

ExecutiveSummary

Florida
VirtualSchool
2007 - 2008

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STAKEHOLDERS' SURVEYS

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Executive Summary

The Florida Virtual School

Stakeholders' Surveys

2007-08

To address the technological and learning needs within its rapidly growing and changing student population, the State of Florida has supported the development of the Florida Virtual School (FLVS), an Internet-based school which has continually been at the forefront of online middle and high school eLearning. Since its inception in 1997 when the FLVS had 77 enrollments, the school has evolved both in offerings as well as in number of students served. FLVS had over 190,000 ½ credit course enrollments for the 2007-08 school year. One key to FLVS' enormous success has been its active participation in obtaining and understanding data from its various customers and then using that data to make changes within the organization. Such a process ensures that the organization stays current with client needs and that areas of weakness are identified. Florida Virtual School has as its customers – students (both those who complete and those who exit early), parents, school officials and district personnel.

For the 2007-08 school year, FLVS contracted with Optimal Performance, Inc. to conduct a Student Survey, an Exit Survey (for students who withdraw) a Parent Survey, a School Survey, and a District Survey in order to gather data about the quality of FLVS services. This Executive Summary provides a quick overview of some of the areas reviewed in the survey reports including FLVS staff, course rigor and quality, and overall quality. Please note, five detailed reports follow, providing analyses of each of the survey responses.

Table 1 below shows the response rate received for each of the instruments. FLVS had a 31% return rate from its district contacts, a 16% response from school personnel, 60% from students on Part 1 of their survey and 91% from Part 2, and a 43% completion rate from parents on Part 1 and 66% on Part 2. During the 2007-08 school year, the student and parent survey distribution methodology changed dramatically from previous years. Part 1 or the Student and Parent Completion Surveys are now provided to students and parents automatically, and only once annually, at the end of students' first completed FLVS course. The Part 2 surveys, also known as the Student 65% Survey and Parent 65% Survey are conducted automatically when students reach 65% completion in each of their FLVS courses. Thus, students and parents may take this survey multiple times if a student is enrolled in more than one FLVS course during the school year. The automated methodology was in response to last year's return rates, shown also in Table 1. The side-by-side comparison of these figures shows that FLVS has had enormous success this year in getting the majority of its students and parents to provide feedback on their FLVS experience.

Table 1 FLVS Survey Response Rate				
Survey	Number Sent	Number Completed	Return Rate (2007-08)	Return Rate (2006-07)
District	67	21	31%	49%
School	6,716	1079	16%	17%
Student Part 1	38,725	23,422	60%	5%
Student Part 2	73,672	67,378	91%	75%
Parent Part 1	24,603	10,693	43%	17%
Parent Part 2	29,464	19,537	66%	Not available
Exit	32,132	10,848	34%	Not available

The following sections highlight survey responses in three areas:

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

For more detailed information on each of the stakeholder surveys, please see the individual survey reports found following this summary.

FLVS Staff

*We love the positive attitude of ALL the teachers thus far.
We've not met anyone yet who was unfriendly to us.*
(FLVS Parent)

The best thing about FLVS is the teachers! I personally think they go out and find special people to be our teachers. These wonderful people will stay on the phone or on the computer until 10 o'clock at night if you need help. My teachers are so dedicated to their work and what they do, I can feel their passion for teaching. Teachers at FLVS do not treat you like a pay check, but as a person, as a true student, and as a friend.
(FLVS Student)

*Incredible!!! Brenda Finora is absolutely top notch. She has helped me in so many situations! I honestly do not understand how she answers questions and provides help for unusual situations so quickly.
This woman deserves more money....I do not care how much she makes now.*
(School Guidance Counselor)

Table 2 highlights questions in each of the six surveys that provide feedback on the quality of service provided by FLVS staff. Responses are provided for each of the past five years' data so readers can detect any trends and/or possible issues. All stakeholders indicate a high level of satisfaction regarding their interactions with FLVS staff. Please note, however, that the 2006-07 school year saw some shifts in FLVS job titles and assignments that are likely reflected in the percentages below. For instance, the FLVS e-Learning Manager title was changed to Public Affairs Liaison and their responsibilities shifted from district and school based outreach and support to community outreach. Guidance Counselors' roles, on the other hand, were separated into Internal Counselors and External Counselors, with the External Counselors subsuming much of the old e-Learning Managers district and school-based tasks. It is important to understand when looking at trends over the past five years that, in some instances, the survey question changed to reflect these organizational shifts. These survey items are designated with an asterisk (*).

