



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

# South Carolina Virtual School Program

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*2010-2011 Program Evaluation*

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## Table of Contents

<b>I.</b>	<b>Executive Summary</b> .....	<b>i</b>
	A. <i>Background and Purpose</i>	
	B. <i>Methodology</i>	
	C. <i>Findings</i>	
<b>II.</b>	<b>Background and Context</b> .....	<b>1</b>
	A. <i>Structure and the Cognitive Basis for Online Learning</i>	
	B. <i>Technical Infrastructure</i>	
	C. <i>Teachers in an Online Environment</i>	
<b>III.</b>	<b>Addressing Recommendations</b> .....	<b>10</b>
<b>IV.</b>	<b>Enrollment Trends and Changes</b> .....	<b>12</b>
<b>V.</b>	<b>Funding</b> .....	<b>13</b>
<b>VI.</b>	<b>Policy Changes</b> .....	<b>14</b>
<b>VII.</b>	<b>Methodology</b> .....	<b>17</b>
	A. <i>Participatory Evaluation - Logic</i>	
	B. <i>Involving Stakeholders</i>	
	C. <i>Mixed Methods – A Multi-System Approach</i>	
	D. <i>Coding and Analysis</i>	
	E. <i>Rational Choice and Expected Utility</i>	
<b>VIII.</b>	<b>Evaluation Results</b> .....	<b>23</b>
	A. <i>Descriptive Statistics</i>	
	1. Course Requests and Outcomes	
	2. Courses Offered	
	3. Populations Served	
	4. Incomplete Registrations	
	B. <i>Process and Action</i>	
	1. Technology Usage	
	2. Contact Methods and Intervals	
	3. Testing and Test Preparation	
	C. <i>Additional Measures</i>	
	1. End of Course Exams	
	2. The SCVSP as a Choice Option	
	3. Effectiveness	
	4. Advanced Placement	
	D. <i>Impacts on Outcomes</i>	
	1. Factors Influencing Passage	
	2. Factors Influencing Grade	
	E. <i>Qualitative Analysis</i>	
	1. Student Surveys	
	2. Sponsor Surveys	
	3. Internal Surveys	
	4. Parent Surveys	
<b>IX.</b>	<b>Findings</b> .....	<b>39</b>
<b>X.</b>	<b>Discussion and Recommendations</b> .....	<b>41</b>
<b>XI.</b>	<b>References</b> .....	<b>45</b>
<b>XII.</b>	<b>Appendices</b> .....	<b>Appendix i</b>

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## **I. Executive Summary**

### *A. Background and Purpose*

This evaluation has three stated purposes:

1. To address the nine legislatively mandated reporting requirements;
2. To identify policy and procedural changes to the South Carolina Virtual School; Program (SCVSP) over the past year;
3. To assess their impacts;
4. Lastly to identify changes and performance objectives based upon findings from the above.

These findings are to be reported to the South Carolina State Department of Education (SCDE), the Education Oversight Committee and the South Carolina General Assembly. Data for this report were collected from August 2010 to July 2011. The subsequent sections will both describe the activities of the SCVSP as well as address structural, procedural, technical and financial elements.

The findings within this report are based upon qualitative and quantitative methodologies which address educational outcomes, questions of teacher quality, the impact of technology on educational outcomes, and attitudinal components associated with parent, students and school personnel. Analytic methods include Logistic Multiple Regression Analysis to determine the odds-probability of successful completion based upon identified factors; Multiple Analysis of Variance to determine differences in student outcomes based on descriptive factors; and finally Stepwise Regression using backward reduction to assess the impacts of identified factors on final grades. A new element added to this year's evaluation includes an Expected Utility model to determine the factors influencing parental choice.

The SCVSP was put into regulation in May 2007 under H.R. 3097 and began offering courses in 2007-08. It was designed under the advisement of the SCDE and the South Carolina General Assembly after a 2006-2007 pilot program. The objectives of the SCVSP are to augment the traditional high school curriculum by offering standards-based online classes; to allow access to advanced and specialized courses which may not be offered in the traditional “brick and mortar” school; and to provide credit recovery options for students throughout the state. This includes supplementing the curriculum in some areas of the state where particular classes may not be offered as well as providing non-traditional learners with another option to earn their high school diplomas. Included in this designation of “non-traditional” are those who may need flexible schedules to complete their high school education, i.e., students with children, students with mitigating work schedules/circumstances, etc. These objectives are directed towards the singular goal of increasing the graduation rate in South Carolina.

