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|  | **Commonwealth of Massachusetts Virtual School Performance Criteria** |
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## Overview

The Commonwealth of Massachusetts Virtual School (CMVS) Performance Criteria (Criteria) are presented in the three guiding areas of CMVS accountability defined in the current regulations, 603 CMR 52.00: faithfulness to certificate, academic program success, and organizational viability.

The purposes of the Criteria are to:

* Articulate the expectations for a CMVS from initial application to the renewal process;
* Provide clear guidance about how the Massachusetts Board of Elementary and Secondary Education (Board), the Massachusetts Department of Elementary and Secondary Education (Department), and the Commissioner of Elementary and Secondary Education (Commissioner) define CMVS success and on what basis the schools will be evaluated; and
* Clarify the connections between CMVS accountability and the Massachusetts District and School Accountability System.

The Department evaluates these criteria through the use of quantitative and/or qualitative data as well as affirmative evidence presented by the school, compiled over the course of the school’s certificate term.

## Principles Guiding the Development and Revision of these Criteria

The Criteria were first developed in 2014. During the fall of 2019, the Department began a substantial review and revision process to update these Criteria to incorporate national best practices and standards for virtual school performance. The following principles guided the development and revision of the Criteria:

* Protect autonomies that allow a CMVS to determine the means by which it achieves student outcomes through its program design. Nothing in these Criteria shall be interpreted to require a CMVS to adopt a particular model, mission, or program.
* Facilitate clear communication about performance expectations and evaluation criteria between the Department and CMVSs. The Criteria allow the Department to clearly communicate to schools about performance through the accountability processes.
* Align with expectations as articulated by [Chapter 71, Section 94: Commonwealth Virtual Schools](https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section94) and [603 CMR 52.00: Commonwealth of Massachusetts Virtual Schools regulations](http://www.doe.mass.edu/lawsregs/603cmr52.html).
* Align the virtual school’s performance expectations to the principal measures articulated through the [Massachusetts District and School Accountability System](https://www.doe.mass.edu/accountability/),[[1]](#footnote-2) [Massachusetts District Standards and Indicators](http://www.doe.mass.edu/accountability/district-review/district-standards-indicators.pdf), and approved Accountability Plan measures.
* Ensure the Criteria evaluate school performance with a focus on educational equity. This revision establishes specific guidelines regarding efforts schools can make to eliminate historical achievement and opportunity gaps. In particular, and in alignment with revisions outlined in the Massachusetts District Standards and Indicators, the Department has prioritized the implementation of specific and measurable actions that schools can take to reduce gaps affecting historically underserved groups. While each Criteria or key indicator found below may not specifically reference equity, the Department will examine the extent to which a CMVS is removing inequities based upon visible identities, including but not limited to race, ethnicity, sex, gender-identity, disability, language proficiency, sexual orientation, national origin, and religion related to any area of the Criteria as needed.
* Ground revisions in research, stakeholder input, and best practices. This revision has been guided by best practices from the [National Standards for Quality Online Learning](https://www.nsqol.org/), input from experts in online teaching and learning, and incorporates knowledge and expertise provided by the state’s [Digital Learning Advisory Council](http://www.doe.mass.edu/bese/councils/dlac/) (DLAC).
* Balance clear performance expectations for a CMVS with Commissioner and Board discretion. The Criteria clearly outline performance expectations for CMVSs, but do not formulaically dictate high stakes accountability decisions such as new certificate awards, conditions, probation, revocation, or renewal decisions. The Commissioner and/or the Board have the discretion to consider all qualitative and quantitative factors when making these decisions, with priority placed on student performance and growth.
* Clarify all aspects of CMVS performance. The Criteria are structured to ensure that all key aspects of CMVS performance are integrated, while reducing redundancy and prioritizing key areas.