Eighty-five percent of district contacts indicate they receive sufficient support from their primary FLVS contact and 93% of school administrators rated their FLVS contact as "excellent" or "good. The former number is a decrease from years past and the last number is an increase compared to the previous four years. For the past three years, the School Survey was distributed to both school administrators and guidance counselors. Additionally, the survey was designed so that individuals only answered questions related to their job scope. So the jump in ratings on the School Survey item pertaining to e-Learning Managers'/School Counselors'/Primary FLVS Contact's support may have been a result of the change in survey process, as well as the FLVS organizational change mentioned above. Regardless, the survey responses provide evidence that school-level personnel are receiving high quality support. While individuals representing the district rate FLVS high on support, these numbers have been on a downward trend over the past five years, and this may be worthy of investigation.

When asked about teacher communication and quality of services, the data reveal a consistent level of satisfaction among parents and students and over the course of several years. Satisfaction levels for students who exit their course prior to completion, while high, are lower than the ratings provided by FLVS parents and students who finish their course. The percentage of students and parents rating the teacher/student communication as either “excellent” or “good” has remained around 90% or above since 2003. Though, this year, the percentage of parents rating communication as “excellent” dropped quite a bit. This may be an area of inquiry for FLVS personnel - why the large shift from “excellent” to “good” ratings? However, the other items pertaining to communication tend to lessen the concern, since these have remained high. For instance, students (those who complete and who withdraw) and parents agree that FLVS teachers show a special interest in their students. Also, the majority from all three groups indicate that teachers respond to content questions within 24 hours. Last year, a question about the usefulness of the “welcome call” that teachers are required to provide to students and their parents was added to the Parent Survey. Parents continue to find this required communication quite helpful, with 67% of respondents indicating the call was “very beneficial” and 28% saying the contact was “somewhat beneficial.”

**Exhibit 2
FLVS Staff**

Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08
District	* Do you receive sufficient support from your FLVS e-Learning Manager/Counselor/Primary FLVS Contact?	Yes No	92% 8%	100% 0%	96% 4%	89% 11%	85% 15%
School	* Please rate the level of service you receive from your FLVS e-Learning Manager/School Counselor/Primary FLVS Contact.	Excellent Good Fair Poor NA	29% 14% 1% 2% 55%	28% 20% 4% 1% 47%	40% 23% 1% 0% 36%	57% 21% 2% 3% 18%	58% 35% 5% 2% 2%
Student	Communication with the teacher of this course is/was:	Great Good Fair Poor	53% 37% 8% 2%	59% 33% 7% 1%	50% 39% 9% 2%	53% 37% 8% 1%	54% 37% 8% 1%
Student	Most questions related to course content or assignments are/were resolved:	In 24 hrs. 2-3 days >3 days NA	62% 30% 3% 5%	65% 27% 3% 6%	62% 28% 3% 7%	63% 27% 3% 7%	66% 24% 3% 7%
Student	My FLVS teacher demonstrated a special interest in my success	Yes No	96% 4%	97% 2%	97% 3%	98% 3%	98% 2%

