

TEC Connections Academy

Annual Report: 2014-2015

The Education Cooperative Connections Academy (TECCA)

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In Review of the Academic Year 2014-2015

Submitted: December 31, 2015

Mission statement

The Mission of TEC Connections Academy is to “offer Massachusetts students a quality online alternative to the traditional classroom by providing a supportive, individualized program of study, effective instruction; engaging learning experiences; and diverse curriculum offerings to stimulate curiosity, advance personal growth, and promote academic achievement.”

COVER LETTER

Dear Members of the Department of Elementary and Secondary Education,

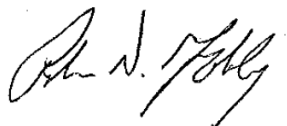
I am pleased and proud to present The Education Cooperative Connections Academy (TECCA's) inaugural Annual Report. TECCA's first year showcases the hard work, dedication, commitment and partnership between members of The Education Cooperative, Connections Education, and the Department of Elementary and Secondary Education. All stakeholders recognize and share a common vision for excellence in virtual education in the Commonwealth of Massachusetts, and a passion for student success in this environment.

As the Superintendent of TECCA, I have worked tirelessly with faculty and staff (from both Massachusetts and Connections Education) to ensure that TECCA continues to grow by all standards of measurement. As both the December 2014 and May 2015 Accountability Visit highlighted, TECCA has areas of accountability that met performance standards, as well as areas of accountability where growth needs to occur in order to meet/exceed standards. TECCA has created and is implementing action plans in the current school year to address these areas.

As described by its Mission Statement, TECCA works to provide the same rigorous educational experience expected of all public schools in Massachusetts, but delivers that program through a quality online learning environment. In its first year, TECCA established a positive reputation among all stakeholders while simultaneously confronting the challenges that are inherent with opening a new school. TECCA served 544 students from all across the Commonwealth, representing 169 school districts. This diverse population drove TECCA to better understand the scope and magnitude of its population, and to improve operations and processes to spur future success.

I am very proud of where TECCA has been, where it is now, and where it is going. The contents of this report depict a school district that faces challenges head-on, uses data to guide collaboration and set goals, and understands there is no growth without learning taking place. We believe in our mission; and we are proud to report last year's accomplishments to you.

Sincerely,

A handwritten signature in black ink, appearing to read "Adam N. Goldberg". The signature is fluid and cursive, with the first name "Adam" and last name "Goldberg" being more legible than the middle initial "N.".

Adam N. Goldberg

TECCA Principal/Superintendent

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INTRODUCTION TO THE SCHOOL

Complete the table below and provide the mission statement as articulated in the school's certificate (or as amended and approved by ESE). *The information should reflect the school as of the end of the prior fiscal year.* [(M.G.L. ch.71 §94(m)(3)].

Name of school : TEC Connections Academy			
Year opened	2014-2015	Year(s) renewed (if applicable)	Not applicable
Name of educational management organization (if applicable)	Connections Education	Number of students enrolled by grade level	KG = 16 Gr 1= 19 Gr 2= 20 Gr 3= 15 Gr 4= 21 Gr 5= 24 Gr 6= 37 Gr 7= 53 Gr 8= 61 Gr 9= 113 Gr 10= 80 Gr 11= 67 Gr 12= 18
Grades served	K-12	Total enrollment	544
Approved maximum enrollment	1,500	Number of students on waitlist (if applicable)	Not applicable
Number of students eligible for free and reduced price lunch	218	Number of sending districts served	169 (Based on enrollment analysis from 4/24/15)

As of June 30, 2015 (data source: Connections Education Monthly School Report)

Enrollment Growth Over the Course of the 2014-15 School Year

Grade	Sep	Oct	Nov	De c	Ja n	Feb	Mar	Apr	May	Jun
K	6	9	10	9	11	16	17	17	17	16
1	10	9	11	11	14	15	18	19	20	19
2	13	16	17	16	19	20	19	21	21	20
3	9	9	10	10	11	14	18	16	16	15
4	14	15	16	18	17	16	17	18	21	21
5	17	15	18	17	20	23	25	25	25	24
6	28	33	35	34	33	38	39	39	40	37
7	24	35	43	48	47	44	48	51	57	53
8	27	43	51	55	52	56	61	60	63	61
9	51	82	96	94	95	114	118	121	118	113
10	45	68	71	78	82	90	88	79	85	80
11	41	59	70	70	69	62	68	71	72	67
12	15	23	26	25	23	19	18	17	17	18

Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
T	300	416	474	485	493	527	554	554	572	544

The Mission of TEC Connections Academy is to “offer Massachusetts students a quality online alternative to the traditional classroom by providing a supportive, individualized program of study, effective instruction; engaging learning experiences; and diverse curriculum offerings to stimulate curiosity, advance personal growth, and promote academic achievement.”

Performance and plans section

a. Faithfulness to certificate:

i. Criterion 1: Mission and key design elements

1. In **Appendix A**, describe and provide specific examples of how the CMVS is faithful to its mission, implements the key design elements¹ outlined in its certificate, and substantially meets its accountability plan goals, and if not, why not [(M.G.L. ch.71 §94(m)(1)].

The Mission of TEC Connections Academy is to “offer Massachusetts students a quality online alternative to the traditional classroom by providing a supportive, individualized program of study, effective instruction; engaging learning experiences; and diverse curriculum offerings to stimulate curiosity, advance personal growth, and promote academic achievement.” We believe that the steady, positive growth in enrollment at TECCA over the school year indicates that we are perceived as providing a “quality online alternative to the traditional classroom.” .While the growth did not meet the stated enrollment target, TECCA and Connections Education worked together to examine and understand the impact that of marketing, public relations, and word-of-mouth would have in continuing that trend. TECCA opened its doors with 275 students, and ended the year with 544 representing a 96% growth over the year. While 30% of our student population comprise students on Individualized Education and Section 504 Plans, our

¹ "Key design elements" are elements described in the school's application for a certificate and subsequent amendments related to the school's guiding principles and core values; curriculum, instruction, and assessment; student services and supports (including supports for students with disabilities, English language learners, and college-bound students); governance; partnerships; staff; school finances; organizational viability; and operations.

curriculum and instructional model allows us to “provide a supportive, individualized program of study” to all students, not just those with an IEP. TECCA has articulated nine (9) focus objectives (found in our original certificate). As TECCA is currently in our second year, the summative data of these objectives from our first year (2014-15) are continually compared against our current progress in our second year, as we can only now begin to see trends both in student performance, teacher performance, student enrollment, and the type and range of student needs.

2. Explain how the CMVS makes available to the public its accountability goals and specific strategies for reaching these goals through various means (including but not limited to posting on the school’s website).

The administration and faculty of TECCA describe the school’s progress towards its goals in several ways. First, TECCA’s goals, initiatives and priorities are ongoing discussion items with stakeholders at public events (i.e. social events, field trips, marketing, enrollment, and recruitment events). Second, Board meetings (open to the public) frequently reference, and ask for, updates to our progress to our goals. Finally, regularly published newsletters mention the priorities and initiatives that drive our accountability goals and strategies. Our strategies are posted online on the [school website](http://www.connectionsacademy.com/massachusetts-virtual-school/about) (<http://www.connectionsacademy.com/massachusetts-virtual-school/about>).

ii. Amendments

Display amendments the CMVS requested during the certificate term:

Date	Description of amendment requested	Approved?
7/15/2014	Acceptance of 2 new board members	Yes

b. Academic program success

Guided by the prompts below, provide evidence in this section to address the performance and progress related to the school’s academic success, as derived from the [Commonwealth Virtual School Performance Criteria](#). The report must provide complete, clear, and accurate information in response to each of the items listed below. If an item does not apply to the CMVS, clearly note why it is not applicable.

i. Criterion 4: Student performance

1. Provide information regarding and a discussion of student performance in the CMVS, including data from state assessments [(M.G.L. ch.71 §94(m)(7)].

Conversation and collaboration amongst TECCA teachers revolved around student achievement, and the factors that contributed to student success. As 2014-15 was TECCA's first year, professional development supported teachers' proficiency in utilizing on the data reporting capacities of Connexus to extract meaningful data to inform teachers' monitoring of students' progression. Further, all the State Testing data that was available to TECCA was that which came with the student from their former district. It provided useful information, but not a direct correlation to the instructional alignment of the Connections curriculum. In fact, 115 of our spring 2015 MCAS test takers had never taken any MCAS assessments as they entered TECCA from being homeschooled.

Appendix C, Course Completion Rates, shows that the vast majority of students completed and passed their courses. TECCA proficiency in Reading was comparable to Massachusetts statewide proficiency in Grades 6, 8 and 10 and Massachusetts statewide proficiency in Reading exceeded TECCA proficiency in Grades 3, 4, 5, and 7. TECCA proficiency in Math approached statewide proficiency in Grade 6, and Massachusetts statewide proficiency in math exceeded TECCA proficiency in Grades 3, 4, 5, 7, 8, and 10. The majority of students across tested grades showed growth on both LEAP and Scantron Performance Series (percentage of students showing growth ranges from 73% to 93% depending on grade level and subject area). A full report on Student Performance can be found in Appendix F: Student Performance Tasks.

2. Provide a comparison of students' achievement in the CMVS against the achievement of students in sending districts [(M.G.L. ch.71 §94(m)(7)].

A comparison of TECCA performance to performance from "sending districts" is somewhat complicated. TECCA enrolls students from across the state of Massachusetts with student enrollments coming from 169 districts. The three districts with the highest enrollment for TECCA students together represent no greater than 13% of the total TECCA enrollment. As a result, some comparisons were not possible owing to smaller numbers of students available or are limited because of the small numbers of TECCA students from particular districts. TECCA students from the Worcester district outperformed

Worcester as a whole in Math and Reading. TECCA students from districts in The Education Cooperative (TEC) outperformed students from those districts in Reading.

3. Provide any additional valid and reliable data demonstrating the progress the CMVS has made in meeting academic benchmarks [(M.G.L. ch.71 §94(m)(7)].

During 2014-15, TECCA administered the Longitudinal Evaluation of Academic Progress (LEAP) and Scantron Performance Series (SPS) assessments to measure student growth in math and reading. Student growth was strong based on formative assessment data. In grades K-8, over 85% of students demonstrated growth in reading and slightly less than 80% of students demonstrated growth in mathematics. High school students also showed strong growth where more than 85% of students demonstrated growth on reading and math tests.

Appendix F: Student Performance Tasks, contains detailed information about student performance on state standardized assessments for TECCA and sending districts, as well as tables that correlate TECCA's MCAS achievement against that against state averages.

ii. **Criterion 5: Program delivery**

1. **Curriculum**

- a. Provide a list of high school courses aligned to [MassCore recommendations](#) in **Appendix B** [(M.G.L. ch.71 §94(m)(2)].
- b. Provide a summary of course completion data for all grades in **Appendix C** [(M.G.L. ch.71 §94(m)(8)].
- c. Describe any revisions to the curriculum that were made in the prior fiscal year and explain why they were made [(M.G.L. ch.71 §94(m)(2)].

School Year 2014-15 was TECCA's first year of operation and essentially, students were offered the first iteration of the curriculum.

However, the school's educational services provider (ESP), Connections Education, follows clear, regular processes and guidelines for curriculum development, revision, and evaluation. Central to the Connections curriculum development process is a research-based development framework designed to support not only quality course development but a feedback loop that ensures continuous improvement for formal revisions and updates. This systematic instructional design process incorporating the elements of analysis, design, development, implementation, and evaluation often referred to as ADDIE:

1. **Analysis:** Prior to course development, a thorough analysis of state graduation requirements, school or board requests, and competitive positioning is completed. Feedback on current courses from student academic performance, user feedback, usability reviews, and national and state standards alignments are incorporated into the analysis.
2. **Design:** Within the design phase, the curriculum team attends to the set of standards around which the course is written, instructional strategies, content, and visual and technical design of the course. Attention is focused on the course's purpose and audience, as well as the course's organization, instructional approach, and instructional resources. Consideration is also given to the role of technology, the level of student engagement, and student learning styles.
3. **Development:** Beginning with a course map which focuses on standards alignment and the identification of the enduring knowledge present in the course, the development lifecycle incorporates assessment mapping, unit-by-unit course development and revision, content analysis and review, editorial review and revision, and a detailed quality assurance appraisal. Procedures for ensuring internal consistency, bias-free content and assessments, instructional effectiveness, and the appropriate use of intellectual property are implemented throughout the development phase.
4. **Implementation:** Each school year brings the implementation of newly developed courses. Before full release, demo courses are created, evaluated by teachers, and suggestions are implemented. When courses are completed, they are presented to students, teachers, and Learning Coaches within Connexus® and effective implementation is supported by updated and ongoing training for all.
5. **Evaluation:** The intent of the evaluation phase is to determine the level of student success, and the impact of the course design on student performance. Evaluation occurs throughout the delivery of the course and includes student performance, internal lesson and assessment analysis, and feedback from students, Learning Coaches, and teachers. Essential user feedback is gained through WebMail messages, the StarTrack system, the Connexus® feedback tool, and our annual Parent Satisfaction survey.

Connections' six-year Course Development and Revision Model includes a continuous evaluation and analysis of data which results in recommendations for course revisions and/or replacements every six years. During this six-year course cycle, daily, yearly, and mid-way revisions are included. In an effort to assess course effectiveness frequently and in multiple ways, and to use these findings as basis for improvement, Connections continues to implement a multi-level evaluation system that incorporates regular reviews of student

performance results, user feedback, assessment performance analysis, and national, state, and district content standards and course requirements.

Furthermore, each spring, Connections Education shares updates to the curriculum with the TECCA Board. This annual curriculum memo reiterates the process and guidelines of the curriculum development and revision process, the use of feedback loops, and listings of both current and historical updates made to the curriculum and program features.

2. Describe the print materials provided to students. Indicate the percentage of time students spent using print versus electronic resources in **Appendix D** [(M.G.L. ch.71 §94(m)(2)].

Students are provided excellent instructional materials in print and online versions. This information is provided in **Appendix D**.

3. List the core, supplemental, and intervention curricula provided to elementary, middle, and high school students in **Appendix E** [(M.G.L. ch.71 §94(m)(2)].

Students are provided innovative and student-centered curricula as described in Appendix E.

4. Provide an update on the accreditation status of the school's courses with National Collegiate Athletic Association (NCAA) guidelines. If a course was unaccredited in the prior fiscal year, explain how the information was communicated to parents/guardians of current or prospective students [(M.G.L. ch.71 §94(m)(2)].

Many TEC Connections Academy core high school courses and a number of electives are approved by the NCAA Eligibility Center. A current list of approved courses is available on the [school website](http://www.connectionsacademy.com/massachusetts-virtual-school/curriculum/high-school) (<http://www.connectionsacademy.com/massachusetts-virtual-school/curriculum/high-school>). The course list can also be found on the [NCAA Eligibility Center website](#) by searching for TEC Connections Academy.

5. Instruction

- a. Describe the expectations for student-teacher interaction on a weekly basis, including how often teachers and students were required to interact within each week, for what purposes, and how these interactions are monitored [(M.G.L. ch.71 §94(m)(6)].

Teachers are required by school policy to have synchronous contact with their students at a minimum of once every two weeks. However, student-teacher interaction is not limited to this, and frequently occurs more often in a variety of ways. First, teachers hold **weekly** LiveLesson™ sessions which, while not required, show strong attendance from students. Second, students often WebMail their teachers questions and the school

leadership's expectation is that teachers will respond within 24 hours. Third, teachers, in addition to scheduling regular telephone check-in meetings with their students, encourage students to call them with questions during regular school office hours. Fourth, teachers and/or students may request individualized time for additional support. Throughout all of these types of interactions, teachers "log" these contacts in Connexus® and reports are generated frequently (at least twice a week) by school administrators, and can be generated anytime by individual teachers showing metrics regarding contacts with their students. These metrics are discussed between teachers and their supervisors in weekly meetings, and the analysis yields recommendations for the upcoming week. Fifth, students with IEPs who require specially designed instruction to receive a free and appropriate public education receive regularly scheduled, attendance-required LiveLesson sessions designed to address IEP goals. Lastly, English Language Learners (ELLs) also receive additional LiveLesson sessions at a frequency based upon their English proficiency levels. These ELL lessons are designed to build English proficiency.

