

SREB

*Educational Technology
Cooperative*

Report on State Virtual Schools

August 2006

Southern
Regional
Education
Board

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Atlanta, GA 30318
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www.sreb.org

SREB Educational Technology Cooperative Report on State Virtual Schools

Summary

State-sponsored virtual schools in SREB states are increasing in number and size as a viable means of providing quality courses to students.

- Less than 11 years ago, none of the 50 states used the Web to provide courses to middle grades or high school students.
- By the late 1990s, only Florida had created and provided Web-based courses for high school students.
- Beginning in 2000, other SREB states, including Kentucky, Louisiana and West Virginia, began to implement state virtual schools.
- SREB states now lead the nation in the number of state virtual schools that have been implemented.
- Nearly all SREB states have a state virtual school, and most of the remaining few states are either planning or beginning the initial implementation of one.
- More than 90,000 middle grades and high school students were enrolled in state virtual schools in SREB states during academic year 2005-2006. This is nearly a 100 percent increase from the previous year.

What is triggering this growth?

There is a growing understanding that providing Web-based courses to middle grades and high school students **works**. Online courses have shown to be important to reach students who need:

- academic courses their school cannot provide;
- to retake courses for graduation;
- alternatives to traditional education;
- options to courses offered in their school; and
- access to courses because of physical disabilities.

What is SREB's role?

Using the Web to provide academic courses is still relatively new, and states are still learning how to provide and manage state virtual schools. Approaches vary in how state virtual schools are organized, funded and implemented. SREB's Educational Technology Cooperative has worked closely with states for more than seven years, providing up-to-date information and leadership, and assisting states in sharing their experience and resources. The cooperative continues to support states as they address the policy, instructional and management issues connected with virtual schools. These include:

- getting the funding policies right to ensure adequate and reliable financial support; and
- developing and implementing policies and procedures to ensure quality courses and instruction.

This *Report on SREB State Virtual Schools*, August 2006, is the second year that the Educational Technology Cooperative has surveyed and collected detailed information about the status of state virtual schools in SREB states. It contains information submitted by the states about the academic year 2005-2006, including summer and fall 2005 and spring 2006. Updating the 2005 report, it reflects states' increasing use of the Web as an effective alternative to the traditional classroom for meeting students' academic needs, regardless of where they reside in their state.

The cooperative provides additional information on state virtual schools on the SREB Web site at <http://www.sreb.org/programs/EdTech/pubs/pubsindex.asp>.

State Virtual School Survey SREB Educational Technology Cooperative Alabama May 2006	
Name of State Virtual School (SVS)	ACCESS Distance Learning http://accessdl.state.al.us/
Grade levels <i>What grade levels do you serve?</i>	High school
Initial action <i>What action precipitated creation of the SVS?</i>	Governor's initiative, November 2005 Legislative action, winter 2006
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>The Alabama Legislature appropriated \$10.3 million for FY06 to fund a statewide distance learning initiative. An additional \$10.3 million has been appropriated for FY07. This initiative will serve all Alabama public high school students with Web-based, interactive videoconferencing (IVC) and blended courses. Alabama Online High School (AOHS) courses will be incorporated into the ACCESS program.</p> <p>During FY06, 24 pilot sites were selected and immersed in technology. These sites began delivering and receiving courses in January 2006. An additional 21 expansion sites will be added in July 2006. All IVC labs in the state are also currently being connected into a statewide network. Additional information regarding this program (including policies, course lists, etc.) may be found at www.accessdl.state.al.us.</p>
Governance <i>To whom is the SVS accountable?</i>	Alabama State Board of Education
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	Approximately \$11.3 million was received in state and other funding in FY 06 to start the program. (ACCESS is not a revenue-producing organization.)

**State Virtual School Survey
SREB Educational Technology Cooperative
Alabama
May 2006**

<p>Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Federal government</td> <td style="text-align: right;">Approx. 10% in FY06</td> </tr> <tr> <td>Private sector companies</td> <td style="text-align: right;">Approx. 1% in FY06</td> </tr> </table>	Federal government	Approx. 10% in FY06	Private sector companies	Approx. 1% in FY06					
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<p>Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i></p>	<p>ACCESS Distance Learning courses are offered free to all public high school students in Alabama.</p> <p>The SVS pays for the courses.</p>									
<p>Course offerings <i>What courses does the SVS offer? (Anticipated courses for fall 2006)</i></p>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%; text-align: center;"><u>Total</u></th> <th style="width: 50%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Placement</td> <td style="text-align: center;">9</td> <td> AP English Literature and Composition AP English Language and Composition AP U.S. Government AP U.S. History AP Calculus AB AP Art History AP Biology AP Chemistry AP Macroeconomics </td> </tr> <tr> <td>Core academic courses</td> <td style="text-align: center;">20</td> <td> English 9 English 10 English 11 English 12 Economics U.S. Government U.S. History 1877 to Present Algebra I Geometry Algebra II with Trigonometry Algebra II Precalculus Physical Science Biology Chemistry Environmental Science Physics Marine Science Algebra IA Algebra IB </td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	9	AP English Literature and Composition AP English Language and Composition AP U.S. Government AP U.S. History AP Calculus AB AP Art History AP Biology AP Chemistry AP Macroeconomics	Core academic courses	20	English 9 English 10 English 11 English 12 Economics U.S. Government U.S. History 1877 to Present Algebra I Geometry Algebra II with Trigonometry Algebra II Precalculus Physical Science Biology Chemistry Environmental Science Physics Marine Science Algebra IA Algebra IB
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<p>Courses (<i>cont'd.</i>)</p>	<p>These include:</p> <ul style="list-style-type: none"> English 9 English 10 English 11 English 12 Algebra I Geometry Biology Environmental Science Physics Physical Science Economics U.S. Government U.S. History 1877 to the Present Career/Tech Education Core Career/Tech Education Coordinated Studies Health Education Creative Writing Remediation Modules for Science and Mathematics <p>What courses are leased? None</p>														
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State Virtual School Survey SREB Educational Technology Cooperative Alabama May 2006									
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	N/A								
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	Yes Is the SIS linked to the state data system? No, but plans are being made to do so.								
Teachers (1) <i>Who provides the teacher?</i>	The SVS								
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Teachers (3) <i>Who employs the teachers?</i>	Teachers are hired by the three regional ACCESS Distance Learning Support Centers.								
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	Academic preparation Teaching experience Online teaching skills Written communications skills "Highly qualified" status, Alabama certification								

State Virtual School Survey SREB Educational Technology Cooperative Alabama May 2006	
Teachers (5) <i>How do you recruit teachers?</i>	Web site, Alabama State Department of Education staff/publications, brochures, professional teacher organizations and state professional conferences
Teachers (6) <i>Describe training or professional development opportunities.</i>	Professional development in online policies and guidelines, online instructional pedagogy, the learning management system, and the use of technology required for course delivery are required for teachers and on-site classroom facilitators.
Teachers (7) <i>How are online teachers evaluated?</i>	Teachers are evaluated by the Alabama Professional Education Personnel Evaluation Program (PEPE) and by trained staff at support centers. The entire program is evaluated by the outside evaluator, the International Society for Technology in Education (ISTE). Additional information regarding courses and teaching may be obtained via questionnaires and surveys completed by stakeholders.
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	Full-time — Four full-time staff members are employed by the State Department of Education. The number of full-time staff hired for the three regional support centers is still to be determined. Part-time — To be determined
Instruction <i>What are the most difficult instruction issues you encounter?</i>	Providing instruction for homebound students and for special education students in state correctional facilities
Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i>	All courses are evaluated and approved by Alabama State Department of Education staff and are aligned with state academic content standards in the core content areas. ACCESS staff, with assistance from the curriculum section of the department

State Virtual School Survey SREB Educational Technology Cooperative Alabama May 2006	
Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i>	<p>ACCESS and support center staff; outside evaluator</p>
Intellectual property <i>Does your SVS have an intellectual property policy?</i>	<p>No. Requirements have been included in RFPs and agreements with vendors, but a policy has not yet been published in a document that can be provided at this time. It is forthcoming.</p>
Measuring success <i>How does your SVS measure success of the effort?</i>	<p>Internal evaluations: Yes</p> <p>Frequency: These are informal only and are not currently conducted on an established cycle.</p> <p><i>No internal evaluation reports are available.</i></p> <p>External evaluations: Yes</p> <p>Frequency: Three phases from May 2006-February 2007</p> <p>By whom: International Society for Technology in Education (ISTE)</p> <p><i>No external evaluation reports are available.</i></p>
Contact information	<p>Martha Donaldson ACCESS Distance Learning Administrator Technology Initiatives Alabama Department of Education 5351 Gordon Persons Building P.O. Box 302101 Montgomery, AL 36130 (334) 242-9594 marthad@alsde.edu</p>

	State Virtual School Survey SREB Educational Technology Cooperative Arkansas May 2006
Name of State Virtual School (SVS)	Arkansas Virtual High School (AVHS) http://avhs.k12.ar.us
Grade levels <i>What grade levels do you serve?</i>	High school
Initial action <i>What action precipitated creation of the state virtual school?</i>	<i>Goals 2000 grant</i>
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	Growth has continued from inception to the present. To date, 1,200 students are enrolled in classes from more than 60 different schools in the state.
Governance <i>To whom is the SVS accountable?</i>	Arkansas State Department of Education
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$500,000
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	No funding received, other than from the Legislature
Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	All courses are offered free of charge. Tuition is paid for by the state.

**State Virtual School Survey
SREB Educational Technology Cooperative
Arkansas
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Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>The student failed to do the work.</p>												
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	<p>No</p>												
Teachers (1) <i>Who provides the teacher?</i>	<p>Teachers are hired as adjuncts.</p>												

State Virtual School Survey SREB Educational Technology Cooperative Arkansas May 2006													
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Teachers (3) <i>Who employs the teachers?</i>	AVHS pays all teacher stipends and full-time salaries.												
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	Online teaching skills Written communications skills Time management skills												
Teachers (5) <i>How do you recruit teachers?</i>	Mostly word-of-mouth or our reputation across the state												
Teachers (6) <i>Describe training or professional development opportunities.</i>	Training is provided in-house on WebCT and through other tools for distance learning.												
Teachers (7) <i>How are online teachers evaluated?</i>	The director monitors classes.												

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Arkansas May 2006</p>
<p>Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i></p>	<p>Full-time 4 Part-time 0</p>
<p>Instruction <i>What are the most difficult instruction issues you encounter?</i></p>	<p>Making sure teacher/student communication is ongoing</p>
<p>Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i></p>	<p>Course content is pre-approved by the Arkansas State Department of Education. Courses are monitored to ensure quality of content, interactivity and pedagogy. AVHS requires teachers be certified in the area they teach. Director and teachers</p>
<p>Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i></p>	<p>The WebCT course platform is used for monitoring.</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p>No</p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations: Yes Frequency: Each year <i>No internal evaluation reports are available.</i> External evaluations: No</p>
<p>Contact information</p>	<p>Sandy O'Reilly Director, Arkansas Virtual High School Arkansas Department of Education State Capital Mall Little Rock, AR 72201 (479) 229-4349 sandy_o@cox.net</p>

State Virtual School Survey SREB Educational Technology Cooperative Delaware May 2006	
Name of State Virtual School (SVS)	<p>Delaware does not have a state virtual school. Courses were offered to high school students and funded by the by the Delaware Department of Education and the districts.</p> <p>Some school districts in Delaware offer online courses for their students.</p>
Grade levels <i>What grade levels do you serve?</i>	<p>Grades 11 and 12 (when funding was available)</p>
Initial action <i>What action precipitated creation of the state virtual school?</i>	<p>N/A</p>
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>The Delaware Department of Education will no longer fund any online AP courses, beginning with the 2006 – 2007 school year.</p>
Contact information	<p>Mercedes Ferrari Education Associate Delaware Department of Education 401 Federal Street Suite 2 Dover, DE 19901 (302) 739-2767 mferrari@doe.k12.de.us</p>

State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006	
Name of State Virtual School (SVS)	Florida Virtual School (FLVS) http://www.flvs.net
Grade levels <i>What grade levels do you serve?</i>	Middle grades and high school
Initial action <i>What action precipitated creation of the SVS?</i>	Legislative code, July 1, 1997
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>Florida Virtual School continued its growth trend during the 2005-06 school year, expanding to serve more than 65,000 half-credit enrollments.</p> <p>Our Virtual School Administrator (VSA) student management system, which launched in May 2005, continues to evolve and develop, streamlining the efficiency of our instructional staff and providing us easy access to real-time data for informed decision-making about student success.</p> <p>All of our courses were refreshed once a year using Teacher Managed Testing (a process used to do an intensive review of every page of each course to ensure quality and error-free modules) in the winter months. New versions launched June 1, 2006, for approximately 25 of our courses, allow for increased multimedia and interactive lessons.</p> <p>FLVS added a Reading Coach to its staff and is embarking on a schoolwide focus on literacy with its state-accepted reading plan.</p> <p>In preparation for 60 percent growth in its student base in 2006-07, FLVS has already added more than 150 staff members for the new year. By the time the hiring process is complete, the FLVS staff will be almost 600 members strong.</p>
Governance <i>To whom is the SVS accountable?</i>	Board of Trustees, appointed by the governor

State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006										
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	<p>Approximately \$22,261,640</p> <p>The fiscal year begins 7/1/06, and additional dollars from our state Florida Education Finance Program (FEFP) and the FLVS Foundation are anticipated; statistics will be available in October (2005-06 FEFP funding).</p>									
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Tuition</td> <td style="text-align: right;">\$400,000</td> </tr> <tr> <td>Foundations</td> <td style="text-align: right;">\$12,877</td> </tr> <tr> <td>Other franchises</td> <td style="text-align: right;">\$400,000</td> </tr> </table>	Tuition	\$400,000	Foundations	\$12,877	Other franchises	\$400,000			
Tuition	\$400,000									
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Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	<p>Only non-Florida students pay tuition at FLVS.</p> <p>State funding is provided through the Florida Educational Finance Program (FEFP), which, for FLVS, is based on number of credits awarded.</p>									
Course offerings <i>What courses does the SVS offer?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%; text-align: center;"><u>Total</u></th> <th style="width: 60%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Advanced Placement</td> <td style="text-align: center; vertical-align: top;">10</td> <td style="vertical-align: top;"> AP Art History AP Biology AP Calculus AB AP Computer Science A AP English Literature and Composition AP English Language and Composition AP Macroeconomics AP Microeconomics AP U.S. Government and Politics AP U.S. History </td> </tr> <tr> <td style="vertical-align: top;">Core academic courses</td> <td style="text-align: center; vertical-align: top;">35</td> <td style="vertical-align: top;"> (AP courses are not duplicated in this list.) LANGUAGE ARTS <u>High School</u> American Studies English I/English I Honors English II/English II Honors English III/English III Honors English IV/English IV Honors </td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	10	AP Art History AP Biology AP Calculus AB AP Computer Science A AP English Literature and Composition AP English Language and Composition AP Macroeconomics AP Microeconomics AP U.S. Government and Politics AP U.S. History	Core academic courses	35	(AP courses are not duplicated in this list.) LANGUAGE ARTS <u>High School</u> American Studies English I/English I Honors English II/English II Honors English III/English III Honors English IV/English IV Honors
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**State Virtual School Survey
SREB Educational Technology Cooperative
Florida
May 2006**