## Definitions of Terms Used in This Document

The foundational resources for the definitions below are [District Standards and Indicators](https://www.doe.mass.edu/accountability/district-review/district-standards-indicators.pdf#search=%22district%20standards%20indicators%22) (2019 revision), [Multi-Tiered System of Support](https://www.doe.mass.edu/sfss/mtss/), [Culturally Responsive and Sustaining Schools and Classrooms](https://www.doe.mass.edu/rlo/instruction/culturally-resp-sust/index.html#/lessons/AiTU1tnJ3CuQO6t1IGdXo60vEWEUrQtp), and the [Educator Effectiveness Guidebook for Inclusive Practice](http://www.doe.mass.edu/edeval/guidebook/), unless otherwise noted.

* **All students:** Given that some student groups have been historically underserved, and also that any student can be particularly “vulnerable” at any moment in time, it is important to consider practices and outcomes beyond the aggregate to ensure that all students are challenged and supported to learn and grow. The phrase “all” in this document refers to equity for and attention to students from all backgrounds and identities and experiences. These include but are not limited to all races and ethnicities, all genders and gender identities, all sexual orientations, all disabilities, all nationalities, all types of citizenship or immigration status, all religions, all family structures, all family housing situations, all medical/health needs, and all traumatic experiences.
* **Culturally proficient and culturally responsive**: Culturally proficient policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students’ backgrounds, identities, strengths, and challenges are respected. Cultural responsiveness is an approach to viewing culture and identity as assets, including students’ race, ethnicity, or linguistic assets, among other characteristics. Culturally responsive policies and practices acknowledge and actively draw upon diverse backgrounds, identities, strengths, and challenges of administrators, students, staff, and community as a way to deepen connections between the school and its community.
* **Disaggregated student data:** Aggregate student data that is broken down into smaller parts in order to learn about the performance, opportunities, and outcomes of specific student groups; for example, schools, grade levels, and student groups. All data analysis described in this document should be conducted in accordance with all applicable laws pertaining to the confidentiality of student data.
* **Equity:** Educational equity means ensuring and adjusting resources based on need such that all students have access to the educational resources, opportunities, and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income to meet high expectations for cognitive, behavioral, and social-emotional growth and development.[[2]](#footnote-3)
* **Inclusive**: In an inclusive school, all organizational levels of the school recognize, support, and celebrate all students, families, and staff members to create a climate where all students, families, and staff feel equally valued and part of the school community.
* **Student group:** Any group of students who share similar characteristics, such as racial or ethnic identification, gender identification, socioeconomic status, physical or learning disabilities, or language skills.[[3]](#footnote-4) This includes, but is not limited to, the groups of students for which the Department issues annual performance determinations.[[4]](#footnote-5)

## Using the Criteria During the Certificate Term

A CMVS should use these criteria as a self-assessment tool to monitor the overall health and viability of the school throughout the school’s certificate term. The Department will collect and provide information on performance against the Criteria through analysis of data submitted by schools and the CMVS accountability review process.

## Using the Criteria to Inform Renewal Recommendations

Every CMVS undergoes a renewal process during the final year of its certificate term to determine whether the school can continue to operate. The school must demonstrate affirmative evidence of success in all three guiding areas of virtual school accountability for recertification. The renewal process includes the submission of a renewal application, a renewal inspection visit, an analysis of all evidence related to the CMVS’ performance (including quantitative and qualitative evidence collected through the Department’s CMVS accountability processes), a Commissioner recommendation, and a vote of the Board. Evidence from the renewal process is used by the Commissioner to make a renewal recommendation for the Board’s vote. The Criteria provide the performance benchmarks and lens of inquiry for the renewal inspection visit and for subsequent Department analysis, with a primary focus on progress made in student academic achievement and whether the school has met its obligations and commitments under the certificate.[[5]](#footnote-6)

## Rating Scale to Facilitate Clear Communication About CMVS Performance

In order to communicate clearly, the Department uses a rating system to summarize a CMVS’ performance against the Criteria. The rating scale and the table found below are used to present ratings in Department reports. Additional details regarding the rating scale are outlined in the accountability review and other accountability protocols.

