

## **Report to the Legislature: Commonwealth of Massachusetts Virtual Schools – Fiscal Year 2015**

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

February 2016



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

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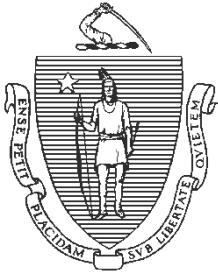
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Mitchell D. Chester, Ed.D.  
Commissioner

February 16, 2016

Dear Members of the General Court:

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

“An Act Establishing Commonwealth Virtual Schools” was enacted on January 2, 2013. Most of the Act is codified as G.L. c. 71, § 94. Commonwealth of Massachusetts Virtual Schools (CMVS) are public schools operated by a board of trustees where teachers primarily teach from a remote location using the Internet or other computer-based methods, and where students are not required to be located at the physical premises of the school. The law authorized the Board of Elementary and Secondary Education (Board) to adopt regulations and, through the Department, oversee the establishment and operation of publicly funded, high quality virtual schools in the Commonwealth. The [Board memo](#) from the January, 2013 meeting highlights key components of the law.

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

Due to concerns raised from a June 5, 2014 accountability review of GCVS, I recommended that the Board place GCVS on probation for the remainder of that school's certificate term, which expires on June 30, 2016. I have made a recommendation to the Board to renew the school's certificate with conditions.

This report provides information on the implementation and impact of the virtual schools statute, provides an update on the progress that GCVS is making towards meeting the terms of its probationary status, and incorporates findings from the Department's accountability reviews of GCVS and TECCA in FY2015.

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

Sincerely,

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

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## Introduction

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

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

A Commonwealth of Massachusetts 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 are allowed to operate during the 2013-16 school years; three additional certificates will be available from 2016-19; and four additional certificates will be available starting in 2020.

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

## Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School

On June 25, 2013, the Board granted a three-year certificate to operate the [Massachusetts Virtual Academy at Greenfield Commonwealth Virtual School \(GCVS\)](#) to a board of trustees formed to assume governance of the school from the Greenfield Public Schools.

On June 5, 2014, the Department conducted an accountability review of GCVS in accordance with CMR 52.08. The review documented concerns about the school’s faithfulness to its certificate, the quality of its academic program, the quality and amount of supports for diverse learners, and lack of compliance with certain regulatory requirements and Department guidance. Due to these concerns, I recommended that the Board place GCVS on probation for the remainder of the school's certificate term, which expires on June 30, 2016, with conditions.<sup>1</sup>

The Department conducted a second review of GCVS on March 2, 2015. The review indicated that GCVS had made progress toward meeting the terms of its probation, and noted that the board of trustees and leadership took affirmative steps to improve instruction and professional learning. A detailed accounting

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<sup>1</sup> These conditions are described in more detail in the Commissioner’s October 10, 2014 [memo](#) to the Board.

of that progress is provided in Appendix D. However, the review identified additional concerns, including: a dependency on teacher-developed materials to ensure curriculum alignment; the lack of a formal curriculum for English language learners; 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 steps it will take to address these concerns.

The school's certificate expires at the end of the 2015-16 school year. Pursuant to CMR 52.11, GCVS submitted an application to renew its certificate in July 2015, and a renewal inspection visit is planned for November 2, 2015. These and other sources of information, including but not limited to state assessment results, will inform my recommendation to the Board on whether to renew the school's certificate, and if so, whether to impose additional probationary conditions on the school.

## **TEC Connections Academy Commonwealth Virtual School**

On February 25, 2014, the Board granted a three-year certificate to the board of trustees of the [TEC Connections Academy Commonwealth Virtual School \(TECCA\)](#). TECCA opened in the fall of 2014.

The Department conducted accountability reviews of TECCA on December 3, 2014 and May 20, 2015. Collectively these reviews found that despite lower than expected enrollment,<sup>2</sup> TECCA was financially viable, fostered a strong organizational climate conducive to professional learning and delivered an instructional program in a manner consistent with its certificate.

## **Fiscal Impact on Sending Districts**

Virtual schools are funded through payments from sending districts at a per-pupil tuition rate set by the Board. Under the legislation [G.L. c. 71, §94(k)] the per-pupil capitation a school district pays for resident students is funded through the school choice mechanism (G.L. c. 76, §12B). For students who attend a CMVS for less than a full year, the tuition payment is based upon the number of days of enrollment. The Department notifies both the virtual school and resident districts of the amount of these payments and corresponding reductions in local aid under G.L. c. 70.<sup>3</sup>

The first five monthly payments in each fiscal year are based on a pre-enrollment report submitted by the virtual school in June; remaining monthly payments for the fiscal year are based on Student Information Management System (SIMS) data collected from the school in October. Although each monthly payment is intended to equal approximately one twelfth of the projected annual amount, payments in the later months of each fiscal year (from December through June) include adjustments to correct any over- or under-payments in earlier months, including adjustments for special education increments. Summary figures of tuition payments by resident districts to each of the two virtual schools are provided in Appendices B and C.

The cost of special education services is calculated in accordance with 603 CMR 10.07(3). The virtual school is responsible for providing special education services to students in accordance with each student's Individualized Education Program (IEP). Resident school districts remain fiscally responsible for such students as if the CMVS were a receiving district pursuant to school choice under G.L. c. 76,

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<sup>2</sup> TECCA reported an enrollment of 395 students as of October 1, 2015. The school was approved to enroll 1,000 students in the 2014-15 school year and 1,500 students in 2015-16. As of this writing, TECCA enrolls 761 students.

<sup>3</sup> The Department, in consultation with the Department of Youth Services (DYS), determines the appropriate tuition responsibility for students who are in the custody of the Department of Corrections, a sheriff or DYS.

§12B. For both virtual schools, the Board approved a per pupil tuition rate of \$6,700, of which the Department retained \$75 per pupil for the administration of the program.

In fiscal year 2015 (FY2015), GCVS received \$4,717,216 in tuition from 193 resident districts and TECCA received \$3,280,802 from 194 resident districts. The majority of students who attended these schools in FY2015 resided in the districts of Boston, Springfield, and Worcester, representing approximately 15 percent of the total enrollment of GCVS and 13 percent of enrollments in TECCA.

## 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.

There is flexibility in terms of the time of day when students participate; however, teachers take daily attendance and monitor the hours of schoolwork completed with the student and learning coach (typically the students' parent/guardian). Each school's calendar provides for school holidays and vacation times during which teachers are not available; however, students may continue to do schoolwork and access the online learning management system at any time during the school year. Attendance is based on completion of courses and not "seat time"; the schools' expectation is that students will complete their coursework by the end of the semester or school year. In FY2015, GCVS reported an attendance rate of 92.3 percent and TECCA reported an attendance rate of 86.1 percent.

Course completion data for GCVS and TECCA are provided in Tables 2 and 3 on the following pages. In FY2015, 89.5 percent of GCVS students completed their courses and 78.7 percent of TECCA students completed their courses (as reported to the Department). 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.

<b>Table 1: Course Completion Data Definitions</b>		
<b>Column</b>	<b>Label</b>	<b>Definition</b>
A	Students in grade level	Number of 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 attempted: Number of courses in which the students in Column A were enrolled during the school year (includes both full-year and semester-based courses).
C	Courses incomplete	Number of courses from which students withdrew, regardless of the grade they earned in the course at the time of course withdrawal.
D	Courses passed (#)	Number of courses completed in which students earned a passing grade as determined by the school.
E	Courses completed (%)	$[(\text{Column B} - \text{Column C}) \div \text{Column B}]$
F	Courses passed (%)	$[\text{Column D} \div (\text{Column B} - \text{Column C})]$

Table 2: FY2015 Course Completion Data, GCVS						
Grade Level	A.	B.	C.	D.	E.	F. <sup>4</sup>
	Students in Grade Level	Courses Attempted	Courses Incomplete	Courses Passed (#)	Courses Completed (%)	Courses Passed (%)
K	37	257	20	237	92.2%	100%
1	54	372	0	372	100%	100%
2	37	268	13	255	95.1%	100%
3	30	236	1	235	99.5%	100%
4	38	263	8	255	96.9%	100%
5	54	375	14	361	96.2%	100%
6	65	445	60	385	86.5%	100%
7	60	421	20	401	95.2%	100%
8	65	457	14	443	96.9%	100%
9	39	411	12	271	97.1%	67.9%
10	30	333	16	255	95.2%	80.4%
11	26	256	10	201	96.1%	81.7%
12	11	94	7	79	92.6%	90.8%
<b>Totals</b>	<b>546</b>	<b>4,188</b>	<b>195</b>	<b>3,750</b>	<b>89.5%</b>	<b>93.9%</b>

<sup>4</sup> In grades K-8, a student who masters 80 percent of the course content is considered to have passed the course.