- b. How do teachers check for student understanding? In **Appendix F**, provide descriptions of student performance tasks and related teacher commentary used to provide feedback to students in the elementary, middle, and high school grades on specific concepts [(M.G.L. ch.71 §94(m)(6)].

In addition to the information presented in Appendix F, teachers are able to monitor student understanding of specific tasks through different means. First, teachers have access to various forms of analysis of student achievement data in Connexus. This includes data correlating achievement to particular content standards, overall performance on assessments, timeliness in completed lessons and assessments, to name a few data points. Second, teachers regularly conduct CBAs (Curriculum Based Assessments), which are phone-based, synchronous conversations between the teacher and the student where the teacher can ask specific questions to gauge student understanding. The number of CBAs that teachers complete is monitored regularly and is also the subject of conversation and recommendation between teacher and administrator. The School Leader regularly publishes school-wide data to faculty via faculty meetings and in individual meetings with teachers, in addition to grade-level accomplishment, of all these metrics.

- c. How do teachers provide instruction to students in the big ideas of early reading (phonemic awareness, alphabetic principle, accuracy and fluency with text, vocabulary, and comprehension)? Describe the roles and responsibilities of teachers and parents/guardians/learning coaches [(M.G.L. ch.71 §94(m)(6)].

During the 2014-15 school year, TECCA elementary teachers reinforced the Connections early literacy curriculum through LiveLesson sessions that supported the five tenets of reading: phonemic awareness, alphabetic principle, vocabulary, fluency, and comprehension. To address phonemic awareness, teachers implemented multisensory instruction through use of the whiteboard in their LiveLesson rooms. Using this and other LiveLesson tools, students “tapped” sounds on the whiteboard they heard in spoken words. Students also used proprietary tools such as Connect-a-Majig™, a tool with virtual “magnetic” letters graphemes and build words. Students built their vocabulary through direct, supported instruction that previewed and reviewed content and academic vocabulary from their texts. Using decodable readers and authentic texts from the Connections curriculum, teachers facilitated fluency building by providing students read-aloud practice. With continual assessment and careful review of each student’s progress, teachers worked with each student to ensure they had practice with texts on their reading levels. This promoted comprehension and permitted students to grow as readers.

To confirm mastery of the five big ideas, teachers also conducted frequent check ins with students in the form of CBA calls (Curriculum Based Assessments). CBA is a time where the student works individually with their teacher so that the teacher can gauge the student’s understanding on specific areas of the curriculum that the student has engaged in. As well, students were invited to targeted LiveLesson sessions to review progress. This may have been a whole group, small group, or 1:1 learning opportunity where the student practiced a specific skill set. Lastly, students were assigned to an SISP (Supplemental Instructional Support Program) if needed to allow additional practice on skills that support curriculum areas within Connexus.

TECCA uses the term “**Caretaker**” to describe students’ parent(s) and/or legal guardian(s) who enroll students and satisfy enrollment requirements. All Caretakers are automatically given “Learning Coach” (see below) access in Connexus so they are able to perform the Learning Coach duties. Caretakers must agree to and sign the Parent/

Learning Coach Acknowledgement (PLCA) as part of the enrollment process. While Caretakers automatically have the Learning Coach access, they may also designate another adult or adults as Learning Coaches either in addition to or in place of the Caretaker. Even if the Caretaker designates another adult or adults as Learning Coach, the Caretaker will continue to have the Learning Coach access in Connexus. The Caretaker always has full and final responsibility for the child's education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student's educational and other school-related needs.

The **Learning Coach** is the adult who performs tasks such as recording attendance, reviewing lessons, providing supervision, and communicating with teachers. Each student will have at least one Learning Coach who is generally the student's Caretaker. However, Caretakers may designate another adult, or adults, as the student's Learning Coach(es), either in addition to or in place of the Caretaker, for daily oversight of the student's school work and school-related activities, by completing the Designated Learning Coach form. As noted above, the Caretaker always has full and final responsibility for the child's education and educational decision-making with the school, and therefore must be available to the school staff as needed for discussions related to the student's educational and other school-related needs. In order for the Caretaker and Learning Coach role to be effective, both parties are expected to communicate with one another, in addition to the teachers, to determine the educational needs of the student. Learning Coaches played a critical role in 2014-15 as students adjusted to a new virtual school. Teachers and Learning Coaches worked closely to ensure students' understanding and providing additional support as needed.

Each student is assigned a **homeroom teacher**. The homeroom teacher serves as the family's central point of contact with the school and works with the student and his or her Learning Coach to develop and implement the Personalized Learning Plan (PLP). Generally, for students in grades K-5, the homeroom teacher will also be the teacher for most or all of the student's subjects. Middle and high school students will have subject-specific teachers and an advisory teacher who is responsible for making instructional decisions such as providing instructional interventions; interacting synchronously with

students for instructional purposes; verifying the student's course work; providing timely feedback to students on their academic work; issuing final course grades, and making recommendations regarding promotion and retention to the school leadership. Homeroom teachers also assist with such issues as confirming and arranging standardized testing plans, working with Learning Coaches to run the Scheduler (adjusting the student's Planner within Connexus), addressing basic technical concerns, reviewing and approving other adjustments to students' schedules (such as vacations and/or field trips). The name of the teacher for each of the student's courses is listed next to the course name on the Connexus home pages and in the Grade Book so that students and Learning Coaches can easily identify and contact teachers as needed. Each middle and high school student has a **School Counselor**. The School Counselor assists students and Learning Coaches with course selection, student transfers, graduation requirements, college and career planning, interpersonal counseling, and general academic guidance. A School Counselor or other qualified staff member is available to assist with high school credit or college/career questions or to help with post-high-school plans including career, college/university, the military, or the workforce. Throughout the 2014-15 school year, the School Counselor also served as a valuable member of IEP and Section 504 teams. School Counselors helped these teams support students with mental health issues and outside supports.

The **subject-specific teacher** is the primary contact for students and Learning Coaches for subject-specific questions. These teachers are responsible for handling instructional issues. Subject-specific teachers proactively monitor each student's progress using Connexus and through regular contact via phone, streaming audio and video (LiveLesson sessions), and WebMail messages (our Connexus-based email system). Subject-specific teachers provide small and large group instruction on key concepts and skills, add, expand, or modify assessments based on the student's demonstrated mastery of the material, assign and score assessments, and provide feedback on the student's performance to the student, Learning Coach, and homeroom teacher. Last year, feedback was provided through the use of rubrics, assessment grades, as well as phone conferences, WebMail messages, and LiveLesson sessions. Depending on a student's needs and grade level, subject-specific teachers provided instruction in a variety of ways

to address the needs of each student. Subject-specific teachers evaluated students in their corresponding subject area(s), provided instructional resources based on the student's learning needs, prepared student progress reports (at those schools that issue them), verified the student's course work, issued final course grades, and made promotion or retention recommendations (for students in grades K–8).

6. **Assessment**

- a. What proactive steps did the CMVS take to support students below grade level, English language learners, students with disabilities, and college-bound students? [(M.G.L. ch.71 §94(m)(10)].

TECCA works proactively to identify students identified with below grade level proficiency, ELL students, students with disabilities, or students needing support in the post-secondary planning process.

- During 2014-15, significant coordination and consultation occurred between TECCA and the Connections Education Special Education team to ensure the needs of students with disabilities and struggling students were met. In partnership with Connections, all educators and members of the School Leadership Team have an understanding of the tools and methodologies of early identification, and remediation, of students demonstrating proficiency below grade level, as well as additional support in hosting meetings, consulting with home districts, and coordinating services. The School Leadership team ensured all students with disabilities were appropriately identified and the special education program was implemented with fidelity in accordance with state and federal laws, with the student's needs at the center of all decision-making to facility student success.
- TECCA had 18 seniors who comprised the Class of 2015. Of those students, 12 students graduated and 9 of those students enrolled in four-year colleges/universities. Our counselors supported these students by implementing the ASCA model by focusing on the academic, personal and social aspects of their post-secondary planning. This includes regular LiveLesson sessions devoted to the different aspects of the college selection process, a financial aid evening hosted by MEFA but delivered through LiveLesson sessions, counselors meeting with students/parents across the state in informational meetings, and regular

communication about deadlines and processes associated with the process included in specific news WebMails, and included in the regular publications.

- b. How does the CMVS measure student progress? In **Appendix G**, list the specific assessment instruments used to assess student progress in the elementary, middle, and high school grades. For each assessment instrument, provide a brief explanation of what is measured and how the resulting data was used to make decisions about the academic program [(M.G.L. ch.71 §94(m)(1)].

The school uses the following data to measure student progress.

Students attending TECCA participated in the state testing program, known as the **Massachusetts Comprehensive Assessment System (MCAS)**. Connections Academy courses are aligned to state standards, and instructional activities and assessments are thoughtfully crafted to help prepare students for the content they will encounter on mandatory state tests. These tests measure academic achievement of all public school students in the Commonwealth.

- English language arts (ELA) and mathematics are measured annually in grades 3-8 and 10
- Science and technology/engineering are measured annually in grades 5, 8, 9, and 10.

LEAP stands for “Longitudinal Evaluation of Academic Progress®.” LEAP is the diagnostic tool used to help assess students’ academic strengths and weaknesses. Assessment results are used to help individualize a student’s academic program to his or her individual needs. There are separate criterion-referenced Reading and Mathematics assessments. All students in Grades K–8 take the LEAP Math Assessment and in Grades 2-8 take the LEAP Reading Assessment through Connexus®. These tests were designed to align with both the Connections curriculum and nationally established subject area standards.

Scantron Performance Series (SPS) is used for pre-, mid-, and post testing for students in grades 9 & 10. The school selected the Scantron Performance Series as a valid, reliable, current test that measures student proficiency in reading and mathematics, and provides a scaled score that can be used to measure academic growth, and therefore serves as a useful tool in assessing student curricular needs. More information on the

test can be found [online](http://www.scantron.com/software/districtwide-assessmentperformance-series/overview) (<http://www.scantron.com/software/districtwide-assessmentperformance-series/overview>).

Teachers use **Curriculum-Based Assessments** (CBAs) to verify student learning. These are brief but highly effective verbal assessments – informal conversations between student and teacher on a recently completed assessment – used to gather formative information on students’ understanding of concepts.

As they progress through their courses, students will engage in many different types of formal and informal assessments within the curriculum. These assessment types are documented in the School Handbook Supplement and are also listed below.

Discussion: Discussion assessments are found in grades 3–12, and allow students in the same section to communicate with each other during a semester; each student’s contribution to the discussion is graded by the teacher based on the discussion rubric. The discussion window remains open throughout the semester. After the semester closes, students have to send WebMail messages directly to their teachers to reply to discussion posts.

Final exams test students on the course knowledge they acquired during a semester. Final exams contain multiple question types and are embedded with lesson content.

Participation: Typically, participation accounts for five percent (5%) of a student’s overall grade. Some courses may contain participation assessments in which students document their participation in an activity, such as Time to Talk or a LiveLesson session; in these instances participation accounts for ten percent (10%). Whether to include participation in the student’s grade, and the requirements to earn full participation credit for a course, are determined by each Connections Academy school.

Portfolio Item: A portfolio is an assessment type that requires students to submit documentation (e.g., essays, presentations, reports, graphic organizers) to their teachers electronically through the Drop Box or via physical mail. Students in grades 9–12 are expected to submit their portfolios through the Drop Box. Portfolio items are reviewed and graded by the teacher.

Most portfolios include a rubric designed to help the student understand the expectations for this lesson. For portfolios in English courses, students have

approximately five (5) days between submitting their rough drafts and final drafts. Note: Not all courses use these conventions.

Pretest*: Pretests assess students' prior knowledge of a subject and are customized based on the skills addressed. The questions are automatically scored, so they cannot contain any type of question that requires teacher review or grading. Pretests align to the unit objectives, and they assess the major skills and concepts for that unit. Pretests are similar in length to a quiz (usually 10–15 multiple choice questions) and are embedded in lessons.

Quick Check*: Quick checks are non-cumulative assessments added to the end of some lessons in grades 1–12. Quick checks for all elementary courses are graded but not weighted. Quick checks for most middle and high school courses are graded and weighted, and they account for five percent of a student's overall grade. Quick checks are brief (usually 3–5 multiple choice questions), and the questions are automatically scored, so they cannot contain any type of question that would be graded or reviewed by a teacher. Quick checks are embedded in lessons.

Quiz*: Quizzes, which typically contain 5–10 questions, are longer than quick checks and cover material from more than one lesson. Though some questions may require teacher grading, most quiz questions are automatically scored. Quizzes are embedded in lessons.

Unit Test*: Unit tests cover material from all lessons in a specific unit. Unit tests are longer than quizzes, contain a variety of question types, and are weighted more heavily than quizzes toward a student's final grade. Some questions on a unit test may require teacher grading.

**This assessment type must be completed in one sitting. Students cannot answer some questions, save their work, and return to complete the remaining portion of the assessment at a later time.*

Alerts are another tool on the My Students page in Connexus that help teachers quickly identify students who may have factors affecting their path to success and may require additional supports and interventions.

7. Supports for diverse learners (addresses Criterion 2: Access and equity)

- a. Describe how the CMVS conducted outreach to recruit and enroll the student groups listed in its enrollment preferences, and describe additional outreach to students whose parents/guardians may not speak English as a first language [(M.G.L. ch.71 §94(m)(12)]. Outreach to recruit families of all backgrounds and compose a diverse student body is a robust process. TECCA hosted 32 in-person informational sessions, 16 of which were held between March and June. In addition, TECCA hosted 39 online informational sessions, 22 of which were held between January and June. These sessions allow students and families a number of opportunities to hear specifically from our staff and ask questions specific to their unique circumstances. When presented with the need for an interpreter or language-assistance, resources are readily available for that support. Additionally, broadcast advertisements were published throughout the Commonwealth as well as advertisements on websites and search engines. While no specific ethnic groups were targeted with marketing, the enrollment demographic below depicts the diversity (both culturally as well as socio-economically) of our student body.
- b. Describe the resources and/or information used to assist students in determining the appropriateness of specific courses for meeting their academic needs, including English language learners, students with disabilities, and college-bound students [(M.G.L. ch.71 §94(m)(12)].
- During the enrollment process, students/families enter and supply information about their current academic situation as well as their desired academic placement. Ensuring that students are appropriately academically placed is a top priority as we always want to ensure the greatest opportunities for student success. When questions arise about appropriate placement, the student is sometimes given a placement test to assist in correlating their content/skill background with our curriculum. In other circumstances, a Principal referral is made, at which time the School Leader reviews all the information, may make outreach to the family to discuss the placement, and ultimately makes a placement determination. Consultation with the School Counseling office is often part of this process, and movement/adjustments after the student has started is always allowed. Students/families who indicate through their Massachusetts Home Language Survey found in the Student Information Form information which suggests they may be ELL eligible are referred to the ELL coordinator who works to schedule time for ACCESS testing, and make placement/programmatic adjustments accordingly.

- c. Describe the information provided to students and parents/guardians/learning coaches that explained the environment required to support online learning [(M.G.L. ch.71 §94(m)(12)].

A wealth of information is available to any student/family about TECCA's online learning environment, and the necessary and ideal elements that foster success. Through the "virtual" informational sessions, this is a major component of conversation. When students officially enroll, both the student and the Learning Coach have an orientation they must complete, significant components of which are these necessary environmental elements. Students who enroll late (after the first day) also complete this orientation, but are also placed in a "Getting Started" course which is designed to help late-enrolling students more quickly adapt to the virtual environment. Learning Coaches have a wealth of information available to them through the Virtual Library, including a regular "series" of supports offered by both Connections Education, as well as the Learning Coach Representative at TECCA. Additionally, upon enrollment at TECCA, students (and their parent/Learning Coach) receive a "welcome call" from their homeroom teacher. This call is designed to establish the important relationship between the student/Learning Coach and the homeroom teacher as the regular point of contact, who serves as the primary resource for the student. In this call, among many topics, the homeroom teacher establishes the regular schedule for check-in calls; guides the student to important features within their Connexus access; assists in student understand of state testing requirements/locations; reviews expectations for attendance and participation; and ensures the student/Learning Coach knows how/where to access resources and extra help. From this important foundational phone call, the schedule and relationship is established to maintain regular and consistent contact to monitor and support the progress of the student, and ensure that the student/coach feel supported as they begin their career at TECCA.