**Exceeds:** The school fully and consistently meets the criterion and is a potential exemplar in this area.

**Meets:** The school generally meets the criterion and/or minor concern(s) are noted.

**Partially Meets:** The school meets some aspects of the criterion but not others and/or moderate concern(s) are noted.

**Falls Far Below:** The school falls far below the criterion and/or significant concerns are noted.

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| **Commonwealth of Massachusetts Virtual School Performance Criteria** | | | **Rating** |
| **Faithfulness to Certificate** | 1. **Mission and Terms of the Certificate:** The school is faithful to its mission, implements the terms outlined in its certificate, and substantially meets its Accountability Plan goals. | |  |
| 1. **Access and Equity**: The school ensures access and equity for all students who attend and who are eligible to attend the school. | |  |
| 1. **Compliance:** The school operates in compliance with the terms of its certificate and applicable state and federal laws and regulations. | | **Not Rated[[6]](#footnote-7)** |
| **Academic Program Success** | 1. **Student Performance:** The school consistently makes progress in student academic achievement for all students. | |  |
| 1. **Program Delivery:** The school delivers a high-quality academic program that meets the academic needs of all students. | 1. Curriculum and Course Design |  |
| 2. Instruction |  |
| 3. Assessment and Program Evaluation |  |
| 4. Supports for All Learners |  |
| 1. **School Climate and Family Engagement:** The school fosters safe, inclusive, engaging, culturally responsive, and welcoming learning environment that cultivates a strong sense of belonging and connection, and that values the diverse assets and voices of all students, staff, families, and community members. | 1. School Climate |  |
| 2. Family Engagement |  |
| **Organizational Viability** | 1. **Capacity:** The school sustains a well-functioning organizational structure and creates a professional and inclusive working climate for all staff. | 1. School Leadership |  |
| 2. Professional Climate |  |
| 3. Contractual Relationships (If applicable) |  |
| 1. **Governance:** Members of the board of trustees meet their responsibilities under Massachusetts law and act as responsible public agents, providing competent and appropriate governance that ensures the success and sustainability of the school. | |  |
| 1. **Finance:** The school maintains sound and stable finances and operates in a fiscally responsible and publicly accountable manner. | |  |

## 

## Criterion 1: Mission and terms of the certificate

The school is faithful to its mission, implements the terms outlined in its certificate, and substantially meets its Accountability Plan goals.

*Key indicators include, but are not limited to:*

1. School stakeholders share a common and consistent understanding of the school’s mission and the terms outlined in the certificate.
2. The school is faithful to its mission and has fully implemented the terms in the approved certificate and any subsequently approved amendments in a manner that serves all of its students.
3. The school demonstrates progress toward meeting or substantially meets its Accountability Plan goals.

## Criterion 2: Access and Equity

The school ensures access and equity for all students who attend and who are eligible to attend the school.

*Key indicators include, but are not limited to:*

1. The school ensures that information is readily available to families, students, and the general public regarding: the school and its online learning program; non-discriminatory statements and enrollment practices; and the availability of specialized programs and services at the school to meet the needs of all students, including but not limited to, students with disabilities and English learners. The school ensures that informational materials are translated into multiple languages and formats.
2. All students shall have access to necessary technology and materials. [[7]](#footnote-8) School policies and practices ensure all students to have equal rights of access, and similar participation rates, to the opportunities provided by the educational program, such as rigorous courses, mission driven programming, and other educational opportunities.
3. The school defines and monitors student attendance, including how it shall verify that each student is participating in classes, how truancy shall be addressed and goals regarding student attendance. The school analyzes student enrollment, attendance, and attrition data, in the aggregate and by student group.
4. The school provides supports for students and families to enhance their success in online learning before students begin significant coursework by providing students and families with: an orientation to online learning technology and successful online learning practices; an assessment of the newly enrolled student’s potential success in online learning; academic services and academic advising to address students’ academic and developmental needs; access to the learning management system(s), as well as all appropriate learning and assessment content, and; timely, effective technical support.
5. The school uses active strategies from its Recruitment and Retention Plan to enroll and retain any target populations specified in the certificate to ensure the provision of equal educational opportunity for all students in similar grades in public schools across the Commonwealth. The virtual school shall not, however, restrict enrollment to target populations.