<b>Grade Level</b>	<b>A.</b>	<b>B.</b>	<b>C.</b>	<b>D.</b>	<b>E.</b>	<b>F.</b>
	<b>Students in Grade Level</b>	<b>Courses Attempted</b>	<b>Courses Incomplete</b>	<b>Courses Passed (#)</b>	<b>Courses Completed (%)</b>	<b>Courses Passed (%)</b>
K	7	63	0	59	100%	93.7%
1	7	63	0	63	100%	100%
2	9	87	5	82	94.3%	100%
3	8	72	0	54	100%	75%
4	5	48	1	46	97.9%	97.9%
5	9	77	4	68	94.8%	93.2%
6	19	197	1	184	99.5%	93.9%
7	22	228	2	178	99.1%	78.7%
8	27	275	3	225	98.9%	82.7%
9	53	493	2	310	99.6%	63.1%
10	42	378	3	263	99.2%	70.1%
11	24	220	2	184	99.1%	84.4%
12	11	138	1	125	99.3%	91.2%
<b>Totals</b>	<b>243</b>	<b>2,339</b>	<b>24</b>	<b>1,841</b>	<b>78.7%</b>	<b>79.5%</b>

## **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 FY2015, 955,844 students attended public schools in the Commonwealth, of which .11 percent, or 1,087 students, were enrolled in a CMVS. In the case of a CMVS established by a school district, at least five percent of the students enrolled in the CMVS must be from the district that established the school.<sup>5</sup> In the case of a CMVS that is established by more than one school district or by an education collaborative, at least five percent of the students enrolled in the school must be from the combined enrollment of the districts that established the school or the districts belonging to the collaborative. School committees may vote to restrict enrollment of students in a CMVS if the total enrollment of its students in virtual schools exceeds one percent of the total enrollment in its district.<sup>6</sup>

GCVS was approved to enroll 1,000 students in FY2015 and 1,250 students in FY2016.<sup>7</sup> To ensure that it could adequately staff the school, prior to FY2015 the GCVS board of trustees capped overall enrollment at 850 students (550 in grades K-6, 150 in grades 7-8, and 150 in grades 9-12). TECCA is approved to enroll 1,000 students in FY2015, up to 1,500 in FY2016, and 2,000 in FY2017.

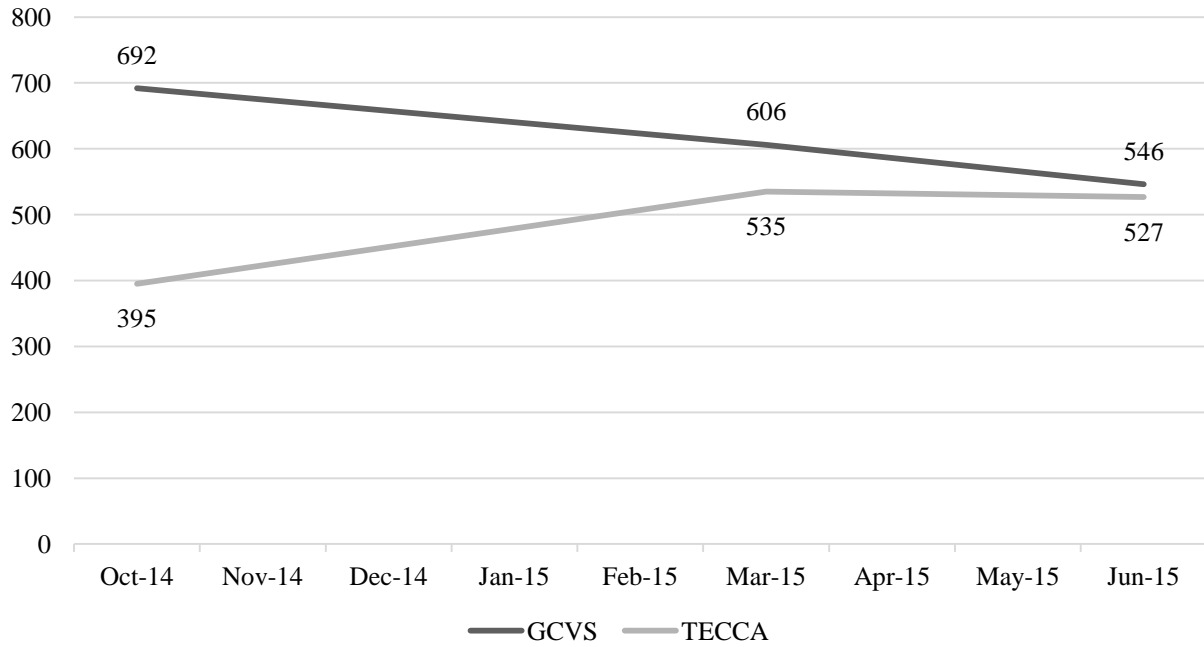
<sup>5</sup> Chapter 379 of the Acts of 2012, “An Act Establishing Commonwealth Virtual Schools”, permits GCVS to maintain student enrollment of at least 2 percent from Greenfield for the duration of its initial certificate term.

<sup>6</sup> At the time such a vote is taken, any student already enrolled in a CMVS may remain in the school.

<sup>7</sup> TECCA is approved to enroll 1,000 students in 2014-15, 1,500 students in 2015-16, and 2,000 students in 2016-17.

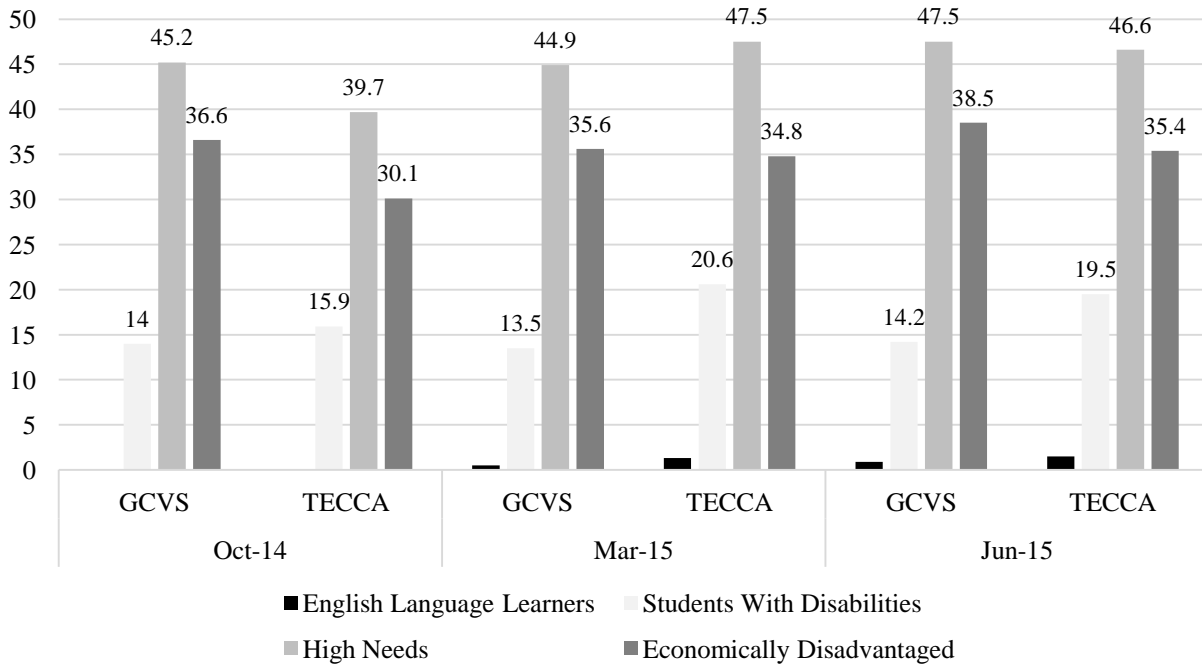
Overall enrollment trends for both schools are provided in Figure 1. Based on three snapshots of enrollment taken in October, March, and June, enrollment in GCVS declined by 21 percent from October to June while enrollment in TECCA increased about 33 percent over this period.

