



2003 Legislative Report

School Year 2002-03

INTRODUCTION

The ability for schools to provide students the knowledge and skills that they will need to succeed in the information age of the 21st century will be one of the most important measures of effective educational reform. How well our young people acquire the ability to think and reason is the true test of our efforts as parents and educators. The desire to help our student become successful 21st century citizens is the reason that Florida Virtual School first came into being. "No Child Left Behind" is more than a mandate. It forces us as educators and as a nation to put words into action if we truly believe that every student, regardless of circumstance, can be successful. Through programs such as Florida Virtual School, no longer is time, distance, or availability to rigorous courses an obstacle to students and schools.

A recent quote by U.S. Secretary of Education Rod Paige speaks to the efforts that FLVS is making in expanding opportunities for students:

"I believe Florida has definitely taken the first step by using technology to reinvent the classroom rather than simple applying technology on top of traditional teaching practices. FLVS will continue to strive to reinvent (emphasis added) rather than replicate traditional teaching practices."

Since Florida Virtual School began in 1997, success has been our expectation. It is an expectation equally shared by our students, parents, partners, and political supporters. The belief that student-centered education really works has made the past eight years an exciting and productive adventure. Florida Virtual School is a place where students are at the center of learning. Our motto, "Any time place, any path, and pace" recognizes that learning is an ongoing activity not confined solely to classrooms and class schedules. Just as important is our understanding that students must be given the opportunity to be active participants in the learning process. Learning starts with the learner. That understanding is at the core of "reinventing education."

BACKGROUND

Now known as Florida Virtual School (FLVS), the school is currently in the midst of a major evolutionary step in its development as a unique public educational institution. The 2000 Florida Legislature enacted 228.082, Florida Statutes, which established FLVS as an independent educational entity with a separate governing board. In most respects, FLVS now has a comparable legal status to the 67 school districts that make up Florida's public school system. In 2000, the Governor appointed the seven-member governing board of FLVS, and the transition to independent status was completed at the end of the 2000 calendar year.

FLVS received accreditation status in 2001-2002. A milestone in the development of Florida Virtual School came on October 31, 2001, when FLVS received a letter of accreditation as a Distance Learning School by the Commission on International and Trans-Regional Accreditation (CITA) and Southern Association of Colleges and Schools (SACS). Dr. Judy Flatt, Associate Director of SACS informed FLVS that it was now an "Accredited CITA-SACS Distance Learning School." FLVS full-time teachers were added to the eligibility list for the "Teacher of the Year" program for the state of Florida in 2002. A program to select and honor an exemplary teacher candidate was put in place by the school in 2001-2002.

In addition to expanding the number of courses and students served during the 2002-03 school year, an effort to create a unique long-term funding model for FLVS was the focus of much work during the year. As a national leader in online K-12 education, much attention was focused on Florida and how the state would seek to incorporate a funding model for FLVS that would allow for continued growth, quality assurance, and continued support by the school districts throughout Florida. What resulted from this effort was the creation of a performance-based funding model that allows FLVS to collect FTE on students who successfully complete online courses taught by FLVS teachers. This landmark funding model for online schools was passed by the 2003 Florida Legislature and went into effect July 1, 2003.

A. OPERATIONS AND ACCOMPLISHMENTS OF FLORIDA VIRTUAL SCHOOL:

As an online secondary school, FLVS is unique from other schools in that it does not have physical facilities in the traditional manner. FLVS is virtual in the sense that there is no FLVS building; its students and teachers can be anywhere in the state or the world. Although the administrative and technical functions of FLVS are primarily housed in Orange County, all of the teachers and many of the support staff are based throughout the state. FLVS's online educational delivery system transcends traditional education programs and offers an unprecedented degree of access and flexibility in serving the unique needs of secondary school students throughout the state of Florida and beyond.

As a public school, all FLVS instructors possess state certification and are teaching in the field for which they are certified. FLVS provides online instruction to students in all 67 Florida public school districts, has affiliations with numerous private schools, and provides instruction to home-educated school students throughout the state.

Since it began serving students on a statewide basis in the fall of 1998 with approximately 1400 student enrollments in 33 course offerings, FLVS has continued to develop into a dynamic organization that served over 10,000 student enrollments in 67 courses during the 2002-2003 school year. *(Please note that enrollment is defined as number of course seats that students have taken or are currently taking. The enrollment number is consistently larger than the student count number. This is because many students sign up for more than one course. It is not uncommon for one student to be enrolled in three courses, thus the student count would be one but the enrollment count would be three. At present the average number of online classes taken is 1.5 enrollments per student.)*

Performance Data 2002-03

Enrollment History (rounded numbers)

1997-98:	225
1998-99:	1100
1999-00:	280
2000-01:	5900
2001-02:	8200
2002-03:	10200

Projected Enrollment for 2003-04 is over 19,000.

2002-03 Top Ten Participating Districts by Enrollment

Orange	1152
Polk	634
Palm Beach	616
Broward	580
Pinellas	575
Miami-Dade	540
Brevard	515
Hillsborough	379
Duval	327
Alachua	299

2002-03 Completion Rates

10,238 enrollments / 6670 students

Completion Rate:

School-wide	95% (up 9.5% from previous year)
Minority	3%
Homeschool	94%
Public	95%
Private	98%
Charter	98%
Rural	96%
Low-Performing	93%

Enrollment by School / Student Type

10,238 enrollments

Charter	<1%
Private	6%
Homeschool	22%
Public	72%
Minority	25.5%

Average # of Online Courses per Student

10,238 enrollments / 6670 students

School-wide	1.5 courses per student (no change from previous year)
Public	1.3
Charter	1.4
Private	1.8
Homeschool	2.6

Advanced Placement® Enrollments

Total AP enrollments in 11 courses:	603
White Non-Hispanic enrollment:	362
Non-White:	241
% of minority enrollments:	39%