## Criterion 3: Compliance

The school operates in compliance with the terms of its certificate and applicable state and federal laws and regulations.

*Key indicators include but are not limited to:*

1. The school is operated in accordance with the provisions of Massachusetts General Laws including, but not limited to, M.G.L. c. 71, § 94; M.G.L. c. 71, § 38G; M.G.L. c. 119, § 51A; M.G.L. c. 71A; 603 CMR 23.00, 603 CMR 52.00, 603 CMR 35.00, 603 CMR 49.00, 603 CMR 52.00, and 603 CMR 51.00; Title IX of the Education Amendments of 1972; intellectual property laws including, but not limited to, copyright and fair use guidelines; and all other applicable federal,[[8]](#footnote-9) state, and local laws, regulations, required trainings and deadlines, and such additional guidance as the Department may from time to time establish.
2. Students with disabilities are provided with all services indicated on students’ individualized education plans, including, but not limited to: the appropriate assistive technologies, modifications, accommodations, supports, adaptations and related services as required by the Americans with Disabilities Act (ADA), Individuals with Disabilities Act (IDEA) and Section 504 of the U.S Rehabilitation Act. English Learners are provided with appropriate English language programming, support, and courses.
3. Digital content is accessible in accordance with Section 508 of the U.S Rehabilitation Act.
4. Faculty hold the appropriate licensure and teach in their licensed field for all taught courses or teach under a waiver pursuant to General Laws chapter 71, Section 38G.
5. Administrators, faculty and other mandatory reporters receive training on recognizing and reporting suspected child abuse and neglect pursuant to General Laws chapter 119, Section 51A.
6. The school undertakes corrective action when needed and implements necessary safeguards to maintain compliance with all legal requirements.

## Criterion 4: Student Performance

The school consistently makes progress in student academic achievement for all students.

*Additional notes:*

* Academic progress and achievement are defined primarily by the Massachusetts District and School Accountability System.
* In June 2018, the Board voted to approve regulations outlining Massachusetts’ statewide system of accountability and assistance under Every Student Succeeds Act (ESSA). A CMVS, like all Massachusetts public schools, must administer statewide assessments and will receive results as outlined by the statewide system of accountability.
* The period of CMVS evaluation for renewal determinations will focus on the beginning of the certificate term through the end of the penultimate year of the term. For example, if a school’s certificate term runs from July 1, 2019, through June 30, 2022, the data under consideration will include results available through the end of the 2020-2021 school year. For renewal terms, the last year of the prior certificate term will be considered as a baseline for the next certificate term, and longer-term historical trends may also be considered.
* Performance standards are primarily based on state assessments and data collected through the Student Information Management System (SIMS), including graduation rate and drop-out rate data, for all tested subjects at all grade levels and all accountability subgroups as defined by the statewide accountability system unless otherwise indicated.
* In the event that a CMVS believes that the statewide accountability indicators are not fully representative of student performance at the school, the Department may review additional valid and reliable data demonstrating the progress the school has made in demonstrating academic progress. The most compelling evidence will point to consistent performance improvements over the certificate term. In addition, while the Department will consider other assessment data as supplementary evidence for a school’s performance, it will not supplant state assessment results with other assessment results.
* The Department reserves the right to revise the measures used in this criterion in order to accommodate changes in state assessments, metrics, or accountability requirements, including any new U.S. Department of Education requirements that may be enacted during the certificate term.

## Criterion 5: Program Delivery

The school delivers a high-quality academic program that meets the academic needs of all students.

