8.5	$58,398
Malden	8.5	$57,708
Dracut	8.3	$59,386
Norton	8.3	$55,127
Abington	8.2	$55,112
Swampscott	8.1	$55,105
North	8	$57,829
Dartmouth	7.9	$54,082
Uxbridge	7.9	$58,344
Bellingham	7.9	$54,867
Winchendon	7.8	$59,494
Natick	7.8	$54,734
Walpole	7.7	$52,095
Peabody	7.7	$52,493
North	7.6	$53,731
Newton	7.5	$51,391
Chelmsford	7.3	$49,502
North	7.2	$49,855
Holbrook	7.2	$47,435
East	7.1	$48,440
Quincy	7	$46,509
Douglas	7	$47,872
Woburn	7	$50,688
Monomoy	7	$52,223
Bourne	6.9	$48,495
Clinton	6.7	$46,431
Old	6.7	$44,384
Monson	6.7	$44,058
Freetown-Lakeville	6.5	$44,139
Nashoba	6.4	$42,665
Melrose	6.4	$42,363
Burlington	6.3	$42,275

Bridgewater-Raynham	6.3	$44,758
Reading	6.3	$42,529
Hamilton-Wenham	6.2	$42,185
Blackstone-Millville	6.2	$44,555
Needham	6.1	$40,549
Winthrop	6	$39,949
Westford	5.9	$39,286
Tyngsborough	5.9	$39,625
Hudson	5.8	$39,632
Somerville	5.8	$38,159
Central	5.7	$57,604
Amesbury	5.7	$39,143
Seekonk	5.7	$46,672
Adams-Cheshire	5.5	$44,105
West	5.5	$36,371
Quaboag	5.5	$37,106
Pentucket	5.5	$42,932
Acton-Boxborough	5.4	$36,910
Nauset	5.4	$36,244
Braintree	5.4	$36,116
Easton	5.4	$38,256
Westport	5.3	$37,930
Fairhaven	5.2	$34,253
Norwood	5.1	$40,728
Easthampton	5.1	$35,687
Dighton-Rehoboth	5.1	$34,380
Chelsea	5.1	$34,444
Hopedale	5	$40,160
Somerset	5	$36,273
Mansfield	4.9	$33,957
Gateway	4.8	$32,808
Hadley	4.8	$37,887
Hingham	4.7	$32,305
Narragansett	4.7	$32,663
Mendon-Upton	4.5	$31,072
Duxbury	4.5	$29,746
South	4.5	$38,586
Maynard	4.4	$29,083

Lunenburg	4.3	$28,915
Groton-Dunstable	4.2	$28,846
Littleton	4.2	$28,627
Hull	4.1	$27,213
Marblehead	4.1	$30,127
Ralph	4.1	$27,819
Granby	4	$26,500
Southwick-Tolland-Granville	4	$28,266
Mohawk	4	$29,581
Lee	3.9	$26,102
Belmont	3.9	$25,904
Westborough	3.9	$26,124
Newburyport	3.9	$27,550
Arlington	3.7	$25,186
Bedford	3.7	$25,523
Marshfield	3.7	$25,746
Falmouth	3.7	$25,191
Swansea	3.7	$24,314
Wilmington	3.7	$26,375
Brookline	3.7	$24,382
Somerset	3.6	$31,832
Hampshire	3.6	$25,474
Millis	3.6	$24,466
Ipswich	3.5	$26,726
Sutton	3.5	$23,121
Whitman-Hanson	3.5	$23,850
West	3.4	$22,790
Canton	3.4	$22,724
Silver	3.4	$22,525
Masconomet	3.4	$22,879
Milton	3.3	$23,515
Erving	3.3	$21,929
Martha's	3.2	$22,594
Concord-Carlisle	3.1	$21,299
Mashpee	3.1	$20,754
Medway	3.1	$20,744
North	3	$20,075
Leicester	3	$21,161

Wakefield	3	$19,875
Wales	3	$19,875
Lynnfield	3	$20,124
Ware	2.9	$19,125
Holliston	2.9	$19,592
Gill-Montague	2.8	$19,409
Northampton	2.8	$20,035
Frontier	2.8	$18,352
Berkshire	2.5	$16,903
Foxborough	2.5	$16,629
Longmeadow	2.4	$15,900
Stoneham	2.3	$15,105
Dedham	2.3	$15,780
Nantucket	2.2	$16,231
Acushnet	2.2	$14,648
Sturbridge	2.1	$48,014
Wayland	2.1	$14,895
Amherst-Pelham	2	$13,250
Ashland	2	$13,922
Concord	2	$13,250
Dover-Sherborn	2	$13,250
Georgetown	2	$13,250
Gloucester	2	$13,250
Weston	2	$13,384
Cohasset	1.8	$11,991
Avon	1.8	$12,720
Lexington	1.7	$11,093
Norwell	1.5	$10,270
Northborough	1.5	$10,305
Pioneer	1.5	$9,937
Lincoln-Sudbury	1.5	$9,871
Sharon	1.5	$9,871
Hanover	1.5	$10,622
Scituate	1.3	$10,270
East	1.1	$7,486
Hopkinton	1	$6,625
Medfield	1	$6,625
New	1	$6,625

Southborough	1	$6,625
Westwood	1	$6,625
Rockport	1	$6,559
Wellesley	1	$6,360
Southern	0.9	$6,821
Hatfield	0.9	$5,963
Manchester	0.7	$4,677
Farmington	0.5	$3,246
Hawlemont	0.5	$4,361
Berlin-Boylston	0.4	$2,386
Orange	0.3	$2,108
Sudbury	0.3	$1,656
Lincoln	0.1	$398
Shutesbury	0	$199
Rowe	0	$169