**Figure 1: CMVS Enrollment Trends, FY2015**



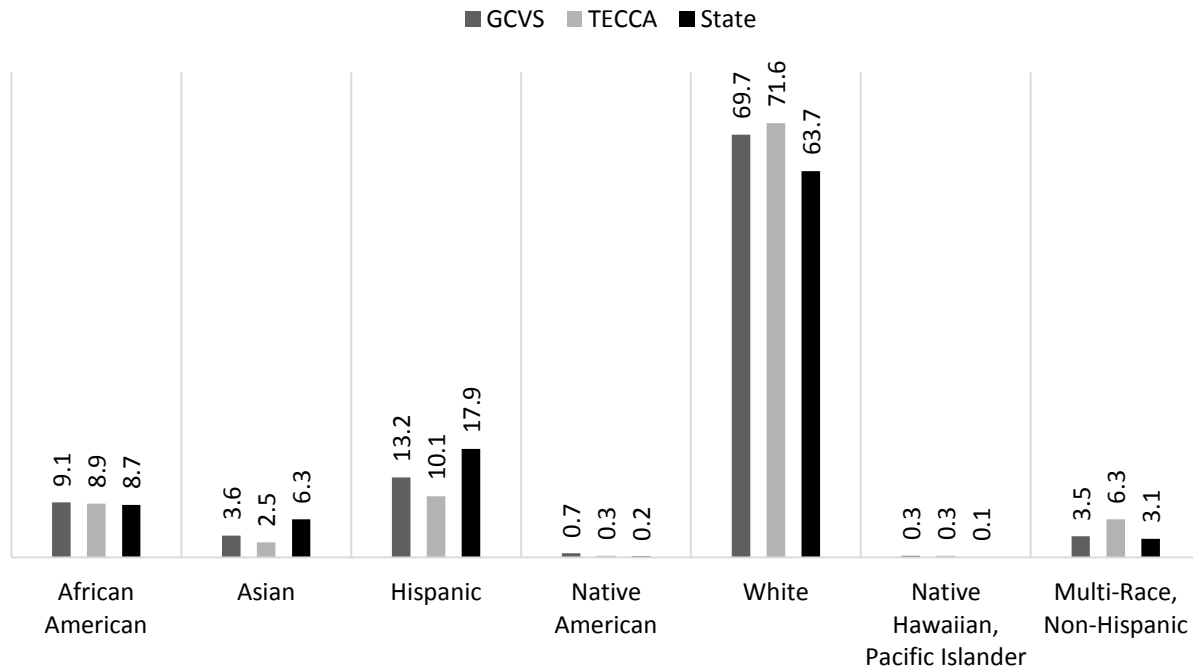
Both schools enroll similar proportions of students identified as high needs (a student belonging to one or more of the following categories: economically disadvantaged, English language learner, and students with disabilities (Figure 2). As compared to October 2014 state figures, the virtual schools enrolled no English language learners and a smaller percentage of students with disabilities than all Massachusetts public schools, but enrolled higher percentages of economically disadvantaged and high needs students than brick-and-mortar schools.

**Figure 2: CMVS Percent Enrollment by Selected Populations, FY2015**



Overall, the proportion of enrollment by racial and ethnic groups in Massachusetts virtual schools tracks closely with brick-and-mortar schools statewide (Figure 3).

**Figure 3: CMVS Percent Enrollment by Race/Ethnicity, FY2015**



In FY2015, GCVS reported 172 students on waitlists and TECCA did not have a waitlist. Due to a lack of longitudinal enrollment data for both schools, the Department will monitor these trends to determine the extent to which they are indicative of the virtual school context.

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 (TECCA also conditions promotion on MCAS participation). Each school reviews academic documentation to ensure accurate grade level assignments and course placements.

## Academic Achievement

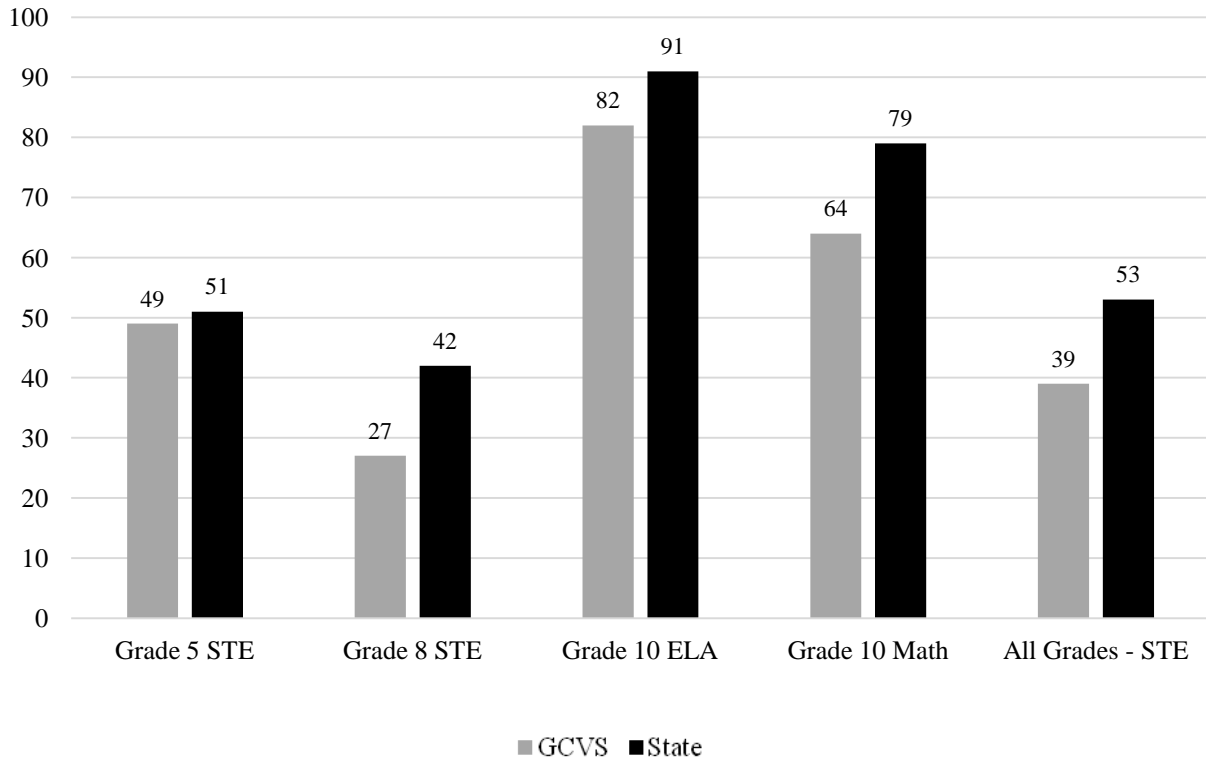
In FY2015, GCVS administered the electronic Partnership for Assessment of Readiness for College and Careers (PARCC) test in English Language Arts and Mathematics to students in grades 3-8, and TECCA elected to administer the paper-based Massachusetts Comprehensive Assessment System (MCAS).

Given that accountability data from spring 2015 will not be finalized until November 2015, GCVS is the only virtual school with an accountability rating at the time of this report (based on data from FY2014). GCVS received an annual progress and performance index (PPI) score based on the improvement it made toward its own targets over the following two-year periods: 2011-12, 2012-13, and 2013-14. The school's 2014 cumulative PPI of 63, in addition to low assessment participation and subgroup performance, placed GCVS in Level 3 of the state's five-level accountability and assistance system.