- d. Describe the technical support provided to students and parents/guardians/learning coaches to ensure continuity in learning, including when during the day and week technical support was available [(M.G.L. ch.71 §94(m)(12)].

In addition to the staff located at the school, students and Learning Coaches have access to the centralized Connections Academy support center. Connections Help, within Connexus, also provides families with 24/7 support and guidance outside of the Support

Services business hours for live assistance. The following support services are available to families:

Enrollment Services - families can call 800-382-6010 Monday through Friday, 8:00am through 5:00pm or send a WebMail message to the Enrollment team for questions related to the enrollment process, documents, or forms. WebMail is available 24 hour a day, 7 days a week.

Academic Placement Services – families can call 800-382-6010 Monday through Friday, 8:00am through 5:00pm or send a WebMail message to the Academic Placement Advisor for problems or questions related to student course placement during the enrollment process. Once the student is enrolled and progressing through his or her courses, placement questions should be addressed to school staff. WebMail is available 24 hour a day, 7 days a week.

Technical Support - all users of Connexus can call 800-382-6010 and choose Option 5, or send a WebMail message to “Technical Support” for problems related to using Connexus and for hardware and software issues on Connections Academy-provided computer equipment. Technical Support is available Monday through Friday, 8:00am through 5:00pm. WebMail is available 24 hour a day, 7 days a week.

General Information – families can call 800-382-6010 Monday through Friday, 8:00am through 5:00pm and choose Option 3, or send a WebMail message to General Information. General Information can be used to inquire about general Connections Academy questions, shipping, and nontechnical issues that are not covered by Enrollment, Placement, or Technical Support. WebMail is available 24 hour a day, 7 days a week.

Parent and Student Services - The WebMail message addresses located under Parent and Student Services in the address book help make the connection between the home and school. They include services for Learning Coaches, as well as students, from addressing the needs of selected groups of students to changing student information. WebMail is available 24 hour a day, 7 days a week.

iii. Criterion 6: Culture and family engagement

1. Social, emotional, and health needs

- a. Describe the school's expectations for student participation, and explain how the CMVS monitored participation and tracked attendance [(M.G.L. ch.71 §94(m)(5)].
- TECCA has articulated an expectation that elementary students participate at least 25 hours per week; middle school students participate at least 25 hours per week; and high school students participate at least 28 hours per week. Learning Coaches log attendance for each instructional day. Learning Coaches enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They must meet the weekly totals listed above to ensure compliance with state regulations. Teachers monitor and review attendance records on a weekly basis. They remind Learning Coaches to enter hours of schooling for all days of the week. If a teacher has concerns about the validity of a student's attendance records, he or she may adjust the attendance record to reflect schoolwork submitted, and contact the school's designated Attendance Coordinator for further assistance. Online and offline work is accounted for in attendance hours.
- Attendance is closely tracked in Connexus and monitored by the content teacher, the homeroom teacher, and the administration. When students fall behind in their participation/attendance, the "alarm" system activates which prompts the teacher to "escalate" the student. Escalation results in the teacher attempting to contact the student/family to discuss their participation/attendance rates. When necessary, the teacher refers the escalated case to the administrator who intervenes through a series of must-read/read-receipt WebMails, phone meetings, and may make a referral for truancy concerns if the situation is not alleviated.
- Engagement of students in special populations (e.g., ELLs, Students with IEPs or Section 504 plans) was a chief concern of TECCA in the 2014-15 school year. Plans to address child welfare and children with potential mental health issues took shape, and a robust child welfare process began with consideration of how these issues prevent students from progressing and intersect with Child Find.
- b. Describe the school's provisions for cyber safety and provide evidence of how the CMVS promotes digital citizenship and prevents cyberbullying [(M.G.L. ch.71 §94(m)(10)].
- One of the student's "start-up" tasks before the school year begins includes an acknowledgement of appropriate digital safety and online behavior. This includes, but is not limited to, cyberbullying. Students and Learning Coaches are also provided with

an Internet Safety course. Teachers also make regular announcements and comments in LiveLesson sessions about expectations for student behavior in the LiveLesson room. Teachers, in turn, complete a “Students in Distress” training at the beginning of the year; a component of which is solely devoted to cyber-bullying. When students experience or report violations of cyber-bullying, a referral is immediately made to an administrator who convenes a meeting with the student and parents, the result of which may be the student needing to receive LiveLesson information separately. The school handbook also covers important cyber safety information and expectations for students, teachers, and Learning Coaches.

Pursuant with DESE special education procedures, bullying was addressed in every IEP team meeting.

2. Family engagement

- a. How does the CMVS support the specific needs of parents/guardians/learning coaches to ensure students receive high quality learning experiences at home? [(M.G.L. ch.71 §94(m)(10)(12)].

Great attention is given to supporting our Learning Coaches, parents, and guardians. A wealth of resources is available in the Virtual Library, where Learning Coaches can find information to assist them in their important role, along with resources to help them in supporting their students. Regular publications come from Connections and TECCA that offer and provide support, tips, and connections to other Learning Coach Resources. Sessions are held monthly where Learning Coaches, via LiveLesson® sessions, are provided with instructional strategies to support their students in areas identified as critical to student success, support in developing an expertise and comfort level in Connexus®, and support in developing skills needed to become college and career ready.

- b. Provide examples of how the CMVS creates a community for students and parents/guardians/learning coaches, including the activities to engage students and how students participated in those activities. Include face-to-face and extracurricular activities [(M.G.L. ch.71 §94(m)(9)(10)].

TECCA continually strives to be a community of students where they feel connected to TECCA as they would their resident school district. A few examples of community events include our “Welcome Back Kickoff Event” in August, participation in field trips,

participation in the graduation ceremony, and participation in school clubs and talent networks. These activities connect TECCA students to the curriculum, the program, and to each other.

- c. Describe the membership and activities of the school's parent advisory council and special education advisory council. Describe other initiatives or activities to encourage parent/guardian involvement [(M.G.L. ch.71 §94(m)(11)].

In the 2014-15 school year, the first year for TECCA, a School Council and Special Education Parent Advisory Council were not fully constituted. Parent/guardian involvement was encouraged through the school's parent group Club Orange, community events such as the "Welcome Back Kickoff Event," field trips, school clubs, and online opportunities for Learning Coaches and Caretakers to interact with each other. The Virtual Library contains many resources to assist Learning Coaches and Caretakers with active and appropriate participation in their student's learning. Parents of students with IEPs were provided additional support and guidance on creating an environment conducive to learning based on each student's present levels. Both councils will be fully constituted in the 2015-16 school year.

c. Organizational Viability

i. Criterion 7: Capacity

1. School leadership

- a. Describe how school leadership obtained staff commitment to improving student learning, reflecting a culture of shared accountability [(M.G.L. ch.71 §94(m)(1)].
School Leadership engages all faculty and staff in ensuring a commitment to the highest degree of success for every student. Every Wednesday was a full-day devoted to professional development activities. These activities included, but were not limited to, the 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. Efforts were placed on implementing the systems of online education, being transparent with our reporting of all data, fostering a culture of collective ownership of our tasks.

2. Professional climate

- a. Describe the school's structures for regular, frequent collaboration and professional development to improve implementation of the curriculum and instructional practice [(M.G.L. ch.71 §94(m)(1)].
Once per week, all faculty members attended professional development activities together. Meetings of Professional Learning Committees, Grade Levels, and other groups/committees met during this time as well. TECCA staff was provided with extensive trainings on how to interpret and implement students' Section 504 plans and IEPs. As needed, individual and/or specific teams of teacher may engage in professional development provided by Connections Education School Support with task-specific objectives.
- b. Describe how the school monitored instructional staff for consistency.
Frequent analysis of teacher workloads allows administrators the ability to ensure as equitable a distribution of responsibilities as possible. Among the recurring agenda items in School Leadership Team meetings was the staff effectiveness. Administrators worked to establish a culture where consistency in decisions was fair and transparent while constantly adjusting to changes in personnel and student enrollment. The frequent review of teacher data and real-time information was used to inform instructional and operational decisions. For example, by drawing on and examining the "Teacher Assignment Report," an administrator can monitor teacher workload numbers and their student escalation metrics. This information becomes pivotal in monitoring teachers for consistency and achievement. In addition, formal performance reviews for all teaching staff were conducted mid-year and end-of-year, using the same evaluation protocols.
- c. Describe any staff training in the unique dynamics related to online learning [(M.G.L. ch.71 §94(m)(6)].
TECCA used Connections' professional development opportunities, which included a regular schedule of topics relevant to best practices in online learning. Connections also created "on demand" professional development on topics requested by the school. Specific training was also provided related to addressing the needs of special populations in the virtual environment. The training begins with an initial teacher orientation course and several days of face-to-face pre-service training. Teachers are provided with an interactive program manual as a resource to training course segments

and specific Connections professional development courses. Teachers build a strong foundation for teaching in the virtual environment with student success as a focus. Graduate courses in virtual learning, professional learning communities, and weekly teacher updates will keep teachers up-to-date and on the road to being experts in virtual learning.

The school uses the National Standards for Quality Online Teaching published by the International Association for K-12 Online Learning (iNACOL) and Connections' Core Standards for Facilitating Student Learning, as guides for pinpointing necessary teacher skills and professional development requirements.

The Core Standards for Facilitating Student Learning are:

- provide high quality instruction resulting in student learning,
- personalize student programs,
- monitor student performance and provide timely feedback and intervention,
- monitor student participation,
- communicate frequently,
- document and review all interactions, and
- collaborate and develop professionally.

TECCA provided its teachers with a comprehensive teacher training and professional development program to equip them with the following:

- a working knowledge of the curriculum,
- strategies and best practices for virtual learning and instruction,
- the ability to utilize and navigate the tools of Connexus,
- the ability to develop Personalized Learning Plans (PLP),
- information on the forms of assessment and how to utilize test results to guide instruction and monitor student progress,
- knowledge of program processes and policies, and
- information on how to foster a virtual school community

- Special education referral processes
- Understanding intersection of child welfare with Child Find
- How to effectively collaborate with special educators to students' benefit

Professional learning sessions uses evaluation surveys and collaborative tools to elicit teacher and administrator feedback. Audits, evaluations, and site-visits are used to gauge the effectiveness of the training and to ensure initiatives are implemented with high fidelity.

Professional Learning is:

- Intensive – Participants will identify the purpose of educational practices and examine how they can be implemented in the virtual environment. Participants will collaboratively discuss strategies that can be implemented with students.
- Ongoing – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level will strengthen these connections.
- Connected to Practice – Following each session, participants will apply what they have learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio data view, a virtual portfolio which allows them to document their attendance and upload resources related to their professional learning.

Teachers may also attend “open office hours” with the Connections’ Professional Development for individualized assistance and guidance with school year cycle tasks, planning and implementing instruction, determining the best supplemental instructional support for students, and creating a nurturing learning environment.

TECCA received multiple levels of support from the Connections’ Instructional Services Department, including Student Services and the School Support Teacher Help Desk. Connections provides a team of specialists dedicated to meeting the needs of the school and can provide “just-in-time” training to address the needs of the school. In April 2015, the Connections Professional Development Model was recognized with a silver award

for Best Practices for Distance Learning Programming by the United States Distance Learning Association (USDLA).

3. **Contractual relationships**

- a. Provide an assessment of the efficacy and impact of the school's educational management company (EMO) in meeting the school's goals, particularly around curriculum, instruction, and assessment [(M.G.L. ch.71 §94(m)(1)].

A collaborative relationship with a support system exists between TECCA and its ESP, Connections Education. This relationship is characterized by a mutual goal of TECCA's success by all measures, seeing students and their parents/Learning Coaches achieve high standards, and ensuring faculty and staff are supported in all areas such that professional growth enables such success. Curriculum provided by Connections is aligned to state and national standards, is flexible and addresses varied learning styles. Ongoing training and professional development provided by Connections ensures that teachers are trained in best practices in online learning. Assessments within the curriculum are developed to be fair, unbiased, and aligned to standards.

Continual dialogue between the School Leader and various departments within Connections Education regularly reflects on ongoing issues and practices with an eye on continual improvement, and on ensuring that TECCA complies with and adapts to student needs and the changing educational landscape within the Commonwealth of Massachusetts.

Connections Education made sure that Massachusetts and federal special education procedures were implemented and closely followed. Connections worked closely with TECCA leadership and special education teachers to ensure compliance with procedures to ensure students received FAPE.

ii. **Criterion 8: Governance**

Describe and provide examples of how members of the CMVS Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the CMVS. Provide the number of board members joining and leaving the board in each school year of the current certificate period in **Appendix H** [(M.G.L. ch.71 §94(m)(1)].

The TECCA Board has a regular monthly meeting schedule, and all meetings are properly posted in accordance with Massachusetts' Open Meetings Law and are open for public attendance. Each Board member has completed their mandated state training requirements, and most have completed additional governance training for charter school boards and non-profit organizations. Members of the TECCA Board obtain regular updates on all operational and educational aspects of the school, including but not limited to, student academic performance, staff and student feedback on programs, and financial and budgetary reports. The Board routinely reviews all school and Board policies, and make revisions as necessary, and provide consistent oversight of the Lead School Administrator in his daily operations of the school.

iii. Criterion 9: Finance

Provide a detailed accounting of the school's finances from the prior year as stipulated in the *Commonwealth of Massachusetts Virtual School Audit Guide*. Among other criteria, the report must:

1. Provide an accounting of the revenue and expenditures for the prior fiscal year with a specific accounting of the uses of public and private dollars;
2. Indicate the compensation and benefits for teachers, staff, administrators, executives and members of the board of trustees;
3. Indicate amount of funds paid to a management company;
4. Indicate sources of surplus funds, specifically whether the funds are private or public;
5. Explain how surplus funds were used in the previous fiscal year; and
6. Describe the planned use of surplus funds in the upcoming fiscal year and in future fiscal years [(M.G.L. ch.71 §94(m)(4)].

Per DESE guidance, TECCA submits its financial audit for the 2014-15 school year to satisfy this criterion. Please see **Appendix I** for the financial audit approved by the TECCA Board.

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

Report on the school's performance on its approved accountability plan for the certificate term. If the accountability plan has been revised, and approved, report on the most recently approved plan. If needed, attach additional narrative in Microsoft Word format. Evidence should reflect performance over the prior school year.

Faithfulness to certificate

Objective:	Mission and key design elements	Certificate term performance (met / not met)	Explanation
Measure:	Curriculum	Met	TECCA's curriculum is aligned to the Massachusetts Curriculum Frameworks and the Common Core State Standards. In addition, the curriculum is aligned to selected national standards, including Next Generation Science Standards (NGSS), National Council for the Social Studies (NCSS), National Education Technology Standards, and International Association for K-12 Online Learning (iNACOL) standards for quality online courses where applicable. In the majority of online lessons observed, teachers posted the standards addressed as well as lesson expectations and objectives.

Objective:	Access and Equity	Certificate term performance (met / not met)	Explanation
Measure:	Staffing (Special Ed Manager)	Not met	Position of Special Education Manager has not been filled. Support for this position is being provided by Connections Education in Baltimore, and by TECCA administration.
Measure:	Number of Students Served IEP/504	Met	As of June 30, 2015: # of 504 Plans = 56 # of IEP = 105
Measure:	Assistive Technology	Met	Special education students are provided appropriate assistive technologies (AT), accommodations, supports, adaptations, and related services. According to the parent/guardian survey, 78.7% "agree strongly" or "agree" that they are satisfied with the special education services offered by TECCA.
Measure:	Statewide testing locations	Met	Five testing venues are offered to our students based on enrollment analysis of where our heaviest concentrations of students exist.

Objective:	Compliance	Certificate term performance (met / not met)	Explanation
Measure:	Special Ed Parent Advisory Group	Not Met	This group was not fully constituted in the 2014-15 school year, but it is for the 2015-16 school year.
Measure:	Benefit of using iNaCA	Met	Incorporating the elective course offerings within iNaCA to supplement TECCA's course offerings.

