

Florida
VirtualSchool

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Florida
VirtualSchool
2007 - 2008

2007 - 2008

DistrictSurvey



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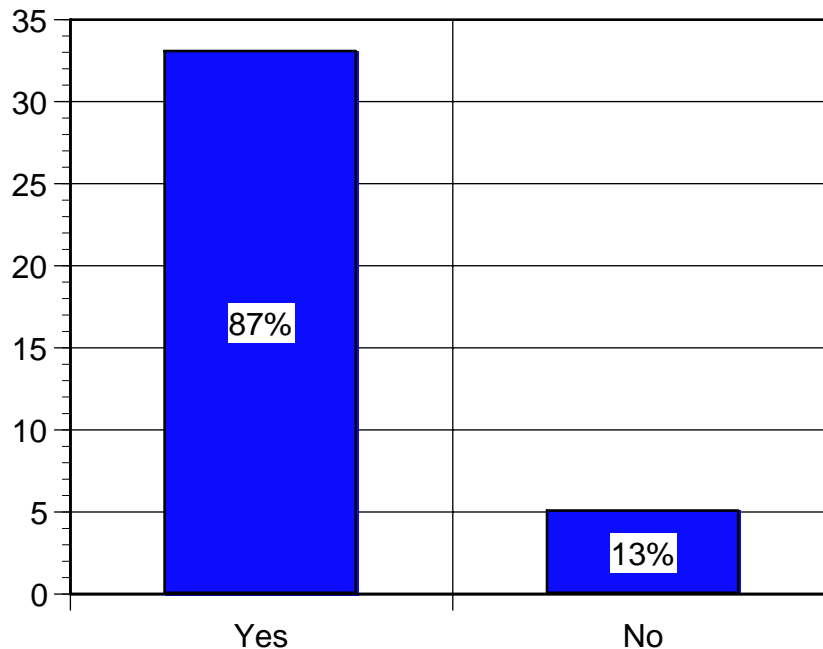
The Florida Virtual School District Contact Survey 2007-08

For school year 2007-08, Florida Virtual School (FLVS) contracted with Optimal Performance, Inc. to conduct a District Contact Survey to gather feedback and data from district level personnel. In April 2008, an email letter was sent to the district contacts in each of Florida's 67 districts notifying them about the online District Contact Survey and pointing them to the web-based instrument via its URL address. Of the 67 districts "receiving" the survey, 40 individuals responded from 21 districts including four individuals who did not identify their district. These numbers provided a 31% district return rate. The districts responding included:

- Bay
- Bradford
- Brevard
- Broward
- Citrus
- Columbia
- Dade
- Escambia
- Hamilton
- Hillsborough
- Jackson
- Leon
- Marion
- Okaloosa
- Orange (2)
- Osceola
- Palm Beach (4)
- Pasco
- Polk (12)
- St. Johns
- Sarasota

This report provides an overview of the district contacts' responses to all of the District Contact Survey questions. Overall, district level personnel are pleased with the quality of services provided by Florida Virtual School and believe that FLVS is helping them provide more flexible and extensive services to students.

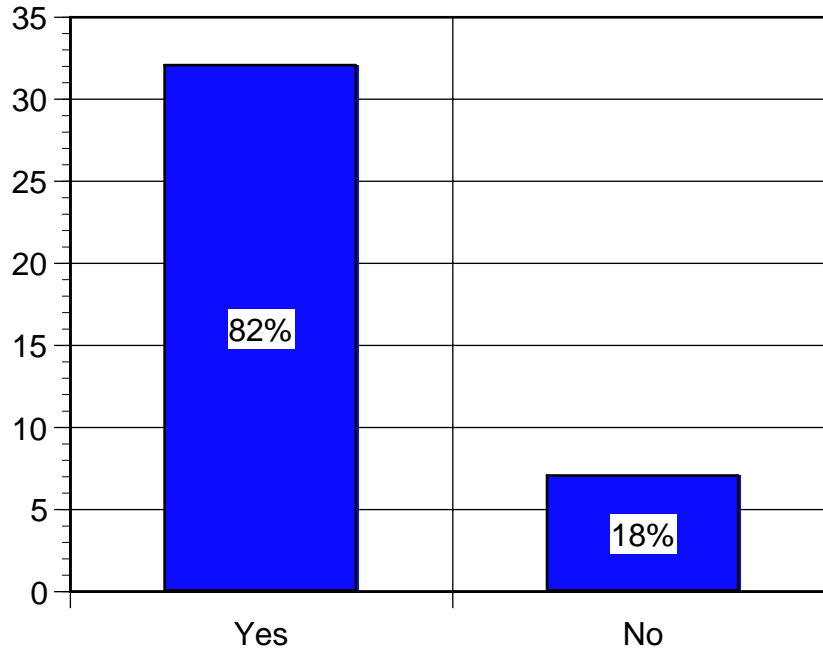
**Are FLVS policies & procedures clearly
communicated to the affiliated districts?**



Most (87%) of district contact personnel responding to the survey indicate that FLVS policies and procedures are clearly communicated; the 13% of respondents who felt procedures/policies were not communicated effectively had unique reasons for believing so. Their comments are indicated below.

- *FLVS web site has basic info, Brenda Finora from FLVS is very helpful, we sometimes use the Problem Call Center web site. DOE rules cover a lot too.*
- *I get the information I need primarily from the website and through occasional emails from FLVS counselor.*
- *Timelines for grades being submitted by FLVS has been a problem for us; allowing students to redo work that was not acceptable the first time without penalty; and guidelines as to when a student is considered homeschool by FLVS should be clarified.*
- *Need more information regarding Middle School courses and if 6,7,8 graders can take a course at the same time (dual enrollment) that they are enrolled in reg. school.*
- *Contacts are clear with emails to each district. They are timely and provide good information.*
- *I would like an inservice or training to know more about the courses, procedures, the on line system that I need to be familiar with in order to help my students.*
- *I have had no personal contact with a FLVS rep this school year.*
- *The contract and the support personnel assigned to the district are very helpful.*
- *Director sends emails to keep us informed.*
- *It is difficult to properly answer questions from schools and parents when the information received is often dependent upon the person you are speaking to. There are often inconsistencies in the information provided.*

Does FLVS provide you with the information you need to monitor your district's FLVS students?