*Key indicators include but are not limited to:*

1. **Curriculum and Course Design**:
   1. The school’s documented curriculum is aligned to [Massachusetts curriculum frameworks](https://www.doe.mass.edu/frameworks/current.html) and expectations; is fully implemented in all courses; is aligned vertically between grades and horizontally across the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised to ensure quality.
   2. Courses offered through the academic program: integrate materials and technology that appropriately support learning goals and enhance the learning experience; support active and authentic learning through research-based design principles; and provide appropriate opportunities for both asynchronous and synchronous learning. Courses are organized in a way that stakeholders can easily navigate.
2. **Instruction:** The school adopts clear expectations for high-quality virtual teaching practices that align with its stated mission, certificate terms, learning goals, evidence-based practices, and define the frequency and quality of teacher and student interaction.Instructional practices are aligned to a common understanding, based on high expectations for all students, inclusion of all learners, and cultural responsiveness. Instruction fosters student engagement and allows for interaction between students and teachers.
3. **Assessment and Program Evaluation**:
   1. The school uses a system of assessments to monitor and report on student progress. The assessment system is aligned to and appropriate for learning objectives; it allows teachers, administrators, students, and families with information to monitor student learning. Teachers and administrators use data from multiple assessment sources to assess student learning and modify instruction or supports to improve academic and non-academic outcomes for each student. The school ensures there is maximum participation in school assessment administrations.
   2. The school uses disaggregated qualitative and quantitative data from a variety of assessments to evaluate the quality and effectiveness of the program. Based on program evaluation results, modifications are made to the academic program to improve academic and non-academic outcomes for all students. Program evaluation results are communicated to the school community.
   3. The school ensures the academic integrity of course assignments and assessments. The school ensures statewide assessments are proctored in accordance with statewide testing protocols.
4. **Supports for All Learners:** The school has a proactive system to effectively identify and address all students’ strengths and needs for academic, behavioral, and social-emotional development through a tiered support model.The school provides supports, interventions, and acceleration opportunities in an equitable manner to enable all students, including, but not limited to students with disabilities and English learners, to complete their courses and meet their goals.

## Criterion 6: School Climate and Family Engagement

The school fosters safe, respectful, inclusive, engaging, culturally responsive, and welcoming learning environment that cultivates supportive, authentic relationships and a strong sense of belonging and connection, and that values the diverse assets and voices of all students, staff, families, and community members.

*Key indicators include but are not limited to:*

* 1. **School Climate:** School environments are safe, supportive, culturally responsive, welcoming, respectful, trauma-sensitive, gender- and sexuality-inclusive, and reflective of the community and students’ cultures and identities. The school creates a community for students and an environment that supports all students’ sense of belonging. The school establishes effective connection and communication between students and the broader community and helps students develop social and emotional knowledge, skills, and competencies. The school implements policies and procedures for cyber safety as well as for age-appropriate supervision for students under the age of 14, if applicable.
  2. **Family Engagement:** The school develops strong collaborative relationships with all families/guardians and effectively communicates with them about the academic progress and social emotional well-being of students. The school partners with families in ways that are culturally responsive, collaborative, and that demonstrate inclusion for all kinds of languages, norms, family structures, and values.

**Organizational viability**

## Criterion 7: Capacity

The school sustains a well-functioning organizational structure and creates a professional and inclusive working climate for all staff.

*Key indicators include but are not limited to:*

1. **School Leadership**:
   1. The school’s leadership team implements school academic programming and operations in a manner to meet a clearly defined mission and set of goals. The school defines and delineates clear roles and responsibilities among teachers, staff, management, and board members. The school has clear and well-understood systems for decision making and communication processes among all members of the school community that are updated regularly. The school has an organizational structure with enough qualified professional, administrative and support staff and appropriate student to teacher ratios.
   2. School leadership promotes and sustains a culture of accountability and collaborates with school stakeholders to promote shared responsibility for all students. Based on data, school leadership takes concrete and ambitious steps to close identified student achievement, access, and opportunity gaps. School leadership sets goals and establishes systems and structures for the recruitment, development, and retention of educators reflective of the racial and ethnic composition of the students and families it serves.
2. **Professional Climate:** 
   1. The school has structures for regular, frequent collaboration and professional development aligned with research about high quality online teaching for faculty and staff to improve implementation of the curriculum and instructional practice. The school creates a professional development plan to ensure teacher and administrator participation in a variety of training opportunities, including, but not limited to, effective online learning, teaching, pedagogy, and use of technology. The school develops staff capacity to examine and dismantle implicit biases and systemic inequalities in order to create environments in which all students can deeply learn, grow, and thrive.
   2. An objective and transparent system is in place for monitoring individual staff performance against established expectations, which includes a formal process of evaluation for all employees, including teachers. All staff are provided regular feedback and timely and effective technical support to perform their responsibilities and meet expectations for performance. The feedback and evaluation systems and structures are aligned with research about high quality online teaching.
3. **Contractual Relationships (if applicable):** The board of trustees and school leadership establish and execute a Department approved contract with an organization that provides substantially all educational services. The board of trustees and school leadership establish effective working relationships with the contracted organization and operate according to the contract. The board of trustees formally evaluates the performance of the contracted organization annually and holds the organization accountable for meeting specified goals. Changes in the school’s relationship with its contracted organization comply with required certificate amendment procedures.