FLVS Awards and Accomplishments

- The United States Distance Learning Association (USDLA) recognized Florida Virtual School for the 2003 "Excellence in Distance Learning Programming, PreK - 12." This marked the second consecutive year in which FLVS earned this award and the third time in the past four years.
- Chief Academic Officer, Bruce Friend, earned the USDLA award for "Most Outstanding Achievement by an Individual, PreK - 12" in April of 2003.
- FLVS Biology instructor, Mary Mitchell, earned the USDLA award for "Most Outstanding Instructor, PreK - 12" in April of 2003.
- FLVS Chief Executive Officer, Julie Young, was inducted into the USDLA Hall of Fame, April 2003.
- Julie Young received the Medallion of the Alliance from the Global Alliance for Transnational Education® (GATE®), an international alliance of business, higher education and government organizations on September 19, 2002. The Medallion is an award originated by Jones International™, Ltd., and granted to individuals in the industries in which the Jones Companies operate who have demonstrated exceptional commitment, competence and accomplishment.
- At the Florida Foreign Language Association's meeting on October 19, 2002, six FLVS teachers received the honor of "Hall of Fame" distinction: Sue Shelton, Amy Paige, Donna Boles, Kay Ruhle, Marsha Walper, and Kathy Sturgill.
- The Poverty and Race Research Council published article authored by Dr. Sharon Johnston and Michelle Kinley entitled, *Race, Poverty, and Virtual Learning*; a look at how online learning as provided by FLVS can reach underserved populations.
- FLVS completed initial pilot testing of its first middle school courses including FCAT 8th Grade Preparation (funded by the Florida Learning Alliance) and Geometry.
- "Keys to Success" an online course for students wishing to receive their GED (General Education Diploma) was made available throughout the state of Florida. In partnership with the Florida Adult Education Consortium (FAEC), FLVS designed the course and trained FAEC instructors in the techniques of online instruction.
- In partnership with the West Virginia Department of Education FLVS collaborated in the development of an online Spanish course now offered in both West Virginia and Florida.

B. MARKETING PLAN AND STRATEGIC PLAN

As Florida Virtual School continues to grow both in the state of Florida and beyond, the need to update the 1999-2002 Strategic Plan became apparent. Work on an updated marketing and strategic plan began in the spring of 2003 with representatives from the following organizations:

- Florida Virtual School Board of Trustees
- Florida Virtual School Administration and Staff
- Florida Learning Alliance
- MGT of America, Inc.
- IBM
- Southern Regional Educational Board

Please refer to **Appendix A** for the 2003-06 Strategic Plan

C. ASSETS AND LIABILITIES

Florida Virtual School has neither a balance sheet nor any liabilities, thus a listing of FLVS's property is being submitted as an alternative. The assets of Florida Virtual School would presumably consist of the courses developed by the school and the property inventory of the school. A copy the 2002-03 property inventory is can be found in **Appendix B** of this report. A copy of the 2002-2003 FLVS budget is being provided as a separate document accompanying this report.

D. ANNUAL FINANCIAL AND COMPLIANCE AUDIT

For fiscal year 2002-2003, Orange County Public Schools served in the capacity as the fiscal agent for Florida Virtual School. An independent audit was conducted by Ernst & Young LLP. For a copy of the closeout audit of Florida Virtual School grant submitted to the Auditor General by the Finance Officer for Orange County Public Schools, and for a copy of the 2002-03 OCPS Annual Financial Report, please contact:

Mark Maxwell,
Chief Financial Officer
Florida Virtual School
mmaxwell@flvs.net
850-222-2171

FLVS does not possess digital copies of these reports the time of this report. Hardcopies of the audit and Financial Report can be obtained by contact Mr. Maxwell.

E. UNIT COST RECOMMENDATIONS

Background

The FLVS authorizing legislation requires the board of trustees to provide the unit cost of providing services to students as part of the annual legislative report:

(e) Recommendations regarding the unit cost of providing services to students. In order to most effectively develop public policy regarding any future funding of Florida Virtual School, it is imperative that the cost of the program is accurately identified. The identified cost of the program must be based on reliable data and reflect the costs associated with maintaining a state-of-the-art on-line secondary school, including the costs associated with maintaining a high-quality research and development effort to locate and assimilate, or develop, Internet-based courses.

Methodology and Findings

To determine the unit cost of providing services, a detailed expenditure analysis was conducted to isolate the actual costs associated with each functional component of FLVS. Upon determination of the functional costs, current course enrollments were utilized to calculate the cost per credit and cost per FTE.

To provide an accurate comparison of unit cost between FLVS and the public school system, it was necessary to develop a methodology to convert instructional production via an online instructional delivery to what is considered instructional production in a traditional classroom setting. Students served in a traditional classroom setting are funded by the state based upon actual "seat time" with 900 hours of classroom instruction equaling one Full Time Equivalent (FTE). When a student completes the courses provided during 900 hours of instruction, if successful in all courses, he or she will have earned six credits. Therefore, for comparison purposes, six credits of instruction provided via online is equal to one FTE.

- As seen in the table below, FLVS continues to realize a reduction in unit cost per FTE. This downward trend is attributed to reductions in infrastructure and course development related expenses, and modifications in the staffing structure. Both produce significant increases in course enrollment, which in turn reduce unit costs.

Florida Virtual School Cost per FTE Projections

Operating Cost Only

Fiscal Year	Credit Enrollment	FTE Enrollment	Cost Per FTE
2000-01	4,772.00	795.33	\$7,757.75
2001-02	6,323.00	1,053.83	\$5,489.48
2002-03	7,709.00	1,284.83	\$5,435.72
2002-03 Florida Pub Sch System ave. per FTE			\$5,217.91
<u>Fixed Capital Outlay Cost</u>			
FLVS per FTE			-0-
2002-03 Florida Public School System per FTE			\$1,573.00

For the 2002-03 school year, FLVS is estimated to have a cost per full time equivalent (FTE) that is slightly higher than the current statewide average funding per FTE. The state average operational funding per FTE for public school districts for fiscal year 2002-2003 is **\$5,217.91** per FTE (not including the fixed capital outlay cost associated with the public school system).

F. ACCOUNTABILITY

An independent evaluation of Florida Virtual School for the 2002-03 school year was conducted in the spring of 2003 by Optimal Performance, Inc. from Tallahassee, Florida. This stakeholders' evaluation was conducted to assess the quality of service that FLVS provides.

The survey was used to assess three major components of the FLVS organization:

- a) Quality of the instructional staff and instructional delivery model
- b) Course quality and rigor
- c) Overall quality of FLVS

More than 2400 surveys were completed by FLVS students, their parents, school representatives, and school district personnel.

An Executive Summary of this accountability report is provided in **Appendix C**. For a copy of the full evaluation results from the 2002-03 survey, please contact our offices at:

Florida Virtual School
c/o Jayne Gierke, Administrative Assistant
445 W. Amelia St. Suite #301
Orlando, FL 32801
407-317-3326 x2536

APPENDIX A
Florida Virtual School Strategic Plan 2003-2006



The mission of Florida Virtual School is to provide students with high quality, technology-based educational opportunities to gain the knowledge and skills necessary to succeed in the 21st century.

"We're not here to just make a living, we're here to make a difference."

Florida Virtual School
A Leader in Innovative Educational Choices

Purpose

Shaping the future, serving students first.

Vision

Transforming education and creating possibilities for learners worldwide.