Changes addressed by the SCVSP were published by the International Association for Online K12 Learning (iNACOL) in its 2011 publication *Lessons Learned from Virtual Schools*. Many of the changes made by the SCVSP have been identified as best practices by iNACOL including site-based support for online students, a focus on academic standards and the modeling online teacher techniques in professional development.

### *B. Methodology*

Data were collected from the SCVSP Virtual School Administrator System (VSA) from August 16, 2010, to August 15, 2011. These data included variables of district, school, demographic and course specific information. Four forms of analytics were used to address nine statutory items and two research questions. Descriptive statistics were used to describe the main features of the SCVSP. These include the number of students, schools and districts served, as

well as their corresponding rates of success and pertinent financial data. A series of surveys was used to gauge program satisfaction and stated need from SCVSP students, sponsors and parents/guardians. Using multiple methods in this way increases the validity of the findings within this survey.

The formal statistical analysis was conducted using a data set provided by the SCVSP from data stored in the VSA system. Qualitative data were collected from focus groups and individual meetings with teachers as well as surveys sent to parents, guidance counselors and students. The statistical analyses include Multiple Logistic Regression, Multiple Analysis of Variance, and Stepwise Regression using backwards sorting. The findings from these quantitative methodologies were compared with findings from qualitative survey responses. Finally, a question of factors influencing choice was addressed using an Expected Utility model. This model assumes that students and parents make choices which will maximize the value they expect to receive based upon readily identifiable factors.

### *C. Findings*

The SCVSP continues to offer services at a level which is on par or above the most productive schools in the state. The SCVSP processed 18,798 enrollments for 11,757 students (an average of 1.6 enrollment requests per student). Of these requests, 16,949 were enrolled in a class with 10,107 staying beyond the 10-day drop period. Of these, 8,493 completed their courses with 7,588 completing with a grade of 70 or above for a successful completion rate of 89.3%.<sup>1</sup> This included students from 253 public schools (including the Governor's School for Science and Mathematics), 13 public charter schools, 35 private schools, 14 home schools, and 26 Adult Education Centers. Given the number of course requests and the environment in which

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<sup>1</sup> An additional 12 students were granted medical waivers for class extensions and had not completed course work as of the time of this report.

the SCVSP finds itself, results indicate that the management capacity of the SCVSP can no longer keep up with the program demands. The number of students not served due to space limitations was the highest in the program's history. Despite an increased number of faculty the number of administrative staff is not sufficient to maintain the same level of service seen in previous years. This is seen primarily in the ability of staff to service enrollment requests and address the needs of parents and students during the summer enrollment session when the number of requests more than double that seen in either the fall or spring enrollment session.

As with previous evaluations this study found a significant positive relationship with student success and the frequency of instructor contacts. This was true for all students regardless of the course(s) or the poverty index of their traditional schools. A comparison of poverty indices for students who began a course but withdrew versus those who began a course and completed indicated an extremely weak yet statistically significant difference, e.g, students from high poverty schools were more likely to withdraw from a class than their lower poverty counterparts. These results were triangulated with results from student surveys regarding access to technology outside of school and guidance counselor surveys regarding access to technology in the school and technical support at the school. Results indicated that students from high poverty schools had less access to technology at home. Additionally guidance counselors from high poverty schools indicated limited access to technology in the school and limited technical support. This confirmed that poverty served as a good proxy for technology access. Furthermore, it indicated that although schools are required to make technology available to students and provide technical support as part of their agreement to take courses with the SCVSP, the majority of high poverty schools are not doing so.

An initial assessment reveals that, in terms of value offered, the SCVSP provides a good choice option for students from low to median poverty schools. Value in this case is measured as the choice probability of receiving a higher score than the state mean on the End-of-Course Evaluation Program exam. There is not a discernible difference in quality between low poverty schools and the SCVSP. It should be noted that these are initial findings and should not be taken as conclusive since the separating student measures from program measures continues to be a challenge, i.e., it is not certain if the value which is being seen is the result of the SCVSP or the result of positive study and previous performance by the student. This continues to be a problem in that the SCVSP cannot map their students through the SCDE's Power School system as well as the fact that student assignment is non-random.