**Exhibit 2
FLVS Staff**

Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08
	as a student.						
Parent	Communication between your child and the teacher of this course is:	Excellent	59%	63%	63%	65%	49%
		Good	30%	30%	28%	27%	41%
		Fair	7%	5%	6%	5%	7%
		Poor	2%	2%	2%	2%	1%
		DK	1%	1%	1%	1%	1%
Parent	Most questions relating to the course content or assignments are resolved:	In 24 hrs.	72%	72%	71%	72%	71%
		2-3 days	19%	18%	20%	19%	20%
		>3 days	3%	2%	3%	2%	2%
		NA	3%	5%	4%	3%	3%
		DK	3%	4%	3%	3%	4%
Parent	This FLVS teacher has shown a special interest in my child's success with FLVS.	Yes	90%	92%	93%	92%	96%
		No	10%	8%	7%	8%	4%
Parent	How beneficial was the welcome call?	Very				72%	67%
		Somewhat				23%	28%
		Not at all				3%	2%
		No call				1%	1%
		DK				1%	2%
Exit	Communication with the teacher of this course is/was:	Great					29%
		Good					40%
		Fair					23%
		Poor					9%
Exit	Most questions related to course content or assignments are/were resolved:	In 24 hrs.					48%
		2-3 days					28%
		>3 days					7%
		NA					16%
Exit	The online teacher demonstrated an interest in your success as a student.	Yes					88%
		No					12%

[I am in contact with my teacher] almost all the time. She is on IM, In fact she is on right now at 9:32 p.m. She writes back to my emails fast, and I can ask her on IM when she is available to call. She is very helpful when I have questions, as well. She is very fun!

FLVS Student

Course Rigor and Quality

The information given is better than that of a normal high school course. What was chosen as the information and learning experience given seems to expand the students mind more than the work done in a classroom.

Online is a lot better because you can do the work any time you want and you're by yourself so you can concentrate more.

In high school, everything is to be done at jet speed. Teachers don't have time for a one on one with their students, and sometimes things aren't clearly explained. Virtual school is the complete opposite.

There is a set goal, you have to complete a certain amount of work a week, or a month, in a regular school, the work load can be flexible and usually gets distorted and moved around, and usually you don't have the time to really learn what you need to. But here you have a set time limit and you actually learn.

I have leaned more in this course than in any other class that I have taken at mu school. There we don't have to participate and everyone gets an A. It is nice to actually learn how to stay fit, and my teacher is amazing.

This way of online class was much better. I am a person who sometimes likes to be independent and work at my own pace. Sometimes high school teachers go too slow and you want to just fall asleep or they go to fast and you fall behind. This way I was able to work when I had time and I wasn't penalized in anyway.

FLVS Students

Table 3 shows the survey items related to the difficulty level and quality of FLVS courses. Percentage ratings remain very consistent for the past five years. Student and parent responses show that, on average, students spend about the same amount of time on their FLVS course as students in a school-based course, with the exception of students who drop from FLVS; these students indicate they spend somewhat less time on their FLVS course.

Additionally, these distinctions appear between the two categories of students in their ratings on difficulty and quality levels of FLVS courses. When asked about the level of difficulty of their FLVS course compared to a traditional high school class, 27% of completed students and 45% of dropped students say that their FLVS course was harder or much harder. Thirty-seven percent of completed students and 39% of dropped students indicate their FLVS course was the same difficulty as a traditional class, and 22% of completed, 17% of dropped students believe their class was easier or much easier. However, many who believed their course was easier felt so because of some of the

qualities built into FLVS courses such as the extra one-on-one attention provided by teachers, the ability to resubmit assignments in order to learn content, the lack of disruptions working from home, and/or the self-pacing structure. Clearly, many variables are at play in this rating. However, the differences between the two groups of students are worth noting.

While course difficulty follows a normal curve distribution for students who complete their FLVS course, with some students finding their FLVS course hard and others having the opposite experience, students across the board, are more consistent regarding the quality of their FLVS course. In fact, when asked to compare the quality of their course with their traditional classroom experiences, many students (48% completed, 36% dropped) say it was better or much better and another 31% completed students and 47% dropped students indicate it was of the same quality. Only seven percent of the completed student respondents think their FLVS course was worse or much worse than their traditional classroom experience, similar to the trends shown in the past few years. Furthermore, only 17% of the students who drop out of FLVS rate the quality as worse or much worse than their traditional classroom experience. In fact, analyses of the Exit Survey responses revealed that, more often than not, students drop out of FLVS due to personal issues or because of the lengthy wait times between registration and course initiation.

Parents, too, confirm a high level of satisfaction with the quality of FLVS courses. Fifty-three percent (53%) of parents believe their child learns more in the FLVS class than in a traditional classroom format, 31% indicate that the level of learning is the same in both learning arrangements, and three percent think their child learned less in the FLVS course.