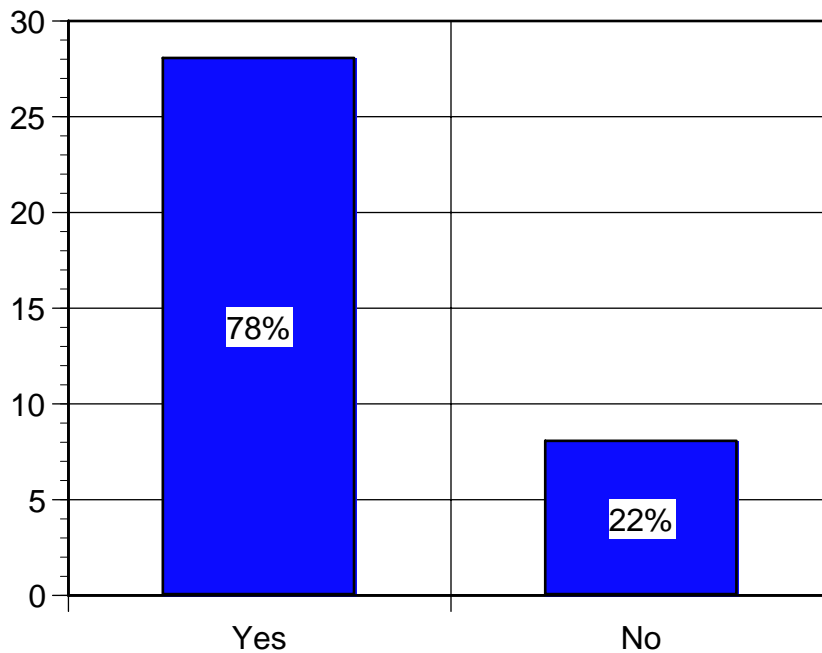


Eighty-two percent (82%) of district contacts indicated that had the necessary information to monitor their students' process in FLVS. Many of the other 18% provided specific feedback in their comments as to their monitoring needs; however there was little consistency from one remark to the next.

- *FLVS provides a student spreadsheet which mostly works. This process could be improved. 1) Allow automated creation of file. 2) Data removed or added to file based on student's school so daily changes affect the spreadsheet -- no way to verify if "extra" grades were posted to our system because a student that left our district no longer shows up in the file. We really need a better historical data pull -- not based on current school.*
- *We do not routinely monitor student progress at the district level. This is done at the school site.*
- *Franchise manager monitors progress along with Guidance Counselors.*
- *I assume this information is available somewhere on the website, but it is not easily found.*
- *I suppose...I have only had students enrolled PRIOR to coming to me...or enrolled AFTER being a student with me here.*
- *But, is a cumbersome process.*
- *We can only see summaries. The reports do not give individual student progress information.*
- *Counselors have a good relationship.*

- *The schools handle that individually, not through the district contact.*
- *I am not aware of this practice. Would like further information, please.*
- *Not at the district level. It would be helpful to work with a FLVS rep to facilitate district level understanding of and access to information/reports.*
- *I can't get into the system and see individual students nor can I approve courses for students during the summer when the guidance counselors aren't available and sometimes there is no one at the school who can approve a course. It is frustrating to the parents and to me.*
- *Guidance counselors keep well informed.*
- *Information for concurrently enrolled students is easily accessed. However, Home Education students, who impact our schools and district for services such as testing, are more difficult to access information on. Relying on students to notify us of their needs, in a timely manner, is not adequate. Information should be provided directly to district contacts so arrangements can be made to meet their needs.*

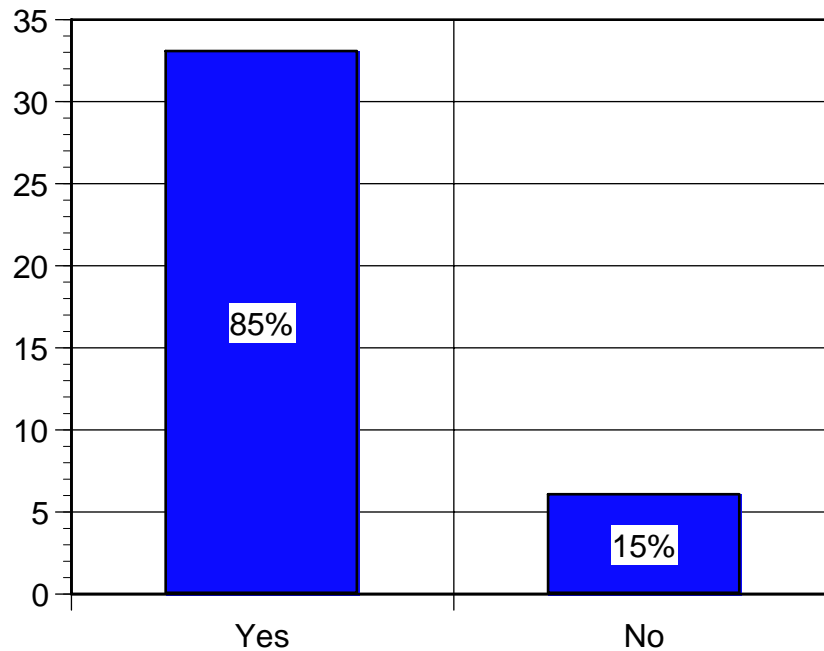
Do district personnel use FLVS administrative accounts to monitor student progress over the web?



There appears to be a large increase in the number of individuals responding “yes” to this question than in the past year. This year 78% of respondents say that district personnel use FLVS administrative accounts to monitor student progress compared to 58% last year. Of the remaining 22% who responded “no” to this survey item, several indicate that monitoring of student progress is left up to school not district personnel.

- *Pasco's Information Services department handles the entire posting of FLVS schedules and grades to our Student Information System--this process is centered around the web site data pull. Individual student problems are looked up on the web by I.S. and the FLVS District level administrator.*
- *Occasionally. Usually this is done at the school site.*
- *Schools monitor their students' progress.*
- *I suppose...but I haven't had that experience.*
- *No, due to time constraints.*
- *I would not know.*
- *Unknown, but Polk District is very helpful.*
- *Unknown*
- *Only general trends can be monitored. The reports doesn't allow us to monitor individual student progress.*
- *Schools do.*
- *Again, I am not aware of this availability.*
- *The high school counselors do this.*
- *Now that we have a franchise for some courses, district personnel monitor students who take the courses through the franchise. Students who enroll in "pure" FLVS courses are monitored by school personnel, but not by district level. The home ed office does monitor their FLVS enrolled students.*
- *I would, but have no knowledge of how to access, what to access, when to access, etc.*
- *Sometimes - this is used to see how many are taking FLVS courses and what types of courses they are taking.*

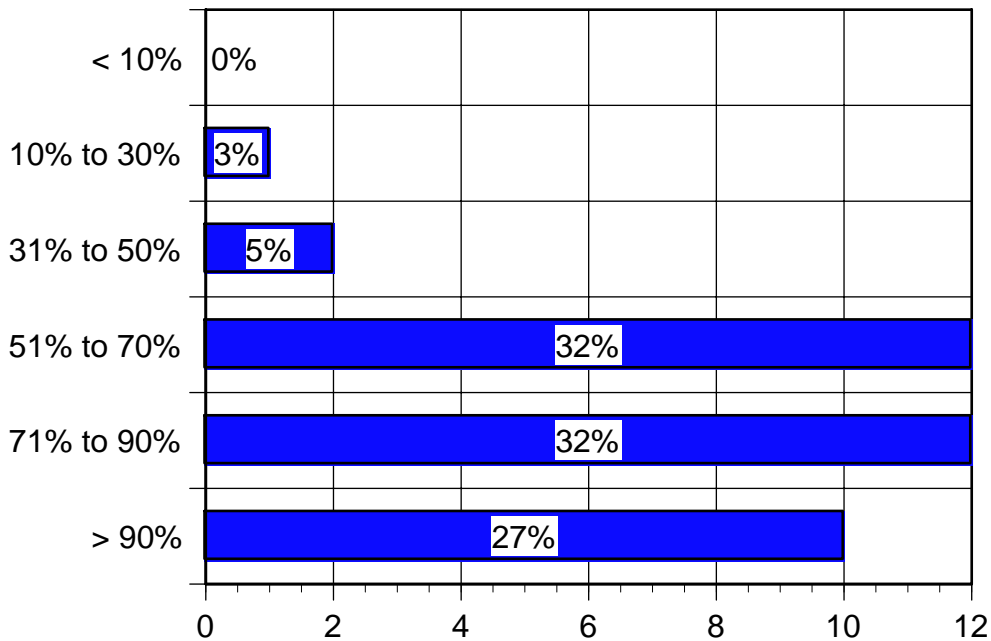
**Do you receive sufficient support from
your Primary FLVS Contact?**



While the majority (89%) of district respondents indicated they received sufficient support from their FLVS School Counselor, the open-ended responses show that those who were not satisfied with FLVS counseling services experienced the effects of staff turnover or that they were unclear about whether or not they had a contact.