Figure 4 is a comparison of the percentage of students in GCVS scoring *Proficient* or higher as compared to the state in Spring 2015 MCAS tests. Since only a portion of students in grades 3-8 participated in

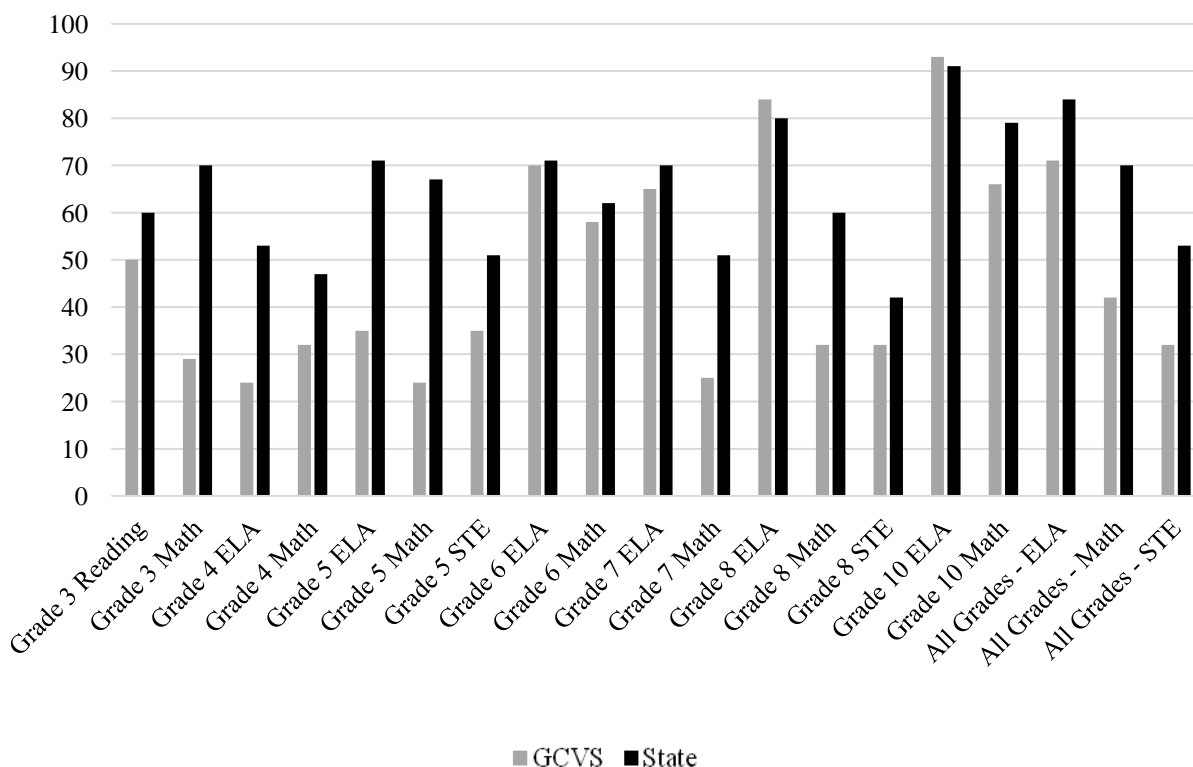
2015 MCAS in English Language Arts (ELA) and Mathematics, a representative sample of students from across Massachusetts was used to estimate student achievement at the state level in those subjects, and have therefore been suppressed. In subjects and grades for which state comparisons are available, GCVS students scored within ten percentage points of the state in Grade 5 Science and Technology/Engineering (STE) and Grade 10 ELA. GCVS students scored at least ten percentage points below state averages in Grade 8 STE, Grade 10 Mathematics, and in STE overall.

**Figure 4:** Spring 2015 MCAS Percent of Students at Each Achievement Level, GCVS



As TECCA elected to administer the paper-based MCAS test in 2015, comparisons across all grades and subjects are possible (Figure 5). Overall, the percentage of TECCA students scoring *Proficient* or higher was within ten percentage points of the state or higher than the state in ELA in the middle school grades (6-8) and in high school (10) and in Mathematics in Grade 6. TECCA students scored at least ten percentage points below state averages in the remaining grade levels. Across all grades, TECCA had lower than typical median student growth percentiles (SGPs) in in ELA (34) and Mathematics (20) based on sample sizes of 61 and 63 students, respectively.

**Figure 5: Spring 2015 MCAS Percent of Students at Each Achievement Level, TECCA**



## Supervision and Support for Students in Elementary and Middle School

According to GCVS, a “learning coach”, typically the student’s parent/guardian, facilitates student progress through daily lessons, with flexibility in terms of pace and scheduling. The school expects learning coaches to spend three to five hours daily supporting students and students to spend five to six hours daily on 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. The June 5, 2014 accountability review found the distinction between the role of the teacher and the learning coach unclear, notably in the early grades. Focus groups of elementary and middle school teachers acknowledged that reaching all learners by incorporating multiple learning styles was an ongoing challenge. According to both school leadership and K12, Inc. (the school’s education management organization) every student has an individualized learning plan. However, it was not clear to the review team how the plan is used on a day-to-day basis, how frequently it is reviewed and revised, or which party (the teacher or the learning coach) takes ownership for the plan.

According to educators from TECCA, many students have emotional disabilities related to interpersonal interaction, including a reluctance to speak on the telephone with educators. While TECCA developed strategies to mitigate avoidance behaviors, teachers acknowledged that maintaining frequent, person-to-person contact with students via telephone remained an ongoing concern. All focus groups at the May 20, 2015 accountability review underscored the “triad of support” (student, teacher, learning coach) as critical to student success. Teachers at TECCA specifically referenced close communication with students’ learning coaches as a primary focus of their work. Teachers contact learning coaches via telephone every two weeks to discuss topics such as effective time management, maintaining strong communications, using the school’s learning management system, and encouraging the development of routines with their child at home. According to Connections Education’s parent satisfaction survey, 91.3 percent were “very satisfied” or “somewhat satisfied” with the helpfulness of their child’s teacher; 85.5 percent rated the response time of their child’s teacher as “excellent” or “good”; 73.9 percent rated the amount of time their child has with their teacher as “it’s about right”; and 76.3 percent rated the amount of contact they have with their child’s teacher as “it’s about enough”.

## **Support for Online Course Completion**

Staff from both schools acknowledged that much of the responsibility for student learning is placed on the learning coach, particularly in the early grades, because learning coaches are expected to 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. In addition, each devotes resources to help students and families be successful in the virtual environment through a combination of online and face-to-face meetings.

## **Professional Development**

Each of the virtual schools has taken its own approach to professional development. At GCVS, teachers are employees of K12, Inc., and work from home. Consequently, most of the professional development they receive is virtual and the school uses its online learning management system as a training and networking tool. Professional evaluations of GCVS teachers are performed by the school leader and a representative from K12, Inc.

GCVS introduced a “Teacher Induction and Mentor Program” in the 2014-15 school year to support beginning teachers. The program was inclusive of new teacher orientation, the development of mentor/coach relationships, support teams, workshops and training for beginning teachers and mentors, and the state’s educator evaluation system. Teachers attend weekly or biweekly meetings with their mentors and have opportunities to observe other teachers online. Topics of professional development at GCVS in FY2015 included using online polls; “accountable talk”; strategies for determining prior knowledge; “thoughtful teaching”; “how to teach rigor”; “active reading strategies”; and training in how to “unpack the curriculum” for diverse learners.

At the May 20, 2015 accountability review, teachers reported participating in a variety of groups to further their professional learning, including meetings with special education teachers and family engagement coordinators, grade level meetings, and faculty meetings of the whole school. They reported frequent collaboration with their peers in which they shared topics for graded assignments and invited one another to observe online lessons for feedback. Teachers reported meeting by content area as well as by grade level.

At TECCA, teachers are employees of the school as opposed to Connections Education, the school’s education management organization. Moreover, all teachers at TECCA work on-site at the school’s

administrative offices in East Walpole. The focus of professional development is determined partly by Connections Education and partly by TECCA educators and leadership. Connections Education has a career ladder program for teachers to assume additional responsibilities and compensation. In addition to management support, Connections Education provides training, professional development, and human resources support to TECCA.

TECCA conducts professional development every Wednesday. The morning portion is for all staff and the afternoon is broken down by grade level. Topics of professional development at TECCA in FY2015 included cognitive questioning; higher order thinking; teaching academic vocabulary; response to intervention; time management; and using text dependent evidence. Teachers also meet by grade level (elementary, middle, and high) several times each month and the school has a formal mentoring program. Teachers also use the school's learning management system to connect with peers nationally at other schools managed by Connections Education.