Exhibit 3 Course Rigor and Quality							
Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08
Student	The hours per week I spend/spent on this FLVS course are about:	< hour	3%	3%	3%	3%	3%
		1-2 hours	16%	19%	16%	14%	14%
		3-4 hours	47%	50%	47%	43%	43%
		5-10 hours	29%	24%	30%	34%	32%
		hours					
		>10 hours	5%	3%	4%	7%	7%
Student	Compared to a traditional high school class, the difficulty level of this FLVS course is:	Much harder	8%	6%	6%	6%	6%
		Harder	22%	20%	21%	21%	19%
		The same	33%	36%	36%	37%	38%
		Easier	15%	18%	17%	17%	18%
		Much easier	6%	6%	4%	5%	5%
		Not sure	17%	14%	15%	14%	14%

Exhibit 3 Course Rigor and Quality							
Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08
Student	Compared to a traditional high school class, the quality of this FLVS course is:	Much better	22%	22%	18%	19%	20%
		Better	28%	29%	30%	29%	29%
		The same	28%	29%	30%	31%	31%
		Worse	5%	5%	5%	6%	5%
		Much worse	1%	1%	1%	1%	1%
		Not sure	17%	14%	16%	15%	15%
Parent	On average, the number of hours per week your child spends/spent on this FLVS course is:	< hour	1%	2%	1%	2%	2%
		1-2 hours	12%	14%	10%	11%	12%
		3-4 hours	43%	48%	44%	42%	41%
		5-10 hours	37%	32%	39%	39%	37%
		>10 hours	7%	4%	7%	5%	8%
Parent	Please rate your child's learning experience in this FLVS course(s) as compared to most traditional high school courses.	Learned more	50%	49%	56%	53%	53%
		Learned same	30%	32%	27%	30%	31%
		Learned less	4%	3%	3%	4%	3%
		DK	16%	15%	14%	14%	7%
		NA					5%
Exit	The hours per week I spend/spent on this FLVS course are about:	< hour					13%
		1-2 hours					30%
		3-4 hours					36%
		5-10 hours					16%
		>10 hours					4%
Exit	Compared to a traditional high school class, the difficulty level of this FLVS course is:	Much harder					14%
		Harder					31%
		The same					39%
		Easier					14%
		Much easier					3%
Exit	Compared to a traditional high school class, the quality of this FLVS course is:	Much better					10%
		Better					26%
		The same					47%
		Worse					14%
		Much worse					3%

Exhibit 3 Course Rigor and Quality							
Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08
		worse					

FLVS seems to allow students to focus on work without the hostile environment of a public school, and the course instructions of each class are wonderful.

I highly recommend FLVS for many reasons, namely my child can work ahead if she chooses to, she can work at a time that is convenient for her and the family, and most importantly she is in a clean, safe, wholesome environment.

FLVS courses are high interest, with major writing components and critical thinking methods that engage my daughter and help her to obtain a more rounded education than she would receive in public schools.

Quality education that also teaches her about being responsible about time management.

FLVS has allowed my child a proper balance of academic and extracurricular activities. Without FLVS, my child would not be able to participate in both activities while maintaining good grades.

My child failed in public school system but spends significant time working with FLVS program and is becoming 'involved' with learning.

Our overall experience has been excellent. Communication is great and everyone helpful.

My husband and I are completely in awe of the FLVS teachers and the entire curriculum! They are giving our daughter a quality education with all the help and attention she could possibly need. I can not begin to tell all of you how grateful we are to have such an amazing resource for home schooling our child. A million thanks to all of you...you are absolutely outstanding!

FLVS Parents

Overall Quality

Survey ratings pertaining to overall quality of services/programs provide clear evidence that FLVS is doing a tremendous job serving Florida's citizens. For five years in a row, stakeholders from all educational sectors, including students who do not remain in their FLVS course, give high ratings on their overall satisfaction with FLVS. Both district and school personnel believe, overwhelmingly, that FLVS benefits students on an individual basis and that the virtual learning environment is helpful to schools and districts at the organizational level as well. School level personnel are very pleased with the quality of service provided by FLVS, with over half (58% up 10% from 2006-07) of school

respondents rating the quality of FLVS as “excellent.” Parents and students, too, provide enormous support for FLVS and the large majority would recommend the school to others. In fact, most parents (92%) would encourage their own child to participate in FLVS courses in the future and, for the third year in a row, almost all (97%) would recommend FLVS to other parents.