- *Therese Letourneau does an excellent job.*
- *Excellent support*
- *Do we have one? I only work with Brenda Finora or the Call Center Web site.*
- *Excellent support all around.*
- *I don't have a contact.*
- *Extremely helpful.*
- *Our contact has changed (several times) and we are not notified of the changes.*
- *I'm not sure who this is.*
- *FLVS has always been quick to respond to questions and requests.*
- *If I ask for help but sometimes it is difficult to be able to reach them.*
- *Our district contact person has been in the position for 16 months and has already had four FLVS contacts. The frequent turnover results in delays in receiving answers to questions.*

Are high school students in your district aware of FLVS? Estimate the percentage.



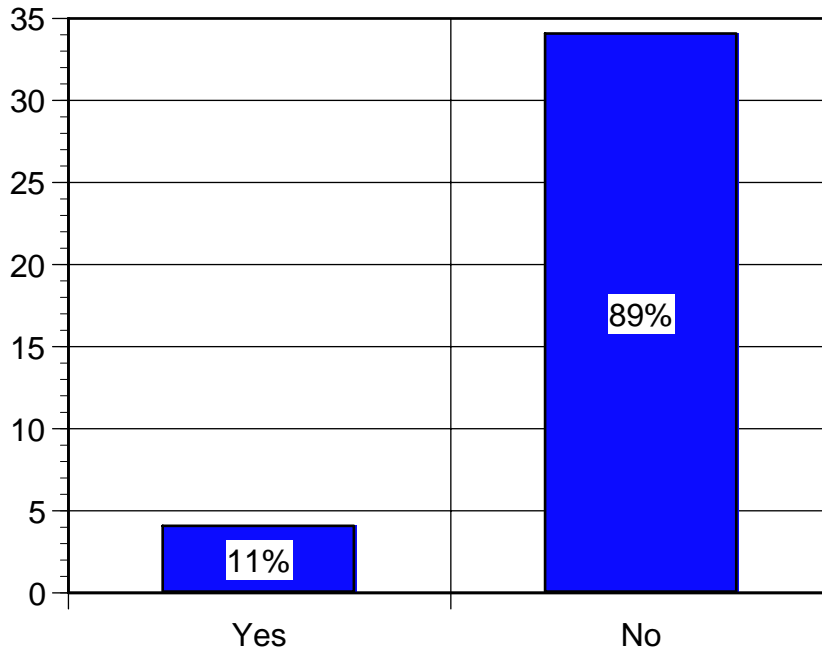
How do students in your district learn about FLVS?

As in the past, district contacts report that the guidance counselors provide the primary source of information to students about FLVS. However, information is distributed to students via multiple methods such as district and school-based literature, word of mouth, flyers, and websites. These forms of dissemination appear to be working in getting the word out about FLVS. In 2002-03, 62% of district respondents and in 2003-04 75% reported that more than half of their students were aware of FLVS; in 2004-05, 82% and in 2005-06 96% of district personnel indicate more than half of their students were knowledgeable about FLVS. Last year, that trend dipped slightly with 92% of district contacts indicating that fifty percent or more of their students knew about FLVS, and this year 91% report that more than 50% of their students are aware of the virtual school option. However, district contacts also indicated that the majority, 98%, of their high schools have students participating in Florida Virtual School.

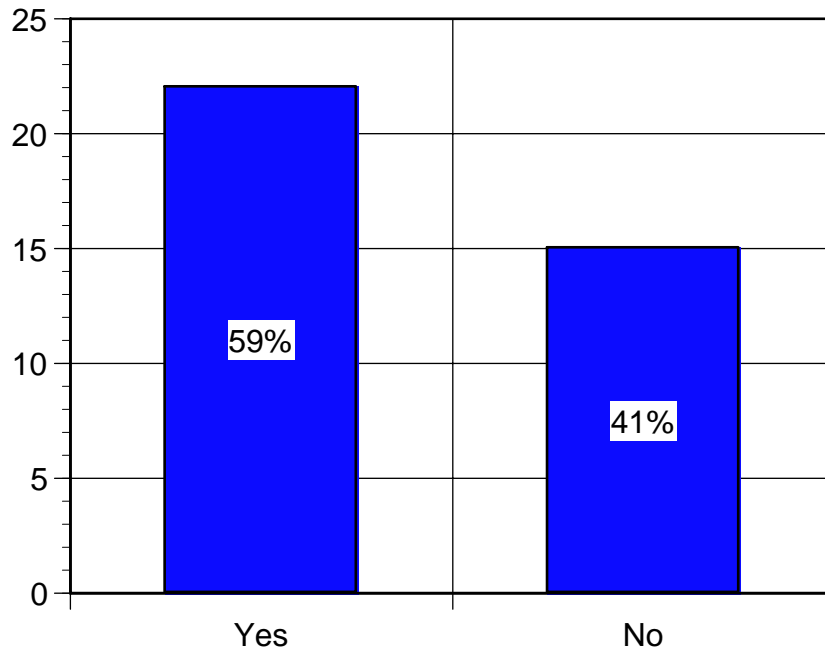
- *Word of mouth, counselor*
- *District franchise website, guidance counselors, teachers, other students, newspaper articles, conventions, PR events, ex: Barnes and Noble event*
- *High School Guidance, Student Progression Plan, Handouts, Brochures, Academic Opportunities for High School Students book, etc.*
- *Guidance counselors and other school personnel; web-based resources.*
- *guidance counselors and school handbooks*
- *Guidance Counselors, Franchise Manager, brochures, other students*
- *Guidance Counselors and now our SJVS Franchise.*