The Florida Virtual School faculty believes

- ◆ that learning occurs through the development and delivery of dynamic, engaging, and transdisciplinary curricula;
- ◆ that students learn best through actively participating and applying knowledge to relevant situations and issues;
- ◆ that students learn best when they, their instructors, family, peers, and community members interact as facilitators of learning and share responsibility for student success;
- ◆ that instruction should accommodate students' varied learning styles and intelligence types to assist and encourage the path and pace by which they learn best;
- ◆ that students must be provided with appropriate support services that link academic, personal, social, and career goals;
- ◆ that assessment should measure student knowledge, guide student development, and allow meaningful evaluation of the processes as well as the products of education.

“Every well-built house started with a well-built plan in the form of a blueprint.”
-Napoleon Hill

Introduction

Quality public education has entered an era of extraordinary change. Addressing this challenge, Florida Virtual School (FLVS) delivers quality online instruction that erases the shortcomings of the traditional educational delivery system. Since the initial launch of FLVS in August 1997, students have found the “*any time, any place, any path, any pace*” environment highly attractive and productive.

Florida Virtual School responds to the opportunity to recruit and retain the very best faculty. FLVS has changed the way that teachers interact with students. Its teachers have reshaped the routine of learning modes into a dynamic, interactive, real-world environment that gives students choice and ownership of their learning. Students must be active learners to successfully complete an FLVS course. FLVS is nurturing the discovery of new knowledge and the development of life-long learners.

FLVS has positioned itself as a leader in academic excellence through continual innovation and a bold alignment of priorities. These innovations, based on carefully defined objectives and outcomes, will continue the path of sustained and managed growth.

The strategic plan is presented to the FLVS community as a blueprint for the next three years. It describes opportunities and challenges as well as goals, and methods for achieving those goals. It will serve as a guide for all members of Florida Virtual School's community!

External Environment

To successfully fulfill the goals appropriate to the mission of Florida Virtual School, it must assess the environment in which it provides service.

In the past few years, the environment in which businesses and educational organizations operate has changed dramatically. This is especially true in Florida schools, where growth and technology have changed the landscape.

In the 2002-03 fiscal year, public schools in Florida operated with total revenues of \$14 billion, the fifth highest in the United States.

However, our state ranks only 31st in expenditures per pupil. Our 18.6:1 student/teacher ratio is the 9th highest in the country. Finally, our state ranks only 28th in teachers' salaries.

The number of homeschoolers across the state of Florida has grown to more than 100,000 while their numbers have surpassed 1,000,000 nationwide.

Businesses are currently transforming training and staff development by using e-training. More and more, businesses are implementing e-training to take advantage of economies of scale in the training and development area.

Another educational development - the use of the Internet - also offers the promise of enhanced educational opportunities for all students. Currently, throughout the United States, more than \$53 billion is spent each year on Internet-delivered instruction. Worldwide, the total number of Internet users has tripled since 1997.

“...change a school and you change the world.”
-Don Tapscott

"The goal of education is to replace an empty mind with an open one."

-Malcolm Forbes

The number of K-12 students with Internet access has grown from virtually zero in 1994 to 40 million in 2002. While just less than 20% of the teen population was online in 1997, 70% are online now. Internet usage among teens has been rocketing upwards, growing more than 50% each year. Currently 67% of homes are online. With 53 million school children, 3 million teachers and 23 million families throughout the United States, the K-12 marketplace is ripe for online learning.

These developments are creating new opportunities for innovative dot-com educational institutions. Many traditional educational institutions are also beginning to move some of their programs to cyberspace. Nearly 75% of all colleges and universities in the United States have some course offerings on the Internet.

Several market factors also support continued growth in the educational services industry. According to the Department of Education, workers with a high school diploma earn 40% more than those without. Demographically, the number of high school graduates is expected to increase by roughly 15% over the next ten years. In addition, many working adults are returning to school to enhance their career options. Finally, given the high demand for technology skills (currently more than 800,000 unfilled jobs in the United States) the need for educational services is likely to increase throughout the foreseeable future.

"Virtual learning in the K12 arena is accelerating at a rapid pace, giving schools an unprecedented opportunity to enhance learning for both underserved and mainstreamed student populations." -- Susan Lester, Technology & Learning Magazine, March 2002.

The virtual school market is not static. It is emerging and changing at a rapid pace.

- As of 2002, there were 88 virtual schools in the United States serving nearly 180,000 enrollments.
- It is anticipated that by the year 2004, more than one million students will take an online course.
- It is also anticipated there will be nearly 5,000 teachers teaching online courses.
- Nearly one third of virtual programs surveyed indicated their course development was primarily outsourced. Of that one third, one half completely outsources content development.

Environmental Challenges & Obstacles to Growth:

- Funding & policy issues
- Teacher shortages
- Technology issues
- Content development/availability
- Competition
- Program effectiveness
- Misperceptions regarding virtual learning

Market Drivers for Virtual Schools:

- Personalized education
- Technology capabilities
- Drive for educational reform

(Source: *The Peak Group's Virtual School Across America, 2002.*)

For these reasons, we believe that the environment offers FLVS significant growth opportunities that can be accurately identified and successfully pursued via a carefully crafted strategic plan.

"Personally I'm always ready to learn, although I do not always like being taught."

-Winston Churchill

"The only way to discover the limits of the possible is to go beyond them into the impossible."
-Arthur C. Clarke

Environmental Opportunities

A thorough assessment of the current environment reveals a number of new opportunities presented to Florida Virtual School.

Marketing courses outside of the state of Florida

FLVS has become an industry leader of e-learning in the nation and is well positioned to sell or lease its courseware globally. Potential customers continue to be identified.

Consulting

FLVS is currently the leader in K-12 online education research and development. Its in-house staff has first-hand knowledge of all aspects of distance learning via the Internet. These skills can be marketed in a variety of packages to clients inside and outside the state and the nation.

Outreach to diverse populations

The adult education and juvenile justice system are just two of the alternative market segments seeking Florida Virtual School's learning model. In addition FLVS can provide a unique opportunity to the schools associated with the Department of Defense, such as the American Community Schools.

Partnerships

FLVS has established solid partnerships with several state Departments of Education, which enable them to market courses more readily. In addition, FLVS is a recognized leader in K-12 online learning, as the first accredited virtual school, and can continue to develop relationships with other potential partners, such as the College Board, LearningStation and Sprint.

Professional Development

Also due to FLVS' leadership in K-12 online learning, teachers at FLVS are unique in that they understand education methods from both traditional methods and also e-learning methods. As former "bricks and mortar" teachers, teachers at FLVS know the struggles many teachers face to stay current with the changing world of education. FLVS can develop an online strand of professional development that teachers can participate in any time, any place.

Environmental Obstacles

To accomplish its present and future goals, Florida Virtual School must resolve the following environmental impediments.