## **Recommended Changes to the Commonwealth Virtual School Program**

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



## 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: FY2015 Student FTE and Tuition by Sending District, GCVS

FY2015 Student FTE and Tuition by Sending District, GCVS								
District	Full Time Equivalent				Tuition			
	Jun '14	Dec '15	Jun '15	Change	Jun '14	Dec '15	Jun '15	Change
Abington	5.0	7	6.2	1.2	33,500	46900	41,799	8,299
Acton Boxborough	2.0	2	2.0	0.0	13,400	13400	13,400	0
Agawam	6.0	4	4.0	-2.0	40,068	26800	26,800	-13,268
Amesbury		2.0	2.0	2.0		17400	14,400	14,400
Amherst		1.0	0.5	0.5		10700	3,189	3,189
Amherst Pelham	3.0	1	2.0	-1.0	20,100	6700	13,400	-6,700
Andover		2.0	1.5	1.5		13400	10,154	10,154
Arlington			0.5	0.5			3,255	3,255
Ashburnham Westminster	3.0	2	1.2	-1.8	20,100	24400	9,337	-10,763
Ashland		1.0	1.0	1.0		6700	6,700	6,700
Athol Royalston	2.7	12	8.1	5.4	18,320	92400	57,562	39,242
Attleboro	3.0	4	3.2	0.2	20,100	30800	22,379	2,279
Auburn	1.0	4	3.2	2.2	6,700	26800	22,842	16,142
Ayer Shirley	1.0	2	2.0	1.0	6,700	17400	17,967	11,267
Barnstable	2.0	5	4.2	2.2	13,483	44500	28,825	15,342
Bedford	1.0	0	0.0	-1.0	6,700	0	0	-6,700
Belchertown	1.0	2	0.3	-0.7	6,700	20400	2,504	-4,196
Bellingham	2.0	3	3.0	1.0	14,469	21169	21,706	7,237
Berkshire Hills	1.0	1	1.0	0.0	6,700	6700	6,700	0
Beverly	5.0	10	9.6	4.6	33,500	67000	64,152	30,652
Billerica		4.0	3.7	3.7		26800	24,557	24,557
Boston	17.9	30	29.9	12.0	120,137	223000	205,436	85,299
Bourne	3.1	4	3.5	0.4	20,838	30800	23,632	2,794
Boxford	1.0	1	1.0	0.0	6,700	6700	6,700	0
Boylston		2.0	1.9	1.9		13400	12,870	12,870
Braintree	1.0	2	2.7	1.7	6,700	13400	17,848	11,148
Bridgewater Raynham	2.2	2	2.1	-0.1	15,333	14264	21,560	6,227
Brockton	15.9	17	16.2	0.3	106,405	113900	108,808	2,403
Brookline	2.0	0	0.0	-2.0	13,400	0	0	-13,400
Burlington		2.0	1.0	1.0		13400	6,700	6,700
Cambridge	1.0	2	2.0	1.0	6,700	13400	13,400	6,700
Carver	3.9	4	3.2	-0.7	26,138	42800	21,566	-4,572
Central Berkshire	3.0	4	3.2	0.2	19,901	30800	23,798	3,897
Chelmsford	1.0	1	1.5	0.5	6,700	6700	9,955	3,255

FY2015 Student FTE and Tuition by Sending District, GCVS								
District	Full Time Equivalent				Tuition			
	Jun '14	Dec '15	Jun '15	Change	Jun '14	Dec '15	Jun '15	Change
Chelsea	1.0	3	2.8	1.8	6,700	20100	18,642	11,942
Chicopee	8.4	6	6.0	-2.4	56,393	40200	40,200	-16,193
Clinton	5.0	7	7.0	2.0	33,500	46900	46,900	13,400
Danvers		1.0	1.0	1.0		6700	6,634	6,634
Dartmouth	1.0	2	2.0	1.1	6,369	13400	13,400	7,031
Dedham	2.0	3	1.5	-0.5	13,400	20100	9,898	-3,502
Dennis Yarmouth	1.0	3	3.0	2.0	6,700	28100	20,702	14,002
Dighton Rehoboth	1.0	4	2.6	1.6	6,700	30800	17,459	10,759
Douglas	5.3	3	3.0	-2.3	35,629	20100	20,100	-15,529
Dover Sherborn	2.0	3	3.0	1.0	13,400	20100	20,100	6,700
Dracut	2.0	1	1.0	-1.0	13,400	6700	6,700	-6,700
Dudley Charlton	3.0	2	2.2	-0.8	20,100	20400	14,705	-5,395
East Bridgewater	3.0	3	3.0	0.0	20,100	20100	20,100	0
East Longmeadow	1.0	3	3.0	2.0	6,700	24100	20,133	13,433
Easthampton	1.0	3	3.0	2.0	8,323	20100	19,835	11,512
Easton	3.0	3	3.0	0.0	20,464	20729	20,921	457
Erving		1.0	0.0	0.0		6700	0	0
Everett	0.4	0	0.0	-0.4	2,460	0	0	-2,460
Fairhaven	1.0	0	0.1	-0.9	6,700	0	804	-5,896
Fall River	4.1	15	13.8	9.7	29,151	116915	98,310	69,159
Falmouth	2.0	2	1.1	-0.9	13,400	13400	7,438	-5,962
Fitchburg	7.0	7	6.2	-0.8	46,900	57900	45,829	-1,071
Framingham	1.0	1	1.0	0.0	6,568	6700	6,700	132
Franklin	1.0	0	0.0	-1.0	6,700	0	0	-6,700
Freetown Lakeville	3.0	4	3.9	0.9	20,100	26800	26,403	6,303
Frontier	1.0	1	1.0	0.0	6,700	6700	6,700	0
Gardner	1.0	5	4.9	3.9	6,700	33500	33,469	26,769
Gateway	1.9	1	1.0	-0.9	12,804	6700	6,700	-6,104
Gill Montague	2.0	0	0.0	-2.0	13,069	0	0	-13,069
Gloucester		1.0	1.7	1.7		6700	12,726	12,726
Grafton	2.0	2	1.5	-0.5	15,707	17400	10,823	-4,884
Greenfield	14.4	17	17.3	2.9	106,459	145009	125,521	19,062
Groton Dunstable	1.0	1	1.0	0.0	6,700	6700	6,700	0
Hamilton Wenham	2.0	3	3.0	1.0	13,400	20100	20,100	6,700
Hampden Wilbraham	2.0	4	4.4	2.4	13,268	26800	29,526	16,258
Hampshire	3.0	5	5.0	2.0	20,100	33500	33,500	13,400
Hatfield	3.9	5	5.0	1.1	26,004	33500	33,500	7,496

FY2015 Student FTE and Tuition by Sending District, GCVS								
District	Full Time Equivalent				Tuition			
	Jun '14	Dec '15	Jun '15	Change	Jun '14	Dec '15	Jun '15	Change
Haverhill	6.0	7	5.7	-0.3	39,869	48900	37,957	-1,912
Hawlemont		1.0	0.0	0.0		6700	0	0
Holbrook	2.9	5	5.0	2.1	19,438	37500	33,838	14,400
Holliston	1.0	1	0.6	-0.4	6,700	6700	4,191	-2,509
Holyoke	1.0	4	3.7	2.7	6,700	30800	29,638	22,938
Hopedale	2.0	1	0.5	-1.5	13,400	6700	3,471	-9,929
Hudson	0.3	0	0.0	-0.3	2,063	0	0	-2,063
Hull	2.0	3	1.8	-0.2	13,400	20100	12,217	-1,183
King Philip			0.1	0.1			473	473
Lawrence	5.0	7	6.2	1.2	33,500	53900	45,654	12,154
Leominster	9.0	10	9.3	0.3	61,013	71713	66,721	5,708
Lincoln	0.7	1	0.4	-0.3	4,713	6700	2,858	-1,855
Littleton	1.0	1	1.2	0.2	6,700	6700	8,308	1,608
Longmeadow	2.0	0	0.0	-2.0	13,400	0	0	-13,400
Lowell	2.3	12	12.1	9.8	15,396	94400	83,870	68,474
Ludlow	2.9	2	1.3	-1.6	19,438	13400	8,829	-10,609
Lunenburg		1.0	1.0	1.0		6700	6,700	6,700
Lynn	5.0	12	11.6	6.6	33,500	80400	77,883	44,383
Malden		4.0	3.9	3.9		26800	26,071	26,071
Manchester Essex		1.0	1.0	1.0		6700	6,700	6,700
Mansfield	2.0	2	2.0	0.0	13,400	13400	13,400	0
Marion		1.0	1.0	1.0		13700	9,670	9,670
Marlborough	2.4	5	5.1	2.7	15,926	33500	34,172	18,246
Marshfield		2.0	1.6	1.6		13400	10,751	10,751
Mashpee	2.0	2	2.0	0.0	13,400	13400	13,400	0
Medford	1.0	1	1.0	0.0	6,700	6700	6,700	0
Melrose		1.0	1.0	1.0		13700	8,403	8,403
Mendon Upton		2.0	2.0	2.0		13400	13,400	13,400
Methuen	8.3	5	4.9	-3.4	55,664	37500	34,610	-21,054
Middleborough	1.0	3	2.4	1.4	6,700	27100	16,059	9,359
Milford	1.0	1	0.7	-0.4	6,700	6700	4,457	-2,243
Millbury	1.0	2	2.2	1.2	6,992	13400	14,933	7,941
Milton	2.0	4	2.7	0.7	13,400	26800	18,188	4,788
Mohawk Trail	2.0	1	2.0	0.0	13,400	6700	13,400	0
Monomoy	1.6	1	1.0	-0.6	10,883	6700	6,700	-4,183
Monson	7.0	6	6.8	-0.1	46,701	40200	45,840	-861
Mount Greylock	1.0	2	2.0	1.0	6,700	13400	13,400	6,700