Academic and program success

Objective:	Student Performance	Certificate term performance (met / not met)	Explanation
Measure:	Statewide MCAS results	Not met	See Appendix F
Measure:	Student promotion	Not met	See Appendix F. TECCA missed this target by 1.8 percent points.
Measure:	College Acceptance	Met	See Appendix F

Objective:	Program Delivery	Certificate term performance (met / not met)	Explanation
Measure:	IA Ticketing System	Met	Continues to be an effective system
Measure:	Parent Satisfaction Survey Results	Met	Curriculum: 90.4% agree curriculum is of high quality Instruction: 92% are satisfied with the helpfulness of their child's Connections Academy teachers. 87% agree teachers improve the learning experience.

Objective:	Culture and Family Engagement	Certificate term performance (met / not met)	Explanation
Measure:	Getting Started	Met	This course (in addition to an Orientation course) is assigned to late-enrolling students as a strategy of assisting in their transition to TECCA.
Measure:	Virtual Open Houses	Met	TECCA hosted 32 in-person info sessions, 16 of which were held in March-June. In 2015 TECCA hosted 39 online information sessions. 22 of them were from January-June. In 2014 TECCA held 45 virtual open houses.
Measure:	HS Advisory Teacher	Met	This position has been filled.
Measure:	Parent Satisfaction Survey Results	Met	85% "agree strongly" or "agree" that they enjoy the program; 75.5% were "much more satisfied" or "somewhat more satisfied" with their child's TECCA experience as compared to their child's previous school; and 89.9% would recommend TECCA to other parents/guardians.

Organizational viability

Objective:	Capacity - Leadership	Certificate term performance (met / not met)	Explanation
Measure:	School Leader/ Superintendent	Met	School Leader hired.
Measure:	Career Ladder System	Met	Supports individual teacher development towards leadership roles and divides various administrative tasks needed to support programs and administrative systems.
Measure:	Statewide Perceptions	Met	Marketing/media/press releases

Objective:	Governance	Certificate term performance (met/ not met)	Explanation
Measure:	Board	Met	Strong support from Board that is interactive with teachers during Board meetings, and vested in success of TECCA.

Objective:	Finance	Certificate term performance (met/ not met)	Explanation
Measure:	Enrollment Targets/connection to TECCA budget	Met	Partnership between School Leader and Connections Education in collaboratively developing budget to meet school needs

APPENDIX B: COURSES OFFERED

Provide a list of the courses offered in grades 9-12 aligned to [MassCore recommendations](#). MassCore is the recommended program of study that Massachusetts high school students need in order to be better prepared for college and a career. Courses included in MassCore should be rigorous, engaging, and based on appropriate [Massachusetts Curriculum Frameworks](#) high school level standards.

A *unit* represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework. Note that the courses listed below need not be an exhaustive list of every course in the school's catalogue.

Subject	Courses offered at the CMVS
English language arts (4 units)	ELA 9-12 Foundations level ELA 9-12 Standard level (college prep) ELA 9-12 Honors level AP English Language and Composition
Mathematics (4 units) Includes completion of Algebra II or Integrated Math equivalent. All students are recommended to take a math course during their senior year.	Algebra 1 Foundations level Algebra 1 Standard level (college prep) Algebra 1 Honors level Geometry Foundations level Geometry Standard level (college prep) Geometry Honors level Algebra 2 Foundations level Algebra 2 Standard level (college prep) Algebra 2 Honors Honors Pre-Calculus Calculus AP Calculus Statistics AP Statistics

Subject	Courses offered at the CMVS
<u>Science and technology/engineering (3 units)</u> Lab-based science units or technology/engineering coursework may count.	Biology Foundations Level Biology Standard level (college prep) Biology Honors AP Biology Physics Standard level (college prep) Chemistry Standard level (college prep) Chemistry Honors level
<u>History/social science (3 units)</u>	World History I Foundations Level World History I Standard level (college prep) World History I Honors level US History II Foundations Level US History II Standard Level US History II Honors AP US History World History II Foundations level World History II Standard level (college prep) World History II Honors level American Government Foundations level American Government Standard level (college prep) American Government Honors level Economics Foundations level Economics Standard level (college prep) Personal Finance standard level Psychology Standard level
<u>Foreign languages (2 units)</u> Both units in the same language; however, students enrolled in a state-approved career and technical education (CTE) program of studies may opt out.	Spanish I Spanish II Spanish III Spanish IV American Sign Language I American Sign Language II Chinese I Chinese II

Subject	Courses offered at the CMVS
Physical education (all grades, all students) Required by state law . Health can be integrated into physical education or science, or taught as a stand-alone course.	Physical Education Personal Fitness
Arts (1 unit) Students enrolled in a state-approved CTE program of studies may opt out.	Digital Photography 3D Modeling High School Digital Arts 1 Living Music 1 Living Music 2
Additional core courses (5 units) Coursework includes business education; CTE; health; technology , or any of the subjects above. Most CTE majors will take more than 5 units of study.	Health, Fitness and Nutrition A/B Career Exploration College Prep with/SAT Accounting I Accounting II Business Keyboarding Emergent Computer Technology Engineering Design I Game Design Introduction to Computers and Applications Web Design Anatomy and Physiology Introduction to Business High School Intro to Entrepreneurship I High School Intro to Entrepreneurship II Java Programming I Java Programming II
As many of the following as possible Advanced Placement ; Capstone or Senior Project ; dual enrollment courses taken for both high school and college credit; online courses ; service learning ; work-based learning .	AP Biology AP Calculus A/B AP Computer Science AP English Language and Composition AP Statistics AP US History
Other courses the CMVS would like to highlight	

APPENDIX C: COURSE COMPLETION DATA

Provide a summary of course completion for all grades based on the 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.

Grade Level	Student Information				Course Information				
	A.	B.	C.	D.	E.	F.	G.	H.	I.
	Students in grade level	Completed all courses	Did not complete all courses	Completed all courses	Courses attempted	Courses incomplete	Courses Passed	Courses completed	Courses passed
K	7	7	0	100%	76	0	72	76	95%
1	7	7	0	100%	77	0	77	77	100%
2	9	8	1	89%	106	0	100	100	94%
3	8	8	0	100%	87	6	68	87	78%
4	5	4	1	80%	58	0	56	57	97%
5	9	8	1	89%	103	1	86	99	83%
6	19	19	0	100%	236	5	222	235	94%
7	22	21	1	95%	272	0	215	270	79%
8	27	25	2	93%	329	3	269	325	82%
9	53	51	2	96%	630	6	413	627	66%
10	42	40	2	95%	514	4	374	510	73%
11	24	22	2	92%	305	3	263	302	86%
12	11	9	2	82%	176	3	159	173	90%

Student Information:

- 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. Completed all courses: Number of students from Column A who earned a grade in all of the courses in which they were enrolled.
- C. Did not complete all courses: Number of students from Column A who withdrew from at least one course, regardless of the grade they earned in the course at the time of course withdrawal.
- D. Completed all courses: $\text{Column B} \div \text{Column A}$

Course information:

- E. Courses attempted: Number of courses in which the students in Column A were enrolled during the school year (includes both yearlong and semester-based courses).
- F. Courses incomplete: Number of courses from which students withdrew, regardless of the grade they earned in the course at the time of course withdrawal.
- G. Courses passed: Number of courses completed in which students earned a passing grade.
- H. Courses completed: $\text{Column H} \div \text{Column E}$
- I. Courses passed: $\text{Column H} \div (\text{Column E} - \text{Column F})$

APPENDIX D: PRINT VERSUS ELECTRONIC RESOURCES

Estimate the percentage of time students spend using print versus electronic resources, by subject and grade span.

Grade Span	Online Curriculum Materials						Printed Curriculum Materials					
	English/Language Arts	Mathematics	Science	History/Social Studies	Foreign Language	Physical Education	English/Language Arts	Mathematics	Science	History/Social Studies	Foreign Language	Physical Education
K-2	15-30%	15-30%	15-30%	15-30%	15-30%	15-30%	70-85%	70-85%	70-85%	70-85%	70-85%	70-85%
3-5	15-30%	15-30%	15-30%	15-30%	15-30%	15-30%	70-85%	70-85%	70-85%	70-85%	70-85%	70-85%
6-8	50-75%	50-75%	50-75%	50-75%	50-75%	50-75%	25-50%	25-50%	25-50%	25-50%	25-50%	25-50%
9-12	80-90%	80-90%	80-90%	80-90%	80-90%	80-90%	10-20%	10-20%	10-20%	10-20%	10-20%	10-20%

APPENDIX E: CORE, INTERVENTION, AND SUPPLEMENTAL CURRICULA

List and describe the core, intervention, and supplemental curricula provided to elementary, middle, and high school students.

- **Core curricula** are provided to all students, and usually guided by an overarching program or text.
- **Supplemental curricula** go beyond that provided by the core curricula because the core curricula do not provide sufficient instruction or practice in a key area to meet the needs of the students in a particular situation. For example, teachers may observe that their core program does not provide enough instruction in vocabulary to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.
- **Intervention curricula** are provided only to students who are lagging behind their classmates in the development of critical knowledge and skills. These curricula will usually be guided by specific instruction that focuses on one or more key areas of knowledge and skill. This type of instruction is needed by only a relatively small minority of students in a class.

Elementary (K-5)

	Core	Supplemental	Intervention
English language arts	Kindergarten: <i>Reading Street</i> , Scott <i>Foresman</i> <i>My Skills Buddy</i> Workbook <i>Reader's and Writer's Notebook</i> Novel/Trade Books: <i>Abuela</i> <i>Farfallina and Marcel</i> <i>Goldilocks and the Three Bears</i> <i>This is the Way We Go to School!</i>	<i>SkillsTutor™</i> , SAS Curriculum <i>Pathways®</i> , <i>LearnZillion</i> , Discovery Education™	<i>Reading Eggs</i> , <i>Reading Eggspress</i> , <i>SuccessMaker</i> <i>Reading®</i> , <i>Headsprout® Early</i> <i>Reading Raz-Kids™</i> , <i>Study Island®</i> Targeted <i>LiveLesson</i> session**

	Core	Supplemental	Intervention
	<p>Mayday! Mayday! A Coast Guard <u>Rescue</u> My Lucky Day Little Books Package Grade 1: Reading Street, Scott <u>Foresman</u> The Grammar and Writing Practice Book Language Arts Practice Book 1, Volume 1 and 2 Phonics and Spelling Practice Book <u>Zaner-Bloser</u> Handwriting Novel: <i>Ira Sleeps Over</i> Grade 2: Reading Street, Scott <u>Foresman</u> The Grammar and Writing Practice Book Language Arts Practice Book 3, Volume 1 and 2 Phonics and Spelling Practice Book <u>Zaner-Bloser</u> Handwriting Novels: <i>Amelia Bedelia</i> and</p>		

	Core	Supplemental	Intervention
	<p><i>the Cat Frog and Toad Are Friends</i></p> <p>Grade 3: <i>Reading Street, Scott <u>Foresman</u> The Grammar and Writing Book Language Arts Practice Book 3. Volume 1 and 2 Phonics and Spelling Practice Book <u>Zaner-Bloser</u> Handwriting</i></p> <p>Grade 4: <i>Reading Street, Scott <u>Foresman</u> The Grammar and Writing Book Language Arts Practice Book 4 Word Study and Spelling Practice Book Novels</i></p> <p>Grade 5: <i>Reading Street, Scott <u>Foresman</u> The Grammar and Writing Book Language Arts</i></p>		

	Core	Supplemental	Intervention
	<i>Practice Book 5</i> <i>Word Study and</i> <i>Spelling Practice Book</i>		
Mathematics	Kindergarten: <u>envisionMATH</u> , Scott Foresman-Addison Wesley Grades 1, 2: <u>envisionMATH</u> , Scott Foresman-Addison Wesley <i>Math Interactive</i> <i>Workbook</i> <i>Transitioning to</i> <i>Common Core Student</i> <i>Lessons</i> Grades 3-5: <u>envisionMATH</u> , Scott Foresman-Addison Wesley <i>Math Interactive</i> <i>Workbook</i>	Khan Academy, <u>SkillsTutor</u> , SAS Curriculum Pathways, <u>LearnZillion</u> , Discovery Education™, <u>DimensionU</u> ™, Math-Whizz® Teacher Resources, Lemonade Stand, Digital Scale Math Manipulatives Kit	Math-Whizz®, <u>SuccessMaker</u> Math®, Study Island® Targeted <u>LiveLesson</u> session**
Science	Kindergarten: <i>Interactive Science</i> , Pearson Grades 1-5: <i>Science: A Closer</i> <i>Look</i> , McGraw-Hill <i>Building Skills</i> <i>Reading and Writing</i>	<u>SkillsTutor</u> ™, SAS Curriculum Pathways®, <u>LearnZillion</u> , Lab Investigator	Study Island® Targeted <u>LiveLesson</u> session**

	Core	Supplemental	Intervention
	<i>Notebook</i>		

Middle (6-8)

	Core	Supplemental	Intervention
English language arts	Grade 6: <i>Pearson Common Core Literature, Grade 6</i> Novels*: <i>The Cay or Journey to Topaz</i> <i>Walk Two Moons</i> Grade 7: <i>Pearson Common Core Literature, Grade 7</i> Novels*: <i>Dragonwings</i> <i>The Watsons Go to Birmingham—1963</i> Grade 8: <i>Pearson Common Core Literature, Grade 8</i> Novels*: <i>The Giver</i> <i>Johnny Tremain</i>	<u>SkillsTutor™</u> , SAS Curriculum Pathways®, <u>LearnZillion</u> , Discovery Education™, <u>WriteToLearn™</u> , <u>DimensionU™</u> , Guardians of Grammar	<u>Reading Eggspress</u> , <u>SuccessMaker</u> , <u>Reading®</u> , <u>Raz-Kids™</u> , Study Island®, Targeted <u>LiveLesson</u> session**
Mathematics	Grades 6-8: <i>Mathematics: Course 1</i> , Prentice Hall <i>Mathematics: Course 2</i> , Prentice Hall <i>Mathematics:</i>	Khan Academy, <u>SkillsTutor™</u> , SAS Curriculum Pathways®, <u>LearnZillion</u> , Discovery Education™, <u>DimensionU™</u>	<u>Math-Whizz®</u> , <u>SuccessMaker</u> , <u>Math®</u> , <u>MathXL®</u> (Available for students enrolled in Algebra I, Algebra II and Geometry), Study Island®

	Core	Supplemental	Intervention
	Course 3, Prentice Hall <i>Algebra I</i> , Prentice Hall	Virtual 2D/3D Shapes Virtual Geoboard	Targeted LiveLesson session**
Science	<i>Earth Science interactive SCIENCE</i> <i>Life Science interactive SCIENCE</i> <i>Physical Science interactive SCIENCE</i>	SkillsTutor™ , SAS Curriculum Pathways®, LearnZillion , Virtual Dissection, Lab Investigator: Rocks and Minerals, Lab Investigator: Chemical Reactions Virtual Digital Scale Virtual Spring Scale	Study Island® Targeted LiveLesson session**

*alternative novels may be used in place of these

High (9-12)

	Core	Supplemental	Intervention
English language arts	English I: <i>Pathways: Literature for Readers and Writers</i> , Perfection Learning <i>The Essential Guide to Language, Writing, and Literature</i> , Perfection Learning <i>Writing with Power</i> , Perfection Learning Long Works*: <i>The Call of the Wild</i>	SkillsTutor™ , SAS Curriculum Pathways®, LearnZillion , Discovery Education™, 6 Trait PowerWrite® , WriteToLearn™ , DimensionU™	SuccessMaker Reading® (instructional level K-8), Study Island® Targeted LiveLesson session**

	Core	Supplemental	Intervention
	<p><i>or The Red Badge of Courage</i></p> <p><i>Romeo and Juliet</i></p> <p>English II:</p> <p><i>Reading the World, Perfection Learning</i></p> <p><i>Writing with Power, Perfection Learning</i></p> <p>Long Works:</p> <p><i>The Adventures of Huckleberry Finn</i></p> <p><i>The Importance of Being Earnest</i></p> <p>English III:</p> <p><i>American Short Stories, Perfection Learning</i></p> <p><i>A Multicultural Reader: Collection Two, Perfection Learning</i></p> <p><i>Writing with Power, Perfection Learning</i></p> <p>Long Works*:</p> <p><i>The Night Thoreau Spent in Jail</i></p> <p><i>The Great Gatsby</i></p> <p>English IV:</p> <p><i>British Literature, Perfection Learning</i></p> <p><i>Writing with Power,</i></p>		