Exhibit 4 Overall Quality							
Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08
District	Does FLVS benefit your district?	Yes	100%	97%	100%	100%	97%
		No	0%	3%	0%	0%	3%
District	Does FLVS benefit students?	Yes	100%	97%	100%	100%	100%
		No	0%	3%	0%	0%	0%
School	Please rate the quality of your school’s experience with FLVS.	Excellent	36%	33%	47%	48%	58%
		Good	47%	42%	40%	40%	35%
		Fair	11%	9%	8%	6%	5%
		Poor	2%	2%	1%	1%	2%
		NA	4%	13%	4%	5%	
School	Does FLVS benefit your school?	Yes	88%	79%	89%	88%	87%
		No	3%	6%	5%	4%	6%
		NA	9%	15%	6%	8%	7%
School	Does FLVS benefit students?	Yes	98%	90%	94%	96%	96%
		No	1%	0%	2%	1%	2%
		NA	1%	10%	5%	3%	3%
Student	I would recommend FLVS to other students.	Strongly agree	58%	60%	54%	59%	52%
		Agree	35%	35%	39%	35%	43%
		Disagree	4%	3%	5%	4%	5%
		Strongly disagree	2%	1%	2%	2%	1%
Exit	I would recommend FLVS to other students.	Strongly agree					44%
		Agree					41%
		Disagree					4%
		Strongly disagree					2%
		Not sure					10%
Parent	Please rate the quality of your child’s experience with FLVS.	Excellent	66%	62%	61%	61%	51%
		Good	28%	32%	33%	31%	40%
		Fair	4%	4%	5%	5%	7%
		Poor	2%	1%	1%	2%	1%

Exhibit 4 Overall Quality							
Survey	Item	Response	Percent 03-04	Percent 04-05	Percent 05-06	Percent 06-07	Percent 07-08
Parent	Would you encourage your child to take another FLVS course?	Yes	92%	91%	92%	91%	92%
		No	8%	9%	8%	9%	8%
Parent	Would you recommend FLVS to other parents?	Yes	97%	98%	97%	97%	97%
		No	3%	2%	3%	3%	3%

Statistics show that we are getting a million dollar value for only \$100K.

It allows students to make up past courses or to "get ahead" on courses they cannot take at school. Students might also take a course not offered at their home school.

*Any educational method by which a student can successfully complete course work and gain a passing grade and feel good is
WONDERFUL!*

District Contacts

Areas of Concern and Recommendations

In each survey, participants were asked to indicate any areas of concern and/or recommendations for improving FLVS services. Many stakeholders used this survey item to provide praise for FLVS, its services and its top quality staff. In addition, some very specific recommendations were provided. The top issues for each stakeholder group are identified below.

District:

- ✓ Address districts' loss of FTE, which is especially concerning for small districts;
- ✓ Address the issue of why districts are required to provide technology and space to students taking FLVS courses when they receive no funds for provision of these resources.

School:

- ✓ Address the issue of students signing up for the wrong virtual school. Apparently, many students have a difficult time differentiating between their franchise district virtual school and FLVS when registering for a course.
- ✓ Address the difficulty that many less fortunate students experience when accessing courses. This is a digital divide issue that continues to appear in survey data.

- ✓ Ensure that only motivated, independent learners participate in FLVS.
- ✓ Reduce the time involved in properly monitoring students;
- ✓ Ensure that courses are available in a timely manner and provide more information as to when students will initiate their classes.

Parents:

For the third consecutive year, there were no major issue and/or recommendations provided by parents. In contrast to years' past, there were very few reoccurring complaints, indicating major issues in need of attention. For the most part, parents used this section to say thank you and express the need for greater marketing and/or publicity about FLVS' services. Also, many parents would like to see FLVS expand its course offerings.