FY2015 Student FTE and Tuition by Sending District, GCVS								
District	Full Time Equivalent				Tuition			
	Jun '14	Dec '15	Jun '15	Change	Jun '14	Dec '15	Jun '15	Change
Narragansett	1.0	0	0.3	-0.8	6,700	0	1,731	-4,969
Nashoba	1.6	2	2.8	1.1	11,015	13400	18,642	7,627
Natick	1.0	3	3.0	2.0	6,700	20100	20,100	13,400
Nauset		1.0	1.0	1.0		6700	6,700	6,700
New Bedford	10.7	19	17.5	6.8	71,598	149300	119,946	48,348
New Salem Wendell	1.0	0	1.0	0.0	6,700	0	6,700	0
Newburyport	1.0	1	0.7	-0.3	6,700	6700	4,713	-1,987
Newton			0.1	0.1			539	539
Norfolk		1.0	1.0	1.0		6700	6,700	6,700
North Adams	2.0	2	1.7	-0.3	13,400	13400	11,413	-1,987
North Attleborough		7.0	7.0	7.0		46900	46,900	46,900
North Brookfield		2.0	2.0	2.0		17400	13,732	13,732
North Middlesex	9.0	3	2.6	-6.5	60,300	20100	17,119	-43,181
North Reading			1.0	1.0			6,700	6,700
Northampton		1.0	1.0	1.0		6700	6,700	6,700
Northboro Southboro	1.0	1	0.5	-0.5	6,700	6700	3,189	-3,511
Northbridge	0.3	1	1.4	1.1	2,402	6700	9,881	7,479
Norton	1.0	7	6.7	5.7	6,700	57900	48,558	41,858
Norwood	1.9	3	2.0	0.1	14,362	21526	18,110	3,748
Orange	1.0	1	0.6	-0.4	6,700	6700	4,183	-2,517
Orleans		1.0	1.0	1.0		6700	6,700	6,700
Oxford	2.9	6	6.0	3.1	20,282	41177	42,236	21,954
Palmer	3.4	3	2.7	-0.7	23,024	20100	18,046	-4,978
Peabody	4.0	6	5.7	1.7	27,465	52064	41,113	13,648
Pembroke		1.0	1.0	1.0		6700	6,634	6,634
Pentucket	1.0	2	1.9	0.9	6,700	17400	14,715	8,015
Pioneer		2.0	1.5	1.5		13400	10,220	10,220
Pittsfield	1.0	9	7.4	6.4	6,700	80300	53,400	46,700
Plymouth	2.0	0	0.1	-1.9	13,400	0	473	-12,927
Quabbin	3.0	6	4.4	1.4	25,029	45129	39,549	14,520
Quaboag	1.9	0	0.0	-1.9	12,738	0	0	-12,738
Quincy	2.0	6	4.9	2.9	13,400	40200	32,904	19,504
Ralph C Mahar	1.0	3	2.1	1.1	6,700	20100	14,006	7,306
Randolph		3.0	3.9	3.9		20100	25,873	25,873
Reading	2.0	2	2.0	0.0	13,400	13400	13,400	0
Revere	2.9	5	3.3	0.4	20,359	34421	24,288	3,929
Rockland	2.0	5	2.7	0.7	16,231	40530	20,801	4,570

FY2015 Student FTE and Tuition by Sending District, GCVS								
District	Full Time Equivalent				Tuition			
	Jun '14	Dec '15	Jun '15	Change	Jun '14	Dec '15	Jun '15	Change
Salem	3.0	3	4.0	1.0	20,100	20100	26,800	6,700
Sandwich	0.2	0	0.1	-0.1	1,201	0	852	-349
Saugus	2.0	2	1.5	-0.5	13,400	17400	10,400	-3,000
Scituate	0.9	2	1.7	0.8	7,662	13400	11,413	3,751
Seekonk	1.0	2	2.0	1.0	6,700	13400	13,400	6,700
Sharon		1.0	0.7	0.7		6700	4,646	4,646
Shrewsbury	1.9	1	1.0	-0.9	12,870	6700	6,634	-6,236
Somerset	2.0	1	0.3	-1.7	14,815	8115	1,996	-12,819
Somerset Berkley		1.0	0.3	0.3		6700	1,996	1,996
Somerville	1.0	1	1.0	0.0	6,700	6700	6,700	0
South Hadley	1.0	4	4.0	3.0	6,700	30800	30,178	23,478
Southampton	2.0	0	0.0	-2.0	13,400	0	0	-13,400
Southborough		3.0	3.0	3.0		20100	20,100	20,100
Southbridge	1.0	4	3.9	2.9	6,700	26800	26,403	19,703
Southern Berkshire	1.0	4	3.6	2.6	6,700	26800	23,819	17,119
Southwick Tolland		1.0	1.0	1.0		6700	6,700	6,700
Spencer East Brookfield		4.0	1.2	1.2		33800	8,073	8,073
Springfield	28.4	50	40.9	12.6	195,222	363089	281,595	86,373
Stoneham	1.0	0	0.0	-1.0	6,700	0	0	-6,700
Stoughton	0.1	2	2.0	1.9	870	17400	13,400	12,530
Sturbridge	1.0	1	1.0	0.0	6,700	6700	6,700	0
Sutton	2.0	1	1.0	-1.0	13,400	6700	6,700	-6,700
Swampscott	1.0	0	0.0	-1.0	6,700	0	0	-6,700
Taunton	4.0	5	4.9	0.9	26,800	37500	32,999	6,199
Tewksbury		1.0	1.0	1.0		6700	6,700	6,700
Triton		1.0	0.1	0.1		6700	804	804
Tyngsborough	2.0	3	2.0	0.1	13,268	20100	13,740	472
Uxbridge	3.0	4	4.0	1.0	20,100	26800	26,800	6,700
Wachusett	4.0	8	8.2	4.2	28,226	71026	55,261	27,035
Wakefield	1.0	0	0.0	-1.0	6,700	0	0	-6,700
Waltham	4.0	3	3.0	-1.0	26,800	20100	20,100	-6,700
Ware	5.0	9	8.2	3.2	33,301	67300	55,183	21,882
Wareham		3.0	2.8	2.8		24100	19,099	19,099
Watertown		2.0	2.0	2.0		13400	13,400	13,400
Webster		1.0	1.0	1.0		10700	6,700	6,700
Wellesley	1.5	0	0.0	-1.5	10,352	0	0	-10,352
West Boylston	2.0	2	2.0	0.0	13,400	13400	13,400	0

FY2015 Student FTE and Tuition by Sending District, GCVS								
District	Full Time Equivalent				Tuition			
	Jun '14	Dec '15	Jun '15	Change	Jun '14	Dec '15	Jun '15	Change
West Bridgewater		3.0	1.7	1.7		20100	11,620	11,620
West Springfield	5.0	15	12.7	7.7	33,500	100500	85,131	51,631
Westborough		1.0	0.3	0.3		6700	1,864	1,864
Westfield	3.0	4	3.4	0.4	20,100	37800	25,692	5,592
Weymouth	4.1	6	5.8	1.7	27,670	40200	38,884	11,214
Whitman Hanson		1.0	1.0	1.0		6700	6,700	6,700
Wilmington	1.0	0	0.0	-1.0	6,700	0	0	-6,700
Winchendon	2.0	6	6.0	4.0	13,400	44200	43,192	29,792
Winchester	3.0	3	3.0	0.0	20,100	20100	20,100	0
Winthrop	1.4	1	1.0	-0.4	9,160	6700	6,700	-2,460
Worcester	14.0	28	23.0	9.0	94,743	192543	154,653	59,910