With regards to teachers, in the first focus group interviews many expressed concern that their professional development was disjointed and not focused. Specifically that they perceived much of the technology as training for the sake of training with little attention to usefulness. A comparison of student grades based on specific technology used showed no relationship between the type of technology used and student results. Furthermore, it indicated that only a few core technologies were utilized in classes. These technologies included synchronous and asynchronous communication mediums (chat features, threaded discussion forums, etc.), videos and testing software. Technologies that required more than four mouse clicks before an interaction (watching a video, turning in an assignment, etc.) were widely overlooked by teachers and subsequently not used in courses. This indicates that the ergonomics of particular software may be just as important as the software's capabilities.

Administrators and teachers improved their understanding of online learning formats on student success per subject and course type. Specifically, best practices were identified based on



subject area. In addition, overall practices were identified as generally agreed upon and externally validated by the Center for Digital Education (2009). Specific practices included the use of subject specific videos and online material as an anchor for coursework in social studies, world language and health courses; whereas, online technologies were more readily used to elucidate problem solving techniques and the logic behind those techniques in math and science classes.

The alignment of courses to state standards was extremely high with 95% of all courses having 100% alignment as agreed upon by independent reviewers. The 88% successful completion rates in these courses was lower than in the brick and mortar schools; however, this is largely due to a standardized level of rigor in the SCVSP, which confirms that learning is a stochastic process. With regards to where the highest rates of failure lay, they resided primarily in the schools with the highest number of enrollments. However, when broken into dichotomous variables of pass/fail high poverty, there was a significant but extremely weak relationship between poverty and student success, but a considerably stronger and significant relationship between the rate of teacher contacts and student success. This may be an indication that volitional competence is of greater importance than poverty and hence technical capabilities.

The factors influencing the choice to participate in the SCVSP are highly related to an issue of quality. When comparing the expected value a student can choose to receive by taking courses through the SCVSP, the expected value is higher within the SCVSP than within most schools in the state. These results may be skewed by the fact that online learners are a self-selecting population; however a 1:1 comparison of scores of students from schools “like” their physical school (within 5% on the poverty index) indicates that student performance in the SCVSP is at the 90<sup>th</sup> percentile.

## **II. Background and Context**

### *A. Structure and the Cognitive Basis for Online Learning*

Previous work on online learning has relied on the cognitive analysis of learning which holds that learning involves memory, motivation, thinking and reflection (Ally, 2004). These arguments are accurate from a cognitive psychological perspective in that learning does involve these factors; however, they have largely ignored the role of structure and design. Without the components of structure and design it is difficult to describe the online process. After all, learning in the online environment has at the very least the condition that it is mitigated by some form of technology. It therefore becomes difficult, if not impossible, to develop language for analyzing online learning without taking into account the design and structure of these mitigating factors.

Given that online learning in the formal sense of taking an online course is confined to interactions which rely upon a specific structure, the component of structure is indispensable to the study of online learning. In other words, the design and structure of software, content, activities, etc., are part and parcel of the online learning process. Focusing purely on outcomes via cognitive measures misses the context in which learning occurs because the structure which mitigates learning is not taken into account. It should be noted that relying on structure as a mitigating factor in online learning has been in wide use by those who study Human Computer Interaction in the field of cognitive psychology but has yet to take hold in the mainstream education literature.

The SCVSP is a program within the Office of e-Learning in the Division of School Effectiveness (Previously, it was housed in the Division of Standards and Learning.). In providing its services, the SCVSP collaborates with other programs in the Office of E-Learning

and the SCDE, including but not limited to Instructional Technology, South Carolina Educational Television (SCETV), Enhancing Education Through Technology (E2T2) and the South Carolina Online Professional Development Program. These collaborations focus on specific program goals, some of which are legislatively mandated, others of which are geared towards continuous program improvement. Instructional Technology supports the platforms used by the SCVSP in its course delivery; SCETV provides video services for the SCVSP including videos for several classes; and SC Online Professional Development program provides the pre-service and in-service professional development services for the SCVSP. The curriculum for these professional development sessions is determined by the SCVSP staff in response to and in collaboration with the SCVSP faculty.