<p>Course offerings (cont'd.)</p>		<p><u>Middle Grades</u> Language Arts 1/L.A. 1 Adv. (6th) Language Arts 2/L.A. 2 Adv. (7th) Language Arts 3/L.A. 3 Adv. (8th)</p> <p>SCIENCE <u>High School</u> Earth Space Science/ESS Honors Chemistry/Chemistry Honors Marine Science/Marine Science Honors Biology/Biology Honors Physics/Physics Honors</p> <p><u>Middle Grades</u> Comp. Science 1/C.S. 1 Adv. (6th) Comp. Science 2/C.S. 2 Adv. (7th) Comp. Science 3/C.S. 3 Adv. (8th)</p> <p>MATH <u>High School</u> Algebra 1A Algebra 1B Algebra I/Algebra I Honors Algebra II/Algebra II Honors Geometry/Geometry Honors Liberal Arts Math Precalculus</p> <p><u>Middle Grades</u> Mathematics 1/Math 1 Adv. (6th) Mathematics 2/Math 2 Adv. (7th) Mathematics 3/Math 3 Adv. (8th)</p> <p>SOCIAL STUDIES <u>High School</u> Global Studies World History/World History Honors American History American History Honors American Government American Government Honors American Studies Economics/Economics Honors</p> <p><u>Middle Grades</u> World Cultures (6th) World Geography (7th) U.S. History /Adv. (8th)</p> <p>ART <u>High School</u> AP Art History <u>Middle Grades</u> Art 2-D</p>
	<p>Non-core electives</p> <p style="text-align: right;">21</p>	

**State Virtual School Survey
SREB Educational Technology Cooperative
Florida
May 2006**

Course offerings (cont'd.)			<p>PHYSICAL EDUCATION <u>High School</u> Adaptive Personal Fitness IEP or 504 Plan Fitness Lifestyle Design Personal Fitness</p> <p>BUSINESS TECHNOLOGY <u>High School</u> Business Systems Technology Web Design I Web Design 2 <u>Middle Grades</u> Keyboarding</p> <p>COMPUTER SCIENCE <u>High School</u> Computer Programming Basic I AP Computer Science A</p> <p>STUDY SKILLS <u>High School</u> SAT Prep FCAT Prep – 10th-Grade Review <u>Middle Grades</u> FCAT Prep – 8th-Grade Review Reading I (6th)</p> <p>FOREIGN LANGUAGE <u>High School</u> Latin I, II, III Spanish I, II</p> <p>HEALTH <u>High School</u> Life Management Skills</p> <p>(Duplicated in non-core electives)</p> <p>BUSINESS TECHNOLOGY <u>High School</u> Business Systems Technology Web Design I Web Design 2 <u>Middle Grades</u> Keyboarding</p> <p>COMPUTER SCIENCE <u>High School</u> Computer Programming Basic I AP Computer Science A</p>
	Technical courses	6	

State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006			
Course offerings (<i>cont'd.</i>)	GED courses 0	GED — Florida Virtual School has created an online GED course that is delivered and taught by other districts in the state.	
	Other courses 10	AP Review courses each spring Art History Biology Calculus AB European History Language and Composition Literature and Composition Macroeconomics Spanish Language U.S. Government and Politics U.S. History	
Courses <i>How does the SVS obtain courses?</i>	What courses are owned by the SVS?	Currently, FLVS owns all its courses.	
	What courses are purchased?	None, but negotiations are in progress.	
	What courses have been developed (completely) by the SVS?	Florida Virtual School has an in-house development team that oversees course development. Most developers consist of Florida Virtual School teaching staff.	
	What courses are leased?	None, but negotiations are in progress.	
Student information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>		<u>Enrolled</u>	<u>Completed</u>
	Summer 2005	67,675	54,091 as of 8/21/06 *
	Spring 2006	*	1,910 still active as of 8/21/06 *
	FLVS does not break its school year into summer, fall and spring terms. We view the school year data in its entirety.		
	* School year data for 2005-06 will not be final until October 2006.		

State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006																					
<p>Student information (2) <i>How many students took courses as “retake” courses?</i></p> <p><i>How many students took courses as “catch-up” courses?</i></p> <p><i>How many students took courses to graduate on time?</i></p>	<p>FLVS surveys students with the following choices when they select a course:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Reason for taking this FLVS course:</u></th> <th style="text-align: right;"><u>% of respondents</u></th> </tr> </thead> <tbody> <tr><td>Personal preference</td><td style="text-align: right;">33.78%</td></tr> <tr><td>Senior needs to graduate on time</td><td style="text-align: right;">14.03%</td></tr> <tr><td>Need for accelerated graduation</td><td style="text-align: right;">11.71%</td></tr> <tr><td>Grade-forgiveness</td><td style="text-align: right;">8.80%</td></tr> <tr><td>Course not available</td><td style="text-align: right;">4.64%</td></tr> <tr><td>7th-period course credit</td><td style="text-align: right;">2.00%</td></tr> <tr><td>Hospital / home-bound</td><td style="text-align: right;">1.43%</td></tr> <tr><td>Hurricane challenges</td><td style="text-align: right;">0.47%</td></tr> <tr><td>Other</td><td style="text-align: right;">23.13%</td></tr> </tbody> </table> <p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>	<u>Reason for taking this FLVS course:</u>	<u>% of respondents</u>	Personal preference	33.78%	Senior needs to graduate on time	14.03%	Need for accelerated graduation	11.71%	Grade-forgiveness	8.80%	Course not available	4.64%	7th-period course credit	2.00%	Hospital / home-bound	1.43%	Hurricane challenges	0.47%	Other	23.13%
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<p>Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i></p>	<p>Technology challenges</p> <p>Student does not need the course to graduate</p> <p>Personal schedules do not permit</p>																				
<p>Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i></p>	<p>Yes</p> <p>Is the SIS linked to the state data system?</p> <p>No. Although the FLVS VSA system is not directly linked to the state, we do have several data passing mechanisms working to submit our FTE.</p>																				
<p>Teachers (1) <i>Who provides the teacher?</i></p>	<p>The SVS</p>																				
<p>Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: right;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">187</td> </tr> <tr> <td>Maximum number of courses a full-time teacher can teach</td> <td style="text-align: right;">2-3</td> </tr> </tbody> </table>		<u>Number</u>	Full-time teachers	187	Maximum number of courses a full-time teacher can teach	2-3														
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State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006	
Teachers (2) (cont'd.)	<u>Number</u> Total number of students a full-time teacher can teach 90-150 credits annually Part-time teachers 100 Maximum number of students a part-time teacher can teach 30-90
Teachers (3) <i>Who employs the teachers?</i>	Florida Virtual School
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	FLVS has developed criteria that are used to select online teachers.
Teachers (5) <i>How do you recruit teachers?</i>	FLVS tends to have a great number of instructional applicants without much outreach. Although we did some targeted newspaper advertisements during 2005-06, it was only recently that we added a staffing manager. She will be working on more specific recruitment goals for 2006-07.
Teachers (6) <i>Describe training or professional development opportunities.</i>	<p>A mentoring program is an integral part of the new hire training program.</p> <p>Presentations and discussion on topics such as diversity, motivating students, measuring student performance through oral assessments, and managing student progress in a virtual environment are provided at staff meeting 2-3 times a year.</p> <p>An online personal fitness course for staff members is available.</p> <p>A peer coaching program provides instructors with the opportunity to pair with an instructor from a different subject area and to give and obtain feedback on one aspect of their craft. The topic this year is providing effective student feedback.</p> <p>Book study groups: One book that has been studied this past year is <i>Do I Really Have to Teach Reading?</i> by Cris Tovani.</p>

State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006	
Teachers (6) (cont'd.)	<p>Classes for ESOL endorsement</p> <p>Classes for reading endorsement</p> <p>A leadership training program has monthly online courses and workshops to provide the basic skills necessary to be an effective leader. Book study groups are conducted for this audience as well. <i>Developing the Leader Within You</i> by John Maxwell is the current topic.</p> <p>All professional development activities are developed and administered in compliance with Florida DOE standards and are accepted by the state to address professional certification CEUs.</p>
Teachers (7) <i>How are online teachers evaluated?</i>	<p>An annual evaluation process (pre-, midpoint and final) evaluates the school's overarching goals, leadership and online teaching skills, and personal development goals.</p>
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	<p>Full-time 88</p> <p>Part-time 10-15 interns</p>
Instruction <i>What are the most difficult instruction issues you encounter?</i>	<p>Individualizing instruction for students while maintaining high-quality service</p>
Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i>	<p>Weekly classroom virtual walk-throughs</p> <p>Monthly phone calls with instructional leaders</p> <p>Work with curriculum specialists and school counselors</p> <p>Analysis of monthly phone call data, including acting on that data to support student achievement and success</p> <p>Annual Customer Satisfaction Surveys (of several varieties)</p> <p>Directors of instruction oversee teachers.</p> <p>The director of curriculum services oversees course development and support.</p>

State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006	
Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i>	<p>Weekly classroom virtual walk-throughs</p> <p>Monthly phone calls with instructional leaders</p> <p>Work with curriculum specialists and school counselors</p> <p>Analysis of monthly phone call data, including acting on that data to support student achievement and success</p> <p>Annual Customer Satisfaction Surveys (of several varieties)</p>
Intellectual property <i>Does your SVS have an intellectual property policy?</i>	<p>Yes, all Florida Virtual School courses have a copyright statement located on all pages within the course. All course development contracts include language indicating that all content developed for Florida Virtual School is the property of Florida Virtual School.</p> <p>Example: All rights, title and interest in and to any Work Product, including written materials, video, graphics or other multimedia materials, computer programs, processes or other intellectual property developed under this Agreement or any Statement of Work (collectively, "Work Product") will belong solely to FLVS, including all copyrights and other intellectual property rights. All Work Product is specially commissioned by FLVS and a work-made-for-hire, and as such, FLVS will own all copyrights in the Work Product pursuant to Florida Statutes 1002.37(2) (c). Any funds realized from patents, copyrights, trademarks or licenses shall be used to support the school's research and development activities in order to improve courseware and services to students.</p>
Measuring success <i>How does your SVS measure success of the effort?</i>	<p>Internal evaluations: Yes</p> <p style="padding-left: 40px;">Frequency: Ad hoc</p> <p>External evaluations: Yes</p> <p style="padding-left: 40px;">Frequency: Annually</p> <p style="padding-left: 40px;">By whom? Optimal Performance, Inc. is the current vendor.</p> <p>External evaluation reports are available at: http://www.flvs.net/educators/annual_external_evaluations.php.</p>

	State Virtual School Survey SREB Educational Technology Cooperative Florida May 2006
Contact information	Julie Young President/CEO Florida Virtual School Florida Department of Education 445 West Amelia Street Orlando, FL 32801 (407) 317-3326 jyoung@flvs.net

State Virtual School Survey SREB Educational Technology Cooperative Georgia May 2006					
Name of State Virtual School (SVS)	Georgia Virtual School (GAVS) www.gavirtualschool.org				
Grade levels <i>What grade levels do you serve?</i>	High school				
Initial action <i>What action precipitated creation of the SVS?</i>	Governor's initiative, April 2005 Legislative action, May 2005				
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>Georgia Virtual School has realized a tremendous year of growth it is first year by adopting a state board rule to provide standards and guidance. Instructionally many new classes have been added and the program has seen a doubling in its enrollment since from Fall 2005. Additional teachers have been trained to instruct students in a variety of curriculum areas. Two additional full-time staff members have been added to assist with administrative tasks.</p> <p>2005-2006 data shall be available after September 15, 2006, at: www.gavirtualschool.org</p>				
Governance <i>To whom is the SVS accountable?</i>	Georgia Board of Education				
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$1,385,000				
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Tuition</td> <td style="text-align: right;">\$600 per 1 unit course</td> </tr> <tr> <td>Foundations</td> <td style="text-align: right;">\$50,000</td> </tr> </table>	Tuition	\$600 per 1 unit course	Foundations	\$50,000
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**State Virtual School Survey
SREB Educational Technology Cooperative
Georgia
May 2006**

<p>Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i></p>	<p>GAVS has a specified number of state-funded units. Public school students who are taking a course as a portion of their regular school day have the first option for these units. Private school and home-schooled students have an option for these units after public school students. Each student can take up to one state-funded Carnegie Unit. All units that are taken in addition to a full school schedule are provided on a tuition basis. All summer courses are provided on a tuition basis.</p> <p>The parents and school district pay for the courses.</p>									
<p>Course offerings <i>What courses does the SVS offer?</i></p>	<table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 10%; text-align: center;"><u>Total</u></th> <th style="width: 60%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Placement</td> <td style="text-align: center;">40</td> <td> AP French A, B, AB AP Calculus AB A, B, AB AP Statistics A, B, AB Language/Composition A, B, AB AP U.S. Government AP Comparative Government AP European History A, B ,AB AP Human Geography A, B, AB AP Psychology A, B, AB AP World History A, B, AB AP Microeconomics AP Macroeconomics AP Biology A, B, AB AP Physics B A, B, AB Environmental Science A, B, AB U.S. Government/AP Comp. Government Block Macro/AP U.S. Government Block AP Micro/AP Macro Block </td> </tr> <tr> <td>Core academic courses</td> <td style="text-align: center;">43</td> <td> Advanced Algebra and Trigonometry A, B, AB Algebra I A, B, AB Algebra II A B, AB Algebra III A, B, AB Geometry A, B, AB 9th Literature/Composition A, B, AB 10th Literature/Composition A, B, AB American Literature/Composition A, B, AB English Literature/Composition A, B, AB World Literature/Composition A, B, AB U.S. Government </td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	40	AP French A, B, AB AP Calculus AB A, B, AB AP Statistics A, B, AB Language/Composition A, B, AB AP U.S. Government AP Comparative Government AP European History A, B ,AB AP Human Geography A, B, AB AP Psychology A, B, AB AP World History A, B, AB AP Microeconomics AP Macroeconomics AP Biology A, B, AB AP Physics B A, B, AB Environmental Science A, B, AB U.S. Government/AP Comp. Government Block Macro/AP U.S. Government Block AP Micro/AP Macro Block	Core academic courses	43	Advanced Algebra and Trigonometry A, B, AB Algebra I A, B, AB Algebra II A B, AB Algebra III A, B, AB Geometry A, B, AB 9th Literature/Composition A, B, AB 10th Literature/Composition A, B, AB American Literature/Composition A, B, AB English Literature/Composition A, B, AB World Literature/Composition A, B, AB U.S. Government
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**State Virtual School Survey
SREB Educational Technology Cooperative
Georgia
May 2006**