- *From counselors, from the Curriculum Guides at each school, from friends.*
- *Word of Mouth and Guidance*
- *guidance counselors*
- *Flyers are given to all High Schools and the Guidance Department make sure that all students are aware of classes that are offered.*
- *Students are NOT encouraged to enroll in FLVS because we have our own POLK Virtual School...and our district doesn't want to lose that money to another school...though we do not offer as many courses as FLVS. Since I am a Guidance Counselor on the Middle School level, I have no idea how many students we have who are enrolled in FLVS OR Polk Virtual School...however, I'm sure that information can be accessed on their website.*
- *Guidance Counselors or through home education.*
- *Info sent to the district is communicated to principals, guidance counselors, and teachers who then share the info to students. Posters/messages are posted in high traffic areas of the school.*
- *I would not know.*
- *Not sure*
- *Guidance Counselors, Teachers, word of mouth*
- *Guidance and web site*
- *Guidance*
- *Information is shared in the Guidance offices. References are made to participation in FVS in the Student Progression Plan.*
- *A variety of ways including guidance counselors, teachers, other students, etc.*
- *counselors, word of mouth, website*
- *Administration, guidance, teachers, internet*
- *Guidance counselors and the Office of School Choice.*
- *Through their guidance counselors and by word of mouth*
- *school level, word of mouth*
- *Counselors, brochures, parents*
- *Mostly counselors*
- *Through the Franchise, emails, meetings with counselors.*
- *Student learn aboutn FLVS through middle school and high school counselor presentations, school curriculum guides, district and school websites, schools' printed materials, parent presentations*
- *Guidance Counselors at the High School and from print informatio sent home with students.*
- *Counselors, posters, Student Progression Plan*
- *guidance counselors tell them about it. Other students tell them about it. The FLVS policy is posted on our web based guidance platform (Prep HQ) for students to read about. We have posters at some of the schools telling about it.*
- *Mainly from guidance counselors.*
- *Guidance*
- *Information is provided to students, as required by statute. Information is in our Student Progression Plan, Home Education Handbook, Instructional Handbooks, and through our school counselors.*

Has lack of school technology been a barrier for some students in accessing FLVS courses?



Has lack of home technology been a barrier for some students in accessing FLVS courses?



While most districts (89%) do not believe lack of school technology is a major issue related to access, 59% of district personnel do think that lack of home technology may interfere with students being able to take FLVS courses. District personnel indicate that students in rural communities and/or from low socioeconomic homes may not have computers or a fast internet connection and that community Internet resources are not a convenient option. As online learning grows more commonplace, the digital divide issue becomes more important, and it is something that FLVS personnel should explore further in order to ensure that all students have equal access to FLVS courses.

- *I am not aware of any - but I am sure there are some low economically challenged students that may be effected by not having home access - they could access from several afterschool programs as well as local libraries.*
- *I am not aware of a problem in this area.*
- *No one has reported this, but we have no way of actually knowing the answer to this.*
- *Some students do not computers or internet access.*
- *Some students do not have internet access at home.*
- *We need to have students do FLVS at our school lab.*
- *We are a small rural school. There are many families that do not own a computer or internet access.*
- *This shouldn't be a reason since ALL students should be provided access to computers to participate in long-distance learning on their zoned campus.*
- *We don't have data in this area.*
- *In some cases this may be a challenge for students who do not have web access.*
- *just a few*
- *Many of our students are at the poverty level.*
- *Living in a rural community with a high poverty level provides technological challenges.*
- *Not all students have home computers or Internet access. Sometimes students only have dial-up, which makes the FLVS courses frustrating when it takes too long to load.*
- *Just a few. Not a regular problem*
- *Some students who need to take a course in addition to the seven during the school day do not have computers in the home.*
- *I am not aware of this being a barrier.*
- *don't know*
- *No computer or no DSL*
- *We provide access*
- *Possibly*
- *Some students don't have internet access and going to the library in the evening or going to the school isn't convenient.*
- *Not every student has internet connectivity in the home.*

How does your district ensure that all students have access to FLVS courses?

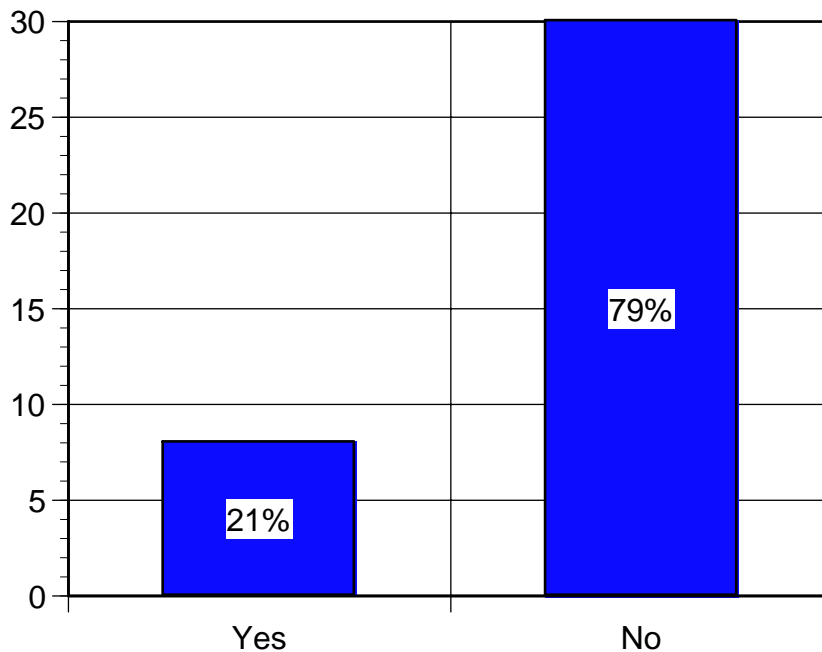
In answering this question, some district contacts addressed the issue of disseminating information instead of how they make sure all students are able to access FLVS courses. However, for those answering the question as was intended, district personnel indicate that

access is provided to students who otherwise would have difficulty getting online via school computers/labs.

- *All students can discuss FLVS through their guidance counselor at school. If there are any specific needs that arise, there are a myriad of possibilities to help that child gain access.*
- *Guidance Counselors work with the student to find a solution. Computer access is readily available throughout the schools.*
- *Via counselors, newsletters, brochures.*
- *Students are allowed to schedule course as requested; if they need computer access because of not being available at home, we provide that space.*
- *Provide school computer access on the campuses.*
- *Advertise via guidance departments in the schools and now market SJVS franchise.*
- *Students may take courses while at school or after school hours, but in the Media Center or at a local library or other locations with internet access.*
- *WNN parent letters*
- *They encourage all schools to have a lab that can be accessed by the students. The county is also involved with donating computers to community centers.*
- *My understanding is that it is not my district's job to provide ONLY access to FLVS courses...but to make sure that they provide access to long-distance (virtual) learning. They do that by giving students access to Polk Virtual School. "Good" Guidance Counselors also provide information to students and parents about FLVS, especially when the Polk school doesn't offer the courses the student needs. However..it is hard to keep up with changes in FLVS, the procedure involved, and time it takes....we are not trained to REALLY understand proper procedure for FLVS...and it is easier for us to use the Polk Virtual School.*
- *It is in our Student Progression Plan.*
- *Schools make accommodations for students who wish to take courses online the FLVS.*
- *Through the updates and district counselor meetings.*
- *I don't know, but at our charter school, we provide the access.*
- *schedule the student for one or more periods in the media center computer labs*
- *Provide computers at school*
- *use of school media centers after school*
- *All students do not have access. If they have no internet or computer in the home and they do not have time to take the course at school, they would not have access.*
- *Give opportunities to use school equipment*
- *communication at school and district level*
- *don't know*
- *Not sure*
- *Through handbooks, Franchise information.*
- *Yes, during and before school*
- *Students and parents are informed of FLVS options.*
- *It is offered as an option during yearly registration.*
- *It is addressed in the Student Progression Plan, Guidance Counselor trainings,*

- *In addition to the advertising, our some schools in the district provides labs for students to work on FLVS.*
- *Guidance counselors provide the online option to students.*
- *Computers available at school site*
- *Principals, Assistant Principals and counselors use FLVS as an option for meeting students' individual educational needs. We provide access during and after the school day.*

Does your district place any specific limitations on students regarding access to FLVS?