	Core	Supplemental	Intervention
	Perfection Learning AP English Language and Composition AP English Literature and Composition		
Mathematics	<i>Mathematics:</i> <i>Algebra I</i> , Prentice Hall <i>Mathematics:</i> <i>Geometry</i> , Prentice Hall <i>Mathematics:</i> <i>Algebra II</i> , Prentice Hall <i>Advanced</i> <i>Mathematical</i> <i>Concepts:</i> <i>Precalculus with</i> <i>Applications</i> , Glencoe <i>Thomas' Calculus:</i> <i>Early</i> <i>Transcendentals</i> , 13 th edition, Pearson <i>Stats: Modeling the</i> <i>World</i> , Addison- Wesley Professional	Khan Academy, SkillsTutor, SAS Curriculum Pathways, LearnZillion, Discovery Education™, DimensionU™, Online Graphing Calculator Power Algebra Power Geometry	MathXL® (Available for students enrolled in Algebra I, Algebra II and Geometry), Study Island® Targeted LiveLesson session**
Science	<i>Biology</i> , Miller and Levine <i>Chemistry</i> , Prentice	SkillsTutor, SAS Curriculum Pathways,	Study Island® Targeted LiveLesson session**

	Core	Supplemental	Intervention
	Hall <i>Earth Science</i> , Prentice Hall <i>Physics</i> , Holt, Rinehart, and Winston	<u>LearnZillion</u> , Lab Investigator: Virtual Dissection, Lab Investigator: Rocks and Minerals, Lab Investigator: Chemical Reactions	

***alternative works may be used in place of these**

****Targeted LiveLesson® Sessions**

After identifying a specific academic need, small group LiveLesson sessions can be used to provide synchronous, skills-based instruction to students who need additional intervention or support. These synchronous activities provide the opportunity for increased student to-teacher and student-to-student interaction. Utilizing the Break Out feature, small group sessions often include workgroups, discussions, presentations, and collaboration among students. In an individual LiveLesson session, teachers can conduct Curriculum-Based Assessments (CBA) or analyze student work through the Share Screen or Whiteboard functions. To support efforts in progress monitoring, teachers often conclude these sessions with informal assessments of student learning (e.g., Exit Ticket, Scale of Understanding, WebMail message, portfolio assessment, Curriculum-Based Assessment).

APPENDIX F: STUDENT PERFORMANCE TASKS

Provide examples of specific tasks students were asked to perform to demonstrate understanding of each concept listed, and explain the kind of feedback the teacher provided to the student (include both the what and how) in the elementary, middle, and high school grades, respectively.

Elementary (K-5)

	Concept	Description of a task students were asked to perform to demonstrate understanding of this concept	Explanation of feedback the teacher provided to the student (what and how):
English language arts	Phonemic awareness	Language Arts 1B Unit 1 Lesson 14: Students identify the syllables in baseball. They segment and clap out the syllables: base, ball and indicate that there are 2 syllables. They continue with saying, counting and clapping the syllables in <i>sunset, bedtime, sidewalk, weekend, and wastebasket</i>	Teachers provide specific (verbal or written) feedback to the student praising what the student was pronouncing correctly. Synchronously: If/when the student was incorrectly pronouncing a syllable, the first thing I would do is correctly pronounce the syllable. Pause. I would ask student to try. Then, I would explain what was happening in my mouth – where my tongue was placed, how my lips move, how I push my breath, where my teeth are placed. I would use my webcam and model or

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
			the student what I had previously explained, and how my mouth moved. I would ask the student to do the same and repeat until the student got it – viewing student through the webcam. Then, switch up letters (sounds) as appropriate for more practice/reinforcement. I would finish on a successful sound/word, provide positive praise and thank student for their hard work.
Mathematics	Probability	Math 3 B Unit 7 <u>Lesson 6</u> : Students use a line plot to organize the results of a probability experiment and to predict future events. Students answer questions related to this activity by discussing the experiment with their Learning Coaches and by completing a Quick Check.	If student answers incorrectly, the following would be reviewed with the student in a targeted <u>LiveLesson</u> or a phone call check in: I would ask the student to look at the line plot and ask how many of each color were picked so <u>far</u> ? If the student has trouble, I would prompt him/her to count the number of X's. Then, ask how many of each color

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
			tile are left. Looking at this data, which color is most likely to be picked? I would make the connection between the highest number of tiles left and the probability that this will most likely be picked next. I would provide a follow up problem that requires the student to read data on a different line plot and answer a similar question.
Science	Solids and liquids	Science 5 B Unit 4 Lesson 2: Students complete an investigation to determine if warm or cool water freezes faster. Students discuss the investigation with their Learning Coaches and submit a lab report to the teacher using a drop box.	NOTE: The following comments would be provided in the student's virtual grade book and reviewed over the phone during a CBA or in Live Lesson to ensure that the student grasps the concepts in this specific portfolio, as well as the importance of each step in the scientific method: I would provide positive reinforcement and compliment results that were reflected on the Mpemba Effect. I would

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
			<p>ask questions to be sure each part of question 8 was answered. What variable are you changing? How does your experiment help you understand how water freezes?</p> <p>I would ask the questions above to help the student compare the time it takes for water of different temperatures to freeze (from the experiment) and comment on whether his results support or do not support the <u>Mpemba effect</u>.</p>

Middle (6-8)

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
English language arts	Compare and contrast	Language Arts 8A Unit 3 Lesson 8: Students begin to write a comparison-and-contrast essay to analyze the similarities and differences between	Pulling questions from the criteria established in the rubric, I would direct my feedback to ask questions or provide guidance where student has not fully met

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
		<p>two or more subjects.</p> <p>Students' essays feature the following elements:</p> <p><i>a topic involving two or more subjects</i> that are different in some ways and similar in other ways</p> <p>an introduction that presents the <i>thesis</i>, or main point; a body that shows similarities and differences; and a conclusion that restates and reinforces the thesis</p> <p>a consistent <i>structure that uses parallelism</i> to emphasize comparisons and contrasts</p> <p>error-free writing, including <i>correct use of consistent verb mood</i></p>	<p>criterion for the rubric, or provide feedback on how the student did fully meet the rubric; Examples below:</p> <p><u>Ideas</u>: -can you find some more specific examples to illustrate?</p> <p><u>Organization</u>: - There is an organizational structure. The introduction and conclusion are adequate. I recommend you develop your intro and conclusion.</p> <p><u>Voice</u>:- How can you add some excitement or hook to engage your readers?</p> <p><u>Word choice</u>:-Can you vary your word choice and find more specific language?</p> <p>For example, replace: Thing, a lot, pretty much Vary: similarities, differences</p> <p><u>Sentence fluency</u>: Sentence structure is varied. Sentences flow smoothly. A variety of transitions is</p>

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
			<p>used.</p> <p><u>Conventions:</u> There is a strong command of conventions. Punctuation, capitalization, and spelling are consistently correct</p> <p><u>Overall:</u> Hi, Your ideas here are very clear, and your command of sentences are strong.</p>
Mathematics	Solving two-step word problems	Math 7 A Unit 5 <u>Lesson 11</u> : Students complete an activity that requires them to work out a two-step equation in order to solve a real-world problem (tallying cost of discounted books). Students submit their work to the teacher using a drop box (this question is part of the portfolio).	Assuming the student provided an accurate answer, I would describe to the student that their answer demonstrates solid understanding of using the Distributive Property to calculate the cost of discounted books. I would thank the student for providing clear explanations of their reasoning. I would also state that I agree that in this case, it is much faster to

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
			calculate without distribution – two steps instead of four.
Science	Convection	Middle School Science Unit: How do the principles of convection, conduction, and radiation explain how the water in the saucepan gets hot?	I would highlight the accuracy in the student's answer and point out the inaccuracies in the Feedback box while grading. Points are given based on the grading guidelines. When needed, I would call and speak directly with the student to ask clarifying questions which gauge understanding.

High (9-12)

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
English language arts	Citing textual evidence	<p>English 10A Unit 5 Unit test</p> <p>Students are given the following question:</p> <p>Compare the poems by <u>Szyborska</u> and Milosz read over the course of this unit. All are important twentieth century writers addressing a similar theme: death. Which poet addresses it in terms of the times he lived in (and its threat of fascism), and which addresses it in a more personal way? Characterize each poet's treatment of this theme, citing evidence from the poems.</p>	<p>I would contact the student and indicate that they answered the first half of the question well, but still needed to explain how each poet addresses the theme of death. I would provide context by explaining how the poets address the theme, but the student's answer needs evidence from the text to make it stronger. I would suggest a time to have a phone call so that they can earn more points. (After the phone discussion I provide an option to have the student webmail me a new answer.)</p>

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
Mathematics	Graphing functions	<p>Algebra 1 A Unit 6 Lesson 9: Students use real-world data (gas prices) to create and analyze a scatter plot. Students submit their work to their teachers using a drop box.</p> <p>Algebra 2 A Unit 5 (submitted in Lesson 9): Throughout this unit, students work on a portfolio project in which they apply concepts from this unit to a real-world scenario (assembling a fireworks display). Students submit their work to their teachers using a drop box.</p>	<p>I would use the rubric to guide the grading of these lessons and/or assessments. With that rubric, I would ask qualifying questions that address the following:</p> <p>How clear, logical, and precise is the student's reasoning and communication?</p> <p>How accurate are the data, tables and graphs?</p> <p>How well does the student understand the concept of linear/quadratic functions?</p> <p>As needed, I point out the specific areas of inaccuracies, and ask questions which probe deep understanding of the material. Accompanied with suggestions for synchronous contact for extra help, I</p>

	Concept:	Description of a task students were asked to perform to demonstrate understanding of this concept:	Explanation of feedback the teacher provided to the student (what and how):
Science	Heredity	<p>Biology A Unit 4 Lesson 5: Students study Griffith's and Hershey-Chase's experiments in order to explore the role of DNA in heredity. Students answer questions related to the experiments by completing a Quick Check.</p> <p>Biology B Unit 1 Lesson 5: Students use an interactive Gizmo to explore how different allele combinations (genotypes) result in different phenotypes. Students answer questions related to this activity by completing a Quick Check.</p>	I would remind the student that the reading described the two elements that were used; they were exclusive to one another in testing. The protein coat contained no phosphorous and the DNA contained no sulfur so it was a perfect way of telling which of these had made it inside of the cell and which remained outside. It turned out the radioactive phosphorous made it inside the cell, so which of these two molecules, the protein or the DNA, would the evidence of this experiment indicate is the controlling molecule?

Student Performance Results

1. Provide information regarding and a discussion of student performance in the CMVS, including data from state assessments. (State test scores, AP, SAT, Retention Rates, and Graduation Rate).

AP

Twelve students were in AP courses during 2014-15 and TECCA only received scores from 4 of those students. We will report on AP results when a larger set of student data is available. TECCA is not able to administer the AP tests and therefore students must test at another school. This often results in the student putting the wrong score reporting code on the test, so TECCA does not always receive scores for all students who took AP tests.

SAT

During the 2014-15 school year, there were twelve (12) students enrolled in TECCA who took the SAT, with an average combined score of 1408. The average Math score was 442/800, the average Reading score was 493/800, and the average Writing score was 474/800. (source: [College Board](https://secure-media.collegeboard.org/digitalServices/pdf/sat/MA_14_03_03_01.pdf) (https://secure-media.collegeboard.org/digitalServices/pdf/sat/MA_14_03_03_01.pdf))

		N	Math	Reading	Writing	Composite
	Max Score		800	800	800	2400
TECCA	All Tested	12	442	493	474	1408
Massachusetts	12th graders	60451	531	516	509	1556
Massachusetts	All tested	1672395	513	497	487	1497

Retention Rates

In the approved application TECCA developed a plan to retain students under *Objective (3) Faithfulness to Mission*. Under Objective 3, TECCA stated the school will have a 65% retention rate during the school year. The retention rate calculation is based on the number of students who enroll and withdraw from TECCA throughout the academic school year based on the school calendar. As reported in the June 2015 Monthly School Report, TECCA enrolled 835 students throughout the 2014-15 School Year, and 265 withdrew from TECCA during the same period resulting in a retention rate of 68.3%.

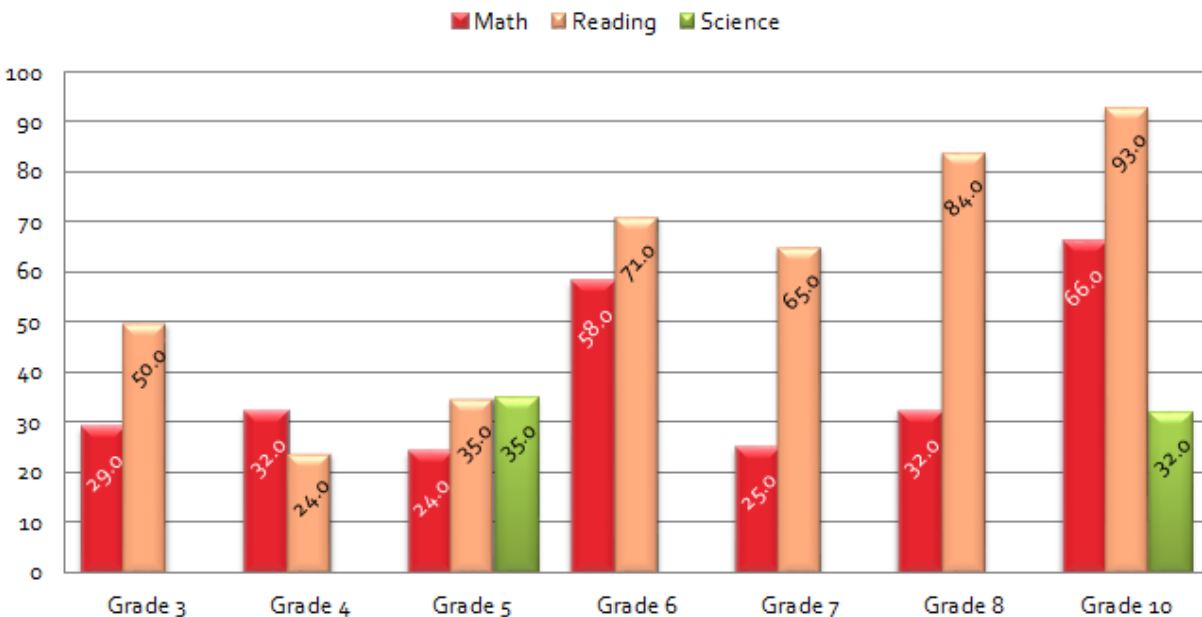
Graduation Rates

A four-year cohort graduation rate cannot be calculated at this point in time for TECCA students. In looking at students who started 12th Grade in 2014-15 and were enrolled by October 1st through the end of the school year, 90.9% graduated by the end of 2014-15.

State Test Results – Overall Summary

TECCA was a first year school; in that sense all students were new and we have found consistently that students who are new tend to struggle academically in their first year in a virtual school. Several grades (3rd, 4th, and 5th) have low numbers of students tested which raises issues about the extent to which those grades can be used to point to general conclusions about TECCA performance. A comparison to Massachusetts Virtual Academy is limited due to the schools only using a common test at 1 out of 7 grades for both Math and Reading and two grade levels for Science (TECCA did not use the PARCC test in 2014-15).

TECCA State Test Proficiency



Grades Tested	3	4	5	6	7	8	10
Math N	14	19	21	36	52	57	71

Grades Tested	3	4	5	6	7	8	10
Math %	29	32	24	58	25	32	66
Reading N	14	17	23	37	49	56	67
Reading %	50	24	35	71	65	84	93
Science N	Na	Na	20	Na	Na	57	Na
Science %	Na	Na	35	Na	Na	32	na

2. Provide a comparison of students' achievement in the CMVS against the achievement of students in sending districts [(M.G.L. ch.71 §94(m)(7)].