<p>Course offerings (<i>cont'd.</i>)</p>	<p>Economics U.S. Government Block U.S. History A, B, AB World Geography A, B, AB World History A, B, AB Introduction to fitness</p> <p>Non-core electives 42 Computer Apps A, B, AB IT Foundations A, B, AB Prin. of Accounting I A, B, AB Visual Basic A, B, AB Web Design A, B, AB French II A, B, AB Latin I A, B, AB Latin II A, B, AB Spanish I A, B, AB Spanish II A, B, AB Statistics Advanced Composition Anthropology Asian Studies Civics/Citizenship Constitutional Theory Psychology Sociology Psychology/Sociology Block First Responder Health SAT Prep</p>
<p>Courses <i>How does the SVS obtain courses?</i></p>	<p>What courses are owned by the SVS? All courses are owned by Georgia Virtual School.</p> <p>What courses are purchased? Latin I, Latin II, AP Biology, SAT Prep, AP Calculus (Please note that all purchased courses have undergone extensive revisions.)</p> <p>Purchased from whom? Florida Virtual School</p> <p>What courses have been developed completely by the SVS? The remaining courses listed were completely developed by GAVS.</p> <p>What courses are leased? No courses are leased.</p>

State Virtual School Survey SREB Educational Technology Cooperative Georgia May 2006													
Student information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<table border="1"> <thead> <tr> <th></th> <th><u>Enrolled</u></th> <th><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td>Summer 2005</td> <td>224</td> <td>142 with grades > 70</td> </tr> <tr> <td>Fall 2005</td> <td>634</td> <td>383 with grades > 70</td> </tr> <tr> <td>Spring 2006</td> <td>1285</td> <td>835 with grades >70</td> </tr> </tbody> </table>		<u>Enrolled</u>	<u>Completed</u>	Summer 2005	224	142 with grades > 70	Fall 2005	634	383 with grades > 70	Spring 2006	1285	835 with grades >70
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Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>Schedule change</p> <p>Student withdrew from school</p> <p>Student not working or responding to teacher</p>												
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	<p>Yes</p> <p>Is the SIS linked to the state data system?</p> <p>Yes</p>												
Teachers (1) <i>Who provides the teacher?</i>	<p>SVS</p>												

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Georgia May 2006</p>
<p>Instruction <i>What are the most difficult instruction issues you encounter?</i></p>	<p>Varying ability levels of students enrolling in same course</p>
<p>Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i></p> <p><i>Who is responsible for this?</i></p>	<p>An internal course review process is done on all new course development and revisions. In addition, all courses are on a periodic review and refresh cycle</p> <p>N/A</p>
<p>Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i></p>	<p>Evaluation process each semester by SVS instructional leaders who track their teachers' courses each week, using a checklist of items.</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p>Yes</p> <p><i>Additional information not provided</i></p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations: Yes</p> <p>Frequency: <i>Not specified</i></p> <p><i>Internal evaluation reports are not available.</i></p> <p>External evaluations: No</p>
<p>Contact information</p>	<p>Kristie Clements Manager, Georgia Virtual High School Office of Information Technology Georgia Department of Education 205 Jesse Hill Jr. Drive 1970 Twin Towers East Atlanta, GA 30334 (404) 657-0574 Kristie.Clements@doe.k12.ga.us</p>

State Virtual School Survey SREB Educational Technology Cooperative Kentucky May 2006	
Name of State Virtual School (SVS)	Kentucky Virtual High School (KVHS) www.kvhs.org
Grade levels <i>What grade levels do you serve?</i>	Middle Grades High School GED
Initial action <i>What action precipitated creation of the SVS?</i>	Governor's initiative, January 2000
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>The Kentucky Virtual High School continues to expand its course offerings and services and has seen increased use of online course materials through a Resource Repository, which offers online courses to teachers in classrooms. The KVHS has developed Mandarin Chinese I with an initial offering in fall 2006. The course is taught by a visiting teacher from China. Development of Chinese II is scheduled for spring 2007.</p> <p>In July 2006, the Kentucky Virtual High School along with the Kentucky Virtual University, the postsecondary colleges and universities and state agencies began the transition to a shared P20 virtual learning environment.</p> <p>The Barren County school district has partnered with KVHS to establish the Barren Academy of Virtual and Expanded Learning, providing students from multiple districts with the opportunity to earn a diploma online. The Academy specializes in recovering high school age dropouts and services to students in unique situations.</p>
Governance <i>To whom is the SVS accountable?</i>	The Kentucky Department of Education
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$692,000

State Virtual School Survey SREB Educational Technology Cooperative Kentucky May 2006										
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	<p>Tuition 50%</p> <p>Federal government 10%</p> <p>AP courses are heavily subsidized; core courses are not.</p>									
Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	<p>With the exception of scholarships, all KVHS courses are tuition-based.</p> <p>The SVS and parents pay for the courses.</p>									
Course offerings <i>What courses does the SVS offer?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%; text-align: center;"><u>Total</u></th> <th style="width: 50%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Placement</td> <td style="text-align: center;">23</td> <td> AP Art History AP Calculus AB AP Calculus BC AP Chemistry AP Exam Reviews KET AP Physics B AP English Language and Composition AP English Literature and Composition AP Statistics AP Biology AP Environmental Science AP Human Geography AP United States History AP European History AP Microeconomics AP Macroeconomics AP United States Government and Politics AP Psychology KET Latin Literature/AP Optional AP Spanish Language AP French Language AP German Language AP Computer Science </td> </tr> <tr> <td>Core academic courses</td> <td></td> <td> <u>English/Language Arts</u> 8th Grade Language Arts English I, II, III, IV Introduction to Creative Writing <u>Mathematics</u> Pre-Algebra </td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	23	AP Art History AP Calculus AB AP Calculus BC AP Chemistry AP Exam Reviews KET AP Physics B AP English Language and Composition AP English Literature and Composition AP Statistics AP Biology AP Environmental Science AP Human Geography AP United States History AP European History AP Microeconomics AP Macroeconomics AP United States Government and Politics AP Psychology KET Latin Literature/AP Optional AP Spanish Language AP French Language AP German Language AP Computer Science	Core academic courses		<u>English/Language Arts</u> 8th Grade Language Arts English I, II, III, IV Introduction to Creative Writing <u>Mathematics</u> Pre-Algebra
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**State Virtual School Survey
SREB Educational Technology Cooperative
Kentucky
May 2006**

Course offerings (cont'd.)			<p>Algebra I, II Geometry Pre-Calculus</p> <p><u>Science</u> Physics I KET Physics II KET Honors Physics Chemistry Biology Earth and Space Science</p> <p><u>Social Studies</u> Living, Learning and Earning: Consumer Economics American History World History</p> <p><u>Foreign Language</u> Spanish I, II, III KET Latin I, II, III KET Latin Literature/AP Optional KET German I, II, III French I, II, III</p> <p><u>Health/Physical Education</u> Health Personal Fitness</p> <p>Introduction to Health Science</p> <p><u>Career and Technical Education</u> Electronic Office Introduction to Technology</p>
	Non-core electives		
	Technical courses	2	
	GED courses	1	
	Re-take courses	All	All courses may be taken as retake courses.
	Catch-up courses	All	All courses may be taken as catch-up courses.
	<p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>		

**State Virtual School Survey
SREB Educational Technology Cooperative
Kentucky
May 2006**

<p>Courses <i>How does the SVS obtain courses?</i></p>	<p>What courses are owned by the SVS?</p> <p>What courses are purchased?</p> <p>What courses have been developed (completely) by the SVS?</p> <p>What courses are leased?</p>	<p>English I, II, III Creative Writing Precalculus Earth Space Science Consumer Economics French III Spanish I – IV Mandarin Chinese Electronic Office Introduction to Health Sciences AP English Lit AP German Language AP French Language AP Spanish Language</p> <p>None</p> <p>English I, II, III Precalculus Earth Space Science Consumer Economics/ French III Spanish I – IV Mandarin Chinese/ Electronic Office Introduction to Health Sciences AP German Language AP French Language AP Spanish Language</p> <p>AP Macroeconomics AP Microeconomics AP Statistics AP Art History AP Computer Science AP English Language AP Psychology AP Chemistry AP Biology AP Calculus AB AP Calculus BC AP Physics B AP Physics C AP Environmental Science AP Human Geography AP European History AP Latin Literature AP US Government and Politics AP US History</p>
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**State Virtual School Survey
SREB Educational Technology Cooperative
Kentucky
May 2006**

Courses (<i>cont'd.</i>)	<p>English IV French I,II German I, II, III Latin I, II, III, IV Pre-Algebra Algebra A Algebra II Geometry Biology Chemistry Physics I, II, Honors Oceanography World History US History Psychology Political Science Personal Fitness Career Planning Business and Consumer Math Business and Personal Protocol</p> <p style="text-align: center;">Leased from whom?</p> <p>Kentucky Educational Television Monterey Institute Apex Learning Aventa Learning <i>class.com</i> Florida Virtual School</p>
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Student Information (1) <i>How many students were enrolled?</i>	<u>Enrolled</u>	<u>Completed</u>
	Summer 2005	101
	Fall 2005	74
<i>How many students successfully completed courses?</i>	Fall 2005	750
	Spring 2006	583
		3241
		2878

Student information (2) <i>How many students took courses as "retake" courses?</i>	109
<i>How many students took courses as "catch-up" courses?</i>	0
<i>How many students took courses to graduate on time?</i>	0

State Virtual School Survey SREB Educational Technology Cooperative Kentucky May 2006													
Student information (2) <i>(cont'd)</i>	<p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p><i>Information not provided.</i></p>												
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i> <i>Is this Student Information System (SIS) linked to state data system?</i>	<p>Yes</p> <p>No</p>												
Teachers (1) <i>Who provides the teacher?</i>	<p>SVS</p>												
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Maximum number of courses a full-time teacher can teach</td> <td style="text-align: right;">KVHS does not calculate by course.</td> </tr> <tr> <td>Total number of students a full-time teacher can teach</td> <td style="text-align: right;">N/A</td> </tr> <tr> <td>Part-time teachers</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Maximum number of students a part-time teacher can teach</td> <td style="text-align: right;">Depends on teacher’s other employment</td> </tr> </tbody> </table>		<u>Number</u>	Full-time teachers	2	Maximum number of courses a full-time teacher can teach	KVHS does not calculate by course.	Total number of students a full-time teacher can teach	N/A	Part-time teachers	33	Maximum number of students a part-time teacher can teach	Depends on teacher’s other employment
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Part-time teachers	33												
Maximum number of students a part-time teacher can teach	Depends on teacher’s other employment												

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Kentucky May 2006</p>
<p>Teachers (3) <i>Who employs the teachers?</i></p>	<p>Kentucky Department of Education</p>
<p>Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i></p>	<p>Academic preparation</p> <p>Teaching experience</p> <p>Online teaching skills</p> <p>Written communications skills</p> <p>Time management skills</p>
<p>Teachers (5) <i>How do you recruit teachers?</i></p>	<p>KVHS teachers are secured through a competitive Request for Proposals process. Notification is distributed through the KDE website, listservs and educational organizations.</p>
<p>Teachers (6) <i>Describe training or professional development opportunities.</i></p>	<p>Teachers participate in a 2 ½-day faculty retreat in the summer. Online professional development is ongoing through a community team space and Web conferencing opportunities as well as professional development activities appropriate to the teaching area, such as College Board Advanced Placement and Vertical Team training, NACOL sessions and Webinars.</p>
<p>Teachers (7) <i>How are online teachers evaluated?</i></p>	<p>Against faculty expectations document.</p>
<p>Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i></p>	<p>Full-time 3</p> <p>Part-time 3</p>
<p>Instruction <i>What are the most difficult instruction issues you encounter?</i></p>	<p>Pacing</p>

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Kentucky May 2006</p>
<p>Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i></p> <p><i>Who is responsible for this?</i></p>	<p>Courses are reviewed by content specialists to ensure alignment with national, state and ISTE standards.</p> <p><i>Information not provided</i></p>
<p>Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i></p>	<p><i>Information not provided</i></p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p>Yes</p> <p><i>Document not provided</i></p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations? Yes</p> <p>Frequency: N/A</p> <p><i>Information not provided</i></p> <p>External evaluations? No</p>
<p>Contact information</p>	<p>Linda Pittenger Director, Kentucky Virtual High School Kentucky Department of Education 19th Floor, Plaza Tower Frankfort, KY 40601 (502) 564-4772 lpitteng@kde.state.ky.us</p>

State Virtual School Survey SREB Educational Technology Cooperative Louisiana May 2006	
Name of State Virtual School (SVS)	Louisiana Virtual School (LVS) www.louisianavirtualschool.net
Grade levels <i>What grade levels do you serve?</i>	Middle grades and high school
Initial action <i>What action precipitated creation of the SVS?</i>	By action of the Louisiana Board of Education
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>During the fall 2005 semester, the Louisiana Virtual School had 30 different course offerings for schools to choose from that resulted in over 2,200 Louisiana students being enrolled in more than 2,300 course seats. The LVS also enrolled students in another 600 course seats for the spring 2006 semester, bringing the total course enrollments to 2,900. Following hurricanes Katrina and Rita, the LVS also offered additional course seats to displaced Louisiana students through a generous in-kind donation from the Florida Virtual School. The Louisiana Department of Education/Louisiana Virtual School also made available immediate funding for students to take additional online courses from course providers outside of the Louisiana and Florida Virtual Schools that met the Louisiana Standards for Distance Education.</p> <p>The LVS received a generous \$2,500,000 grant from the BellSouth Foundation that provides the LVS the capability to address increased course and access demands. The LVS is currently working to implement the three-phase plan, which is designed to build the administrative and technical capacity of the LVS to support an additional 4,500 course seats annually through the 2007-08 school year, as well as provide new course offerings.</p>
Governance <i>To whom is the SVS accountable?</i>	State Board of Elementary and Secondary Education/Louisiana State Department of Education

State Virtual School Survey SREB Educational Technology Cooperative Louisiana May 2006										
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$2.75 million									
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">State appropriation (Algebra I legislative allocation)</td> <td style="text-align: right;">Approx. 7%</td> </tr> <tr> <td>Foundations (BellSouth Foundation)</td> <td style="text-align: right;">Approx. 33%</td> </tr> <tr> <td>State Board of Elementary and Secondary Education Quality Support Fund 8(g) grant</td> <td style="text-align: right;">Approx. 60%</td> </tr> </table>	State appropriation (Algebra I legislative allocation)	Approx. 7%	Foundations (BellSouth Foundation)	Approx. 33%	State Board of Elementary and Secondary Education Quality Support Fund 8(g) grant	Approx. 60%			
State appropriation (Algebra I legislative allocation)	Approx. 7%									
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State Board of Elementary and Secondary Education Quality Support Fund 8(g) grant	Approx. 60%									
Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	<p>No tuition is charged. All courses are free to students.</p> <p>The Louisiana State Board of Elementary and Secondary Education Quality Support Fund 8(g) grant, the BellSouth Foundation grant and the Algebra I legislative allocation cover all associated student costs.</p>									
Course offerings <i>What courses does the SVS offer?</i>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 40%;"></th> <th style="text-align: center;"><u>Total</u></th> <th style="text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Placement</td> <td style="text-align: center;">2</td> <td>AP European History AP U.S. History</td> </tr> <tr> <td>Core academic courses</td> <td style="text-align: center;">22</td> <td>Advanced Math I Advanced Math Dual Algebra I Algebra II American History Biology I Biology II Calculus Chemistry Civics Computer Science I Earth Science English III English IV English IV Dual Credit Environmental Science Fine Arts Survey</td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	2	AP European History AP U.S. History	Core academic courses	22	Advanced Math I Advanced Math Dual Algebra I Algebra II American History Biology I Biology II Calculus Chemistry Civics Computer Science I Earth Science English III English IV English IV Dual Credit Environmental Science Fine Arts Survey
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Core academic courses	22	Advanced Math I Advanced Math Dual Algebra I Algebra II American History Biology I Biology II Calculus Chemistry Civics Computer Science I Earth Science English III English IV English IV Dual Credit Environmental Science Fine Arts Survey								