## Appendix C: FY2015 Student FTE and Tuition by Sending District, TECCA

FY2015 Student FTE and Tuition by Sending District, TECCA						
District	Full Time Equivalent			Tuition		
	Dec '15	Jun '15	Change	Dec '15	Jun '15	Change
Abington	2.0	1.6	1.6	17400	11,022	11,022
Acton Boxborough	1.0	0.2	0.2	10700	1,583	1,583
Agawam		0.4	0.4		2,924	2,924
Amesbury	2.0	3.8	3.8	18503	28,458	28,458
Amherst Pelham	3.0	2.8	2.8	20100	18,974	18,974
Andover	3.0	3.8	3.8	20100	25,749	25,749
Arlington		0.4	0.4		2,924	2,924
Ashburnham Westminster	4.0	2.0	2.0	30800	13,837	13,837
Athol Royalston	2.0	2.7	2.7	13400	17,848	17,848
Attleboro	4.0	6.8	6.8	26800	47,164	47,164
Auburn		0.3	0.3		1,996	1,996
Avon		0.5	0.5		3,458	3,458
Ayer Shirley	1.0	2.0	2.0	6700	13,400	13,400
Barnstable	3.0	2.7	2.7	20100	18,395	18,395
Bedford	2.0	0.9	0.9	13400	6,113	6,113
Belchertown	5.0	5.2	5.2	37500	35,207	35,207
Bellingham	7.0	6.4	6.4	50900	44,259	44,259
Berkshire Hills	1.0	0.4	0.4	6700	2,858	2,858
Berlin Boylston	1.0	1.0	1.0	6700	6,634	6,634
Beverly	6.0	6.7	6.7	48200	47,367	47,367
Billerica	5.0	5.1	5.1	33500	34,305	34,305
Blackstone Millville	2.0	2.1	2.1	31472	14,455	14,455
Boston	23.0	25.2	25.2	162176	172,984	172,984
Bourne	2.0	1.7	1.7	13400	12,138	12,138
Braintree	2.0	1.6	1.6	13400	10,627	10,627
Brewster	1.0	0.0	0.0	13700	0	0
Bridgewater Raynham		1.6	1.6		11,712	11,712
Brockton	6.0	8.8	8.8	40200	60,207	60,207
Brookline	1.0	0.0	0.0	10700	0	0
Burlington	2.0	2.5	2.5	13400	16,788	16,788
Cambridge	1.0	2.9	2.9	6700	19,479	19,479
Canton		0.0	0.0		274	274
Carver		0.5	0.5		3,502	3,502
Central Berkshire		0.1	0.1		1,003	1,003

FY2015 Student FTE and Tuition by Sending District, TECCA

District	Full Time Equivalent			Tuition		
	Dec '15	Jun '15	Change	Dec '15	Jun '15	Change
Chelmsford	1.0	2.4	2.4	6700	17,114	17,114
Chelsea		1.2	1.2		8,100	8,100
Chicopee	4.0	4.5	4.5	26800	30,637	30,637
Clinton	2.0	2.9	2.9	13400	19,711	19,711
Concord		0.8	0.8		5,243	5,243
Danvers	2.0	3.3	3.3	17400	23,100	23,100
Dartmouth	1.0	0.7	0.7	6700	4,863	4,863
Dedham	1.0	1.2	1.2	6700	8,100	8,100
Dennis Yarmouth	1.0	1.0	1.0	6700	6,700	6,700
Dighton Rehoboth	1.0	1.0	1.0	6700	6,700	6,700
Douglas	2.0	0.6	0.6	13400	3,861	3,861
Dover Sherborn	1.0	1.3	1.3	6700	8,829	8,829
Dracut		0.8	0.8		5,251	5,251
Dudley Charlton	3.0	4.5	4.5	20100	30,705	30,705
Duxbury		0.7	0.7		4,779	4,779
East Bridgewater	2.0	2.4	2.4	13400	16,002	16,002
Easthampton	1.0	0.2	0.2	10700	1,309	1,309
Easton	3.0	2.2	2.2	20100	14,668	14,668
Everett	4.0	3.5	3.5	26800	23,456	23,456
Fairhaven	2.0	0.8	0.8	17400	5,701	5,701
Fall River	8.0	8.9	8.9	53600	61,988	61,988
Falmouth	3.0	3.2	3.2	24100	22,484	22,484
Farmington River	1.0	0.0	0.0	10700	0	0
Fitchburg	2.0	5.7	5.7	17400	39,089	39,089
Foxborough	1.0	0.2	0.2	6700	1,201	1,201
Framingham	4.0	3.3	3.3	26800	22,653	22,653
Franklin	1.0	5.7	5.7	10700	41,575	41,575
Freetown Lakeville	6.0	5.0	5.0	48200	34,192	34,192
Frontier	1.0	1.0	1.0	6700	6,700	6,700
Gardner	1.0	3.8	3.8	6700	26,235	26,235
Gateway	1.0	0.2	0.2	6700	1,559	1,559
Georgetown	2.0	3.1	3.1	13400	21,587	21,587
Grafton	3.0	4.7	4.7	24100	32,049	32,049
Granby	1.0	1.0	1.0	10700	7,696	7,696
Greenfield	1.0	1.0	1.0	10700	8,555	8,555
Groton Dunstable	1.0	1.0	1.0	10700	8,170	8,170
Hadley	3.0	3.4	3.4	20100	23,033	23,033



FY2015 Student FTE and Tuition by Sending District, TECCA

District	Full Time Equivalent			Tuition		
	Dec '15	Jun '15	Change	Dec '15	Jun '15	Change
Hampden Wilbraham		0.1	0.1		680	680
Hanover	1.0	0.0	0.0	6700	0	0
Haverhill	3.0	4.9	4.9	20100	33,393	33,393
Holbrook	1.0	1.5	1.5	6700	9,955	9,955
Holliston	1.0	2.3	2.3	10700	16,737	16,737
Holyoke		0.6	0.6		3,992	3,992
Hopedale	2.0	2.2	2.2	13400	14,601	14,601
Hudson	1.0	2.9	2.9	6700	19,623	19,623
Hull	2.0	2.7	2.7	17400	18,736	18,736
Ipswich	2.0	1.9	1.9	13400	12,407	12,407
King Philip		1.1	1.1		7,711	7,711
Lawrence	4.0	3.6	3.6	26800	24,102	24,102
Lee		1.9	1.9		13,691	13,691
Leicester		0.2	0.2		1,665	1,665
Lenox	2.0	2.1	2.1	13400	13,939	13,939
Leominster	5.0	7.3	7.3	48500	53,156	53,156
Leverett		0.3	0.3		2,328	2,328
Lexington	1.0	1.4	1.4	6700	10,525	10,525
Littleton	1.0	0.0	0.0	6700	0	0
Longmeadow	1.0	1.0	1.0	10700	6,881	6,881
Lowell	3.5	5.8	5.8	23488	42,223	42,223
Ludlow		1.3	1.3		8,432	8,432
Lynn	8.0	12.6	12.6	60600	89,252	89,252
Malden	0.5	1.5	1.5	3388	11,046	11,046
Mansfield		0.3	0.3		1,864	1,864
Marblehead	1.0	0.6	0.6	6700	4,221	4,221
Marlborough	1.5	3.8	3.8	14088	25,637	25,637
Marshfield	2.0	1.9	1.9	13400	13,153	13,153
Marthas Vineyard		0.0	0.0		340	340
Mattapoisett		0.4	0.4		3,740	3,740
Medfield		0.2	0.2		1,533	1,533
Medford	0.5	2.8	2.8	3388	19,089	19,089
Medway	1.0	1.0	1.0	6700	6,700	6,700
Melrose	2.0	1.8	1.8	17400	12,910	12,910
Methuen		1.3	1.3		9,179	9,179
Middleborough	4.0	4.4	4.4	34800	30,849	30,849
Milford	4.0	5.7	5.7	38800	40,434	40,434