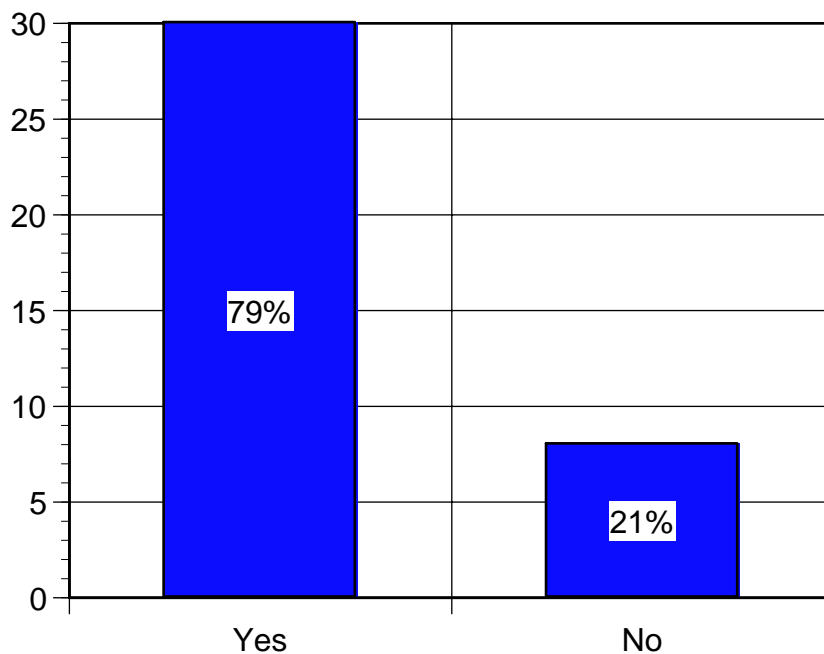


Seventy-nine percent of District Contacts say their district does not place any specific limitations on students regarding access to FLVS. For the remaining 21%, the type of limitations varied.

- *We monitor students to insure that they are not repeating a class that they already received credit in.*
- *They must meet the same prerequisites as traditional students, ie. must have appropriate GPA for AP classes.*
- *A student cannot take a class ahead of their year in school. Such as English IV when they are a junior.*
- *They would rather for us to use our own school, first.*
- *None of which I am aware.*
- *According to the DOE that is not an option.*
- *A student may not drop a course mid-term and pick it up through FLVS.*

- *We counsel with the student so that he is prepared and can find success before letting him enroll.*
- *Not that I am aware of*
- *don't know*
- *Some schools schedule FLVS courses at the beginning or end of the student's schedule when courses are in lieu of regularly scheduled courses offered on the school campus.*

Does your district Pupil Progression Plan specify policies regarding students' participation in FLVS courses?

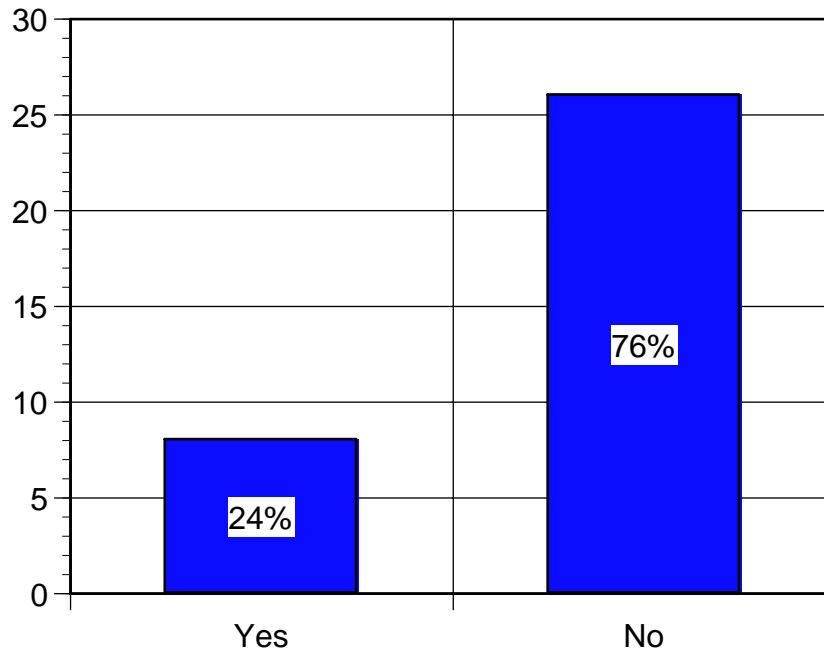


Most districts (79%) have specific language within their Pupil Progression Plan addressing FLVS courses and the policies around these courses.

- *Students would be advised by counselors in regard to class choices.*
- *Mentioned as an option. Withdrawn Failing grades are mentioned so that student know they will receive an "F" on their transcript, etc.*
- *Regarding taking all classes on line and earning diplomas from district schools*
- *Our Student Progression Plan addresses CLP's-customized learning paths.*
- *We have a section on access to FLVS courses.*
- *FLVS courses can be taught for enrichment or replacement.*
- *Perhaps this is a high school issue?*
- *We have FLVS listed as an accredited correspondence school.*
- *It is specified in the plan that students have the opportunity to take FLVS courses.*

- *Differentiating between PVS and FLVS*
- *The policy relates to prior approval at the school, correlation of courses to the DOE Course Code Directory and receipt of grades.*
- *You can go to the web site and access this information.*
- *It's mentioned as available*
- *That students may participate*
- *The policy points students to FLVS courses and stipulates that the FLVS courses are allowed for credit.*
- *Our Student Progression Plan addresses enrollment of full-time students and year-round availability of FLVS. We currently direct readers to the Virtual School Guidelines, but are considering inclusion of more specific enrollment details in the future.*
- *Basically, reiterates statutory requirements concerning FLVS*
- *We actually allow students who take all their courses through FLVS to graduate at their home zoned school. We have seniors register at the school they will be graduating from and then we put the FLVS courses as their schedule, so they aren't considered home instruction and the counselors can gain access to their FLVS account to insure they stay on track for graduating.*
- *SBBC policy 6000.1 states that students in grades 6-12 may utilize courses taken in the virtual environment to count towards high school graduation.*
- *It specifically addresses students' ability to access FLVS courses.*