		State Virtual School Survey SREB Educational Technology Cooperative Louisiana May 2006		
Course offerings (<i>cont'd.</i>)				Fine Arts survey Dual Credit Free Enterprise Geometry Physics World History Non-core electives 12 Astronomy Digital Graphics English Literature French I French II Independent Study in Technology Latin I Latin II Spanish I Spanish II Spanish III Web Mastering
Courses <i>How does the SVS obtain courses?</i>	What courses are owned by the SVS? What courses are purchased? What courses have been developed completely by the SVS? What courses are leased?			Courses are developed by Louisiana teachers. None All 36 course offerings None
Student information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>			<u>Enrolled</u>	<u>Completed</u>
	Summer 2005 Fall 2005 Spring 2006		N/A * 2,300 2,900	N/A 1,900 2,650
* No summer school was offered in 2005.				
Student information (2) <i>How many students took courses as "retake" courses?</i> <i>How many students took courses as "catch-up" courses?</i>				N/A N/A

State Virtual School Survey SREB Educational Technology Cooperative Louisiana May 2006													
Student information (2) <i>(cont'd.)</i> <i>How many students took courses to graduate on time?</i>	<p>N/A</p> <p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>Student has transferred schools.</p> <p>Student was relocated due to a hurricane.</p>												
Student information system (SIS) <i>Does your SVS have student information system (SIS) for management of student information and records?</i>	<p>Yes</p> <p>Is the SIS linked to the state data system?</p> <p>No</p>												
Teachers (1) <i>Who provides the teacher?</i>	<p>SVS</p>												
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Maximum number of courses a full-time teacher can teach</td> <td style="text-align: right;">7</td> </tr> <tr> <td>Total number of students a full-time teacher can teach</td> <td style="text-align: right;">175</td> </tr> <tr> <td>Part-time teachers</td> <td style="text-align: right;">55</td> </tr> <tr> <td>Maximum number of students a part-time teacher can teach</td> <td style="text-align: right;">50</td> </tr> </tbody> </table>		<u>Number</u>	Full-time teachers	15	Maximum number of courses a full-time teacher can teach	7	Total number of students a full-time teacher can teach	175	Part-time teachers	55	Maximum number of students a part-time teacher can teach	50
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Total number of students a full-time teacher can teach	175												
Part-time teachers	55												
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Teachers (3) <i>Who employs the teachers?</i>	<p>Louisiana Virtual School</p>												

**State Virtual School Survey
SREB Educational Technology Cooperative
Louisiana
May 2006**

<p>Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i></p>	<p>Academic preparation</p> <p>Teaching experience</p> <p>Online teaching skills</p> <p>Written communications skills</p> <p>Time management skills</p> <p>Louisiana certification</p>										
<p>Teachers (5) <i>How do you recruit teachers?</i></p>	<p>Disseminate information via the Web site and LEA district contacts</p>										
<p>Teachers (6) <i>Describe training or professional development opportunities.</i></p>	<p>The Louisiana Virtual School has a five-phase PD Induction program and mandatory PD sessions for experienced online LVS instructors.</p> <table border="1" data-bbox="695 1087 1333 1793" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Phase I</i> <i>Prospective Instructor</i></td> <td>Trains a pool of teachers for future growth</td> </tr> <tr> <td style="text-align: center;"><i>Phase II</i> <i>Teacher Assistant (TA)</i></td> <td>Plays the role of an online "student teacher," serving in a mentee-teacher assistant role</td> </tr> <tr> <td style="text-align: center;"><i>Phase III</i> <i>Induction Year</i></td> <td>Delivers <u>one</u> online course for the Louisiana Virtual School</td> </tr> <tr> <td style="text-align: center;"><i>Phase IV</i> <i>Experienced Instructor</i></td> <td>May deliver more than <u>one</u> online course for the Louisiana Virtual School</td> </tr> <tr> <td style="text-align: center;"><i>Phase V</i> <i>Mentor Program</i></td> <td>Mentors a new Teaching Assistant (TA) for the Louisiana Virtual School</td> </tr> </table>	<i>Phase I</i> <i>Prospective Instructor</i>	Trains a pool of teachers for future growth	<i>Phase II</i> <i>Teacher Assistant (TA)</i>	Plays the role of an online "student teacher," serving in a mentee-teacher assistant role	<i>Phase III</i> <i>Induction Year</i>	Delivers <u>one</u> online course for the Louisiana Virtual School	<i>Phase IV</i> <i>Experienced Instructor</i>	May deliver more than <u>one</u> online course for the Louisiana Virtual School	<i>Phase V</i> <i>Mentor Program</i>	Mentors a new Teaching Assistant (TA) for the Louisiana Virtual School
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<i>Phase V</i> <i>Mentor Program</i>	Mentors a new Teaching Assistant (TA) for the Louisiana Virtual School										

State Virtual School Survey SREB Educational Technology Cooperative Louisiana May 2006	
Teachers (7) <i>How are online teachers evaluated?</i>	LVS teachers are evaluated using the <i>SREB Essential Principles of High-Quality Online Teaching: Guidelines for Evaluating K-12 Online Teachers</i> . Self-evaluations are used to help teachers reflect on their level of quality and how they can improve. Continuing professional development in online pedagogy is required.
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	Full-time 8 Part-time 4
Instruction <i>What are the most difficult instruction issues you encounter?</i>	Training new instructors to navigate and learn the content management system.
Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i>	Course content is pre-approved by the Louisiana State Department of Education. Courses are monitored to ensure quality of content, interactivity and pedagogy. State guidelines or SREB's <i>Essential Principles of Quality: Guidelines for Web-based Courses for Middle and High Schools</i> are used. The LVS administrator for curriculum and teacher development coordinates the efforts.
Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i>	Courses are monitored by LVS administrative staff to ensure they are being taught according to the LVS Course Delivery Guidelines. The guidelines and areas of monitoring center around: <ul style="list-style-type: none"> • Being a Faculty Member Managing the Online Class • Instruction and the Learning Environment • Student Progress and Assessment • Program Development and Professional Growth

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Louisiana May 2006</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p>Yes</p> <p><i>More information not provided</i></p> <p>Louisiana teachers are contracted through the state to develop online virtual school courses. Therefore, the courses are “state” property as outlined in the contract.</p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>The Louisiana State Board of Elementary and Secondary Education (BESE) has an external program evaluator to measure the success of the program, based on identified measurable objectives related to student achievement and enrollment.</p>
<p>Contact information</p>	<p>Ken Bradford Educational Technology Consultant Louisiana Center for Educational Technology Louisiana Department of Education 2758-D Brightside Drive Baton Rouge, LA 70820 (225) 763-5575 Fax: (225) 763-8592 Ken.Bradford@La.Gov</p>

State Virtual School Survey SREB Educational Technology Cooperative Maryland May 2006					
Name of State Virtual School (SVS)	Maryland Virtual Learning Opportunities Program (MVLO) http://mdk12online.org				
Grade levels <i>What grade levels do you serve?</i>	Middle grades (students who are taking high school courses) and high school				
Initial action <i>What action precipitated creation of the SVS?</i>	Legislative code, 2002 By action of the Maryland State Board of Education, 2003				
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	Increased enrollments; more systems are viewing online courses as a viable instructional alternative for students; increased use of High School Assessment courses as hybrid courses				
Governance <i>To whom is the SVS accountable?</i>	Maryland State Department of Education				
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	Approximately \$200,000				
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Tuition</td> <td style="width: 50%; text-align: right;">Approx. 70%</td> </tr> <tr> <td>Federal government</td> <td style="text-align: right;">Approx. 30%</td> </tr> </table>	Tuition	Approx. 70%	Federal government	Approx. 30%
Tuition	Approx. 70%				
Federal government	Approx. 30%				

**State Virtual School Survey
SREB Educational Technology Cooperative
Maryland
May 2006**

<p>Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i></p>	<p>All courses except the high school assessment courses have tuition costs. The high school assessment courses also have tuition costs if taught by MSDE rather than by the school system teachers.</p> <p>The SVS, parents and school district pay for the courses.</p>		
<p>Course offerings <i>What courses does the SVS offer?</i></p>		<u>Total</u>	<u>List</u>
	<p>Advanced Placement</p>	21	<p>AP Art History AP Music Theory AP Computer Science A AP Computer Science AB AP Spanish Language AP French Language AP English Literature and Composition AP English Language and Composition AP Calculus AB AP Statistics AP Physics B AP Environmental Science AP Physics C AP Biology AP Chemistry AP U.S. Government and Politics AP Macroeconomics AP American History AP Microeconomics AP Human Geography AP World History</p>
	<p>Core academic courses</p>	19	<p>English 9, 10, 11, 12 Composition Algebra 1 A Algebra 1B Geometry Algebra 2 Calculus Linear Algebra Multi-Variant Calculus Contemporary/Business Math Biology Physics Government Health Education</p>

State Virtual School Survey SREB Educational Technology Cooperative Maryland May 2006																
Course offerings (<i>cont'd.</i>)	<table border="0"> <tr> <td style="padding-right: 20px;">Non-core electives</td> <td style="padding-right: 20px; text-align: center;">1</td> <td>SAT Preparation</td> </tr> <tr> <td>Technical courses</td> <td style="text-align: center;">3</td> <td>HTML and Scripting Web Design 1 Accounting</td> </tr> <tr> <td>Retake courses</td> <td style="text-align: center;">10</td> <td>English 9, 10, 11, 12 Composition Algebra 1 A and 1B Geometry Biology Government Health Education</td> </tr> <tr> <td>Catch-up courses</td> <td style="text-align: center;">10</td> <td>English 9, 10, 11, 12 Composition Algebra 1 A and 1B Geometry Biology Government Health Education</td> </tr> <tr> <td>Other courses</td> <td style="text-align: center;">11</td> <td>Latin 1, 2, and 3 Spanish 1, 2, and 3 AP Spanish Language Chinese 1 AP French Language Japanese 1 and 2</td> </tr> </table> <p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>	Non-core electives	1	SAT Preparation	Technical courses	3	HTML and Scripting Web Design 1 Accounting	Retake courses	10	English 9, 10, 11, 12 Composition Algebra 1 A and 1B Geometry Biology Government Health Education	Catch-up courses	10	English 9, 10, 11, 12 Composition Algebra 1 A and 1B Geometry Biology Government Health Education	Other courses	11	Latin 1, 2, and 3 Spanish 1, 2, and 3 AP Spanish Language Chinese 1 AP French Language Japanese 1 and 2
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Courses <i>How does the SVS obtain courses?</i>	<table border="0"> <tr> <td style="padding-right: 20px;">What courses are owned by the SVS?</td> <td>Algebra Government English 10 Geology Health Education SAT Prep</td> </tr> <tr> <td>What courses are purchased?</td> <td>AP Computer Science A Geometry</td> </tr> <tr> <td style="padding-left: 40px;">Purchased from whom?</td> <td>Florida Virtual School</td> </tr> </table>	What courses are owned by the SVS?	Algebra Government English 10 Geology Health Education SAT Prep	What courses are purchased?	AP Computer Science A Geometry	Purchased from whom?	Florida Virtual School									
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Purchased from whom?	Florida Virtual School															

State Virtual School Survey SREB Educational Technology Cooperative Maryland May 2006													
Courses (<i>cont'd.</i>)	<p>What courses have been developed completely by the SVS?</p> <p>Algebra Government English 10 Biology Health Education SAT Prep</p> <p>What courses are leased?</p> <p>All of the rest</p> <p>Leased from whom?</p> <p>AMDG Apex Learning Center for Talented Youth (Johns Hopkins University) Education Program for Gifted Youth (EPGY) at Stanford University Florida Virtual School</p>												
Student Information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<table border="1"> <thead> <tr> <th></th> <th><u>Enrolled</u></th> <th><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td>Summer 2005</td> <td>353</td> <td>350</td> </tr> <tr> <td>Fall 2005</td> <td>129</td> <td>129</td> </tr> <tr> <td>Spring 2006</td> <td>245</td> <td>245</td> </tr> </tbody> </table>		<u>Enrolled</u>	<u>Completed</u>	Summer 2005	353	350	Fall 2005	129	129	Spring 2006	245	245
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Student information (2) <i>How many students took courses as "retake" courses?</i> <i>How many students took courses as "catch-up" courses?</i> <i>How many students took courses to graduate on time?</i>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p><i>"Retake" courses — sometimes referred to as "credit recovery" — are those needed by students who have to repeat a course.</i></p> <p><i>"Catch-up" courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>The course is harder than they thought.</p> <p>The format is not one that they like.</p>												

State Virtual School Survey SREB Educational Technology Cooperative Maryland May 2006											
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	No										
Teachers (1) <i>Who provides the teacher?</i>	SVS School district Vendor										
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Part-time teachers</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Maximum number of students a part-time teacher can teach</td> <td style="text-align: right;">20 per class section</td> </tr> <tr> <td>Total number of students a part-time teacher can teach</td> <td style="text-align: right;">20</td> </tr> </tbody> </table>		<u>Number</u>	Full-time teachers	0	Part-time teachers	5	Maximum number of students a part-time teacher can teach	20 per class section	Total number of students a part-time teacher can teach	20
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Teachers (3) <i>Who employs the teachers?</i>	Maryland State Department of Education										
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	Academic preparation Teaching experience Online teaching skills Written communications skills Time management skills Oral communication skills										
Teachers (5) <i>How do you recruit teachers?</i>	Advertise in eMaryland Market Place; MD Instructional Computer Association; send ad to local school systems; maintain list of interested teachers; MVLO Web site										