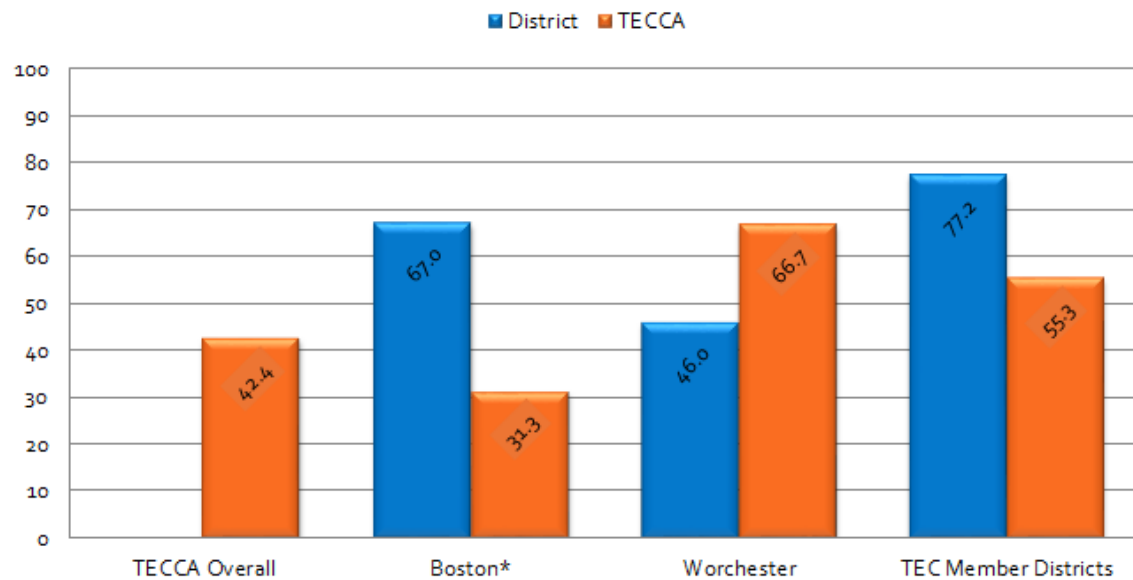
Comparison: TECCA vs Other Sending Districts

TECCA's three largest contributing districts are Boston, Springfield and Worcester. Students in the Boston district were assessed using the PARCC, except in high school grades. Also included in this analysis are those districts that are TEC Member Districts: Canton, Dedham, Dover-Sherborn, Framingham, Holliston, Hopkinton, Medfield, Millis, Natick, Needham, Norwood, Walpole, Wayland, and Westwood. Data for the TEC Member Districts were compiled into one average per subject. TECCA students are spread across the state of Massachusetts and many of the comparisons below are limited by the small number of TECCA students associated with specific districts.

MCAS MATH Comparisons

In Math MCAS, TECCA students from the same districts outperformed district students in Worcester, but not students from Boston (Grade 10 only) or from TEC Member Districts.

Math State Test Proficiency



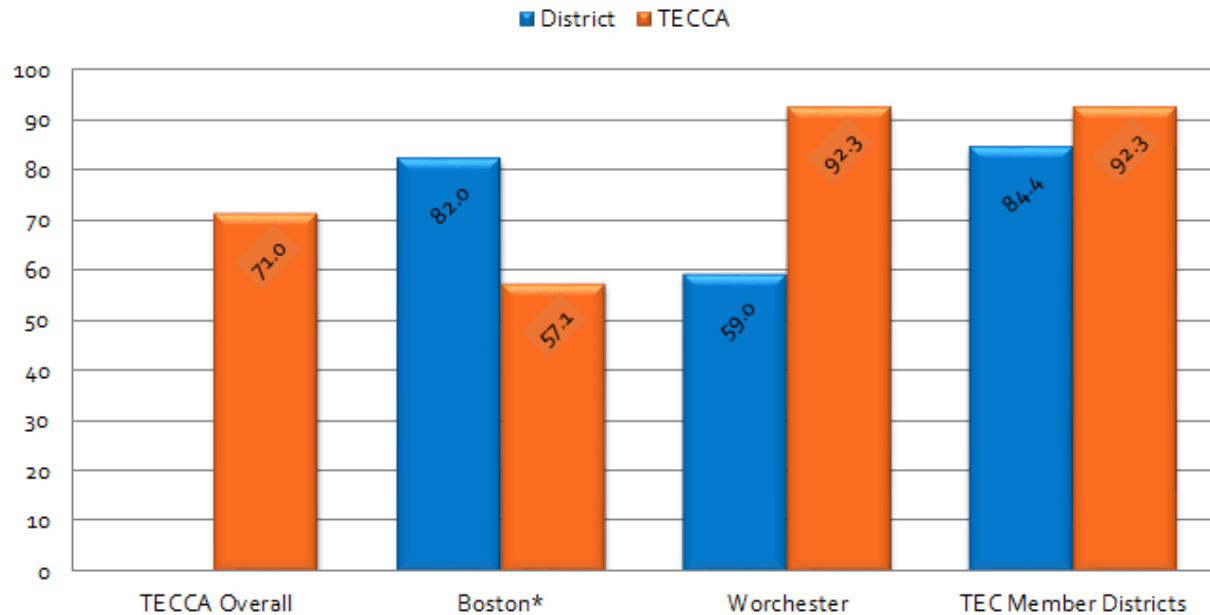
Sending District	District		TECCA		Sending District	District		TECCA	
	% Prof	N	% Prof.			% Prof	N	% Prof.	
TECCA		270	42.4						
Boston*	67.0	16	31.3		Worcester	46.0	15	66.7	
Springfield	38.0	n<10	n<10		TEC Member Districts	77.2	15	53.3	

* Tested Grade 10 only

MCAS READING

On MCAS Reading, TECCA students from the same districts outperformed district students in Worcester, and TEC Member District schools.

Reading State Test Proficiency



Sending District	District			TECCA			
	% Prof	N	% Prof.	Sending District	% Prof	N	% Prof.
TECCA		263	71.0				
Boston*	82	14	57.1	Worcester	59	13	92.3
Springfield	46	n<10	n<10	TEC Member Districts	84.4	13	92.3

* Tested Grade 10 only

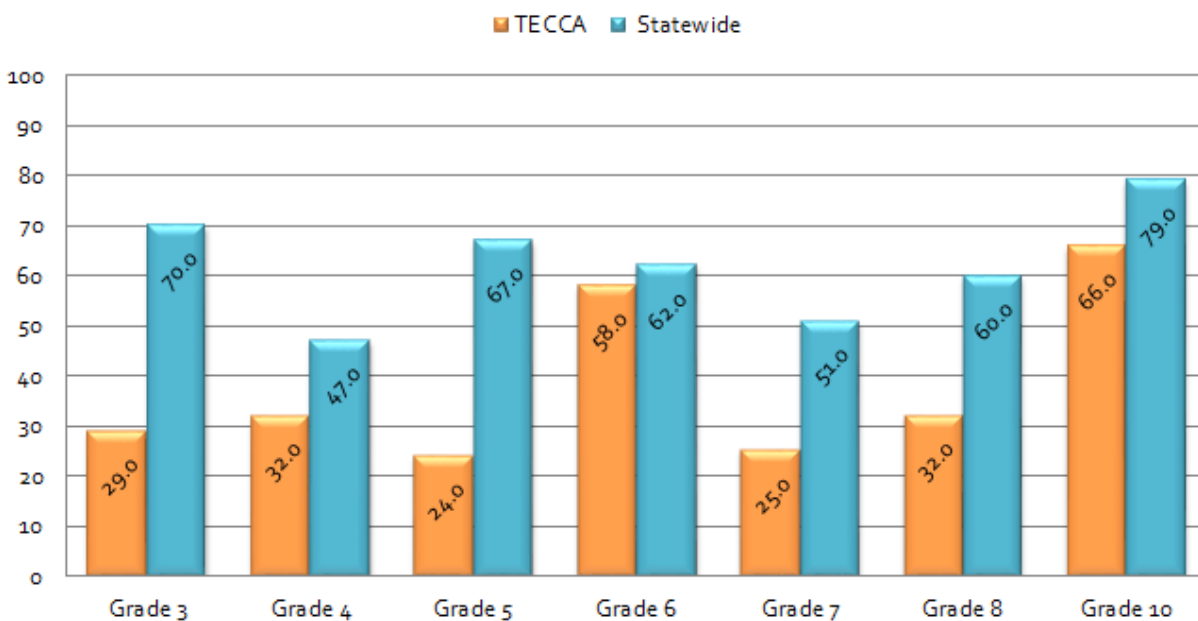
MCAS Science comparisons were not completed as the Grade 5 and 8 totals across all comparison districts above were smaller than 10 students.

Comparison Against State Averages

MATH: TECCA vs State

TECCA proficiency approached statewide proficiency in Grade 6. Massachusetts statewide proficiency exceeded TECCA proficiency in Grades 3, 4, 5, 7, 8, and 10.

Math State Test Proficiency



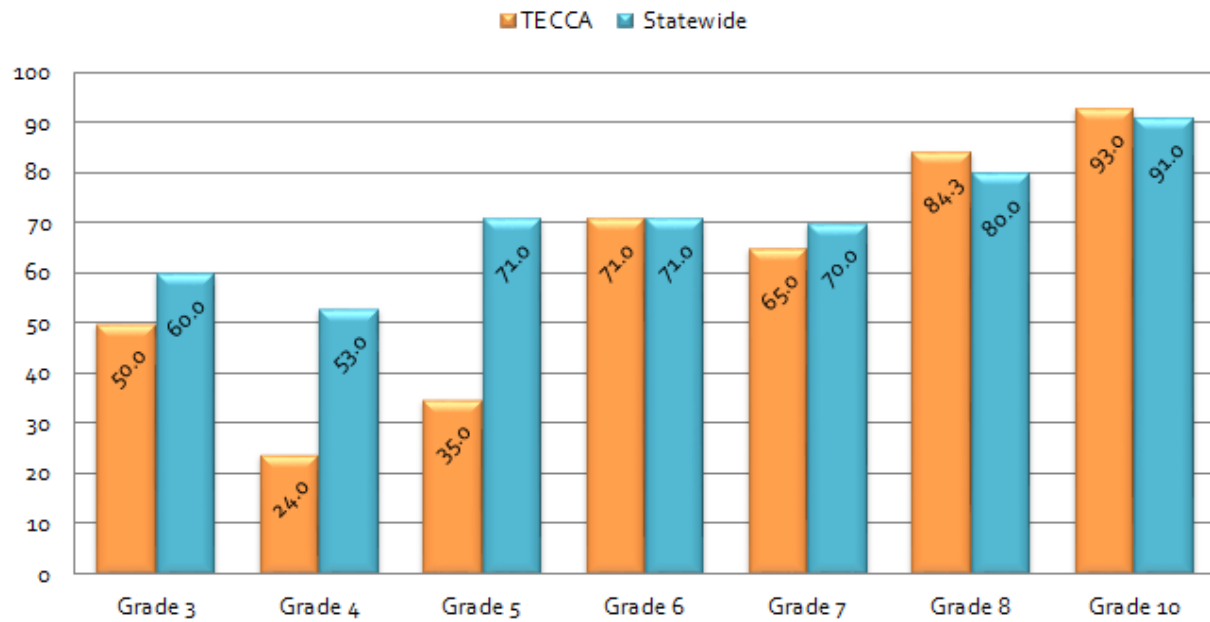
Grades Tested	3	4	5	6	7	8	10
TECCA N	14	19	21	36	52	57	71
TECCA %	29	32	24	58	25	32	66
MA Statewide N	33,128	33,186	33,797	33,774	33,627	34,337	71,691
MA Statewide %	70	47	67	62	51	60	79

READING: TECCA vs State

TECCA proficiency was comparable to Massachusetts statewide proficiency in Grades 6, 8 and 10.

Massachusetts statewide proficiency exceeded TECCA proficiency in Grades 3, 4, 5, and 7.

Reading State Test Proficiency

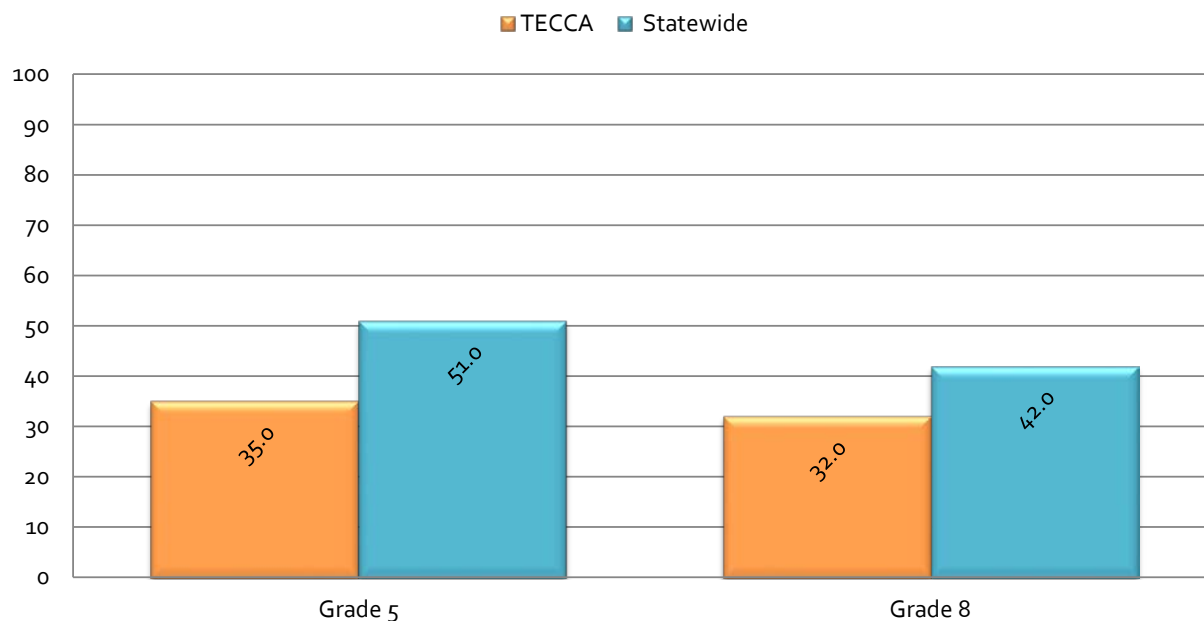


Grades Tested	3	4	5	6	7	8	10
TECCA N	14	17	23	37	49	56	67
TECCA %	50	24	35	71	65	84.3	93
MA Statewide N	33,162	33,177	34,024	33,743	33,598	34,545	71,770
MA Statewide %	60	53	71	71	70	80	91

SCIENCE: TECCA vs State

Massachusetts statewide proficiency exceeded TECCA proficiency in all Grades.

Science State Test Proficiency



Grades Tested	5	6
TECCA N	20	57
TECCA %	35	32
MA Statewide N	71,810	73,226
MA Statewide %	51	42

3. Provide any additional valid and reliable data demonstrating the progress the CMVS has made in meeting academic benchmarks [(M.G.L. ch.71 §94(m)(7)].

On LEAP, students have displayed growth in performance if they score a minimum of 75% on the posttest assessment and/or if they increase their score from the pretest to the posttest by 10 percentage points. Over 85% of students demonstrated growth in Reading and slightly less than 80% of students demonstrated growth in Math on the LEAP Assessment. On Scantron Performance Series (SPS), students have displayed growth in performance if they score at a High Average or Above Average

on the posttest or improve by at least one level of normative scores from pretest to posttest. Better than 85% of students demonstrated growth on the SPS Reading and Math tests.

The percentage of students achieving growth in each grade as well as across grades is presented below. Only students that took both pretest and posttest assessments were included in the growth analysis.