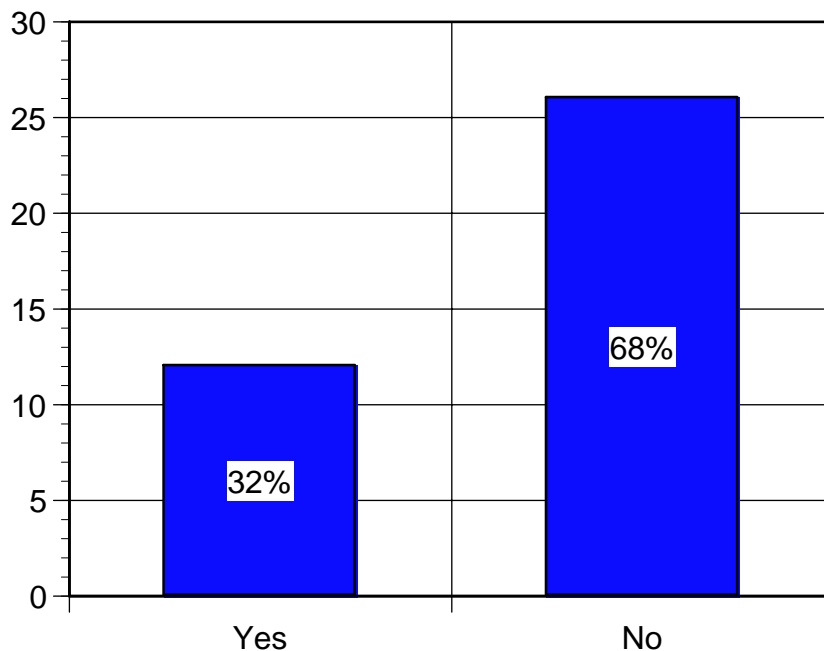
Does your district implement any specific strategies to encourage minority enrollment in FLVS?



Seventy-six percent (76%) of persons responding to the survey indicate that no special strategies exist within their district to specifically encourage minority enrollment. Most comments reveal that FLVS is available to all students equally with no special efforts made to enroll minority students.

- *By offering AP courses where they might not otherwise be available By association through the magnet school program*
- *Statistics have been requested each year to see if we are increasing in this area. I am not the person that would know the exact strategies.*
- *We will address with our franchise.*
- *Not that I am aware of....or I don't understand the question.*
- *Not sure*
- *It is encouraged for any student who needs it.*
- *Unknown*
- *All students are encouraged.*
- *We provide the same information and opportunities to all students.*
- *All students are provided with the information and opportunity*
- *don't know*
- *If ANY student has a need or an interest that we don't provide we share this information.*
- *We do not make a distinction among races when supporting FLVS enrollment.*
- *All students are presented with the online option, regardless of ethnicity.*
- *Guidance counselors work with all students on a case by case basis to meet the needs of our students.*

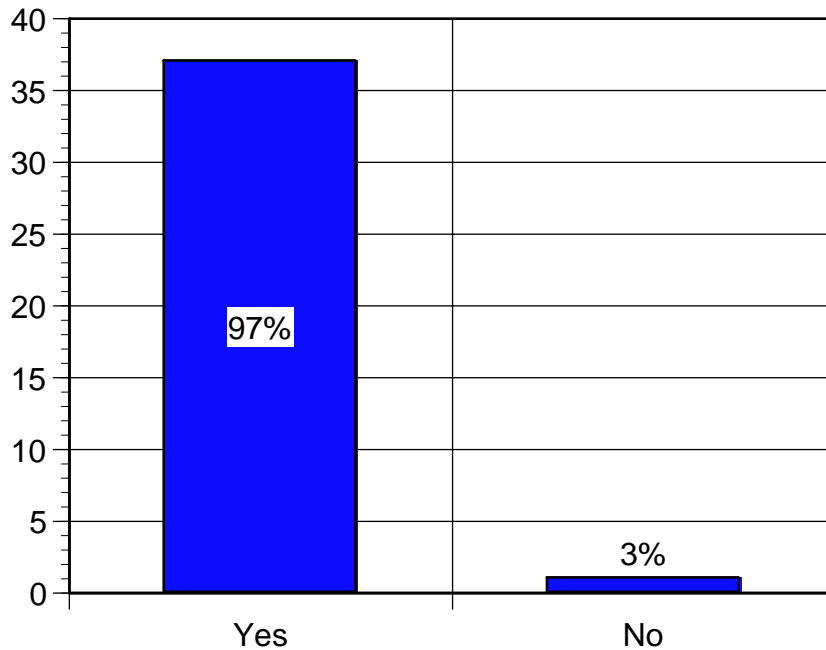
Have you had any concerns about FLVS courses?



Thirty-two percent of district respondents indicate some concern about FLVS. Though there was a variety of feedback related to this question, several individuals expressed concern over students' integrity and others comment about the long wait lists.

- *1) Because there are no limits, some students are taking 12-14 courses a semester through all the various options--too many. 2) Concerned that students are full time FLVS but still want to be "enrolled" in our school. Problems monitoring and reporting these students since they are never on campus.*
- *ELL student use*
- *Academic integrity issues.*
- *waiting list is long*
- *Have had problems updating courses.....getting info...speaking about it with authority...*
- *Primarily with the honesty of some students.*
- *Classes offer appropriate rigor.*
- *I have questioned whether the student does all of the work. In one case, a student passed economics in a short period of time after failing it twice at her school.*
- *The only real occasional concern is the validity of student work through any virtual educational program, not just FLVS. We have addressed this with FLVS in the past and they are very responsive.*
- *Often hear that courses are full.*
- *My only concern is that even though we "approve" the courses we are really just acknowledging that students have signed up. We do encourage student who are taking a full load in high school to take no more than two FLVS courses.*
- *SBBC curriculum supervisors have expressed to me that they would like to see more rigor in the high school courses (particularly English and Spanish courses). Also, I have had requests for availability of an online reading course for 11th and 12th grade students who have not passed the FCAT graduation requirement. DOE policy requires these students to be enrolled in a reading course with a reading certified/endorsed teacher. Due to a shortage of teachers with reading certification/endorsement, the online option is a viable solution.*
- *The length of time students spend on the waitlist is very long and not adequately reported to parents and students. When the FLVS website indicates that registrations are being accepted for a particular month, students have the expectation that their request for a previous month should have been filled. Students who have been on waitlists for more than 6 weeks are very frustrated. Communication to the parents, students and counselors with more accurate wait times, would help us better serve our students.*

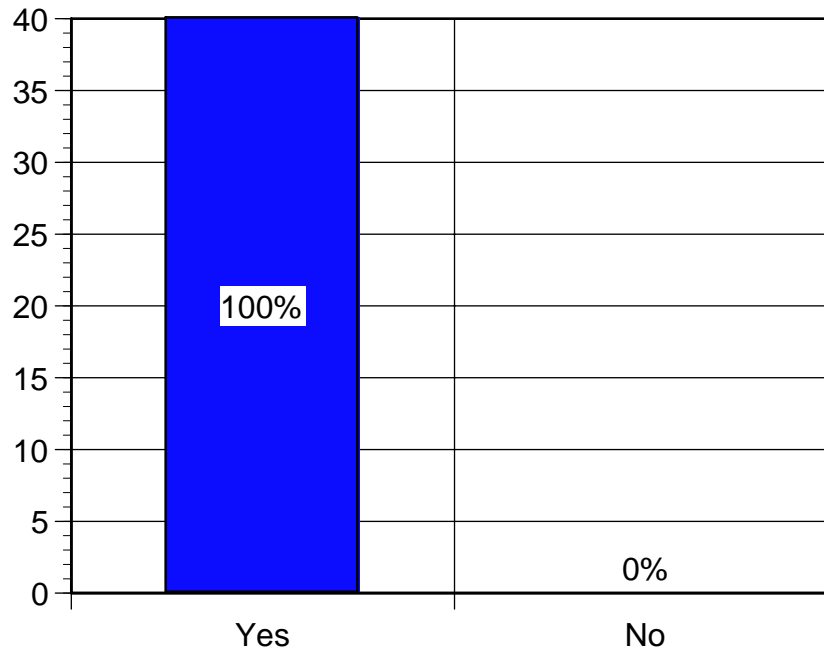
Does FLVS benefit your district?