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Maryland May 2006</p>
<p>Teachers (6) <i>Describe training or professional development opportunities.</i></p>	<p>Online course (three continuing education credits), face-to-face training, mentoring</p>
<p>Teachers (7) <i>How are online teachers evaluated?</i></p>	<p>By program staff</p>
<p>Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i></p>	<p>Three full-time persons</p>
<p>Instruction <i>What are the most difficult instruction issues you encounter?</i></p>	<p>To develop and/or select online courses that are well-designed and meet the criteria MSDE established</p> <p>Consistent quality in the teacher performance</p> <p>Online courses being systematically monitored</p>
<p>Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i></p> <p><i>Who is responsible for this?</i></p>	<p>Course content is pre-approved by the Maryland State Department of Education.</p> <p>Courses are reviewed for instructional design and content.</p> <p>Courses are monitored to ensure quality implementation.</p> <p>Staff from the MVLO program organize and conducts the course reviews. This information is posted on the Web site and sent out in publications to school systems.</p>
<p>Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i></p>	<p>Daily monitoring of teachers we employ; weekly reports from vendors</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p>Yes</p> <p>It is included in the student academic integrity agreement, in the contract for teachers and developers, in the RFP for vendors, and in the RFA we issue for Title IID grants that develop courses.</p>

State Virtual School Survey SREB Educational Technology Cooperative Maryland May 2006	
Measuring success <i>How does your SVS measure success of the effort?</i>	<p>Internal evaluations: Yes</p> <p>Frequency: Annually</p> <p>A variety of measures are used: student performance (grades, completion, related assessments scores); surveys of students, parents, mentors, district level staff, teachers; and focus groups. (The surveys used are available for others if requested.)</p> <p>External evaluations: Yes</p> <p>Frequency: Annually, but moving to every other year</p> <p>By whom: Evaluation is bid.</p>
Contact information	<p>Liz Glowa, Coordinator Maryland Virtual Learning Opportunities Maryland Department of Education 200 West Baltimore Street Baltimore, MD 21201 (410) 767-0734 lglowa@msde.state.md.us</p>

State Virtual School Survey SREB Educational Technology Cooperative Mississippi May 2006	
Name of State Virtual School (SVS)	Mississippi Virtual School (MVS) www.mvs.mde.k12.ms.us
Grade levels <i>What grade levels do you serve?</i>	High school
Initial action <i>What action precipitated creation of the SVS?</i>	Legislative code, July 2006
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>Since June 2005, MVS was awarded \$2.5 million from the BellSouth Foundation to support the expansion of the Mississippi Online Learning Institute (MOLLI) to a statewide virtual school without economic barriers to access. This goal was accomplished, and the name was changed to Mississippi Virtual School (MVS). We were able to expand course offerings and academic opportunities to all Mississippi students to include public, private and home school. Enrollment increased by over 100 percent from the previous year.</p> <p>In addition to the BellSouth Foundation funding, the Mississippi Legislature passed a bill (Senate Bill 2602, Section 10) to provide support for MVS. A \$1 million budget line item was established for MVS, beginning in the 2007 fiscal year. This will further efforts to provide a quality online education for all Mississippi students.</p>
Governance <i>To whom is the SVS accountable?</i>	Mississippi Board of Education
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	MVS does not collect fees for services.

State Virtual School Survey SREB Educational Technology Cooperative Mississippi May 2006													
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	Federal government Foundations	Approx. 29% Approx. 71%											
Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	MVS offers tuition-free access to all students. The SVS pays for the courses.												
Course offerings <i>What courses does the SVS offer?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%; text-align: center;"><u>Total</u></th> <th style="width: 45%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Advanced Placement </td> <td style="text-align: center; vertical-align: top;">10</td> <td style="vertical-align: top;"> American Government American History Art History English Language Calculus AB Macroeconomics Microeconomics AP Computer Science A AP Computer Science AB AP Biology </td> </tr> <tr> <td style="vertical-align: top;"> Core academic courses </td> <td style="text-align: center; vertical-align: top;">12</td> <td style="vertical-align: top;"> English III English IV Algebra II Geometry Chemistry Earth Space Science Physics I Economics Global Studies U.S. Government Marine Science World History </td> </tr> <tr> <td style="vertical-align: top;"> Non-core electives </td> <td style="text-align: center; vertical-align: top;">9</td> <td style="vertical-align: top;"> Spanish I, II Latin I, II, III Computer Programming I Life Management skills Web Page Design Business System and Technology Design </td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	10	American Government American History Art History English Language Calculus AB Macroeconomics Microeconomics AP Computer Science A AP Computer Science AB AP Biology	Core academic courses	12	English III English IV Algebra II Geometry Chemistry Earth Space Science Physics I Economics Global Studies U.S. Government Marine Science World History	Non-core electives	9	Spanish I, II Latin I, II, III Computer Programming I Life Management skills Web Page Design Business System and Technology Design
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Advanced Placement	10	American Government American History Art History English Language Calculus AB Macroeconomics Microeconomics AP Computer Science A AP Computer Science AB AP Biology											
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Courses <i>How does the SVS obtain courses?</i>	What courses are owned by the SVS?	None											

State Virtual School Survey SREB Educational Technology Cooperative Mississippi May 2006													
Courses (<i>cont'd.</i>)	<p>What courses are purchased? Purchases are pending.</p> <p>What courses have been developed completely by the SVS? None</p> <p>What courses are leased? All courses were leased, and numerous courses were available from in-kind donations from multiple vendors.</p> <p>Leased from whom? Aventa Learning, Class.com and Florida Virtual School</p>												
Student information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<table border="1"> <thead> <tr> <th></th> <th><u>Enrolled</u></th> <th><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td>Summer 2005</td> <td>26</td> <td>26</td> </tr> <tr> <td>Fall 2005</td> <td>556</td> <td>415</td> </tr> <tr> <td>Spring 2006</td> <td>603</td> <td>420</td> </tr> </tbody> </table>		<u>Enrolled</u>	<u>Completed</u>	Summer 2005	26	26	Fall 2005	556	415	Spring 2006	603	420
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Student information (2) <i>How many students took courses as "retake" courses?</i> <i>How many students took courses as "catch-up" courses?</i> <i>How many students took courses to graduate on time?</i>	<p>0</p> <p>0</p> <p>Many students took courses to graduate on time, but official data was not collected.</p> <p><i>"Retake" courses — sometimes referred to as "credit recovery" — are those needed by students who have to repeat a course.</i></p> <p><i>"Catch-up" courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>Difficulty level of course content/rigor</p> <p>First-time online student/not prepared to be independent learner</p>												

State Virtual School Survey SREB Educational Technology Cooperative Mississippi May 2006									
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	No								
Teachers (1) <i>Who provides the teacher?</i>	SVS								
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td style="padding-left: 40px;">Full-time teachers</td> <td style="text-align: right;">0</td> </tr> <tr> <td style="padding-left: 40px;">Maximum number of courses a part-time teacher can teach</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="padding-left: 40px;">Total number of students a part-time teacher can teach</td> <td style="text-align: right;">25 per semester</td> </tr> </tbody> </table>		<u>Number</u>	Full-time teachers	0	Maximum number of courses a part-time teacher can teach	2	Total number of students a part-time teacher can teach	25 per semester
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Teachers (3) <i>Who employs the teachers?</i>	Mississippi Department of Education/MVS								
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	Academic preparation Teaching experience Online teaching skills Written communications skills Time management skills Mississippi <i>NCLB</i> "highly qualified" status								
Teachers (5) <i>How do you recruit teachers?</i>	MVS staff participates in state conferences and posts employment opportunities on the MVS Web site.								

	State Virtual School Survey SREB Educational Technology Cooperative Mississippi May 2006
Teachers (6) <i>Describe training or professional development opportunities.</i>	MVS used a local university to provide professional development related to online instruction for its teachers.
Teachers (7) <i>How are online teachers evaluated?</i>	MVS staff evaluates teachers in the areas of communication, productivity and client satisfaction (student, parents and local school contacts).
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	Full-time 4 Part-time 17
Instruction <i>What are the most difficult instruction issues you encounter?</i>	Communication and local mentoring support for students are ongoing concerns.
Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i>	All MVS courses are aligned to the Mississippi Curriculum Frameworks. The MVS staff, in coordination with the Office of Curriculum and Instruction, is responsible for ensuring quality and alignment.
Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i>	Traditionally, MVS staff monitors instruction and student participation by reviewing system-generated reports that reflect time in a course for teachers and students, percentage of course completed by each student, teacher turnaround time for grading assignments, and other metrics related to course participation of students and teachers.
Intellectual property <i>Does your SVS have an intellectual property policy?</i>	No

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Mississippi May 2006</p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations: Yes</p> <p>Frequency: Every nine weeks</p> <p><i>Internal evaluation reports were not provided.</i></p> <p>External evaluations: Yes</p> <p>Frequency: Annually (in progress)</p> <p>By whom: BellSouth Foundation designee</p> <p><i>External evaluation reports were not provided.</i></p>
<p>Contact information</p>	<p>Nadine Gilbert, Information Technology Planner Office of Leadership and Professional Development Mississippi Department of Education P.O. Box 771 Jackson, MS 39205 (601) 359-3954 ngilbert@mde.k12.ms.us</p>

State Virtual School Survey SREB Educational Technology Cooperative North Carolina May 2006	
Name of State Virtual School (SVS)	North Carolina Virtual Public School (NCVPS) www.ncvps.org
Grade levels <i>What grade levels do you serve?</i>	High school
Initial action <i>What action precipitated creation of the SVS?</i>	Legislative code, fall 2005 Legislative code –1988 funding for satellite delivery
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	Beginning in 1988, NCDPI joined a consortium of five states to offer critically needed courses (e.g., Latin & Calculus) to the 50 most rural high schools in the state. These courses were delivered via satellite through TI-IN, later StarNet. Since 2003-04, all of our funding has gone to a variety of online providers to include: LEARN NC (University of North Carolina), United Star Distance Learning Consortium (USDLC) and Virtual High School (VHS). 2006-2007 will serve as a transition year from state distance learning funding as a line item to a fully funded SVS (NCVPS). A “Letter from the Director” is a regular feature that provides an overview of the new SVS.
Governance <i>To whom is the SVS accountable?</i>	North Carolina State Board of Education
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$1.2 million used (includes carry-over from 2004/2005)
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	No

State Virtual School Survey SREB Educational Technology Cooperative North Carolina May 2006																
Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	<p>Students are not charged tuition.</p> <p>SVS pays for the courses.</p>															
Course offerings <i>What courses does the SVS offer?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 20%; text-align: center;"><u>Total</u></th> <th style="width: 40%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Placement</td> <td style="text-align: center;">32 *</td> <td>LEARN NC (University of North Carolina)</td> </tr> <tr> <td>Non-core electives</td> <td style="text-align: center;">190 *</td> <td>AMDG Online Learning, (USDLC) United Star Distance Learning Consortium (OSU) Oregon State University</td> </tr> </tbody> </table> <p>* Courses and providers available through the NCDPI consortium.</p>		<u>Total</u>	<u>List</u>	Advanced Placement	32 *	LEARN NC (University of North Carolina)	Non-core electives	190 *	AMDG Online Learning, (USDLC) United Star Distance Learning Consortium (OSU) Oregon State University						
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Advanced Placement	32 *	LEARN NC (University of North Carolina)														
Non-core electives	190 *	AMDG Online Learning, (USDLC) United Star Distance Learning Consortium (OSU) Oregon State University														
Courses <i>How does the SVS obtain courses?</i>	<p>NCVPS does not yet offer courses; all courses are presently offered by the NCDPI consortium</p>															
Student information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 20%; text-align: center;"><u>Enrolled</u></th> <th style="width: 40%; text-align: center;"><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td colspan="3" style="text-align: left;">NCDPI consortium</td> </tr> <tr> <td>Summer 2005</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Fall 2005</td> <td style="text-align: center;">1772</td> <td style="text-align: center;">1584</td> </tr> <tr> <td>Spring 2006</td> <td style="text-align: center;">1855</td> <td style="text-align: center;">1606</td> </tr> </tbody> </table>		<u>Enrolled</u>	<u>Completed</u>	NCDPI consortium			Summer 2005	N/A	N/A	Fall 2005	1772	1584	Spring 2006	1855	1606
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Student information (2) <i>How many students took courses as “retake” courses?</i> <i>How many students took courses as “catch-up” courses?</i> <i>How many students took courses to graduate on time?</i>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</p> <p>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</p>															

State Virtual School Survey SREB Educational Technology Cooperative North Carolina May 2006					
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	Not properly screened for online course work				
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	No				
Teachers (1) <i>Who provides the teacher?</i>	Vendor				
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Full-time teachers</td> <td style="text-align: center;">None</td> </tr> <tr> <td style="text-align: center;">Part-time teachers</td> <td style="text-align: center;">None</td> </tr> </table>	Full-time teachers	None	Part-time teachers	None
Full-time teachers	None				
Part-time teachers	None				
Teachers (3) <i>Who employs the teachers?</i>	Vendors				
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	<p>These guidelines for recruiting, hiring and training teachers (Questions 4, 5 and 6) merely serve as considerations as plans for NCVPS progress.</p> <p>Teachers should hold a valid teaching license in the assigned subject they teach. Currently, the requirement is a valid NC teaching certificate.</p> <p>Successful experience as an online teacher will be another valuable asset for prospective teachers. Given that a few districts and other programs have been operating in our state for several years, there is a wealth of experienced online teachers from which NCVPS will be able to draw.</p>				

State Virtual School Survey SREB Educational Technology Cooperative North Carolina May 2006	
Teachers (5) <i>How do you recruit teachers?</i>	<p>Prospective teachers will be sought through relationships that are built at local school sites by tapping into the pool of experienced online teachers that already exist in our state.</p> <p>Other recruitment sources include the NC Education Association and contacts that NC DPI has in place.</p>
Teachers (6) <i>Describe training or professional development opportunities.</i>	<p>NCVPS will provide training for all new teachers, whether they have taught online previously or not. It is anticipated that both face-to-face and online professional development opportunities will be made available for the staff throughout the year.</p>
Teachers (7) <i>How are online teachers evaluated?</i>	<p>By vendors</p>
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	<p>Full-time 1</p> <p>Part-time 0</p>
Instruction <i>What are the most difficult instruction issues you encounter?</i>	<p>N/A</p>
Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i>	<p>N/A</p> <p>N/A</p>
Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i>	<p>Anecdotal and vendor evaluations</p>

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative North Carolina May 2006</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p>Yes</p> <p>See MOU: http://www.ncpublicschools.org/distancelearning.</p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>N/A</p>
<p>Contact information</p>	<p>Bruce Friend Interim Director North Carolina Virtual Public School (919) 513-8550 bfriend@ncvps.org www.ncvps.org</p> <p>John Brim Section Chief, Resources Development & Evaluation Instructional Technology Division NC Department of Public Instruction (919) 807-3288 jbrim@dpi.state.nc.us</p> <p>http://www.ncpublicschools.org/distancelearning/index.html</p>