Staff loss due to compensation issues

Due to their technology and content knowledge, FLVS staff members possess highly marketable skills. Retention of highly trained personnel will require special attention. FLVS has adopted a compensation plan; however, to retain staff this plan must be examined annually. A performance pay system should also be adopted.

Competition from other instructional providers

Numerous public, private and for profit entities are present in the Internet-based instructional marketplace. The challenge for FLVS is to identify those services and markets in which it can be most efficient and most effective and proactively put a plan in place to implement its organization's vision and mission rather than taking a reactionary stance to competitive tactics and pressures.

In India, customers are referred to as "The Emperors of Choice"

“Computers are the ‘new basic’ of American education, and the Internet is the blackboard of the future.”

--Richard Riley

Prevailing educational paradigm

Meeting the challenge for educational excellence in the 21st century will require changing many of the prevailing educational paradigms. The Florida Department of Education is transforming schools into high-quality centers of learning through an ongoing process that requires innovation and risk-taking. As a part of this transformation, the State of Florida has created a seamless K-20 expansion of online educational services. Florida Virtual School will support this initiative as it continues to focus on what is best for students and create educational opportunities that allow them to succeed.

Quality control

Often growth can adversely affect the quality of an organization's service or products. FLVS will address this concern through awareness and vigilance.

Internal Environment

For FLVS to fulfill its goals, it must also assess its internal strengths and weaknesses.

Its corporate culture and history influence much of the internal environment of FLVS. From its inception, FLVS has sought to answer specific educational needs for a broad spectrum of underserved students. All FLVS procedures and internal operations facilitate the delivery of student-centered instruction. New instructional technology is combined with proven tutorial methods.

Every student who enrolls in FLVS does so only because he or she chooses to do so. As a result, individualized customer service and a superior product are the only guarantees of continued operation.

To assure high quality and responsive customer service, decision-making is located throughout the FLVS organization. Faculty and counselors who work with students and parents have the authority and responsibility to answer customer needs. Technical and other support staff are problem solvers and solution finders. All FLVS personnel have a responsibility to provide input regarding customer needs and improved internal efficiencies.

Because FLVS personnel are decision makers, they are all considered professionals within their fields. As such, they are expected to determine and deliver correct levels of quality. Quality control is a responsibility of every level of the FLVS organization.

Finally, the FLVS internal environment is influenced by a culture of growth. Because the mission is to serve students throughout Florida, it is important that every student with a valid need can access FLVS courseware. The first three years of its history were ones of great growth. However, the potential is vast.

Internal Strengths

In order to achieve its goals, FLVS must inventory the strengths and assets it brings to the task. Among these strengths are:

Visionary leaders

The vision of FLVS and the ability to act upon that vision is one of the major reasons it is considered today's international leader in online K-12 education. Its leadership is committed to vision.

“Every well-built house started with a well-built plan in the form of a blueprint.”

-Napoleon Hill

Integrated, interactive curriculum

The core of what makes FLVS different is its curriculum design and how it is facilitated. The wide variety of courses offered at FLVS are aligned with state and national standards, and taught by certified teachers. Courses are also developed and facilitated through a series of checks and balances, plus a peer review process that allows continuous improvement. Curriculum is facilitated by FLVS instructors and not by parents or by students independently.

Collaborative work ethic with organizational flexibility and strong organizational cultural values

Teamwork is a reality at FLVS, and communication is the key. Sixteen of FLVS' staff at FLVS have obtained National Board Certification, and all faculty teach in their respective certified fields.

Mentoring program

Teaching in the online environment can be rigorous and trying for teachers, especially new online instructors. FLVS has adopted training and mentoring programs that allow teachers time to adapt to the online teaching environment.

Statewide support

All public school districts in Florida are now affiliated with FLVS. Approximately 110 non-public schools are affiliated with students taking classes. FLVS has the support of many Florida legislators and the larger home schooling organizations recommend that home-schooled students take FLVS courses.

Internal Weaknesses

Internal weaknesses also impact on the ability of FLVS to achieve its goals. Among the weaknesses most needing to be remedied are:

Reactive environment

Although it may be difficult for some employees to work within a reactive, responsive environment, a reactive environment is the sign of successful dot-coms. FLVS will overcome this possible weakness by training employees in the area of managing change. In addition, clearly communicating the organization's mission and ensuring all support staff and faculty understand their role within that mission will also help guide the organization to a less reactionary environment.

Working inside others' boxes

Many of the schools it serves operate with administrative and instructional procedures that differ from those of the FLVS. The challenge is to serve the needs of these schools and their students without compromise to the motto of "Any time, any place, any path, any pace."

Materials distribution is costly

Many FLVS courses require the distribution of printed materials, lab materials and various media. Storage and distribution of these materials is expensive and requires extensive staff involvement. It is anticipated that greater use of digital technologies will reduce these costs.

Teacher shortages

FLVS is currently facing the challenge of recruiting teachers in high need areas who are certified and willing to teach in the digital environment. A new recruitment process is

Assessment is the currency to value skills in the knowledge economy.

needed to expand the labor pool from which talent is drawn.

Lack of awareness with parents and students

Marketing efforts at FLVS are strong with district and school staff; however, the availability of FLVS is not reaching parents and students. FLVS needs to expand marketing efforts to reach these stakeholders in alignment with course availability.

Lack of space

FLVS is currently not able to serve all the students who want or need FLVS courses. FLVS should examine the enrollment and make changes as needed. Some examples include rolling enrollment windows, offering franchises to districts, and offering more courses.

Multimedia content

As previously mentioned, the curriculum at FLVS is top notch. However, a threat to FLVS comes from the competitors' products that contain more multimedia content. FLVS needs to examine the current content and redesign courses to include multimedia content.

Goals/Objectives/Strategies

By assessing instructional needs that fall within the scope of Florida Virtual School's mission statement, it is able to define the goals appropriate to the school. In developing these goals, it has inventoried its strengths and weaknesses. It has also considered the environmental factors that influence the manner in which we provide service.

FLVS believes it is positioned to make great strides in the next four years. With a desire to ensure excellence in teaching, research, and service, Florida Virtual School has developed the following goals:

1. Maintain or exceed current student success rate.
2. Increase enrollment of targeted populations.
3. Expand Florida Virtual School.
4. Maintain highly qualified staff.
5. Increase and retain a diverse world-class workforce.
6. Support and enhance the curriculum and instruction by investigating and applying current educational theory.
7. Invest in state-of-the-art resources and technology.
8. Promote FLVS leadership position in education.
9. Increase revenue sources to invest in education.