Ninety-seven percent (97%) of district personnel agree that FLVS provides definite benefits to their system. The benefits are many but the main ones cited are that FLVS provides courses to students that they might not otherwise be able to access and that the online courses provide a flexible option for meeting the varied needs of today's students.

- *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!*
- *It offers courses we don't offer and helps our home education students.*
- *Yes, by providing students an additional option for taking courses.*
- *We are able to provide students options for course recovery as well as enrichment. Additionally, students who enroll from a block schedule can be served through FLVS.*
- *Provides some courses we are unable to offer.*
- *We are able to be more flexible in making options available to students.*
- *Provides access to courses that are not available in many small rural districts.*
- *We can't offer everything at every campus due to budget and enrollment constraints so this is a great option for students.*
- *FLVS and the BVS franchise offer the district viable solutions for class size reduction, credit recovery, grade forgiveness, and a quality public school option for all Broward County residents.*
- *It provides an additional way to meet the needs of our students.*

Does FLVS benefit students?

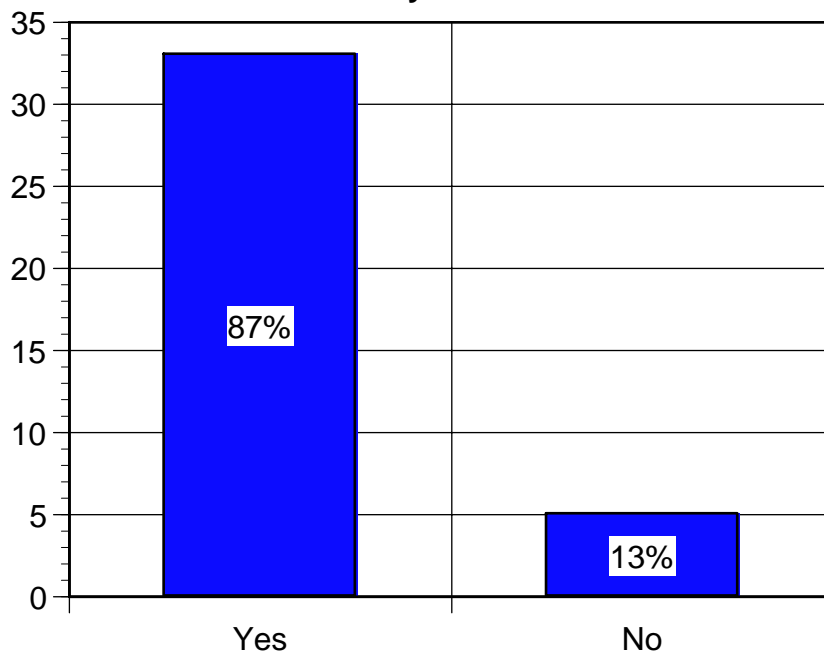


One hundred percent (100%) of FLVS district contacts believe the benefits to students are huge. FLVS provides greater course options and a venue for acceleration and/or credit retrieval. Additionally, FLVS provides flexibility to students in the time, place, and pace in how they learn. It has been an outstanding resource for students who, for one reason or another cannot get their educational needs met by their home school.

- *Parents have complimented the program and how it has changed their child's academic progress. Also, we have had several newspaper articles in Tampa in relation to the positive effects virtual school has on student academic advancement.*
- *Classes available to fit the student's schedule. Teacher involvement helps a lot of the students. Course structure insures that students turn in assignments--they don't have the option to skip and be missed like in regular classes.*
- *Students can make-up credits to graduate on time.*
- *FLVS benefits students in many ways. The AP exam review is one activity that I would highlight.*
- *Helps to improve our graduation rate.*
- *It gives students additional opportunities to earn credits*
- *Students may make up courses they have failed or take courses they cannot work into their schedules.*
- *Provides some courses we are unable to offer.*
- *Students are able to accelerate and/or remediate through FLVS. The option provides more individualization and creativity in scheduling, thus helping students meet their goals. The AP test review option is very beneficial.*
- *Expands course offerings and makes students competitive with others around the state.*

- *Students gain a direct benefit from FLVS in many ways - credit recovery, advanced courses not offered at their school, test prep - all of these are great resources for our students.*
- *The online option is a tremendous benefit to Broward County students. The BVS franchise offers students the ability to earn a high school diploma online. To date, BVS has awarded 98 diplomas with an additional 70 to be awarded this school year.*
- *It allows students more opportunities for receiving credits toward graduation.*

Has your district utilized FLVS to accommodate students with extraordinary circumstances?



Eighty-seven percent (87%) of districts responding indicate they use FLVS courses to accommodate students with extraordinary circumstances. District personnel list a multitude circumstances in which FLVS is used: for students with extensive illnesses, teen parents, and individuals who travel extensively due to extracurricular activities. It appears as though, schools continue to use FLVS to address individual needs and situations.

- *We have several students involved in acting, national gymnastics, horse racing, national pickup truck racing, etc. They have all appreciated the opportunity to stay connected to the school district when away on assignment. We have also had calls form hospital-homebound and have worked to provide the best options for students.*
- *Students that are traveling extensively during a semester have used FLVS. Used for Homebound. Used for high level classes not offered at the high school. Used by*

middle school students wanted to get a jump on high school. Used by DJJ and alternative sites.

- *Models, sports, discipline issues.*
- *Maybe...I don't know...*
- *Not that we are aware of.*
- *Students who have missed a lot of school for illness often take courses through FLVS.*
- *We have homebound students and students with activities who are taking FLVS to fit their schedules*
- *Homebound*
- *Our hospital homebound program uses FLVS to help advanced level students since h/h does not offer advanced/AP courses. Some students are able to leave school early in the day in order to accommodate sports, etc by scheduling an FLVS course in lieu of a course on campus. Seniors who need less than 6 credits are allowed to complete courses through FLVS, dual enrollment and/or adult credit lab and not report to the school campus. This allows for a very flexible senior year.*
- *Not that I am aware of.*
- *This is not a district function but a school function. The district does not offer FLVS as a hospital homebound program.*
- *As a FLVS franchise, BVS serves over two hundred students who cannot benefit from the conventional school model. For example, we serve student athletes who train full-time during the day and compete around the world, students in training to be professional musicians, students who must work during the day to support their families, teen mothers, and students who require extensive medical attention for illnesses.*
- *It allows students more opportunities for receiving credits toward graduation.*

What are the major issues or challenges associated with FLVS?