State Virtual School Survey SREB Educational Technology Cooperative Oklahoma May 2006	
Name of State Virtual School (SVS)	<p style="text-align: center;">University of Oklahoma, Independent Learning High School http://ouilhs.ou.edu/</p> <p>Oklahoma's recognized Virtual High School is the Center for Independent and Distance Learning, through the University of Oklahoma.</p> <p>In addition, online virtual courses are offered at the local level by contract between the provider of online courses (including commercial providers and colleges and universities) and the local board of education.</p>
Grade levels <i>What grade levels do you serve?</i>	<p>High school</p>
Initial action <i>What action precipitated creation of the SVS?</i>	<p>A correspondence program was created in 1913 as an extension/outreach program to meet the needs of the rural population.</p> <p>The University of Oklahoma High School began offering online courses in the late 1990s. It was accredited in 2000.</p>
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>Improved student and customer services resulted with the implementation of a new student management data base with expanded registration and records, financial, bookstore and testing capabilities. Marketing and outreach of OU High School expanded to over 200 Oklahoma high schools visited to brief counselors, administrators and prospective students, as well as attendance at state-level conferences for high school administrators, counselors, board members and teachers.</p> <p>Updated program policies were made them available on the departmental Web site (http://isd.ou.edu), as well as in course study guides and high school catalogs. Instructor contracts were restructured, incorporating performance expectations. OU e-mail accounts were created for all HS teachers to maximize communication between all education partners and students.</p>

State Virtual School Survey SREB Educational Technology Cooperative Oklahoma May 2006	
Current status <i>(cont'd.)</i>	<p>One-on-one Curriculum/Professional Development team meetings with each faculty provided a forum to gain valuable feedback, improve communication and build their involvement in the OU High School program.</p>
Governance <i>To whom is the SVS accountable?</i>	<p>There is a school board appointed by the University of Oklahoma that serves as an advisory board. The University of Oklahoma High School is accountable to the University through the Center for Independent and Distance Learning.</p> <p>If a student is enrolled at a Local Education Agency and taking a course through the VHS, then the LEA grants credit for that course.</p>
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$500,000
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	Tuition 100%
Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	<p>The OU Virtual High School always charges tuition. There is a small scholarship fund that is given primarily based on need.</p> <p>Usually the school district in which the student is enrolled pays for the course on the student's behalf.</p> <p>Parent</p> <p>School district</p> <p>Other State Agencies (Department of Human Services)</p>

**State Virtual School Survey
SREB Educational Technology Cooperative
Oklahoma
May 2006**

Course offerings <i>What courses does the SVS offer?</i>	<u>Total</u>	<u>List</u>
Advanced Placement	8	AP Junior English, 1st Semester AP Junior English, 2nd Semester AP American Government 1 AP American Government 2 AP European History AP European History, 2nd Semester AP World History , 1st Semester AP World History , 2nd Semester
Core academic courses	28	Biology 1st Semester Biology 2nd Semester Freshman English, 1st Semester Freshman Honors English, 1st Semester Freshman English, 2nd Semester Freshman Honors English, 2nd Semester Sophomore English, First Semester Sophomore Honors English, 1st Semester Sophomore English, 2nd Semester Junior English, 1st Semester Junior English, 2nd Semester Senior English, 1st Semester Senior English, 2nd Semester World Geography American History, 1st Semester American History, 2nd Semester World History, 1st Semester World History, 2nd Semester Oklahoma History Honors Oklahoma History Algebra I, 1st Semester Algebra I, 2nd Semester Intermediate Algebra Geometry, 1st Semester Geometry, 2nd Semester Algebra II, 1st Semester Algebra II, 2nd Semester General Mathematics, 2nd Semester
Non-core electives	48	Understanding Art Calligraphy Beginning Drawing Drawing II Astronomy Aviation Science Chemistry 1st Semester Chemistry 2nd Semester Basic Economics Basic English, Grammar and Usage

**State Virtual School Survey
SREB Educational Technology Cooperative
Oklahoma
May 2006**

Course offerings (cont'd.)			Business English Etiquette: Manners for Today Food and Nutrition The Developing Child Personal Money Management French 1, 1st Semester French 1, 2nd Semester French 2, 1st Semester French 2, 2nd Semester General Science, 1st Semester General Science, 2nd Semester Geology, 1st Semester Geology, 2nd Semester German 1, 1st Semester German 1, 2nd Semester German 2, 1st Semester German 2, 2nd Semester German 3, 1st Semester German 3, 2nd Semester American Government Health and Fitness Latin 2, 1st Semester Latin 2, 2nd Semester Trigonometry Precalculus and Analytic Geometry Pre-Algebra, 1st Semester Pre-Algebra, 2nd Semester Meteorology Music Theory Peer Counseling: Knowing Myself and Helping Others, 1st Semester Peer Counseling: Project Self Discovery, 2nd Semester Physical Science, 1st Semester Physical Science, 2nd Semester Physics, 1st Semester Physics, 2nd Semester Beginning Psychology Spanish First Semester Spanish 2nd Semester, 1st Year Spanish First Semester, 2nd Year Spanish 2nd Semester, 2nd Year
	Technical courses	6	Word XP Core Excel XP Core Word XP Expert Excel XP Expert Introduction to Computers I Introduction to Computers II
	Catch-up courses	2	Vocabulary, Study Skills
	<i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i>		

State Virtual School Survey SREB Educational Technology Cooperative Oklahoma May 2006										
Courses <i>How does the SVS obtain courses?</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 70%;">What courses are owned by the SVS?</td> <td style="text-align: right;">100%</td> </tr> <tr> <td>What courses are purchased?</td> <td style="text-align: right;">None</td> </tr> <tr> <td>What courses have been developed completely by the SVS?</td> <td style="text-align: right;">100%</td> </tr> </table>	What courses are owned by the SVS?	100%	What courses are purchased?	None	What courses have been developed completely by the SVS?	100%			
What courses are owned by the SVS?	100%									
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Student Information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 40%;"></th> <th style="text-align: center; border-bottom: 1px solid black;"><u>Enrolled</u></th> <th style="text-align: center; border-bottom: 1px solid black;"><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2004 – 2005</td> <td style="text-align: center;">1925</td> <td style="text-align: center;">1251</td> </tr> <tr> <td style="text-align: center;">2005 – 2006</td> <td style="text-align: center;">2126</td> <td style="text-align: center;">1446</td> </tr> </tbody> </table>		<u>Enrolled</u>	<u>Completed</u>	2004 – 2005	1925	1251	2005 – 2006	2126	1446
	<u>Enrolled</u>	<u>Completed</u>								
2004 – 2005	1925	1251								
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Student information (2) <i>How many students took courses as “retake” courses?</i> <i>How many students took courses as “catch-up” courses?</i> <i>How many students took courses to graduate on time?</i>	<p>The OU Virtual High School does not track students’ reasons for taking a course. About 531 students is a best estimate for both retake and catch-up.</p> <p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>									
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>Lack of self discipline or motivation to succeed in an independent study format</p> <p>Unrealistic expectations of asynchronous course delivery</p> <p>Not fully understanding the work demands of a distance learning course</p>									
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	<p>Yes, it is a custom-built application.</p> <p>Is the SIS linked to the state data system?</p> <p>No</p>									

State Virtual School Survey SREB Educational Technology Cooperative Oklahoma May 2006									
Teachers (1) <i>Who provides the teacher?</i>	SVS and local school districts located near the University of Oklahoma								
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Part-time teachers</td> <td style="text-align: right;">42</td> </tr> <tr> <td>Maximum number of students a part-time teacher can teach</td> <td style="text-align: right;">Case-by-case basis</td> </tr> </tbody> </table>		<u>Number</u>	Full-time teachers	0	Part-time teachers	42	Maximum number of students a part-time teacher can teach	Case-by-case basis
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Full-time teachers	0								
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Maximum number of students a part-time teacher can teach	Case-by-case basis								
Teachers (3) <i>Who employs the teachers?</i>	Oklahoma University Virtual High School								
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	<p>Academic preparation</p> <p>Teaching experience</p> <p>Online teaching skills</p> <p>Written communications skills</p> <p>Technology skills</p> <p>Other skills the OU Virtual High School administrator considers important</p>								
Teachers (5) <i>How do you recruit teachers?</i>	Advertise, local teacher application pool through college of education, teacher referrals								
Teachers (6) <i>Describe training or professional development opportunities.</i>	In addition to meeting and maintaining the requirements for certification and continuing education requirements, faculty and staff are afforded the same professional development opportunities as regular campus employees. Ongoing training is provided on the use of our instructional technologies, such as								

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Oklahoma May 2006</p>
<p>Teachers (6) <i>(cont'd.)</i></p>	<p>WebCT and Desire2Learn. Faculty members are required to collaborate with our Curriculum/Professional Development Team at least annually.</p>
<p>Teachers (7) <i>How are online teachers evaluated?</i></p>	<p>Student evaluations, internal communication tracking and curriculum directors</p>
<p>Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i></p>	<p>Full-time 23 Part-time 2 Student Workers 2</p>
<p>Instruction <i>What are the most difficult instruction issues you encounter?</i></p>	<p>Math courses via online learning are tough due to construction and delivery of algebraic formulas on disparate systems.</p> <p>Foreign language</p> <p>Teacher-student communications</p> <p>Science labs using distance learning</p>
<p>Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i></p> <p><i>Who is responsible for this?</i></p>	<p>All are written to align with PASS (Priority Academic Student Skills).</p> <p>Certified teachers help create and align courses.</p> <p>OU Virtual High School curriculum directors, teachers and SVS Leadership</p>
<p>Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i></p>	<p>Surveys, feedback from teachers to ensure quality, internal communication tracking system</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p><i>Information not provided</i></p>

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Oklahoma May 2006</p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations: Yes</p> <p style="padding-left: 40px;">Frequency: Ongoing</p> <p>External evaluations: Yes</p> <p style="padding-left: 40px;">Frequency: Every five years, a visit and annual report is made to the accreditation agency</p> <p style="padding-left: 40px;">By whom: North Central Association Commission on Accreditation (NCA)</p>
<p>Contact information</p>	<p>Wendy Pratt Communications Director Oklahoma Department of Education 2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105-4599 (405) 521-3331 Wendy_Pratt@sde.state.ok.us</p> <p>Don Toney, HS Principal OU High School Center for Independent and Distance Learning 1600 Jenkins, Room 101 Norman, OK 73072-6507 (405) 325-8494 dtoney@ou.edu</p>

	State Virtual School Survey SREB Educational Technology Cooperative South Carolina May 2006	
Name of State Virtual School (SVS)	South Carolina Virtual School (SCVS) http://blackboard.ed.sc.gov	
Grade levels <i>What grade levels do you serve?</i>	High school	
Initial action <i>What action precipitated creation of the state virtual school??</i>	By action of the South Carolina State Board of Education, April 2006	
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	South Carolina began implementation of a summer pilot program to address virtual learning for students. Over 40 courses were offered to students across the state. Legislation was introduced but not passed in the 2006 session.	
Governance <i>To whom is the SVS accountable?</i>	The South Carolina Department of Education	
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$225,000	
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	Federal government	Approx. \$75,000

**State Virtual School Survey
SREB Educational Technology Cooperative
South Carolina
May 2006**

<p>Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i></p>	<p>Courses are free of charge to all public school students within the state. Charter and home-school students may enroll if any seats are open. There will be a charge for them, but this has not been worked out.</p> <p>The SVS pays for the courses.</p>													
<p>Course offerings <i>What courses does the SVS offer?</i></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%; text-align: center;"><u>Total</u></th> <th style="width: 50%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Advanced Placement</td> <td style="text-align: center; vertical-align: top;">14</td> <td style="vertical-align: top;"> AP Environmental Science AP Physics AB I AP Physics AB II AP Physics BC I AP Physics BC II AP U.S. History I AP U.S. History II AP U.S. Government AP Calculus AB I AP Calculus AB II AP Calculus BC I AP Calculus BC II AP Spanish I AP Spanish II </td> </tr> <tr> <td style="vertical-align: top;">Core academic courses</td> <td style="text-align: center; vertical-align: top;">13</td> <td style="vertical-align: top;"> U.S. History I U.S. History II American Government Algebra 1a Algebra 1b English II English II English III Environmental Science General Calculus I General Calculus II General Physics I General Physics II </td> </tr> <tr> <td style="vertical-align: top;">Non-core electives</td> <td style="text-align: center; vertical-align: top;">10</td> <td style="vertical-align: top;"> College-Prep Physics I College-Prep Physics II Religions of the World Elementary Algebra College Physics I College Physics II Introductory Calculus Introductory Calculus II </td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	14	AP Environmental Science AP Physics AB I AP Physics AB II AP Physics BC I AP Physics BC II AP U.S. History I AP U.S. History II AP U.S. Government AP Calculus AB I AP Calculus AB II AP Calculus BC I AP Calculus BC II AP Spanish I AP Spanish II	Core academic courses	13	U.S. History I U.S. History II American Government Algebra 1a Algebra 1b English II English II English III Environmental Science General Calculus I General Calculus II General Physics I General Physics II	Non-core electives	10	College-Prep Physics I College-Prep Physics II Religions of the World Elementary Algebra College Physics I College Physics II Introductory Calculus Introductory Calculus II	
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**State Virtual School Survey
SREB Educational Technology Cooperative
South Carolina
May 2006**

<p>Courses <i>How does the SVS obtain courses?</i></p>	<p>What courses are owned by the SVS? English II Algebra II SAT Prep</p> <p>What courses are purchased? English II Algebra II SAT Prep</p> <p>What courses have been developed completely by the SVS? None</p> <p>What courses are leased? U.S. History I U.S. History II American Government General Physics I (calculus-based) General Physics II (calculus-based) College Physics I (algebra-based) College Physics II (algebra-based) Introductory Calculus I Introductory Calculus II General Calculus I General Calculus II Environmental Science AP Environmental Science AP Physics AB (Physics C) I AP Physics AB (Physics C) II AP Physics BC I AP Physics BC II AP U.S. History I AP U.S. History II AP U.S. Government AP Calculus AB I AP Calculus AB II AP Calculus BC I AP Calculus BC II College-Prep Physics I College-Prep Physics II Algebra 1a Algebra 1b AP Spanish I AP Spanish II Religions of the World Elementary Algebra</p>
	<p>Leased from whom? National Repository for Online Courses (NROC)</p>

State Virtual School Survey SREB Educational Technology Cooperative South Carolina May 2006													
Student information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<p>Implementation began with a pilot in summer 2006. This information is not applicable.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;"><u>Enrolled</u></th> <th style="width: 25%; text-align: center;"><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td>Summer 2005</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Fall 2005</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Spring 2006</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>		<u>Enrolled</u>	<u>Completed</u>	Summer 2005	N/A	N/A	Fall 2005	N/A	N/A	Spring 2006	N/A	N/A
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Student information (2) <i>How many students took courses as “retake” courses?</i> <i>How many students took courses as “catch-up” courses?</i> <i>How many students took courses to graduate on time?</i>	<p>Implementation began with a pilot in summer 2006. This information is not applicable.</p> <p>N/A</p> <p>N/A</p> <p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>Implementation began with a pilot in summer 2006. This information is not applicable.</p>												
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	<p>Yes</p> <p>Is the SIS linked to the state data system?</p> <p>Yes</p>												
Teachers (1) <i>Who provides the teacher?</i>	<p>SVS</p>												