## Criterion 8: Governance

Members of the board of trustees meet their responsibilities under Massachusetts law and act as responsible public agents, providing competent and appropriate governance that ensures the success and sustainability of the school.

*Key indicators include but are not limited to:*

1. **Legal and Fiduciary Responsibilities:**
   1. Board members are active and engaged; know and fulfill their legal responsibilities and obligations; exercise their fiduciary duties of care and loyalty; comply with the board’s bylaws which articulate the roles and responsibilities of its board and leadership; comply with all state and federal regulations; and always act in the best interests of the school.
   2. The board demonstrates appropriate oversight of the virtual school’s administration, financial health, progress towards meeting academic and other goals consistent with the mission and other terms of the certificate and does so without managing the day-to-day operations of the school. This includes hiring, evaluating,[[9]](#footnote-10) and removing, if necessary, qualified personnel and (if applicable) holding accountable a contracted entity that provides substantially all of the virtual school’s educational services for meeting specified goals.
2. **Culture of Collaboration**: The board of trustees has clear and well-understood systems for decision-making and communication processes; board meetings are designed to foster open, deliberate, and thorough discussions that facilitate and ensure public accountability. The board approves updated school policies to ensure compliance with applicable requirements and to facilitate efficient and effective operations.
3. **Focus on Improvement**:
   1. The board of trustees regularly reviews disaggregated student data to ensure that the school’s academic program is a success for all students and maintains a particular focus on closing achievement, access, and opportunity gaps for students of color, economically disadvantaged students, English learners, and students with disabilities.
   2. The board engages in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to priorities, resources, and goals that are aligned with the school’s mission, vision, and educational philosophy. This includes ensuring sustainability of the school by establishing clear processes for board of trustees and school leadership success.
   3. The board recruits, selects, orients and trains members with skills, knowledge and expertise that enable them to sustain an excellent virtual school, including specific knowledge about K-12 online learning. The board’s recruitment encourages diversity in its membership.
   4. The board defines the institution’s policy regarding the ownership of the course materials and intellectual property developed in the course by the instructor.

## Criterion 9: Finance

The school maintains sound and stable finances and operates in a fiscally responsible and publicly accountable manner.

*Key indicators include, but are not limited to:*

* 1. The school maintains a sound and stable financial condition and demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, as evidenced by performance on key financial indicators, such as: current ratio, unrestricted days cash, change in net assets percentage, and debt-to-asset ratio.
  2. School leadership establishes and maintains realistic budgets based on data, including, but not limited to income, expenses, and enrollment projections.
  3. The school develops an annual budget that can be sustained by enrollment and other sources of historically stable revenue. The school uses all available allocated funding effectively to support student performance, opportunities, and outcomes. Student performance has been used to set budget priorities.
  4. The school uses an accurate accounting system and engages in appropriate budgetary planning, budget oversight and budget revision.
  5. The school has and maintains appropriate internal controls that are documented in written fiscal policies and procedures.
  6. The school follows generally accepted accounting principles (GAAP), as evidenced by independent financial audits with unqualified audit opinions and limited findings that the school quickly corrects. The school submits annual audit reports to the Department and the state auditor.
  7. The school allocates resources to ensure sustainability over time, consistent with the organization’s strategic plan, mission, and vision.