"Today, knowledge has power. It controls access to opportunity and advancement."
--Peter F. Drucker

1. Maintain or exceed current student success rate

- Maintain or exceed 80% completion rate for Florida students while increasing in-state enrollments.
 - Develop metrics, tools, and methodologies for ensuring timely completion rates.
- Maintain or exceed 80% completion rate for out of state students while

“The pool of available talent which companies will choose is an increasingly scarce resource.”
--Merrill Lynch,
The Knowledge Web.

increasing these enrollments.

- Meet or exceed the national average of students receiving qualifying scores on the AP® exams.

- Students enrolled in SAT Prep Course will increase SAT scores by a minimum of 40 points as measured by a pre- and post-test within the course.

- A minimum of 80% of completers will receive an A or B, demonstrating a mastery of content.
 - Initiate and implement a research plan to track post participant success.
 - Construct an annual student survey.

2. Increase enrollment of targeted populations

- Contact 100% of target schools, as defined by the legislature, to increase participation in FLVS.

- The percent of enrollment from rural districts will be greater than the prior year.

- The percent of enrollment of home schooled students will be greater than the prior year.

- The percent of enrollment from low-performing/low-priority schools will be greater than the prior year.

- The percent of enrollment from students seeking accelerated access will be greater than the prior year.

3. Expand Florida Virtual School

- Annually increase enrollments by a percentage that meets legislative and school expectations as constrained by budget, through FLVS and instate franchises.
 - Establish in-state marketing campaigns to increase public awareness.
 - Create policies for more proactive media relations.

- Conduct annual needs assessment to meet the demand for new products and services.
 - Explore post-secondary education partnerships for e-learning opportunities.
 - *Contact 100% of targeted schools to invite participation in AP Incentive Grant Program.*

- The percent of revenue from non-state resources will increase by 25% annually.
 - Establish targeted marketing campaigns for the nation and the world.
 - Enhance current services and products.

“Even if you are on the right track, you’ll get run over if you just sit there.”
--Will Rogers

- Maximize the VAR program.
- Expand partnerships/co-development opportunities with other states, vendors, and post secondary institutions.
- Conduct semi-annual analysis of the fee schedule to maintain competitive pricing.

4. Maintain a highly qualified staff

- 100% of instructional staff will be certified in the subject area(s) taught.
- All staff will fulfill FLVS continuing education and training requirements.
- 100% of newly hired staff will complete the mentoring and training programs provided by FLVS.
- As part of teacher accountability, all teacher evaluations will include student performance as a measure.
- FLVS will maintain 80% retention rate of staff.
 - Develop an incentive program.
 - Establish career paths.
 - Maintain current communications policies and procedures.

5. Increase and retain a diverse world-class workforce

- Utilize/enhance Internet and other tools to engage a diverse pool of talent.
- Educate external organizations about FLVS opportunities.
- Partner with other governmental agencies, academia and industry to share employment opportunities.
- Research and implement a program to emphasize hiring of diverse "new graduates" both instructional and technical.
- Ensure continuation of compensation and benefit strategies to ensure current and future access to a diverse pool of personnel.
- Maximize use of existing flexible work schedules and pursue additional personnel flexibility, as needed.

6. Support and enhance the curriculum and instruction by investigating and applying current educational theory

- 100% of FLVS courses will comply with copyright, ADA and other legal requirements.
- Annually review course validation process and make changes as needed.
- An administrative review will be conducted on a minimum of 12 of the courses per year.
 - Identify and implement current best practices.
 - Review student evaluations of courses.
 - Review pre and post test data for students.

- An informal review will be conducted on 100% of the courses per year.

7. Invest in state-of-the-art resources and technology

- Each subject area team will target a least three courses to implement multimedia enhancements annually.
 - Conduct research to ensure technology used in curriculum is the best vehicle for the content.
- Conduct annual review of the technological/security needs for system upgrades and infrastructure requirements.
 - Utilize external expertise, as needed, to maintain quality and consistency for the curriculum and projects.

8. Promote FLVS leadership position in education

- At least one white paper per quarter will be written for publication and presentation.
- Annual goals will be set for research and publication.
- Develop program of proactive media relations.

9. Increase revenue sources to invest in education

- Establish goals for grants and contributions to the foundation by December 31, 2003.
- Develop an advisory/foundation board by December 31, 2003.



Summary

Florida Virtual School in the future—strategic planning requires that Florida Virtual School identify what it wants to become in the next 2-3 years. FLVS must envision where it needs to go so that it knows what to do to prepare for the future. FLVS recognizes that the changing external environment over which it has no control and making conscious choices over which it does have control will greatly influence its future. The ability to effectively use emerging technology will be one of the most significant factors in its success. These same technologies will contribute to greater educational

satisfaction for all students.

The Florida Virtual School's organizational structure is unique. The hybrid presents a challenge never before seen in the educational industry. Over the next few years, it is expected that Florida Virtual School's support systems, while continuing to be directed centrally, will have to move to a more distributed approach to serve the needs of the various and growing regions.

The future will bring even more partnerships between Florida Virtual School and business. The movement toward understanding and appreciating mutual needs and benefits between Florida Virtual School and key partners will continue.

The external environment will continue to be important in shaping Florida Virtual School. Advances in technology, external funding, potential opportunities for partnership collaboration, numbers of potential Florida Virtual School students, changing global economic patterns, public attitudes concerning public online education, and new competition by for-profit entities are all factors that must be taken into account in planning. Vigilant monitoring is a must.

This strategic plan is a vehicle to enable FLVS to realize its fullest potential. Clearly defining, communicating, and implementing its organization's vision, mission and yearly goals will be critical to FLVS' success. The priorities outlined in this plan will serve as a guide for all members of Florida Virtual School's community in understanding the challenges it faces, the changes that must come, and the path it wishes to follow in its quest for excellence.