FY2015 Student FTE and Tuition by Sending District, TECCA

District	Full Time Equivalent			Tuition		
	Dec '15	Jun '15	Change	Dec '15	Jun '15	Change
Millbury	1.0	1.9	1.9	6700	12,813	12,813
Millis	1.0	1.5	1.5	6700	10,850	10,850
Monomoy		1.4	1.4		14,452	14,452
Monson	4.0	1.6	1.6	26800	10,844	10,844
Mount Greylock		0.8	0.8		5,640	5,640
Narragansett	2.0	1.5	1.5	13400	9,823	9,823
Nashoba	3.0	2.7	2.7	20100	18,782	18,782
Natick	2.0	4.7	4.7	13400	33,077	33,077
Nauset	1.0	1.4	1.4	10700	9,625	9,625
Needham	1.0	1.4	1.4	6700	9,491	9,491
New Bedford	5.0	5.8	5.8	33500	39,355	39,355
Newton		0.2	0.2		1,533	1,533
North Adams	2.0	2.9	2.9	17400	19,426	19,426
North Andover		0.8	0.8		5,243	5,243
North Attleborough	1.0	0.3	0.3	6700	2,072	2,072
North Brookfield		1.6	1.6		12,300	12,300
North Middlesex		0.4	0.4		2,791	2,791
North Reading	2.0	2.0	2.0	13400	13,542	13,542
Northampton	1.0	1.0	1.0	10700	8,952	8,952
Northboro Southboro		0.2	0.2		1,374	1,374
Norton	1.0	0.9	0.9	10700	6,375	6,375
Norwood		2.5	2.5		16,881	16,881
Old Rochester	1.0	1.0	1.0	6700	6,501	6,501
Oxford	11.0	7.2	7.2	73700	48,593	48,593
Palmer	3.0	3.3	3.3	28100	23,063	23,063
Peabody	1.0	2.1	2.1	6700	14,138	14,138
Pembroke	3.0	3.6	3.6	24100	24,136	24,136
Pentucket	1.0	1.7	1.7	10700	11,833	11,833
Pioneer	1.0	2.2	2.2	6700	16,249	16,249
Pittsfield	3.0	3.7	3.7	24100	25,275	25,275
Plymouth	5.0	6.5	6.5	33500	43,473	43,473
Quabbin		0.3	0.3		2,063	2,063
Quaboag	1.0	1.1	1.1	6700	7,504	7,504
Quincy	2.0	2.5	2.5	13400	17,973	17,973
Ralph C Mahar		0.3	0.3		1,731	1,731
Randolph		0.3	0.3		2,185	2,185
Revere		0.9	0.9		6,419	6,419

FY2015 Student FTE and Tuition by Sending District, TECCA

District	Full Time Equivalent			Tuition		
	Dec '15	Jun '15	Change	Dec '15	Jun '15	Change
Rockland	5.0	5.9	5.9	33500	39,538	39,538
Rockport		0.9	0.9		5,839	5,839
Salem		2.9	2.9		19,597	19,597
Sandwich	1.5	2.8	2.8	10088	19,228	19,228
Saugus		1.3	1.3		9,037	9,037
Scituate	1.0	1.0	1.0	6700	7,040	7,040
Seekonk		0.8	0.8		5,779	5,779
Shrewsbury	2.0	5.8	5.8	13400	39,043	39,043
Silver Lake	1.0	0.4	0.4	6700	2,725	2,725
Somerset Berkley		0.4	0.4		2,460	2,460
Somerville	1.0	1.1	1.1	6700	7,305	7,305
South Hadley		0.5	0.5		3,662	3,662
Southborough		0.4	0.4		2,858	2,858
Southbridge	7.0	4.8	4.8	46900	32,648	32,648
Spencer East Brookfield	3.0	3.4	3.4	28100	25,369	25,369
Springfield	27.0	22.3	22.3	180900	153,999	153,999
Stoughton	4.0	5.1	5.1	26800	34,248	34,248
Sutton	1.0	1.0	1.0	6700	6,700	6,700
Swampscott		0.5	0.5		3,321	3,321
Swansea		1.0	1.0		6,776	6,776
Tantasqua	1.0	2.6	2.6	6700	17,591	17,591
Taunton	6.0	6.5	6.5	40200	43,521	43,521
Tewksbury	1.0	2.1	2.1	10700	14,229	14,229
Triton	2.0	1.8	1.8	13400	12,770	12,770
Tyngsborough	1.0	0.9	0.9	6700	6,064	6,064
Uxbridge	1.0	1.6	1.6	6700	10,816	10,816
Wachusett	5.0	5.4	5.4	41500	38,341	38,341
Wakefield		1.0	1.0		6,974	6,974
Walpole	1.0	2.7	2.7	6700	18,605	18,605
Waltham		0.5	0.5		3,123	3,123
Wareham	2.0	4.4	4.4	21400	31,950	31,950
Watertown	1.0	2.5	2.5	6700	17,578	17,578
Webster	2.0	2.4	2.4	21400	18,668	18,668
West Boylston	3.0	2.8	2.8	20100	18,982	18,982
West Bridgewater		1.9	1.9		13,293	13,293
West Springfield	1.0	1.0	1.0	10700	7,112	7,112
Westborough		1.0	1.0		8,143	8,143

FY2015 Student FTE and Tuition by Sending District, TECCA						
District	Full Time Equivalent			Tuition		
	Dec '15	Jun '15	Change	Dec '15	Jun '15	Change
Westfield	4.0	3.2	3.2	26800	21,641	21,641
Westford	1.0	1.0	1.0	6700	6,886	6,886
Westport	1.0	0.8	0.8	6700	6,182	6,182
Westwood	1.0	0.2	0.2	6700	1,334	1,334
Weymouth	3.5	2.2	2.2	23488	14,980	14,980
Whitman Hanson	4.0	5.1	5.1	30800	34,836	34,836
Williamstown		0.1	0.1		945	945
Wilmington	1.0	0.9	0.9	6700	6,038	6,038
Winchendon		0.1	0.1		539	539
Winthrop	3.0	0.7	0.7	20100	4,929	4,929
Woburn		1.9	1.9		12,954	12,954
Worcester	15.0	15.0	15.0	111500	104,216	104,216

## Appendix D: Conditions of Probation and Status, GCVS

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

Due to these concerns, pursuant to the CMVS regulations at 603 CMR 52.12(2) the Commissioner recommended, and the Board approved, to place GCVS on probation for the remainder of the school's certificate term, which expires on June 30, 2016, with seven conditions. The current status of GCVS in complying with those conditions is specified below:

- 1. By October 31, 2014, GCVS will submit to the Department a final draft of a contract with K12, Inc., that addresses all issues already communicated to GCVS by the Department, for the Commissioner's approval.**

GCVS complied with this condition.

- 2. By December 31, 2014, GCVS will provide evidence to the Department that it has completed the alignment of its curriculum to the Massachusetts curriculum frameworks.**

GCVS complied with the condition to provide alignment documents; however, the review team noted that the extent to which alignment of the school's curriculum depends on teacher-created content was unclear. Moreover, although the school's delivery model was premised upon virtual delivery of curricula, learning coaches, especially those who supported children in the early elementary grades, reported the heavy use of workbooks. It was unclear to the review team how these materials, which were offline and not collected or reviewed by teachers, aligned with curricula and instruction.

- 3. By December 31, 2014, GCVS will submit to the Department a comprehensive evaluation of the school's mathematics and English language arts programs and of the school's instructional practices, such evaluation to be conducted by one or more external consultants acceptable to the Department.**

GCVS complied with this condition.

- 4. By January 31, 2015, GCVS will submit an action plan to the Department for approval that specifies strategies to improve mathematics and English language arts performance. The plan must address how the school will utilize and will support instructional staff to implement the plan. The plan must include a timetable for the implementation of actions, must set deadlines for the completion of key tasks, and must set clear and specific implementation benchmarks to allow the GCVS board of trustees and the Department to monitor implementation.**

GCVS complied with this condition.

- 5. By December 31, 2015, GCVS must demonstrate that it is an academic success through evidence of significant academic improvement in mathematics and English language arts.**

- 6. Beginning immediately and until further notice, GCVS must submit to the Department, at [igwatkin@doe.mass.edu](mailto:igwatkin@doe.mass.edu) or 75 Pleasant St., Malden, MA 02148, board meeting agendas and materials, prior to each board meeting at the same time that these items are sent to GCVS board members. Further, GCVS must submit to the Department the minutes of these proceedings as soon as the GCVS board approves them. The Department reserves the right to require the submission of additional information, such as quarterly or monthly financial statements, if board materials do not already include this information, and the school must provide such additional information within two business days.**

To date, GCVS has complied with this condition.

These conditions are described in the Commissioner's October 10, 2014 memo to the Board: [www.doe.mass.edu/boe/docs/2013-06/item3.html](http://www.doe.mass.edu/boe/docs/2013-06/item3.html).