Reading Growth - LEAP

Grade	Number of Students with Pretest and Posttest Scores	% of Students with Growth in Reading
2-5	30	93.3%
6-8	57	84.2%
Overall	87	87.4%

Scantron Performance Series (SPS) Reading

Grade	Number of Students with Pretest and Posttest Scores	% of Students with Growth in Reading
Overall Grades 9 & 10	43	93.0%

Math Growth - LEAP

Grade	Number of Students with Pretest and Posttest Scores	% of Students with Growth in Math
0-5	45	88.9%
6-8	59	72.9%
Overall	104	79.8%

Scantron Performance Series (SPS) Math Growth

Grade	Number of Students with Pretest and Posttest Scores	% of Students with Growth in Math
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Grade	Number of Students with Pretest and Posttest Scores	% of Students with Growth in Math
Overall Grades 9 & 10	41	87.8%

APPENDIX G: ASSESSMENT INSTRUMENTS

Provide the names of the formative and summative assessments (not including state assessments), the specific areas of knowledge and skill the instrument is designed to assess, and how the resulting data informs curricular and instructional decisions in the elementary, middle, and high school grades, respectively.

Elementary (K-5)

	Name(s) of instrument(s):	What does it assess?	How does the resulting data inform decisions around curriculum and instruction?
Early Reading Literacy	DIBELS® Next	Letter Naming Fluency, First Sound Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency, Oral Reading Fluency	Inform instructional practice, progress monitoring, and student growth. Teachers have access to the data and reports from Fall, Winter, and Spring testing. Aligns with daily curriculum and lessons.
English language arts	Longitudinal Evaluation of Academic Progress® (LEAP)	CCSS Aligned: Literature, Informational Text, Vocabulary, Writing	Inform instructional practice, progress monitoring, and student growth. Teachers have access to the data and reports from Fall, Winter, and Spring testing. Aligns with daily curriculum and lessons.

	Name(s) of instrument(s):	What does it assess?	How does the resulting data inform decisions around curriculum and instruction?
Mathematics	Longitudinal Evaluation of Academic Progress® (LEAP)	CCSS Aligned: Operations & Algebraic Thinking, Number & Operations in Base Ten, Number and Operations: Fractions, Geometry, Measurement & Data	Inform instructional practice, progress monitoring, and student growth. Teachers have access to the data and reports from Fall, Winter, and Spring testing. Aligns with daily curriculum and lessons.
Science	None outside of courses		

Middle (6-8)

	Name(s) of instrument(s):	What does it assess?	How does it inform decisions around curriculum and instruction?
English language arts	Longitudinal Evaluation of Academic Progress® (LEAP)	CCSS Aligned: Literature, Informational Text, Vocabulary, Writing	Inform instructional practice, progress monitoring, and student growth. Teachers have access to the data and reports from Fall, Winter, and Spring testing. Aligns with daily curriculum and lessons.
Mathematics	Longitudinal Evaluation of Academic Progress®	CCSS Aligned: Ratios & Proportional Relationships, The Number System, Expressions & Equations,	Inform instructional practice, progress monitoring, and student growth. Teachers have

	Name(s) of instrument(s):	What does it assess?	How does it inform decisions around curriculum and instruction?
	(LEAP)	Functions, Statistics & Probability, Geometry	access to the data and reports from Fall, Winter, and Spring testing. Aligns with daily curriculum and lessons.
Science	None outside of courses		

High (9-12)

	Name(s) of instrument(s):	What does it assess?	How does it inform decisions around curriculum and instruction?
English language arts	<u>Scantron®</u> Performance Series Assessments	CCSS Aligned: Fiction, Non-Fiction, Vocabulary, Long Passage	Inform instructional practice, progress monitoring, and student growth. Teachers have access to the data and reports from Fall, Winter, and Spring testing. Aligns with daily curriculum and lessons.

Mathematics	<u>Scantron®</u> Performance Series Assessments	CCSS Aligned: Number & Operations, Algebra, Geometry, Measurement, Data Analysis & Probability	Inform instructional practice, progress monitoring, and student growth. Teachers have access to the data and reports from Fall, Winter, and Spring testing. Aligns with daily curriculum and lessons.
Science	None outside of courses		

APPENDIX H: CMVS BOARD TURNOVER

Using the table below list the number of CMVS board members joining and leaving the board in each school year of the current certificate period. (Add rows as necessary.)

School Year	Total Membership	Members joining	Members departing
2014-2015	6	7	1

Name	Role
Ed DeHoratius	Board Member
Jim Flanagan	Board Member/Treasure (added in August
Jean Kenney	Board Vice President
Grace Magley	Board Member
Robert Maguire	Board Secretary
Liz Pape	Board Treasurer – Resigned in November
Peter Sanchioni	Board President

Started with 6 members; added one member in August 2014; one resigned in November 2014; ended 2015 school year with 6 members.

APPENDIX I: FINANCIAL INFORMATION

(starts on next page)

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

INDEPENDENT AUDITORS' REPORTS PURSUANT
TO GOVERNMENT AUDITING STANDARDS
AND OMB CIRCULAR A-133

YEAR ENDED JUNE 30, 2015

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.
INDEPENDENT AUDITOR'S REPORTS PURSUANT TO GOVERNMENT
AUDITING STANDARDS AND OMB CIRCULAR A-133
YEAR ENDED JUNE 30, 2015

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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Trustees
TEC Connections Academy
Commonwealth Virtual School, Inc.
East Walpole, Massachusetts

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the business-type activities of TEC Connections Academy Commonwealth Virtual School, Inc., East Walpole, Massachusetts, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise TEC Connections Academy Commonwealth Virtual School, Inc., East Walpole, Massachusetts's basic financial statements, and have issued our report thereon dated November 23, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered TEC Connections Academy Commonwealth Virtual School, Inc., East Walpole, Massachusetts's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness on TEC Connections Academy Commonwealth Virtual School, Inc., East Walpole, Massachusetts's internal control. Accordingly, we do not express an opinion on the effectiveness of TEC Connections Academy Commonwealth Virtual School, Inc., East Walpole, Massachusetts's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether TEC Connections Academy Commonwealth Virtual School, Inc., East Walpole, Massachusetts's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing on internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Borgatti Harrison & Co.

Framingham, Massachusetts
November 23, 2015

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

BASIC FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2015

AND

REPORT OF CERTIFIED PUBLIC ACCOUNTANTS

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

BASIC FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2015

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INDEPENDENT AUDITORS' REPORT

The Board of Directors
TEC Connections Academy
Commonwealth Virtual School, Inc.
Walpole, Massachusetts

We have audited the accompanying financial statements of the business-type activities of TEC Connections Academy Commonwealth Virtual School, Inc., Walpole, Massachusetts, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statement.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities of TEC Connections Academy Commonwealth Virtual School, Inc., Walpole, Massachusetts, as of June 30, 2015, and the respective changes in financial position, and, where applicable, cash flows thereof, and the respective budgetary comparison for the general fund, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 2 through 6 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the *Government Accounting Standards Board*, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated November 23, 2015, on our consideration of TEC Connections Academy Commonwealth Virtual School, Inc., Walpole, Massachusetts's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our tests on internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering The Education Cooperative, Walpole, Massachusetts's internal control over financial reporting and compliance.



Borgatti Harrison & Co.

Framingham, Massachusetts
November 23, 2015

TEC CONNECTIONS ACADEMY COMMONWEALTH VIRTUAL SCHOOL, INC.

Management's Discussion and Analysis

As Management of TEC Connections Academy Commonwealth Virtual School, Inc., we offer readers of the School financial statements this narrative overview and analysis of financial activities of the School for the fiscal year ended June 30, 2015. We encourage readers to consider the information presented here in conjunction with additional information that we have furnished in our basic statements and notes to the basic statements.

Financial Highlights

The assets of TEC Connections Academy Commonwealth Virtual School, Inc., exceeded its liabilities at the close of the fiscal year by \$10,080 (net position). Of this amount, \$(89,382) (unrestricted net position) may be used to meet ongoing obligations of the School.

The total assets of the School are \$961,950, of which, \$862,488 are current assets.

The total revenues of the School for fiscal 2015 were \$3,565,514.

The total expenses of the School for fiscal 2015 were \$3,555,434.

The overall financial position of the School is stable. The change in net position for the fiscal year amounts to an increase of \$10,080. This was principally from a discretionary service credit in the amount of \$643,000, resulting in a net position of at least \$10,000, as required under the School's Management Consulting Contract/Purchased Services Contract with Connections Academy of Massachusetts, LLC.

Overview of Financial Statements

This overview is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements consist of four components: 1) statement of net position; 2) statement of revenues, expenditures and changes in net position; 3) statement of cash flows; and 4) notes to the financial statements.

Proprietary Financial Statements:

The School is not required to present government-wide financial statements as the School is engaged in only business-type activities. Therefore, no condensed financial information derived from government-wide financial statements is included in the discussion and analysis.

The proprietary financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private sector business.

The statement of net position presents information on all of the School's assets and liabilities, with the difference between the two reports as net assets. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of revenues, expenditures and changes in net position presents information showing how the School's assets changed during the most recent fiscal year. All changes in net assets are reported as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The statement of cash flows provides information about the School's cash receipts and cash payments during the reporting period. The statement reports cash receipts, cash payments, and net changes in cash resulting from *operations, investing, and capital and noncapital financing activities*.

The basic proprietary financial statements can be found on pages 7 through 9.

Notes to the Financial Statements:

The notes provide additional information that is essential to a full understanding of the data provided in the proprietary financial statements. The notes to the financial statements can be found on pages 11 through 21 of this report. An index of the notes appears on page 10.

Budgetary Highlights:

Actual revenues were \$3,565,514, over final budget of \$3,377,700 by \$187,814.

Actual expenditures were \$3,555,434, over final budget of \$3,367,509 by \$187,926.

Proprietary Financial Statement Analysis:

Net position may serve over time as a useful indicator of a government's financial position. Governmental assets exceeded liabilities by \$10,080 at the close of FY 2015. As previously noted, this is a result of a discretionary service credit in the amount of \$643,000.

	2015
Cash	\$ 618,880
Other current assets	243,608
Capital assets	99,462
Total assets	<u>961,950</u>
Current liabilities	951,870
Other liabilities	-
Total liabilities	<u>951,870</u>
Restricted net assets	-
Unrestricted net assets	(89,382)
Net investment in capital assets	99,462
Total net assets	<u>\$ 10,080</u>
Student tuition	\$ 3,342,752
Operating grants and contributions	45,560
Contract revenue	177,000
Other income	202
Operating expenses	(3,555,434)
Change in net assets	<u>\$ 10,080</u>

Governmental accounting standards requires comparative financial information in the School's Management Discussion and Analysis. However, being as this is the School's initial year, comparative information is not available but will be provided in future years.

Fiscal Year 2016

The School has appropriated a balanced annual budget for FY 2016 of \$7,437,613. The School anticipates that revenue and expenses will be double the current fiscal year.

Requests for information:

This financial report is designed to provide a general overview of TEC Connections Academy Commonwealth Virtual School, Inc. finances for all those with an interest in the government's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to School Financial Services, TEC Connections Academy Commonwealth Virtual School, Inc., 8830 Stanford Drive, 2nd Floor, Columbia, MD 21045.

**TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.
STATEMENT OF NET POSITION
JUNE 30, 2015**

ASSETS

Current assets:

Cash and cash equivalents	\$ 618,880
Other receivables	193,000
Grant receivable	37,701
Prepaid rent	12,907

Total current assets	<u>862,488</u>
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Non-current assets:

Capital assets, net of accumulated depreciation	<u>99,462</u>
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Total noncurrent assets	<u>99,462</u>
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Total assets	<u>961,950</u>
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LIABILITIES

Current Liabilities:

Accrued expenses	183,690
Accrued compensation	62,951
Due to Connections Academy	<u>705,229</u>

Total current liabilities	<u>951,870</u>
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Non-current liabilities:

Total liabilities	<u>951,870</u>
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NET POSITION

Invested in capital assets, net of related debt	99,462
Unrestricted	<u>(89,382)</u>

Total net position	<u>\$ 10,080</u>
--------------------	------------------

See accompanying notes to financial statements

**TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN NET POSITION
FOR THE YEAR ENDED JUNE 30, 2015**

REVENUES

Student tuition	\$ 3,342,752
Federal and state grants	45,560
Contract revenue	177,000
	<hr/>
Total operating revenues	3,565,312

OPERATING EXPENSES

Instructional Expenditures

Basic Programs:

Instructional salaries	706,755
Instructional benefits and taxes	123,472
Instructional materials, technology and support	1,565,783

Special Education:

Instructional salaries	124,547
Instructional benefits and taxes	25,167
Instructional materials, technology and support	182,318

Support Services

Administraton salaries	268,525
Administraton benefits and taxes	55,043
Contracted support services	221,573
Contracted management services	218,009
Human resourses, information management and outreach	116,927
Operations and management	150,113
Legal, accounting and other business services	144,668
Professional development and travel	114,778
Supervision/direction of instructional staff	83,850
Instruction related technology	40,583
Office supplies	24,831
Dues and fees	5,063
Other	8,234
Service provider credits	(643,000)
Depreciation	18,195
	<hr/>

Total Operating Expenses	3,555,434
--------------------------	-----------

Operating income (loss)	9,878
-------------------------	-------

NON-OPERATING REVENUES (EXPENSES)

Interest and other revenue	202
----------------------------	-----

Total non-operating revenue (expenses)	202
--	-----

Change in net position	10,080
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Total net position - beginning of year	-
--	---

Total net position - end of year	\$ 10,080
----------------------------------	-----------

See accompanying notes to financial statements

**TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2015**

Cash Flows from Operating Activities:

Receipts from customers and users	\$ 3,342,752
Payments to vendors	(1,670,384)
Payments to employees	(943,892)
Net cash from operating activities	<u>728,476</u>

Cash Flows from Noncapital Financing Activities:

Net transfers in (out)	<u>-</u>
Net cash from noncapital financing activities	<u>-</u>

Cash Flows from Capital and Related Financing Activities:

Acquisition and construction of capital assets	(117,657)
Operating grants	7,859
Interest expense	<u>-</u>
Net cash from capital and related financing activities	<u>(109,798)</u>

Cash Flows from Investing Activities:

Interest and other income	<u>202</u>
Net cash from investing activities	<u>202</u>

Net Change in Cash	618,880
Cash, beginning of year	<u>-</u>
Cash, end of year	<u><u>\$ 618,880</u></u>

Reconciliation of Operating income to Net Cash

Provided by (used for) Operating Activities:

Operating income	\$ (35,682)
Adjustments to reconcile operating income (loss) to net cash provided by (used for) operating activities:	
Depreciation	18,195
Changes in assets and liabilities:	
Other receivables	(177,000)
Prepaid expenses	(12,907)
Other accrued expenses	935,870
Net Cash Provided by (used for) Operating Activities	<u><u>\$ 728,476</u></u>

Non-Cash Investing, Capital and Financing Activities:

\$ -

See accompanying notes to financial statements

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

INDEX TO NOTES TO BASIC FINANCIAL STATEMENTS

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TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS

1 – DESCRIPTION OF THE SCHOOL AND REPORTING ENTITY

TEC Connections Academy Commonwealth Virtual School, Inc. (the School) was established on May 30, 2014, as a public entity pursuant to Massachusetts General Laws (MGL) Chapter 379 of the ACTS of 2012, as a virtual school. The School's certificate is awarded in three year increments and is subject to renewal at the discretion of the Commonwealth of Massachusetts Department of Elementary and Secondary Education (DESE).

The School has one location in East Walpole, Massachusetts and offers public school education to children for grades K to 12. The School's mission is to offer Massachusetts students a quality online alternative to the traditional classroom by providing a supportive, individualized program of study, effective instruction, engaging learning experiences, and diverse curriculum offerings to stimulate curiosity, advance personal growth, and promote academic achievement.

The School is governed by a five to nine member Board of Trustees, a majority of which must reside in Massachusetts and must be approved by the Massachusetts Commissioner of Elementary and Secondary Education.

The School has entered into a three-year contract, expiring on June 30, 2017, with Connections Academy of Massachusetts, LLC, to provide educational products and services. Educational products include tangible instructional materials, intangible instructional materials, computer technology for students, computer technology and office equipment for personnel, office products and supplies, and education management system. Educational services include personalized learning plan protocol, assessments, standardized tests, educational resource center, instructional staff support and development, program oversight, technical support and maintenance, financial and other reporting, student records, services to special needs students, and management of instructional materials.