FLVS Board

Robert Muni, Chairman
Nick Gledich
Frank Kruppenbacher
Suzanne Martin
Dhyana Zeigler

FLVS Staff

Julie Young, Executive Director
Bruce Friend, CAO
Mark Maxwell, CFO
Holly Sagues, CTO
David Bass
Margot George
Lori Gully
Sheryl Hobbs
Heidi Hollowell
Sharon Johnston
Sharon Johnston
Rita Kienle
Phyllis Lentz
Mary McCool
Doris McManus
Felicia Ryerson
Karen Shimko
Kathy Walker
Madonna Wise

MGT Staff

Dave Brittain
Cindy Newsome

Invited Guests

Jim Schnitz, IBM
Todd Jones, Consultant
Bill Thomas, SREB
Kay Young, Florida Learning Alliance

APPENDIX B
FLVS Property Inventory as of December 2002

ITEM NAME	Serial Number	Checked out to Staff Member:
Dell Optiplex GX 1	X02621567	ELC Tegrity
Dell Optiplex GX 1	HCQZE	Jayne Gierke
Dell Optiplex GX 1	940ZQ	Jill Ogeltree
Dell Optiplex GX 1	HCR8A	ELC PC
Dell Optiplex GX 1 and 770z	940ZU and 78-MV461	Sharon Hovsepian
Dell Optiplex GX 240	51X3011	Charleen Hornburg
Dell Optiplex GX 240	22x3011	Joyce Qualls
Dell Optiplex GX 240	G7NH511	Karen Shimko
Dell PowerEdge 1550	7kvq111	Todd Smith
Dell PowerEdge 1550	HWWGMO1	Todd Smith
Dell PowerEdge 1650	FKFN221	Todd Smith
Dell PowerEdge 2400	Bdvb5	ELC Server
Dell PowerEdge 2400	2arfq	ELC Server
Dell PowerEdge 2500	64skm01	ELC Server
Dell PowerEdge 2550	Ck4pm01	ELC Server
Dell PowerEdge 2650	FQVX221	ELC Server
Dell PowerEdge 6400	HBV1M01	Todd Smith
Dell PowerEdge 6400	77z9111	Todd Smith
Dell PowerEdge 6400	3bbc111	Todd Smith
E-Star System 335 Plus	D6885	ELC Postage Machine
IBM 600 Think Pad	78-cd970	Patricia Kroeger
IBM 760 Think Pad	78-BAKMR	Deborah Adams
IBM 760 Think Pad	78-MV442 78CGTX5	Linda Hayes
IBM 770 Think Pad	78FP199	Colleen Brandao
IBM 770 Think Pad	78MV429	Pam Burke
IBM 770 Think Pad	78-APP660	ELC770
IBM 770 Think Pad	78-AP681	ELC 770
IBM 770 Think Pad	78-AP827	ELC 770
IBM 770 Think Pad	78-AP602	ELC 770
IBM 770 Think Pad	78-AN768	ELC 770
IBM 770 Think Pad	78-AP870	ELC 770
IBM 770 Think Pad	78-AP729	ELC 770
IBM 770 Think Pad	78-AP865	ELC 770
IBM 770 Think Pad	78-AP387	ELC 770
IBM 770 Think Pad	78MV288	ELC 770z
IBM 770 Think Pad	78-MV665	ELC 770z
IBM 770 Think Pad	78-MX731	ELC 770z
IBM 770 Think Pad	78-MV378	ELC 770z
IBM 770 Think Pad	78-MW105	ELC 770z
IBM 770X Think Pad	78-FN572	Lisa Whitaker
IBM 770ZThink Pad	78-MW-076	Mary Melvin
IBM 770ZThink Pad	78-MW098	ELC 770z
IBM 770ZThink Pad	78-MV920	Alex Gastelum
IBM 770ZThink Pad	78-VA162	Suzanne McClure
IBM 770ZThink Pad	78-MW018	Amy Paige
IBM 770ZThink Pad	78-VG495	Cathy Jones
IBM 770ZThink Pad	78-MV041	Cindy Lohan
IBM 770ZThink Pad	78-MV651	Connie Shewchuk
IBM 770ZThink Pad	78-MV687	Delmi Cartagena

IBM 770ZThink Pad	78-MV810	Jennifer Forsyth
IBM 770ZThink Pad	78-MV714	Lisa Carter
IBM 770ZThink Pad	78-MX731	Lisa Fraine
IBM 770ZThink Pad	78-VG679	Mark Love
IBM 770ZThink Pad	78-VG687	Robin H. Cox
IBM 770ZThink Pad	78-MV814	Scarlet Lake
IBM 770ZThink Pad	78-MVW139	Sherry Holloway
IBM 770ZThink Pad	78VG409	Tomas R. Bennett
IBM 770ZThink Pad	78-MW029	ELC-770
IBM 770ZThink Pad	78-MV996	ELC-770Z
IBM 770ZThink Pad	78-MX731	ELC-770Z
IBM 770ZThink Pad	78-MV776	ELC -770Z
IBM 770ZThink Pad	78-MW 098	ELC-770Z
IBM 770ZThink Pad	78-MW057	ELC-770Z
IBM 770ZThink Pad	78-MV288	ELC-770Z
IBM 770ZThink Pad	MT-997	ELC-770Z
IBM 770ZThink Pad	78-VG287	ELC-770Z
IBM 770ZThink Pad	78-MW037	ELC-770Z
IBM 770ZThink Pad	78-VG861	Ray Gault
IBM 770Z Think Pad, Dell Optiplex GX40	78-mv563,52x3011	Karen Shimko
IBM 770ZThink Pad, IBM a31 Think Pad	78-MV7760799, 78-CGAH-9	Margot George
IBM 770ZThink Pad	78-MV945	Sheryl Hobbs
IBM A-21 Think Pad	78-BAKP(D	Irene Payne
IBM A-21 Think Pad	78-MHAP4	Holly Sagues
IBM A-21mThink Pad	78-BAKHG	Susan Kaufhold
IBM A-21mThink Pad	78-BAKLS	Steve George
IBM A-21mThink Pad	78-MHCA2	Victoria V. Zepp
IBM A-21mThink Pad	78-BAKM2	Bonnee Sutherland
IBM A-21mThink Pad	78-MHAP2	Carol Alves
IBM A-21mThink Pad	78-BAKNG	Carole Mitchell
IBM A-21mThink Pad	78-BAKPL	Dawne Towle
IBM A-21mThink Pad	78-MHCD-5	Denise Witenko
IBM A-21mThink Pad	78-BAKRA	Doris McManus
IBM A-21mThink Pad	78-MHCG1	Eileen Harden
IBM A-21mThink Pad	78-MHCA6	Felicia Ryerson
IBM A-21mThink Pad	78-MHCC3	Hunter Hall
IBM A-21mThink Pad	78-LWV-38	Jan Thompson
IBM A-21mThink Pad	78-BAKPC	Jason Gauci
IBM A-21mThink Pad	78-BAKMX	Jo Wagner
IBM A-21mThink Pad	78-MHCB3	John Myers
IBM A-21mThink Pad	78-BAKPF	Kathy Nemaric
IBM A-21mThink Pad	78-MHBG7	Kimberly Rugh
IBM A-21mThink Pad	78-BAKHG	Liane McHugh
IBM A-21mThink Pad	78-BAKLV	Loaner for Daphne
IBM A-21mThink Pad	MHCG6	Loretta Young
IBM A-21mThink Pad	78-BAKPB	Lori Gully
IBM A-21mThink Pad	78-MGWDO	Lynda Williams
IBM A-21mThink Pad	78-BAKHT	Marsha Walper
IBM A-21mThink Pad	78-BAKPM	Mary Cambron
IBM A-21mThink Pad	78-MHCF-1	Mary McCool
IBM-A-21m Think Pad	78-BAKKC	Mary Linn
IBM-A-21m Think Pad	78-BAKKP	Mary Mitchell
IBM-A-21m Think Pad	78-BAKRG	Matt Vangalis