## Sources of Evidence

In order to assess CMVS performance against the Criteria, the Department will consider a wide body of evidence that includes, but is not limited to, those that follow.

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| * Accountability Plan performance * Recruitment and retention plans * Enrollment numbers and student demographic profile * Enrollment policy and procedures * Codes of Conduct * Discipline data * Tiered Focused Monitoring (TFM) reports * Complaints received and resolution status * If applicable: Documentation of current certificate of occupancy, health, safety, and fire inspections. * Materials made publicly available by the school such as website, application, and promotional documents. * Annual financial audits * Virtual School End of Year Financial Reports * Budgets * Capital plans * Board of trustees meeting minutes * Policy documents * Board of trustees self-evaluation or self-study * Evaluation forms for school staff, including: head of school and/or school leadership; educators; administrators * Handbooks for families, staff, student, or board * Operation manuals, including fiscal policies and procedures * Professional development calendars and agendas * Contract and/or MOU * School leadership and board of trustee member composition * Certification status of teachers * Student to teacher ratios | * State assessment scores (Next Generation MCAS) * Student growth percentile (SGP) data * Performance within the statewide accountability system * Sub-group analysis (including those that may be statistically insignificant for state reporting purposes) for English learners and students with disabilities * Observations of instruction or student/teacher interactions * Focus group interviews * Assessment data collected and reported by the school * Curriculum and course materials * Internal program evaluation reports * School Safety Discipline Report (SSDR) * District Curriculum Accommodation Plan (DCAP) * Special Education and English learners program self-evaluation * Parent/family/teacher/staff surveys * Original certificate application * Certificate amendments * Annual reports * Accountability review reports * Data derived from the Student Information Management System (SIMS) and the Educator Personnel Information Management System (EPIMS) * Summaries of review |

1. The Department will revise these Criteria as necessary to reflect any subsequent changes to federal or state accountability systems. [↑](#footnote-ref-2)
2. Adapted from [Leading for Equity: Opportunities for State Education Chiefs](https://ccsso.org/resource-library/leading-equity-opportunities-state-education-chiefs) and the [National Equity Project](https://www.nationalequityproject.org/). [↑](#footnote-ref-3)
3. Adapted from [The Glossary of Education Reform](https://www.edglossary.org/student-subgroup/). [↑](#footnote-ref-4)
4. American Indian or Alaska Native; Asian; African American or Black; Hispanic or Latino; Multi-race, non-Hispanic or Latino; Native Hawaiian or Pacific Islander; White; economically disadvantaged students; students with disabilities; current and former English learners (ELs); and high needs students (an unduplicated count of students who are economically disadvantaged, students with disabilities, and/or ELs and former ELs). [↑](#footnote-ref-5)
5. M.G.L. c. 71, § 94(j). [↑](#footnote-ref-6)
6. No rating is provided for *Criterion 3: Compliance*. Accountability review reports that include a section for this criterion identify specific concerns the school must address. [↑](#footnote-ref-7)
7. 603 CMR 52.05 (15) Educational Tools. A Commonwealth of Massachusetts virtual school shall ensure that all enrolled students have access to necessary technology and materials to participate in the virtual school' s educational program and shall provide such technology and materials free of charge to students as required by state law. [↑](#footnote-ref-8)
8. These include, but are not limited to, Every Student Succeeds Act (ESSA-2015); the Americans with Disabilities Act (ADA), the Individuals with Disabilities Act (IDEA), and Section 504 of the Rehabilitation Act of 1973; and Section 508 of the U.S. Rehabilitation Act. [↑](#footnote-ref-9)
9. The board of trustees should evaluate the CMVS school leader per 603 CMR 35.00. If applicable, the board should use a performance-based evaluation process for annual, formal (written) evaluation of an entity providing substantially all of the CMVS’ educational services. [↑](#footnote-ref-10)