The major challenges cited by district personnel are very similar to those expressed in previous years with the most frequent issue being districts' loss of FTE and their inability to understand why they need to provide technology and space to students taking FLVS courses when they receive no funds for provision of these resources. This seems to be an especially sensitive issue this year with statewide educational budget cuts being at an all time high. Below are all of the specific challenges shared by district personnel.

- *none*
- *Getting accurate schedule and grade information in an "automated" method at the district level. Full time FLVS students not on our campus. No funding. Students leaving our schools to go into Home Education using FLVS -- are they getting all the "extras" that are needed? etc. Note: We only have 11 high schools, but students from 30 of our schools participate in FLVS. This includes Middle School, DJJ and Alternative Schools.*
- *Counselors report that work associated with students in FLVS courses requires significant amount of their time.*

- *Supervision of students. If we have to provide access and receive no FTE funding for the student, then FLVS should have to provide supervision.*
- *The funding model is not equitable for FLVS franchises. FLVS is funded for students who take a "8th" period and our franchise is NOT.*
- *Being able to start in a timely manner.*
- *Some students are not self-motivated enough to work on FLVS classes.*
- *space limitation for classes*
- *Loss of FTE for our district during times of budget cuts.*
- *Sometimes supervision of students (not in a classroom setting) who take a course(s) is an issue. However, school teachers and administrators usually solve the issue in a meaningful way for the student(s).*
- *Transient students are not always equipped with the technology.*
- *There is a huge disconnect between sign up with course beginning.*
- *I'm not sure there are any.*
- *Our students are extremely low academically. We are an all ESE school.*
- *Need more information*
- *The district school is responsible for advising the student; the occasional disconnect with advice from the FVS and the district; the additional burden that is placed on Guidance Counselors for monitoring the student's progress in FVS; and the the incongruency with the district school calendar.*
- *It's working well for us.*
- *We have not had any major issues.*
- *Ensuring that the students are doing their own work and are keeping up with their assignments accurately and promptly*
- *Communication is paramount and appreciated*
- *My lack of knowledge to be able to do what is necessary to help my students through the whole process*
- *Academic integrity*
- *Integrity is the major issue we hear over and over again.*
- *We are trying to compete for FTE. They should be limited to those things that we do not provide. It has created a situation that if a student gets mad at a teacher for ANY reason the jump ship and go to FLVS. This does not teach students to try to resolve conflict.*
- *Again, we have an occasional situation where a school feels a student may have had "too much assistance" with their virtual course work. Also, if a student wants to drop a course being taken on the school campus for an FLVS course at a time other than the end of a semester, it can create problems with scheduling protocol. However, this has been handled on an individual basis and problems have been resolved.*
- *Having students be responsible for following the pacing chart of the courses and completing the necessary work for credit.*
- *Clear understanding of process and easy access to FLVS rep/counselor*
- *A major challenge is when a student repeatedly tries to take FLVS courses but then drops them and doesn't complete them. It would be great if you could limit the number of times a student can sign up for courses and the number of classes the student can sign up for. Some other challenges are enrollment issues. IF students enroll in some classes as supplement to their regular course schedule, they can get to their senior year only needing one or two courses which doesn't fit well in a 6, 7 or 8 period day. Working with*

those students to find alternatives for them (as opposed to staying on campus the entire day) can be challenging.

- *Informing the community at large about the virtual option remains a large challenge.*
- *1. The lack of consistency in information provided to the district. A single manual of FLVS policies (FLVS progression plan) would be very useful. If this is available, in a single location, we are not aware of it. 2. Difficulty in providing supervision and computer access to students who need FLVS courses during the school day. 3. A lack of funding to support the district contact person, who spends approximately 15% of the day addressing FLVS issues and questions, many from Home Education parents. The time is unfunded and places a burden on the district, especially in this time of budget cuts. The role of the district contact is essential to FLVS so further consideration should be made to reimbursing the districts to support this position.*

Recommendations for how FLVS may serve your district better:

District contact recommendations are provided below. Note, in many instances, the district person used this survey item to commend FLVS for its quality program and processes.

- *The only issue that would make the program stronger would be the ability to go year round as a franchise and mirror FLVS completely.*
- *FLVS is on the right track. Continue to improve the on-line site. Work on automating district level information. Allow district level Information Services to change the student's school name and local student ID. etc. Personally I feel that FLVS has made great progress, I hope this continues. I am only 1 of the district level users, so I hope you have sent this survey to other district-wide users.*
- *Stay in contact with the district staff and with the school staff.*
- *FTE limitations for the Franchise.*
- *Continue to work on a equitable funding model for FLVS franchises.*
- *None--thanks for all you do.*
- *make it option on the students' schedules.*
- *Training and information given to Guidance Counselors and Administration*
- *I don't know of a recommendation. FLVS is doing a super job.*
- *Make application/registration directions clear to the students to avoid registration on PVS when FLVS is the correct online source for sign up.*
- *Streamline process. Allow for easier school based administrative monitoring. Add reading class.*
- *Can't think of any*
- *None. Elizabeth Warren is a great help to us.*
- *Send news about FLVS to principals and guidance counselors.*
- *Better communication with the district. Sometimes the schools receive information, but the district doesn't. Provide a list of contacts to the district.*
- *It can be difficult getting a student in a course.*
- *The relationship is good, and I have no suggestions at this time.*
- *Do the schools get a progress report on how the student is doing? Perhaps that would help keep them on target.*

- *I would love to see some summer courses for middle school that they would be able to complete in a summer session if they had been retained in 6-8 and could recover the credit in time to be promoted to the next grade level in the fall. Maybe a compressed curriculum. I feel this would help so many students be able to stay on track and not have to repeat a whole grade level when they just failed one or two courses. Thanks*
- *None.*
- *District training for advising students and accessing reports*
- *See 20 above. However, generally we are happy with our relationship with FLVS.*
- *We are highly pleased with the level of service that FLVS provides to Broward's public high schools as well as its franchise program. Keep up the great work!*
- *We strongly support the idea of providing some funding to the districts to support their FLVS students' needs. This includes working with home school students in the district, part-time students and supporting our schools.*

Conclusion

Responses from the 2007-08 FLVS District Contact Survey show that district level personnel have been pleased with the services provided via FLVS. The great majority cited benefits for their students and for their school districts as a whole. FLVS allows for greater flexibility in learning options and thus allows for more individualized processes for meeting students' learning needs. Additionally, the large array of courses offered are a tremendous benefit especially for schools in small and rural districts that may not have many course options. Survey participants reveal that FLVS processes, including communication, support, and policies are working effectively. As in the previous year, some concern remains regarding funding; several district personnel mentioned the loss of FTE funds due to FLVS and they shared opinions about unreasonable expectation to provide monitoring and support to FLVS student as well as ensure technology and equal access to FLVS courses when they receive no funds for these efforts/resources. However, this criticism paled in comparison to the tremendous amount of positive feedback provided to FLVS. It is apparent that district personnel are aware of and grateful for the added benefits that FLVS brings to the state, districts, schools, and students.