2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. General Statement

The accounting and reporting policies of the School relating to the funds included in the accompanying basic financial statements conform to accounting principles generally accepted in the United State of America applicable to state and local governments. Generally accepted accounting principles for local governments include those principles prescribed by the Governmental Accounting Standards Board (GASB), the American Institute of Certified Public Accountants in the publication entitled Audits of State and Local Governmental Units and by the Financial Accounting Standards Board (when applicable).

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

B. Financial Reporting Entity

The School's basic financial statements include the accounts of all School operations. The criteria for including organizations as component units within the School's reporting entity, as set forth in Section 2100 of GASB's Codification of Governmental Accounting and Financial Reporting Standards, include whether:

- * The organization is legally separate (can sue and be sued in their own name)
- * The School holds the corporate powers of the organization
- * The School appoints a voting majority of the organization's board
- * The School is able to impose its will on the organization
- * The organization has the potential to impose a financial benefit/burden on the School
- * There is fiscal dependency by the organization on the School

Based on the aforementioned criteria, the School has no component units.

C. Basis of Presentation

Proprietary fund financial Statements:

The School has been determined to be a special purpose governmental unit and accounts for all of its activities as a business-type entity, reporting all activity within the proprietary fund.

Proprietary fund financial statements are reported using the flow of economic resources measurement focus and use the accrual basis of accounting, whereby revenues are recorded when earned and expenses are recorded when the liabilities are incurred.

Proprietary funds distinguish operating revenues and expenses from non-operating items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with the proprietary funds principal ongoing operations. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

The basic financial statements consist of a statement of net position; a statement of revenues, expenses, and changes in net position; and a statement of cash flows.

D. Net Position

Net position represents the difference between assets and liabilities. Net position invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvements of those assets, and adding back unspent proceeds. Net position is reported as restricted when there are limitations on their use either through the enabling legislations adopted by the School or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

E. Measurement Focus/Basis of Accounting

Measurement focus refers to what is being measured; basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied. Proprietary funds are reported using the economic resources measurement focus and the accrual basis of accounting.

The economic resources measurement focus means all assets and liabilities (whether current or non-current) are included on the statement of net position and the operating statements present increases (revenues) and decreases (expenses) in net total position. Under the accrual basis of accounting, revenues are recognized when earned, including unbilled water and sewer services which are accrued. Expenses are recognized at the time the liability is incurred.

F. Budgetary Control

The Board of Trustees annually determines the amount to be raised (after deducting the amount of anticipated revenues from other sources, including surplus revenue, if any) to maintain and operate the School during the next fiscal year and then, based upon enrollment data, assesses the Commonwealth of Massachusetts in accordance with the terms of the agreement.

An annual budget is adopted for the general fund in conformity with the guidelines described above. The original fiscal year 2015 approved budget was \$4,606,786 in appropriations. During fiscal year 2015, there were supplemental changes in appropriations in the amount of \$(1,239,277).

G. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

H. Cash and Investments

Cash of all funds, including restricted cash, are pooled into common pooled accounts in order to maximize investment opportunities. Each fund whose monies are deposited in the pooled cash accounts has equity therein, and interest earned on the investment of these monies is allocated based upon relative equity at month end.

An individual fund's pooled Cash and Cash Investments are available upon demand and are considered to be "cash equivalents" when preparing these financial statements. In addition, any marketable securities not included in the common pooled accounts that are purchased with a maturity of ninety days or less is also considered being "cash equivalents".

All investments are recorded at fair value based on quoted market prices. Fair value is the amount at which a financial instrument could be exchanged in a current transaction between willing parties.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

I. Inventories of Supplies

Supplies are considered to be expenditures at the time of purchase and are not included in the statement of net assets as inventories.

J. Compensated Absences

Vacation and sick leave expenses are charged to operations when taken by the employees of the School rather than as earned. Vacation and sick time must be taken during the fiscal year granted.

K. Capital Assets

Capital assets, which include property, plant, equipment, and infrastructure assets, are reported in the applicable governmental or business-type activities columns in the government -wide financial statements and in the fund financial statements for proprietary funds. All capital assets are valued at historical cost or estimated historical cost if actual historical is not available. Donated assets are valued at their fair market value on the date donated. Repairs and maintenance are recorded as expenses. Renewals and betterments are capitalized. Interest has not been capitalized during the construction period on property, plant and equipment.

Assets capitalized, not including infrastructure assets, have an original cost of \$2,000 or more and over one year of useful life. Depreciation has been calculated on each class of depreciable property using the straight-line method. Estimated useful lives are as follows:

Furniture and equipment	5 Years
Leasehold improvements	6 Years

L. Claims and Judgments

Estimated losses from judgments and claims are recorded as a liability and as an expense if the loss is probable and amounts can be reasonably estimated.

M. Allowance for Uncollectible Accounts

The allowance for uncollectible accounts is estimated based on historical trends and specific account analysis. The amount of the allowance at June 30, 2015 was zero.

N. Deferred Inflows and Deferred Outflows of Resources

A deferred inflow of resources is an acquisition of net position by the School that is applicable to a future period. A deferred outflow of resources is a consumption of net position by the School that is applicable to a future period. The School has no deferred inflows or deferred outflows of resources at June 30, 2015.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

3 - DEPOSITS AND INVESTMENTS

State and local statutes place certain limitations on the nature of deposits and investments available to the School. Deposits (including demand deposits, term deposits and certificates of deposit) in any one financial institution may not exceed certain levels without collateralization or insurance protection by the financial institutions involved. Investments can be made in securities unconditionally guaranteed by the U.S. Government with maturities of 90 days or less which are collateralized by such securities. The Cooperative also has the authority to purchase units in the Massachusetts Municipal Depository Trust (MMDT), a pooled fund managed for the Commonwealth.

Deposits – Custodial Credit Risk

Custodial credit risk for deposits is the risk that, in the event of a bank failure, the School's deposits may not be recovered. The School does not have a policy for custodial credit risk of deposits. As of June 30, 2015, \$392,660 of the School's bank balance of \$642,660 was uninsured and uncollateralized and, therefore, exposed to custodial credit risk.

Custodial Credit Risk – Investments

Custodial credit risk for investments is the risk that, in the event of the failure of the counterparty, the School will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The School does not have a policy for custodial credit risk of investments. The School does not have any investments subject to custodial credit risk at June 30, 2015.

Interest Rate Risk of Debt Securities – Investments

Interest rate risk of debt securities for investments is the risk that changes in interest rates of debt securities will adversely affect the fair value of an investment. The School does not have a policy for interest rate risk of debt securities. The School does not have any debt securities at June 30, 2015.

Credit Risk of Debt Securities – Investments

Credit risk of debt securities for investments is the risk that an issuer or other counterparty to a debt security will not fulfill its obligation. The School does not have a policy for credit risk of debt securities. The School does not have any debt securities at June 30, 2015.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

4 - PENSION PLANS

Massachusetts Teachers' Retirement System, a Noncontributing Employer Plan

The Massachusetts Teachers' Retirement System (MTRS) is a public employee retirement system (PERS) that administers a cost-sharing multi-employer defined benefit plan, as defined in Governmental Accounting Standards Board (GASB) Statement No. 67, *Financial Reporting for Pension Plans*. MTRS is managed by the Commonwealth on behalf of municipal teachers and municipal teacher retirees. The Commonwealth is a nonemployer contributor and is responsible for all contributions and future benefit requirements of the MTRS. The MTRS covers certified teachers in cities (except Boston), towns, regional school districts, charter schools, educational collaboratives and Quincy College. The MTRS is part of the Commonwealth's reporting entity and does not issue a stand-alone audited financial report.

Management of MTRS is vested in the Massachusetts Teachers' Retirement Board (MTRB), which consists of seven members-two elected by the MTRS members, one who is chosen by the six other MTRB members, the State Treasurer (or their designee), the State Auditor (or their designee), a member appointed by the Governor, and the Commissioner of Education (or their designee), who serves ex-officio as the Chairman of the MTRB.

Benefits provided. MTRS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon completion of twenty years of creditable service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65. Most employees who joined the system after April 1, 2012 cannot retire prior to age 60.

The MTRS' funding policies have been established by Chapter 32 of the MGL. The Legislature has the authority to amend these policies. The annuity portion of the MTRS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

Member contributions for MTRS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>% of Compensation</u>
Prior to 1975.....	5% of regular compensation
1975 – 1983.....	7% of regular compensation
1984 to 6/30/1996.....	8% of regular compensation
7/1/1996 to present.....	9% of regular compensation
7/1/2001 to present.....	11% of regular compensation
1979 to present.....	An additional 2% of regular compensation in excess of \$30,000

Special funding situation. The *Commonwealth* is a nonemployer contributor and is required by statute to make all actuarially determined employer contributions on behalf of the member employers. Therefore, these employers are considered to be in a special funding situation as defined by GASB Statement No. 68, *Accounting and Financial Reporting for Pensions* and the Commonwealth is a nonemployer contributing entity in MTRS. Since the employers do not contribute directly to MTRS, there is no net pension liability to recognize for each employer.

Payments made by the Commonwealth of Massachusetts on behalf of the School amounted to \$ -0- in fiscal 2015 and are reflected as revenues and corresponding expenditures in the School's financial statements.

Actuarial assumptions. The total pension liability for the June 30, 2014 measurement date was determined by an actuarial valuation as of January 1, 2014 rolled forward to June 30, 2014. This valuation used the following assumptions:

1. (a) 8% investment rate of return, (b) 3.5% interest rate credited to the annuity savings fund and (c) 3% cost of living increase per year.
2. Salary increases are based on analysis of past experience but range from 4.0% to 7.5% depending on length of service.
3. Mortality rates were as follows:
 - Pre-retirement – reflects RP-2000 Employees table adjusted for “white-collar” employment projected 22 years with Scale AA (gender distinct)
 - Post-retirement – reflects RP-2000 Healthy Annuitant table adjusted for large annuity amounts and projected 17 years with Scale AA (gender distinct)
 - Disability –reflects RP-2000 Healthy Annuitant table adjusted for large annuity amounts and projected 17 years with Scale AA (gender distinct) set forward 3 years for males.

Investment assets of the MTRS are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2014 are summarized in the following table:

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
Global Equity	43.0%	7.2%
Core Fixed Income	13.0%	2.5%
Hedge Funds	10.0%	5.5%
Private Equity	10.0%	8.8%
Real Estate	10.0%	6.3%
Value Added Fixed Income	10.0%	6.3%
Timber/Natural Resources	<u>4.0%</u>	5.0%
Total	100.0%	

Discount rate. The discount rate used to measure the total pension liability was 8.0%. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity analysis. The following illustrates the sensitivity of the collective net pension liability to changes in the discount rate. In particular, the table presents the MTRS collective net pension liability assuming it was calculated using a single discount rate that is one-percentage-point lower or one-percentage-point higher than the current discount rate:

<u>Fiscal Year Ended</u>	<u>1% Decrease to 7%</u>	<u>Current Discount Rate 8%</u>	<u>1% Increase to 9%</u>
June 30, 2014	\$20,247,000,000	\$15,896,000,000	\$12,200,000,000

Annual Pension Cost

For 2015, the School had no annual pension cost.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

5 - CAPITAL ASSETS

Capital asset activity for the year ended June 30, 2015 was as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Capital assets, being depreciated				
Furniture and equipment	\$ -	\$ 75,032	\$ -	\$ 75,032
Leasehold Improvements	<u>-</u>	<u>42,624</u>	<u>-</u>	<u>42,624</u>
 Total capital assets, being depreciated	<u>-</u>	<u>117,656</u>	<u>-</u>	<u>117,656</u>
 Less accumulated depreciation for:				
Furniture and equipment	-	12,569	-	12,569
Leasehold Improvements	<u>-</u>	<u>5,626</u>	<u>-</u>	<u>5,626</u>
 Total accumulated depreciation	<u>-</u>	<u>18,195</u>	<u>-</u>	<u>18,195</u>
 Total capital assets, being depreciated, net	<u>-</u>	<u>99,461</u>	<u>-</u>	<u>99,461</u>
 Capital assets net of accumulated depreciation	\$ <u>-</u>	\$ <u>99,461</u>	\$ <u>-</u>	\$ <u>99,461</u>

Depreciation expense is not allocated to programs of the primary government but is shown as a separate line item.

6 - COMMITMENTS AND CONTINGENCIES

Amounts received or receivable from grantor agencies are subject to audit and adjustments by the grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the School. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the School expects such amounts, if any, to be immaterial.

7 - RISK FINANCING

The School is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; workers compensation claims; errors and omissions; and natural disasters for which the School carries commercial insurance.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

8 – OPERATING LEASE

The School leases its building in East Walpole, Massachusetts under a long-term sub-lease agreement expiring in 2020. Rent expense for the year ended June 30, 2015 amounted to \$141,980.

Future minimum lease payments for the operating lease are as follows:

2016	\$ 157,492
2017	160,388
2018	160,630
2019	165,044
2020	169,964

9 – PAYMENTS TO SPONSOR

The School has an agreement with The Education Cooperative (TEC) that expires June 30, 2017. The agreement requires TEC to provide the following services:

- The use of the TEC name, logo and goodwill
- Use of TEC's contacts and resources for recruitment and promotional efforts
- Support for the cost of attaining 5% of the enrollment in TECCA by students from TEC member districts
- Access to benefits provided to TEC's member districts such as professional networking opportunities, job-alike groups and professional development at no additional cost
- Technical assistance for DESE initiatives, such as, RETELL, Educator Evaluation, MCAS, PARCC, Bullying, SIMS, EPIMS and special education reporting
- Co-writing and sponsorship of grants
- Access to consultation with TEC's expert school and district leaders and educators
- Nursing consultation
- Cooperative purchasing and procurement guidance

The agreement requires the School to pay TEC 5% of the funding received from the per pupil rate set by the Certificate of Organization issued by the Board of Elementary and Secondary Education. The total sponsorship fees for 2015 were \$159,623.

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.

NOTES TO BASIC FINANCIAL STATEMENTS
(Continued)

10 – MANAGEMENT CONSULTING CONTRACT/PURCHASED SERVICES

The School entered into a three-year contract expiring on June 30, 2017, with Connections Academy of Massachusetts, LLC, (Connections) to provide curriculum, instruction, technology, and other school management services, as follows:

1. Educational Products – tangible instructional materials, intangible instructional materials, computer technology for students, computer technology and office equipment for personnel, office products and supplies, and education management system.
2. Educational Services – personalized learning plan protocol, assessments, standardized tests, school staff, contracted services, community coordinators and group activities, educational resource center, instructional staff support and development, program oversight, technical support and maintenance, financial and other reporting, student records, services to special needs students, office facilities and services, management of computer technology, management of instructional materials, and other management services.

In connection with its obligations set forth in this Agreement, Connections shall provide credit-bearing courses that meet or exceed minimum standards established by state and federal law. Connections shall build into the annual budget a minimum of \$5,000 reserve to allow the School to provide scholarships to students to take courses outside of the courses offered by the School.

In the event that, as of June 30 of any year during this Agreement, total revenues are less than the School's expenditures, and in the event that the School does not have positive Net Assets sufficient to offset the difference between total revenues and total expenditures, Connections shall issue a credit to the School to the extent required to maintain positive Net Assets at least equal to \$10,000.

For the services listed above, the School is invoiced based upon a fee schedule. The total fees incurred under this Agreement for the year ended June 30, 2015 amounted to \$2,477,470.

11 – EVALUATION OF SUBSEQUENT EVENTS

The School has evaluated subsequent events through November 23, 2015, the date which the financial statements were available to be released.

REQUIRED SUPPLEMENTARY INFORMATION

TEC CONNECTIONS ACADEMY
COMMONWEALTH VIRTUAL SCHOOL, INC.
SCHEDULE OF THE SCHOOL'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
MASSACHUSETTS TEACHERS' RETIREMENT SYSTEM

	<u>2015</u>
Employer's proportionate percentage of the net pension liability	0.00000%
Employer's proportionate share of the net pension liability	\$ -
State's proportionate share of the net pension liability associated with the Collaborative	-
Total	<u><u>\$ -</u></u>

This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, the information is presented for those years for which information is available.

See accompanying auditor's report on supplementary information