Students:

There were no major issues and/or recommendations provided by students. In fact most of the recommendations made were compliments to FLVS and the quality of services it provides. Students praised all aspects of the program, including the teachers, coursework, format, quality, and communication. Two reoccurring recommendations included FLVS being more flexible in its pacing options and adding more options for student-to student interactions. Many students requested additional course offerings and others pointed out that FLVS should advertise its services more, again indicating a high level of satisfaction with their own experience.

Exit:

- ✓ Review FLVS' current communication processes regarding students' status and determine if there are additional avenues for communication. Many individuals completing the Exit Survey were unaware they were ever activated or that they had been dropped from their FLVS course.
- ✓ Lessen time between enrollment and activation. A number of students indicated that they did not continue in their online course due to a schedule conflict caused by the delay between when they enrolled in their course and when they were finally activated.

SURVEY QUESTION GUIDE

The following section has been provided for readers in order to easily locate feedback on any or all of the questions throughout the four stakeholder surveys. For each survey, individual survey questions are listed along with the particular page number (P) where information on the item is located.

District Survey

Are FLVS policies and procedures clearly communicated to the affiliated districts?	P2
Does FLVS provide you with the information you need to monitor the progress of your district's FLVS students?	P3
Do district personnel use FLVS administrative accounts to monitor student progress over the web?	P4
Do you receive sufficient support from your Primary FLVS Contact?	P6
Are high school students in your district aware of FLVS? Estimate the percentage.	P7
Has lack of school technology been a barrier for some students in accessing FLVS courses?	P9
Has lack of home technology been a barrier for some students in accessing FLVS courses?	P9
How does your district ensure that all students have access to FLVS courses?	P10
Does your district place any specific limitations on students regarding access to FLVS?	P12
Does your Pupil Progression Plan specify policies regarding students' participation in FLVS courses?	P13
Does your district implement any specific strategies to encourage minority enrollment in FLVS?	P14
Have you had any concerns about FLVS courses?	P15
Does FLVS benefit your district?	P17
Does FLVS benefit students?	P18
Has your district utilized FLVS to accommodate students with extraordinary circumstances (travel, sports, performing arts, hospital homebound)?	P19

What are the major issues or challenges associated with FLVS? P20

Recommendations for how FLVS may serve your district better: P22

School Survey

Does your school encourage enrollment in FLVS courses?	P3
Please indicate the ways in which students schedule FLVS courses into their curriculum.	P4
Approximately, what percentage of your school's students is aware of FLVS?	P5
How do students in your school learn about FLVS?	P5
Do students take advantage of the FLVS FCAT?	P6
Are you familiar with the Florida Services/Guidance Area of the FLVS website?	P7
Are you familiar with the "Terms of Agreement" between your district and FLVS?	P8
Does FLVS provide you with the information you need to monitor the progress of your FLVS students?	P9
Do school personnel use FLVS administrative accounts to monitor student progress over the web?	P11
Have you or other school personnel had contact with your primary FLVS contact?	P13
Please rate the level of service you receive from your FLVS School Counselor.	P14
Please rate the frequency of technical problems experienced by students in their FLVS courses.	P15
Do you receive FLVS information from your District Contact person in your district?	P17
Has lack of school or home technology been a barrier for some students in accessing FLVS courses?	P18
Does your school place any specific course limitations on students	P21

regarding access to FLVS?

Please rate the quality of your school's experience with FLVS. P23

Have you had any concerns about FLVS courses? P25

Does FLVS benefit your school/students? P27

What are the major issues/challenges associated with FLVS? P28

Recommendations for how FLVS may serve your school better: P29

Student Survey

Please rate yourself on the following statements:	P2
<ul style="list-style-type: none">• I am highly motivated and self-disciplined.• I can set a personal schedule and complete assigned work by the required dates.• My writing and communication skills are better than average.• I try to solve problems and work through difficulties independently.• I can read and follow detailed instructions on my own.	
Public, private or home schooled?	P3
The main reason I enrolled in FLVS:	P4
My general computer/internet experience prior to FLVS:	P6
What kind of computer do you use?	P7
What kind of Internet connection do you primarily use?	P7
Which of these technologies do you use regularly?	P9
Technical problems with FLVS:	P10
Most technical problems are resolved by:	P10
The learning management system is:	P11
Accessing my FLVS course is:	P12
The online registration process is:	P12
The goals and objectives of this FLVS course are:	P15
Overall, the directions throughout this course are:	P15
This FLVS course captures/captured my attention.	P16
The course materials provided to me assist/assisted me in being successful in this course.	P16