IBM-A-21m Think Pad	78-BAKPN	Michael Smith
IBM-A-21m Think Pad	78-MHCF3	Nancy Clawson
IBM-A-21m Think Pad	78-MGVT0	Nathan Putney
IBM-A-21m Think Pad	78-MHBW4	Patricia Kretze
IBM-A-21m Think Pad	78-BAKGY	Patsy Rayburn
IBM-A-21m Think Pad	78-MHCC2	Phillip Connell
IBM-A-21m Think Pad	78-BAKLW04	Phyllis J. Holley
IBM-A-21m Think Pad	78MGZF6	Phyllis Lentz
IBM-A-21m Think Pad	78-BAKMT	Sharon Johnston
IBM-A-21m Think Pad	78-BAKKH	Sherry O. McAuliff
IBM-A-21m Think Pad	78-BAKNA	Steve Reeves
IBM-A-21m Think Pad	78-BAKMK	Steve Williams
IBM-A-21m Think Pad	78-BAKNX	Sue Shelton
IBM-A-21m Think Pad	78-MHCH0	Terri Smouse
IBM-A-21m Think Pad	78-BAKPH	Terry D. Smith
IBM-A-21m Think Pad	78-BAKHK	Tracy Melgard
IBM-A-21m Think Pad	78-MGVW0	ELC -A21
IBM-A-21m Think Pad	78-BAKMN, 78-CGG23	Lynn Kane
IBM-A-21m Think Pad	78-KAZHL	Leann Flynn
IBM-A-21m Think Pad	78-KAZKC	Kay Ruhle
IBM-A-21m Think Pad	78-KAZAB	Kristi Stacy
IBM-A-21m Think Pad	78-KAZKL	Michelle Kinley
IBM-A-22m Think Pad	78-kazkt	ELC-A21
IBM-A-22m Think Pad	78-KAZHK	ELC-A22
IBM-A-22m Think Pad	78-KAZKL	ELC-A22
IBM-A-22m Think Pad	78-KAZKG	ELC-A22M
IBM-A-22m Think Pad	78-BV829	Bill Jordan
IBM-A-22m Think Pad	78-BV672	Jill Dickinson
IBM-A-22m Think Pad	78-BV865	Marty Kelly
IBM-A-22m Think Pad	78-BV865	Melissa Kelly
IBM-A-30 Think Pad	32P-4414	Rosemary DuRocher
IBM-A-30 Think Pad	78-CGAH7	Donah Edwards
IBM-A-30 Think Pad	78-CGAM7	Bruce Friend
IBM-A-30 Think Pad	78-CGAA5	Cathy Brown
IBM-A-30 Think Pad	78-CGAN9	David Bass
IBM-A-31 Think Pad	78-CGFR9	Delmi Cartegena
IBM-A-31 Think Pad	78-CGAK9	Donna L. Boles
IBM-A-31 Think Pad	78-CFZP8	Donna Weisman
IBM-A-31 Think Pad	78-CGHA9	Holly Sagues
IBM-A-31 Think Pad	78-CGAM3	Jeff Murphy
IBM-A-31 Think Pad	78-CGGT1	Jennifer Whiting
IBM-A-31 Think Pad	78-CFZR4	Kelly Myers
IBM-A-31 Think Pad	78-CGGF7	Kim Catelone
IBM-A-31 Think Pad	78-CGFT5	Leon Gaither
IBM-A-31 Think Pad	78-CGAL3	Linda Pickens
IBM-A-31 Think Pad	78-CGAB9	Madonna Wise
IBM-A-31 Think Pad	78-CGGB4	Natasha Shirley78-CGAB9
IBM-A-31 Think Pad	78-CGAP3	Rita Kienle
IBM-A-31 Think Pad	78-CFYP9	Vernon Chapman
IBM-A-31 Think Pad	78-CGHA9	ELC A31
IBM-A-31 Think Pad	78-CGGB4	ELC A31
IBM-A-31 Think Pad	78-CGTX5	ELC A31
IBM-A-31 Think Pad	78-CGTX9	ELC A31
IBM-A-31 Think Pad	78-CGFR9	ELC A31

IBM-A-31 Think Pad	78-CGGR1	ELC A31
IBM-A-31 Think Pad	78-CGTYo	ELC A31
IBM-A-31 Think Pad	78-CGTY2	ELC A31
IBM-A-31 Think Pad	78-CGFP1	ELC A31
IBM-A-31 Think Pad	78-CGTY5	Kay Johnson
IBM-A-31 Think Pad	78-CGGR1	Jennifer Whiting
IBM-A-31 Think Pad	78-CGAN3	Kathy Walker
IBM-A-31 Think Pad	78-CGGK4	Janene Bowden
IBM-A-31 Think Pad	78-CGGZ3	ELC A31
IBM-A-31 Think Pad	78-CGGB2	ELC A31
IBM X-20 Think Pad	FX29471	Julie Young
Eiki Projector	G8Z01005	Michelle Kinley
Eiki Projector	G9501216	Donna Weisman

FLVS Stakeholders' Surveys Executive Summary 2002-03



By

Optimal Performance, Inc.

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Tallahassee, FL 32317

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Executive Summary

The Florida Virtual School Stakeholders' Surveys 2002-03

As part of its ongoing commitment to education, administrators and staff at Florida Virtual School (FLVS) continue to seek data about the services provided to its various stakeholders. A good quality assurance process must include feedback from the customers and then use that data to make changes within the organization. Such a process ensures that organizations stay current with clients' needs as well as help identify areas of weaknesses within the system. In The Florida Virtual School's case, its customers include students, parents, school officials, and district personnel. In April 2003, FLVS contracted with Optimal Performance, Inc. to conduct a Student Survey; Parent Survey; School Survey; and District Survey in order to continue its drive towards excellence. This executive summary provides a quick overview of some of the areas reviewed including FLVS staff, course rigor and quality, and overall quality. Four separate reports follow, providing detailed analyses of each of the four questionnaires.

The exhibit below shows the response rate received for each of the instruments. FLVS had a 43% return rate from their district contacts, an 18% response from school personnel, 15% from students, and 24% completion rate from parents. To ensure a higher student response in future, FLVS may consider setting up an in-house process in which students are required to complete the survey before exiting any course. In this way, close to 100% return rate can be expected. This high return rate is quite important especially when administrators begin to use the data for accountability purposes, looking at the data on a teacher-by-teacher or course-by-course basis.