Appendix C: Academic Achievement Data

Next Generation MCAS Tests of Spring 2018 - Percent of Students at Each Achievement Level for GCVS

	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	GCVS	State	GCVS	State	GCVS	State	GCVS	State	GCVS	State				
GRADE 03 - ENGLISH LANGUAGE ARTS	27	52	0	9	27	43	68	41	5	7	22	495	N/A	N/A
GRADE 03 - MATHEMATICS	24	50	0	10	24	40	40	38	36	12	25	480	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	37	53	6	10	31	43	54	38	10	9	52	495	44	35
GRADE 04 - MATHEMATICS	29	48	4	7	25	41	47	39	24	13	51	487	47	34
GRADE 05 - ENGLISH LANGUAGE ARTS	31	54	0	6	31	48	57	38	12	8	42	491	42	29
GRADE 05 - MATHEMATICS	16	46	0	5	16	41	53	44	30	10	43	481	48	28
GRADE 06 - ENGLISH LANGUAGE ARTS	23	51	0	10	23	40	51	37	26	12	35	486	54	25
GRADE 06 - MATHEMATICS	17	47	0	7	17	41	47	42	36	11	36	479	46	26
GRADE 07 - ENGLISH LANGUAGE ARTS	12	46	2	8	10	38	62	39	27	15	60	483	37	40
GRADE 07 - MATHEMATICS	18	46	0	7	18	39	48	40	33	14	60	480	41	40
GRADE 08 - ENGLISH LANGUAGE ARTS	29	51	4	10	25	41	48	34	23	15	69	488	43	51
GRADE 08 - MATHEMATICS	13	50	1	8	12	41	61	38	26	12	69	482	38	50
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	26	51	3	9	24	42	55	38	19	11	280	489	43	180
GRADES 03 - 08 - MATHEMATICS	19	48	1	7	18	40	51	40	30	12	284	482	43	178

MCAS Tests of Spring 2018 - Percent of Students at Each Achievement Level for GCVS

	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP
	GCVS	State	GCVS	State	GCVS	State	GCVS	State	GCVS	State				
GRADE 05 - SCIENCE AND TECH/ENG	16	47	2	18	14	30	51	39	33	13	43	54	N/A	N/A
GRADE 08 - SCIENCE AND TECH/ENG	16	35	0	4	16	31	46	44	37	21	67	55	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	90	91	37	51	53	40	8	6	2	3	51	96		18
GRADE 10 - MATHEMATICS	60	78	29	51	31	27	21	14	19	8	48	78		16
GRADE 10 - SCIENCE AND TECH/ENG	32	74	11	32	21	43	42	21	26	5	19	61	N/A	N/A

Next Generation MCAS Tests of Spring 2018 - Percent of Students at Each Achievement Level for TECCA

	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Avg. Scaled Score	Avg.SGP	Included in Avg.SGP
	TECCA	State	TECCA	State	TECCA	State	TECCA	State	TECCA	State				
GRADE 03 - ENGLISH LANGUAGE ARTS	32	52	6	9	26	43	61	41	6	7	31	497	N/A	N/A
GRADE 03 - MATHEMATICS	24	50	0	10	24	40	48	38	27	12	33	485	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	23	53	0	10	23	43	59	38	18	9	39	487	42	26
GRADE 04 - MATHEMATICS	18	48	0	7	18	41	54	39	28	13	39	482	46	26
GRADE 05 - ENGLISH LANGUAGE ARTS	24	54	0	6	24	48	64	38	12	8	50	490	33	28
GRADE 05 - MATHEMATICS	20	46	0	5	20	41	47	44	33	10	49	482	40	31
GRADE 06 - ENGLISH LANGUAGE ARTS	28	51	1	10	26	40	59	37	14	12	87	490	38	46
GRADE 06 - MATHEMATICS	23	47	0	7	23	41	50	42	27	11	88	483	32	47
GRADE 07 - ENGLISH LANGUAGE ARTS	17	46	0	8	17	38	64	39	18	15	157	485	33	69
GRADE 07 - MATHEMATICS	23	46	1	7	22	39	58	40	19	14	153	485	40	67
GRADE 08 - ENGLISH LANGUAGE ARTS	41	51	4	10	36	41	44	34	16	15	158	494	46	86
GRADE 08 - MATHEMATICS	19	50	1	8	19	41	53	38	27	12	159	482	27	88
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	28	51	2	9	26	42	57	38	16	11	522	490	39	255
GRADES 03 - 08 - MATHEMATICS	21	48	0	7	21	40	53	40	25	12	521	483	35	259

MCAS Tests of Spring 2018 - Percent of Students at Each Achievement Level for TECCA

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		No. of Students Included	CPI	Avg.SGP	Included in Avg.SGP
	TECCA	State	TECCA	State	TECCA	State	TECCA	State	TECCA	State				
GRADE 05 - SCIENCE AND TECH/ENG	37	47	6	18	31	30	43	39	20	13	49	69	N/A	N/A
GRADE 08 - SCIENCE AND TECH/ENG	15	35	1	4	14	31	63	44	22	21	155	58	N/A	N/A
GRADE 10 - ENGLISH LANGUAGE ARTS	89	91	31	51	58	40	11	6	0	3	197	97	27	69
GRADE 10 - MATHEMATICS	68	78	27	51	41	27	22	14	10	8	171	85	36	59
GRADE 10 - SCIENCE AND TECH/ENG	57	74	19	32	38	43	34	21	9	5	47	82	N/A	N/A