	State Virtual School Survey SREB Educational Technology Cooperative South Carolina May 2006
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	N/A
Teachers (3) <i>Who employs the teachers?</i>	South Carolina State Department of Education
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	Academic preparation Online teaching skills Time management skills Technology skills
Teachers (5) <i>How do you recruit teachers?</i>	E-mail posting, Web site information, Career Cluster Groups
Teachers (6) <i>Describe training or professional development opportunities.</i>	A six-week online training course for instructors wanting to teach online will earn them graduate credit or recertification credit.
Teachers (7) <i>How are online teachers evaluated?</i>	Online survey from parents and teachers, evaluations conducted by program director
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	Full-time 0 Part-time 6
Instruction <i>What are the most difficult instruction issues you encounter?</i>	Training instructors

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative South Carolina May 2006</p>
<p>Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i></p> <p><i>Who is responsible for this?</i></p>	<p>A group of advisors, including educators, curriculum instruction personnel and content advisors, review the content.</p> <p>The Program Coordinator is responsible for ensuring that advisors match content areas.</p>
<p>Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i></p>	<p>Student/parent evaluations, teacher observations and course summary reports</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p><i>Information not provided</i></p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations: Yes</p> <p>Frequency: To be determined</p> <p>Evaluation reports will be available after January 2007.</p> <p>External evaluations: Yes</p> <p>Frequency: To be determined</p> <p>By whom? <i>Information not provided</i></p> <p>Evaluation reports will be available after January 2007.</p>
<p>Contact information</p>	<p>Dee Appleby Program Director, Virtual High School South Carolina Department of Education 1429 Senate Street Room 406 Columbia, SC 29201 (803) 734-0072 dappleby@ed.sc.gov</p>

State Virtual School Survey SREB Educational Technology Cooperative Tennessee May 2006									
Name of State Virtual School (SVS)	E4TN (Tennessee) www.e4tn.org – available fall 2006 (Content development and beta testing pilot) Tennessee currently has no state virtual school that provides online courses to middle grades and high school students. There are plans for implementing a state e-learning program that will be operational by fall 2007.								
Grade levels <i>What grade levels do you serve?</i>	High school								
Initial action <i>What action precipitated creation of the state virtual school?</i>	By action of the Tennessee State Board of Education, spring 2006								
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	e ⁴ TN has moved from the planning stages to implementation in the last six months. e ⁴ TN has entered into a Phase I high school pilot that began with summer 2005 and has continued through spring 2006. One urban school district, using Tennessee-developed course work, piloted a shortened credit-recovery curriculum for summer 2005. One urban and one rural school district piloted the delivery system with vendor courses that began in fall 2005. Phase II of the pilot included additional school districts and three Tennessee-developed courses ready for implementation in spring 2006.								
Governance <i>To whom is the SVS accountable?</i>	Tennessee Department of Education and the Tennessee Board of Education								
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Title II EdTech grant</td> <td style="text-align: right;">\$3.4 million</td> </tr> <tr> <td style="padding-left: 20px;">TDOE grant</td> <td style="text-align: right;">\$118,500</td> </tr> <tr> <td style="padding-left: 20px;">NGA grant</td> <td style="text-align: right;">\$50,000</td> </tr> <tr> <td style="padding-left: 20px;">Total</td> <td style="text-align: right;">\$3,568,500</td> </tr> </table>	Title II EdTech grant	\$3.4 million	TDOE grant	\$118,500	NGA grant	\$50,000	Total	\$3,568,500
Title II EdTech grant	\$3.4 million								
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State Virtual School Survey SREB Educational Technology Cooperative Tennessee May 2006																
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Federal government</td> <td style="text-align: right;">Approx. 95%</td> </tr> <tr> <td>NGA and TDOE grant</td> <td style="text-align: right;">Approx. 5%</td> </tr> </table>	Federal government	Approx. 95%	NGA and TDOE grant	Approx. 5%											
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NGA and TDOE grant	Approx. 5%															
Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i>	<p>There are charges when involving vendor products.</p> <p>The parents and school district pay for the courses.</p>															
Course offerings <i>What courses does the SVS offer?</i>	<table style="width: 100%; border: none;"> <thead> <tr> <th style="width: 40%;"></th> <th style="text-align: center; width: 10%;"><u>Total</u></th> <th style="text-align: center; width: 50%;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Placement</td> <td style="text-align: center;">3</td> <td>U.S. History, English Literature, Biology</td> </tr> <tr> <td>Core academic courses</td> <td style="text-align: center;">14</td> <td>English 9, 10, 11, 12 Government Economics U.S. History Geography World History Physical Science Biology Geometry Algebra Gateway Algebra</td> </tr> <tr> <td>Non-core electives</td> <td style="text-align: center;">1</td> <td>Global Studies</td> </tr> <tr> <td>Technical courses</td> <td style="text-align: center;">1</td> <td>Career Management Success</td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	3	U.S. History, English Literature, Biology	Core academic courses	14	English 9, 10, 11, 12 Government Economics U.S. History Geography World History Physical Science Biology Geometry Algebra Gateway Algebra	Non-core electives	1	Global Studies	Technical courses	1	Career Management Success
	<u>Total</u>	<u>List</u>														
Advanced Placement	3	U.S. History, English Literature, Biology														
Core academic courses	14	English 9, 10, 11, 12 Government Economics U.S. History Geography World History Physical Science Biology Geometry Algebra Gateway Algebra														
Non-core electives	1	Global Studies														
Technical courses	1	Career Management Success														
Courses <i>How does the SVS obtain courses?</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">What courses are owned by the SVS?</td> <td>English 12 Government Economics Physical Science Geometry Algebra Gateway Algebra</td> </tr> <tr> <td>What courses are purchased?</td> <td>None</td> </tr> <tr> <td>What courses have been developed completely by the SVS?</td> <td>English 12 Government Economics Physical Science Geometry</td> </tr> </table>	What courses are owned by the SVS?	English 12 Government Economics Physical Science Geometry Algebra Gateway Algebra	What courses are purchased?	None	What courses have been developed completely by the SVS?	English 12 Government Economics Physical Science Geometry									
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What courses are purchased?	None															
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State Virtual School Survey SREB Educational Technology Cooperative Tennessee May 2006													
Courses (cont'd.)	<p style="text-align: right;">Algebra Gateway Algebra</p> <p>What courses are leased? English 9, 10, 11 U.S. History, Geography, World History, Biology, Algebra, AP courses</p> <p>Leased from whom? Various vendors</p>												
Student Information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;"><u>Enrolled</u></th> <th style="width: 25%; text-align: center;"><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td>Summer 2005</td> <td style="text-align: center;">201</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Fall 2005</td> <td style="text-align: center;">242</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Spring 2006</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </tbody> </table>		<u>Enrolled</u>	<u>Completed</u>	Summer 2005	201	N/A	Fall 2005	242	N/A	Spring 2006	N/A	N/A
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Summer 2005	201	N/A											
Fall 2005	242	N/A											
Spring 2006	N/A	N/A											
Student information (2) <i>How many students took courses as “retake” courses?</i> <i>How many students took courses as “catch-up” courses?</i> <i>How many students took courses to graduate on time?</i>	<p style="text-align: center;">0</p> <p style="text-align: center;">0</p> <p style="text-align: center;">0</p> <p>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</p> <p>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>Lack of access to technology at home</p> <p>Lack of time on task</p>												

State Virtual School Survey SREB Educational Technology Cooperative Tennessee May 2006									
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	<p>Yes</p> <p>Is the SIS linked to the state data system?</p> <p>No</p>								
Teachers (1) <i>Who provides the teacher?</i>	<p>Third-party providers and local school districts.</p>								
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Part-time teachers</td> <td style="text-align: right;">27</td> </tr> <tr> <td style="padding-left: 40px;">Maximum number of students a part-time teacher can teach</td> <td style="text-align: right;">40</td> </tr> </tbody> </table>		<u>Number</u>	Full-time teachers	0	Part-time teachers	27	Maximum number of students a part-time teacher can teach	40
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Full-time teachers	0								
Part-time teachers	27								
Maximum number of students a part-time teacher can teach	40								
Teachers (3) <i>Who employs the teachers?</i>	<p>LEAs with contract services to e4TN</p>								
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	<p>Academic preparation</p> <p>Teaching experience</p> <p>Online teaching skills</p> <p>Written communications skills</p> <p>Time management skills</p> <p>Level of interest in e-learning</p>								
Teachers (5) <i>How do you recruit teachers?</i>	<p>Recruited through SDE and LEA contact with educators</p> <p>Professional development and training through LEA beta sites and regional SDE field service centers</p>								

State Virtual School Survey SREB Educational Technology Cooperative Tennessee May 2006	
Teachers (6) <i>Describe training or professional development opportunities.</i>	Training is required for all online teachers and facilitators. PD occurs in a blended model, both face to face and online. Educators are trained prior to online teaching and are updated during the teaching session, and post-instructional training is provided as well.
Teachers (7) <i>How are online teachers evaluated?</i>	The e4TN evaluation guidelines and TN Teacher Evaluation system are both used.
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	Full-time 22 Part-time 4
Instruction <i>What are the most difficult instruction issues you encounter?</i>	Developing engaging content related to special needs compliance
Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i>	Course content is pre-approved by the state Department of Education. Courses are monitored to ensure quality of content, interactivity and pedagogy. <i>State guidelines and SREB's Essential Principles of Quality: Guidelines for Web-based Courses for Middle and High Schools are used.</i> TDOE e-Learning Unit
Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i>	The TDOE e-Learning Unit monitors all aspects of course content, including alignment, rigor and engagement.
Intellectual property <i>Does your SVS have an intellectual property policy?</i>	No

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Tennessee May 2006</p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations: Yes</p> <p style="padding-left: 40px;">Frequency: 1 per term student/instructor</p> <p style="padding-left: 40px;"><i>No internal evaluation reports were provided.</i></p> <p>External evaluations: Yes</p> <p style="padding-left: 40px;">Frequency: TBA</p> <p style="padding-left: 40px;">By whom: TBA</p> <p style="padding-left: 40px;"><i>No external evaluation reports were provided.</i></p>
<p>Contact information</p>	<p>Dan A. Long, Executive Director Assessment and e-Learning Tennessee Department of Education Hardison Center, TPS 1252 Foster Avenue Nashville, TN 37210 (615) 253-5031 Dan.Long@state.tn.us</p>

State Virtual School Survey SREB Educational Technology Cooperative Texas May 2006	
Name of State Virtual School (SVS)	<p>Texas currently has no state virtual school that provides online courses to middle grades and high school students.</p> <p>Some school districts in Texas offer online courses to their students.</p>
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	<p>Since no state virtual school currently exists in Texas, public school districts are allowed to offer online courses to students. The courses may be developed by the district or, as is more often the case, may be acquired from a third-party vendor of the district's choosing. Districts may grant state credit for the course if they have determined that the course meets or exceeds the state's curriculum standards for that content area. In order for the district to receive state funding — which is based on Average Daily Attendance (ADA) — students must meet the normal attendance accounting rules of the state.</p> <p>The Texas Education Agency (TEA) is currently conducting a pilot program to explore issues related to state support of virtual courses. Senate Bill 1108, passed in June 2003 by the 78th Legislature (Texas Education Code [TEC] Chapter 29.909), calls for the Commissioner of Education to "...establish a program to examine state policies, requirements, or restrictions impacting school districts that offer students enrolled in the district an electronic educational program or course that includes use of the Internet or other electronic media in which the student and a teacher are in different locations for a majority of the student's instructional period."</p> <p>Through the Electronic Course Pilot (eCP) program, designed to implement the law, TEA will gather data to develop and support recommendations that enable high-quality online learning and identify appropriate state funding mechanisms for these courses and instructional programs. Districts participating in the eCP are eligible to earn state funding for third- through 12th-graders who are not physically present at school while engaged in instruction in a virtual setting. The eCP will continue through the 2006-2007 school year. (See eCP Terms of Participation and related</p>

State Virtual School Survey SREB Educational Technology Cooperative Texas May 2006	
Current status (<i>cont'd.</i>)	<p>documents: http://www.tea.state.tx.us/taa/comm120604.html.)</p> <p>Legislation to create a statewide virtual school network was introduced in the last regular legislative session held in 2005. (See House Bill 1445.) Although this legislation did not pass, it is anticipated that the bill will be reintroduced in the next session. Additionally, other legislators have expressed interest in authoring new legislation regarding online learning.</p> <p>The Texas legislature will convene in January 2007.</p>
Contact information	<p>Kate Loughrey Director of Distance Learning Texas Education Agency 1701 North Congress Ave. Austin, TX 78701-1494 (512) 936-2265 Kate.Loughrey@tea.state.tx.us</p> <p>www.tea.state.tx.us/technology</p>

State Virtual School Survey SREB Educational Technology Cooperative Virginia May 2006	
Name of State Virtual School (SVS)	Virginia Virtual Advanced Placement School http://www.virtualvirginia.org/ http://www.doe.virginia.gov/VDOE/Technology/VAPS.html
Grade levels <i>What grade levels do you serve?</i>	Middle grades and high school
Initial action <i>What action precipitated creation of the SVS?</i>	Legislative code, 1983 (satellite initiative) Governor's initiative, 2004
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	Four Virtual Virginia Support Centers have been created and are organized around content areas: math/science, social studies, world languages and English/humanities. Centralized services now include a technical help desk, school counselor and standardized course management and content object software. Course offerings have been increased in Advanced Placement, world languages and electives.
Governance <i>To whom is the SVS accountable?</i>	Virginia Department of Education
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$2.24 million
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	Tuition Approx. 3%

**State Virtual School Survey
SREB Educational Technology Cooperative
Virginia
May 2006**

<p>Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i></p>	<p>Courses are free to all Virginia students who qualify as Early College Scholars. World language courses are also free to Virginia public school and some private school students.</p> <p>The SVS, parents and school district pay for the courses.</p>												
<p>Course offerings <i>What courses does the SVS offer?</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 15%; text-align: center;"><u>Total</u></th> <th style="width: 45%; text-align: center;"><u>List</u></th> </tr> </thead> <tbody> <tr> <td>Advanced Placement</td> <td style="text-align: center;">20</td> <td> Art History Biology Calculus AB Chemistry Government: Comp. Government: U.S. English Literature English Language European History Environmental Science Human Geography Latin Literature Macroeconomics Microeconomics Physics B Psychology Spanish Language Statistics U.S. History World History </td> </tr> <tr> <td>Core academic courses</td> <td style="text-align: center;">1</td> <td>Precalculus/Mathematical Analysis</td> </tr> <tr> <td>Non-core elective</td> <td style="text-align: center;">10</td> <td> Chinese I Latin I, II, III Japanese I, II, III Creative Writing World Mythology SAT Prep </td> </tr> </tbody> </table>		<u>Total</u>	<u>List</u>	Advanced Placement	20	Art History Biology Calculus AB Chemistry Government: Comp. Government: U.S. English Literature English Language European History Environmental Science Human Geography Latin Literature Macroeconomics Microeconomics Physics B Psychology Spanish Language Statistics U.S. History World History	Core academic courses	1	Precalculus/Mathematical Analysis	Non-core elective	10	Chinese I Latin I, II, III Japanese I, II, III Creative Writing World Mythology SAT Prep
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**State Virtual School Survey
SREB Educational Technology Cooperative
Virginia
May 2006**