Table 1 FLVS Survey Response Rate 2002-2003			
Survey	Number Sent	Number Completed	Return Rate
District	67	29	43%
School	670	121	18%
Student	7289	1071	15%
Parent	5010	1199	24%

The following sections highlight survey responses in three areas:

- ✓ FLVS Staff
- ✓ Course Rigor and Quality
- ✓ Overall Quality

FLVS Staff

Table 2 below highlights questions in each of the four surveys that provide feedback on the quality of service provided by FLVS staff. All stakeholders indicate a high level of satisfaction regarding their interactions with FLVS staff. Most district and school-based personnel say they receive excellent support from their FLVS e-Learning Manager, and school officials say that their interactions with the FLVS guidance counselors are very useful as well. When asked about teacher communication and quality of services, most students and parents give FLVS teachers “high marks” in these areas. Survey results provide evidence that most teachers’ level of communication is excellent, with a quick response for resolving course content or assignment issues. Also, most parents and students believe that their teacher showed a special interest in the student’s success.

Table 2 FLVS Staff			
Survey	Item	Response	Percent
District	Do you receive sufficient support from your FLVS e-Learning Manager?	Yes No	90% 10%
School	Please rate the level of service you receive from your FLVS e-Learning Manager.	Excellent Good Fair Poor NA	40% 13% 5% 0% 43%
School	Please rate the level of service you receive from your FLVS guidance counselor.	Excellent Good Fair Poor NA	48% 14% 3% 1% 34%
Student	Communication with the teacher of this course is/was:	Great Good Fair Poor	59% 31% 8% 2%
Student	Most questions related to course content or assignments are/were resolved:	In 24 hrs. 2-3 days >3 days NA	67% 23% 4% 6%
Student	My FLVS teacher demonstrated a special interest in my success as a student.	Yes No	90% 10%
Parent	Communication between your child and the teacher of this course is:	Excellent Good Fair Poor NA	54% 32% 7% 3% 3%
Parent	Most questions relating to the course content or	In 24 hrs.	67%

Table 2 FLVS Staff			
Survey	Item	Response	Percent
	assignments are resolved:	2-3 days	20%
		>3 days	3%
		NA	5%
		DK	5%
Parent	This FLVS teacher has shown a special interest in my child's success with FLVS.	Yes	87%
		No	13%

Course Rigor and Quality

Table 3 shows the survey items related to the difficulty level and quality of FLVS courses. Student and parent responses show that, on average, students spend about the same amount of time on their FLVS course as students in a school-based course. However, when asked about the level of difficulty of their FLVS course compared to a traditional high school class, the majority of students (31%) say that their FLVS course was harder or much harder. Twenty-three percent of students indicate their FLVS course was the same as a traditional class, and 24% believe their class was easier or much easier. Clearly, many variables are at play in this rating. However, individual teacher reports have been provided to FLVS administrators to help determine if the course rigor varies tremendously from course-to-course or teacher-to teacher.

While course difficulty follows a normal curve distribution, where some students find FLVS course hard and others have the opposite experience, students are more consistent regarding the quality of their FLVS course. In fact, when asked to compare the quality of their course with their traditional classroom experiences, most students (53%) say it was better or much better and another 27% indicate it was of the same quality. Only five percent of the student respondents think their FLVS course was worse or much worse than their traditional classroom experiences. Parents, too, confirm a high level of satisfaction with the quality of FLVS courses. Thirty-five percent (35%) of parents believe their child learns more in the FLVS class than in a traditional classroom format, 45% indicate that the level of learning is the same in both learning arrangements, and five percent think their child learned less in the FLVS course.

Table 3 Course Rigor			
Survey	Item	Response	Percent
Student	The hours per week I spend/spent on this FLVS course are about:	0-1 hour 1-2 hours 2-4 hours 5-10 hours > 10 hours	2% 10% 42% 39% 8%
Student	Compared to a traditional high school class, the difficulty level of this FLVS course is:	Much harder Harder The same Easier Much easier Not sure	8% 23% 28% 17% 8% 16%
Student	Compared to a traditional high school class, the quality of this FLVS course is:	Much better Better The same Worse Much worse Not sure	25% 28% 27% 3% 2% 15%
Parent	On average, the number of hours per week your child spends/spent on this FLVS course is:	0-1 hour 1-2 hours 2-4 hours 5-10 hours > 10 hours	2% 8% 40% 43% 8%
Parent	Please rate your child's learning experience in this FLVS course(s) as compared to most traditional high school courses.	Learned more Learned same Learned less DK	35% 45% 5% 15%

Overall Quality

Stakeholders from all educational sectors give high ratings on their overall satisfaction with FLVS. Both district and school personnel believe, overwhelmingly, that FLVS benefits students on an individual basis and that the virtual learning environment is helpful to schools and districts at the organizational level as well. Parents and students, too, provide enormous support for FLVS and the large majority would recommend the school to others. In fact, most parents (90%) would encourage their own child to participate in FLVS courses in the future. Given parents' investment in their children's well being, this last statistic is one of the strongest pieces of evidence that FLVS provides a high quality service to its clients.

Table 4 Overall Quality			
Survey	Item	Response	Percent
District	Does FLVS benefit your district?	Yes No	96% 4%
District	Does FLVS benefit students?	Yes No	100% 0%
School	Please rate the quality of your school's experience with FLVS.	Excellent Good Fair Poor NA	44% 38% 9% 2% 7%
School	Does FLVS benefit your school?	Yes No NA	89% 3% 8%
School	Does FLVS benefit students?	Yes No NA	91% 3% 6%
Student	I would recommend FLVS to other students.	Strongly agree Agree Disagree Strongly disagree	56% 37% 4% 3%
Parent	Please rate the quality of your child's experience with FLVS.	Excellent Good Fair Poor	68% 28% 4% 1%
Parent	Would you encourage your child to take another FLVS course?	Yes No	90% 10%
Parent	Would you recommend FLVS to other parents?	Yes No	97% 3%

Areas of Concern and Recommendations

In each survey, participants were asked to indicate any areas of concern and/or recommendations for improving FLVS services. Many stakeholders used this survey item to provide praise for FLVS, its services and its top quality staff. In addition, some very specific recommendations were provided. The top issue for students was the difficulty many have had in turning in assignments. Several individuals recommended modifying the way assignments are turned in so that the process is easier and more reliable. The major concern and recommendation for parents, school administrators and district personnel centered on the need for more FLVS courses. All three stakeholder groups cited many examples of classes filling up too quickly and the great need and urgency for FLVS to grow in order to accommodate current and future demands.