Communication with the teacher/other students of this course is/was:	P17
Most questions related to this course or assignments are/were resolved:	P18
I speak to the teacher of this course:	P18
My FLVS teacher demonstrated a special interest in my success as a student.	P19
In this course, I use/used the synchronous chat functionality:	P19
The chat functionality helps/helped me be successful in this course.	P20
The hours per week I spend/spent on this FLVS course are about:	P20
Compared to a traditional high school class, the difficulty level of this FLVS course is:	P21
Compared to a traditional high school class, the quality of this FLVS course is:	P21
I would recommend FLVS to other students.	P22
I found out about FLVS from a:	P24
What part of this statement, "Any time, any place any path, any pace," is most important to you in relation to your FLVS course(s)?	P25
The best thing about FLVS is:	P26
Recommendations for FLVS:	P27

Parent Survey

What is the highest degree earned by your child's mother, father, or guardian?	P2
Is your child a public, private or home schooled student?	P3
How does your child access FLVS courses?	P4
The main reason your child enrolled in FLVS was:	P5
Have your child spoken to a FLVS School Counselor?	P6
If your child spoke to a FLVS School Counselor, was the School Counselor helpful?	P7
Please rate the level of technical problems experienced by your child in his/her FLVS course(s):	P8
Most questions relating to technical problems are resolved:	P10
Most of my child's technical problems are resolved by:	P11
On average, the number of hours per week your child spends/spent on this FLVS course	P12
Communication between your child and the teacher/other students in the course is:	P13
What communication mode did you/your child find most helpful with this particular course and teacher?	P14
FLVS teachers are required to speak to FLVS students and parents once per month. Do you feel this expectation has been met?	P15
How beneficial was the welcome call for this course?	P16
How long was the welcome call for this course?	P16
This FLVS teacher has shown a special interest in my child's success with FLVS.	P17

Most questions relating to the course content or assignments are resolved:	P18
Please rate your child's learning experience in this FLVS course(s) as compared to most traditional high school courses.	P19
Please rate the engagement level of this FLVS course compared to most traditional high school courses.	P20
Please rate the quality of your child's experience with FLVS.	P21
Do FLVS courses engage your family in the learning process?	P23
Would you encourage your child to participate in other FLVS courses?	P24
Would you recommend FLVS to other parents?	P26
What part of the FLVS motto, "Any time, any place, any path, any pace," is most important for your child?	P27
Has your child experienced any school or district level barriers that have kept him/her from taking courses with FLVS?	P29
The best thing(s) about FLVS is:	P30
Recommendations for the FLVS:	P31

Exit Survey

Did you start this course or do any of the course work?	P1
What is the main reason you enrolled for the FLVS course?	P2
Did you receive a welcome call before or after you decided to drop the course?	P3
The overall reading level of this course was:	P4
Certain assignments or modules in the online course were particularly difficult.	P5
The goals and objectives of this online course were:	P6
Overall, the directions throughout the course were:	P7
The online course captured my attention.	P8
Communication with the teacher of this course was:	P8
Most questions related to course content or assignments were resolved:	P9
The hours per week spent on this course were about:	P10
Compared to a traditional school class, the difficulty level of this online course was:	P11
Compared to a traditional school class, the quality of this online course was:	P13
Compared to a traditional school class, the engagement level of this course was:	P13
The online teacher demonstrated an interest in your success as a student.	P15
Are there any changes that could be made that would have helped you stay in the course?	P16

What other resources or assistance might have helped you continue in the course?	P18
What is the main reason you dropped this course?	P20
Could FLVS helped or done anything differently that would have resulted in you staying enrolled in the course?	P21
Would you consider registering for another course with FLVS in the future?	P23
Would you recommend FLVS to other students?	P23