<p>Courses <i>How does the SVS obtain courses?</i></p>	<p>What courses are owned by the SVS?</p> <p>AP Biology AP Chemistry AP English Language* AP Government: Comp AP Government: U.S. AP English Literature AP English Language* AP Environmental Science (UVA grant*) AP European History AP Human Geography AP Latin Literature AP Physics AP Psychology** AP Spanish Language** AP U.S. History* AP World History Chinese I Creative Writing World Mythology *owned version / purchased version ** owned version / leased version</p> <p>* A UVA grant from the Javits Foundation for creating the AP Environmental Science course. Creation was through Project LOGged On. The SVS may adapt and use the course for no additional funding.</p>
	<p>What courses are purchased?</p> <p>AP Calculus AB AP English Language AP U.S. History AP Art History AP Macroeconomics AP Microeconomics Latin I, II, III Precalculus Sat Prep</p>
	<p>Purchased from whom?</p> <p>Florida Virtual School</p>
	<p>What courses have been developed completely by the SVS?</p> <p>See courses owned.</p>
	<p>What courses are leased?</p> <p>AP Statistics AP Psychology * AP Physics* AP Spanish Language* Japanese I, II, III</p> <p>*Some sections are leased, in addition to the sections offered that are owned.</p>

State Virtual School Survey SREB Educational Technology Cooperative Virginia May 2006													
Courses (<i>cont'd.</i>)	Leased from whom? Apex Learning Henrico County Public Schools (Japanese)												
Student information (1) <i>How many students were enrolled?</i> <i>How many students successfully completed courses?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 25%; text-align: center;"><u>Enrolled</u></th> <th style="width: 25%; text-align: center;"><u>Completed</u></th> </tr> </thead> <tbody> <tr> <td>Summer 2005</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> <tr> <td>Fall 2005</td> <td style="text-align: center;">1456*</td> <td style="text-align: center;">1256*</td> </tr> <tr> <td>Spring 2006</td> <td style="text-align: center;">434</td> <td style="text-align: center;">355</td> </tr> </tbody> </table> <p>*Fall data includes students enrolled in both fall block courses and yearlong courses.</p>		<u>Enrolled</u>	<u>Completed</u>	Summer 2005	N/A	N/A	Fall 2005	1456*	1256*	Spring 2006	434	355
	<u>Enrolled</u>	<u>Completed</u>											
Summer 2005	N/A	N/A											
Fall 2005	1456*	1256*											
Spring 2006	434	355											
Student information (2) <i>How many students took courses as "retake" courses?</i> <i>How many students took courses as "catch-up" courses?</i> <i>How many students took courses to graduate on time?</i>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>"Retake" courses — sometimes referred to as "credit recovery" — are those needed by students who have to repeat a course.</p> <p>"Catch-up" courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	Inadequate preparation for Advanced Placement courses												
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	No												
Teachers (1) <i>Who provides the teacher?</i>	SVS												

State Virtual School Survey SREB Educational Technology Cooperative Virginia May 2006													
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; vertical-align: bottom;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">12</td> </tr> <tr> <td>Maximum number of courses a full-time teacher can teach</td> <td style="text-align: right;">1</td> </tr> <tr> <td>Total number of students a full-time teacher can teach</td> <td style="text-align: right;">100 *</td> </tr> <tr> <td>Part-time teachers</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Maximum number of students a part-time teacher can teach</td> <td style="text-align: right;">50</td> </tr> </tbody> </table> <p>* Full-time instructors may teach up to 100 students, and their normal assignment is one course with multiple sections of 20-25 students, adding up to 100 students. This includes online instruction.</p>		<u>Number</u>	Full-time teachers	12	Maximum number of courses a full-time teacher can teach	1	Total number of students a full-time teacher can teach	100 *	Part-time teachers	15	Maximum number of students a part-time teacher can teach	50
	<u>Number</u>												
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Part-time teachers	15												
Maximum number of students a part-time teacher can teach	50												
Teachers (3) <i>Who employs the teachers?</i>	Virtual Virginia Support Centers/School Divisions/ Educational Consortia												
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	Academic preparation Teaching experience Online teaching skills Written communications skills												
Teachers (5) <i>How do you recruit teachers?</i>	Advertising on the VDOE Web site, on school division Web sites and on NACOL site												
Teachers (6) <i>Describe training or professional development opportunities.</i>	Virtual Teaching Academy, James Madison University – June 2006 Virtual Community of Practice Online Webinars												

State Virtual School Survey SREB Educational Technology Cooperative Virginia May 2006	
Teachers (6) <i>(cont'd.)</i>	<p>Face-to-face workshops in course management software</p> <p>Tuition-based online courses</p>
Teachers (7) <i>How are online teachers evaluated?</i>	Virtual support center supervisors evaluate instructors.
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	<p>Full-time 7</p> <p>Part-time 5</p>
Instruction <i>What are the most difficult instruction issues you encounter?</i>	The continuing development of high-quality courses that integrate a variety of learning modalities is a challenge. We are also challenged to offer Advanced Placement courses to a widely diverse group of learners with varying degrees of preparation.
Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i> <i>Who is responsible for this?</i>	<p>Supervisors and instructors review courses regularly to ensure alignment.</p> <p>Supervisors and instructors</p>
Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i>	Supervisors have a daily/weekly/monthly checklist that details procedures and policies that have been outlined in the teacher handbook.
Intellectual property <i>Does your SVS have an intellectual property policy?</i>	A policy is under development.
Measuring success <i>How does your SVS measure success of the effort?</i>	<p>Internal evaluations: Yes</p> <p>Frequency: Yearly</p> <p><i>No internal evaluation report is available.</i></p> <p>External evaluations: No</p>

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative Virginia May 2006</p>
Contact information	<p>Cathy Cheely e-Learning Coordinator Virginia Department of Education P.O. Box 2120 Richmond, VA (804) 225-2972 Cathy.cheely@doe.virginia.edu</p>

State Virtual School Survey SREB Educational Technology Cooperative West Virginia May 2006	
Name of State Virtual School (SVS)	West Virginia Virtual School (WVVS) http://virtualschool.k12.wv.us/vschool/
Grade levels <i>What grade levels do you serve?</i>	Middle grades and high school
Initial action <i>What action precipitated creation of the SVS?</i>	Legislative code, spring 2000 By action of the West Virginia State Board of Education, October 2000
Current status <i>Briefly describe changes since June 2005. Provide any links to related reports, documents, policies, etc.</i>	There has been no change in the status. The WVDE just completed this report — Technology for 21st Century Learners; Comprehensive Report of Findings and Recommendations — in which there are several recommendations about virtual learning.
Governance <i>To whom is the SVS accountable?</i>	The West Virginia Department of Education
Revenue <i>What is the total revenue received for academic year 2005-06?</i>	\$450,000 from state funds and \$200,000 from a grant
Funding <i>Other than legislative funding, does your SVS receive funds from other sources?</i>	Grant funding has been discontinued.

**State Virtual School Survey
SREB Educational Technology Cooperative
West Virginia
May 2006**

<p>Tuition <i>Are all courses offered to students in your state free of charge? Who pays for the courses?</i></p>	<p>Yes, until our funds are expended. Then the local district or parent pays the tuition.</p> <p>The SVS, parents and school district pay for the courses.</p>	
<p>Course offerings <i>What courses does the SVS offer?</i></p>	<p style="text-align: center;"><u>Total</u></p> <p>Advanced Placement</p> <p style="text-align: center;">32</p>	<p style="text-align: center;"><u>List</u></p> <p>Note: WVVS offers the same course from different providers.</p> <p>AP English Language and Composition AP English Literature and Composition AP Physics C: Electricity and Magnetism AP Calculus 1a and 1b Advanced Chemistry Advanced Composition AP American Government AP American History AP American History AP Art History AP Art History AP Biology AP Biology AP Biology AP Biology AP Calculus AB AP Calculus AB AP Calculus AB AP Chemistry AP Computer Science 3/ C.S. 3 AP Computer Science A AP Computer Science A AP Computer Science AB AP English AP English Language AP English Language (Honors) AP English Literature AP English Literature-Composition AP European History AP French AP French Language AP Macroeconomics AP Macroeconomics AP Microeconomics AP Microeconomics AP Physics B AP Psychology AP Spanish Language AP Statistics AP U. S. Government and Politics AP U.S. Government and Politics AP U.S. History</p>

State Virtual School Survey SREB Educational Technology Cooperative West Virginia May 2006													
Course offerings (cont'd.)	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Core academic courses</td> <td style="width: 20%; text-align: center;">72</td> <td style="width: 50%; text-align: right;">*</td> </tr> <tr> <td>Non-core electives</td> <td style="text-align: center;">71</td> <td style="text-align: right;">*</td> </tr> <tr> <td>Technical courses</td> <td style="text-align: center;">35</td> <td style="text-align: right;">*</td> </tr> <tr> <td>Other courses</td> <td style="text-align: center;">*</td> <td></td> </tr> </table> <p>* WVVS has over 250 courses available to students from different course providers. There are multiple instances of core courses in language arts, social studies, science and math. Courses in five foreign languages, health, computer, and many other electives are offered.</p>	Core academic courses	72	*	Non-core electives	71	*	Technical courses	35	*	Other courses	*	
Core academic courses	72	*											
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State Virtual School Survey SREB Educational Technology Cooperative West Virginia May 2006													
Student information (2) <i>(cont'd.)</i> <i>How many students took courses to graduate on time?</i>	<p>N/A</p> <p><i>“Retake” courses — sometimes referred to as “credit recovery” — are those needed by students who have to repeat a course.</i></p> <p><i>“Catch-up” courses are those needed by students who have not had adequate academic preparation to take the next level course; e.g., Algebra I.</i></p>												
Student information (3) <i>For students who have dropped courses, what reasons are most cited?</i>	<p>More difficult than students thought it would be</p> <p>Didn't want to hurt their GPA and class ranking</p>												
Student information system (SIS) <i>Does your SVS have a student information system (SIS) for management of student information and records?</i>	<p>Shared</p> <p>Is the SIS linked to the state data system?</p> <p>Yes</p>												
Teachers (1) <i>Who provides the teacher?</i>	<p>SVS</p> <p>Vendor</p>												
Teachers (2) <i>How many teachers are employed for the 2005-06 academic year?</i>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; width: 20%;"><u>Number</u></th> </tr> </thead> <tbody> <tr> <td>Full-time teachers</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Maximum number of courses a full-time teacher can teach</td> <td style="text-align: right;">1 *</td> </tr> <tr> <td>Total number of students a full-time teacher can teach</td> <td style="text-align: right;">N/A</td> </tr> <tr> <td>Part-time teachers</td> <td style="text-align: right;">17</td> </tr> <tr> <td>Maximum number of students a part-time teacher can teach</td> <td style="text-align: right;">30</td> </tr> </tbody> </table> <p>* Because of the structure of the Middle School Spanish program, there are 640 students in the same "class." Two lead teachers have lesson plans for every day to keep them all together. The full-time teachers also call every</p>		<u>Number</u>	Full-time teachers	2	Maximum number of courses a full-time teacher can teach	1 *	Total number of students a full-time teacher can teach	N/A	Part-time teachers	17	Maximum number of students a part-time teacher can teach	30
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State Virtual School Survey SREB Educational Technology Cooperative West Virginia May 2006	
Teachers (2) <i>(cont'd.)</i>	classroom once a week and deliver the 45-minute lesson over the phone for speaking practice. Since they have the calling duties, they do not have a large number of students — about 50-60 each. Therefore, this question really doesn't apply to the unusual structure of the program.
Teachers (3) <i>Who employs the teachers?</i>	The West Virginia Virtual School The West Virginia Department of Education Individual course providers
Teachers (4) <i>What are your state's major considerations in employing quality online teachers?</i>	Academic preparation Teaching experience Online teaching skills Time management skill
Teachers (5) <i>How do you recruit teachers?</i>	Job postings Part-time teachers are usually recommended by other part-time teachers.
Teachers (6) <i>Describe training or professional development opportunities.</i>	This year WVVS will have three days of training. There is also in place a system of continuous mentoring of part-time teachers by the two full-time teachers.
Teachers (7) <i>How are online teachers evaluated?</i>	They are evaluated by face-to-face visits, interviews and visits to the brick-and-mortar classrooms. (The Spanish program is delivered to students in lab settings in brick-and-mortar schools.)
Staff <i>How many persons (in addition to teachers) are employed by the SVS?</i>	Full-time 1 Part-time 2
Instruction <i>What are the most difficult instruction issues you encounter?</i>	How to accommodate the number of course requests with the amount of funding available

State Virtual School Survey SREB Educational Technology Cooperative West Virginia May 2006	
<p>Accountability (1) <i>How does the SVS ensure quality courses and alignment with state academic standards?</i></p> <p><i>Who is responsible for this?</i></p>	<p>We conduct a very rigorous and thorough evaluation of each individual course before posting it as approved.</p> <p>The Virtual School Coordinator organizes a team of content specialists, provides training for them on how to evaluate an online course and provides appropriate documents for the evaluation process (including SREB's <i>Essential Principles of Quality Checklist</i>).</p>
<p>Accountability (2) <i>How are teachers and courses monitored to ensure quality?</i></p>	<p>The two full-time teachers receive a yearly evaluation and are monitored by the Virtual School Coordinator on an ongoing basis.</p> <p>Teacher quality is addressed by:</p> <ul style="list-style-type: none"> • requiring teachers to be certified in West Virginia; • using criteria to select online teachers; • providing special training for online teachers; and • systematically monitoring delivery of online courses by making on-site visits to the classrooms and to the teacher's workspace for observation evaluations. <p>In both state-owned and vendor-provided courses, staff consistently monitor student progress by looking at their online progress reports as well as those regularly provided by the course providers. Close contact is maintained with the student's mentors to get feedback on any problem areas with either teachers or course providers.</p>
<p>Intellectual property <i>Does your SVS have an intellectual property policy?</i></p>	<p>Yes</p> <p><i>Document not provided</i></p> <p>Guidance on intellectual property issues is addressed through the West Virginia Department of Education legal department.</p>
<p>Measuring success <i>How does your SVS measure success of the effort?</i></p>	<p>Internal evaluations: No</p> <p>External evaluations: Yes</p>

	<p style="text-align: center;">State Virtual School Survey SREB Educational Technology Cooperative West Virginia May 2006</p>
<p>Measuring success <i>(cont'd)</i></p>	<p>Frequency: Yearly — for the past three years as a result of the federal ED PACE (College and Partnership for Academic and Career Education) grant</p> <p>By whom: Rockman et al.</p> <p>Rockman et al did a three-year federal study through an ED PACE grant, using the Center for Applied Linguistics to do the Student Oral Proficiency Assessment. The third year of the study has just been completed. For the study, they did an end-of-course assessment of reading, writing, speaking and listening. Results were that the virtual school students did as well as the face-to-face students, and they heard in their interviews of Spanish 2 teachers that the students were in many cases better prepared for Spanish 2.</p>
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