The SCVSP course structure includes at least one full time instructor augmented by several adjunct instructors who provide instruction in both core classes as well as a variety of electives (see Appendix B). In addition to the faculty, the administrative staff includes a Technical Program Manager, an Instructional Program Manager, an LMS Manager, a Student Services Coordinator, a Curriculum Coordinator, a Planning and Research Coordinator and an Administrative Assistant.

To ensure that course offerings are aligned with the South Carolina Academic Standards and the state-mandated assessments, such as the End-of-Course Evaluation Program exams, SCVSP teachers review their courses on an ongoing basis using a standard alignment tool. Ideally, the goal is that each course be 100% aligned; however, 90% alignment is accepted. That being said, 45% of the courses are aligned at 100%; 39% of the courses are aligned at at-least 95%; and 13% of the courses are aligned at at-least 90%. One course was aligned at 86% at the time of this report and is currently being revised. To ensure the quality of the materials, the

SCVSP evaluates a minimum of two courses per year in each subject area. Exceptions to this are the Advanced Placement courses which are administered in accordance with the College Board's AP Course Audit procedures.

Courses in the SCVSP were originally purchased from the Florida Virtual School and modified to meet the South Carolina Academic Standards. For FY2010-2011, all courses used were the property of the SCVSP or were designed by teachers and curriculum developers for a fee of \$2,500 per course. Materials used within these courses include licensed materials, open source video and print material and teacher-designed materials. Licensed materials include eBooks, educational videos, practice tests and review sessions. Open source materials include review materials such as educational online games, videos, and presentations by teachers and college professors. Teacher-designed materials include all of the above materials, in addition to tests, quizzes, and review materials.

Courses at the SCVSP are taught by full time teachers employed by the SCVSP have received state-sponsored training for teaching online courses. All full time teachers are rated as "Highly Qualified" in their subject area by the SCDE and have an average of 15 years of teaching experience. In addition to their credentials, all full time instructors and adjuncts must participate in pre-service and in-service online professional development courses before being allowed to teach at the SCVSP. Several instructors hold professional degrees: two (8%) hold Doctoral degrees, seven (29%) hold Master's degrees and three (13%) hold a National Board Certification.

## *B. Technical Infrastructure*

The technical infrastructure of the SCVSP is comprised of four primary components: 1) a Student Information System (SIS), including a registration platform; 2) a Learning Management System (LMS); 3) Access Tools and 4) Instructional Materials and Delivery.

- *Student Information System*

The registration component of the SCVSP was provided via a contract with the Florida Virtual School for Virtual School Administrator (VSA). This contract was proprietary, allowing the SCVSP to make changes to the system as needed. The service provision on this contract expired in 2010 such that VSA is ostensibly a stand-alone system within the SCVSP. The VSA system provides the SCVSP with a centralized registration system, accessible remotely from any computer with internet access. VSA provides course monitoring tools including progress reports, enrollment data and final grade calculation. A continued weakness of VSA is its inability to interact with the Learning Management System. Additionally, user-interface problems persist with the lack of consistency in information provided by participating schools. This includes correct student ID numbers and correct coding of Individual Education Plans.

- *Learning Management Systems*

The SCVSP runs and supports a Moodle platform for the majority of its courses, including AP, honors and college preparatory courses. Moodle provides an array of administrative capabilities to the SCVSP including monitoring progress and mastery of material. The content on the Moodle platform is comprised of state-approved materials from a variety of sources.

The SCVSP has continued to use PLATO in a manner which is highly scaled down from previous years from using it for credit recovery to now operating only High School Assessment Program (HSAP) reviews. At the end of the 2010-2011 academic year, PLATO was completely phased out in favor of a system which was currently in place for online course reviews, USATestPrep™. USATestPrep™ is an online test review package which provides reviews for EOCEP exams, HSAP, and some Advanced Placement Exams. The system is operated through the SCVSP but is available free-of-charge to any public, private or home school student in the state.

- *Access Tools*

SCVSP currently utilizes *Elluminate*, Web 2.0 and video conferencing as media platforms for teachers, students, faculty and staff. The *Elluminate* online meeting service has a variety of capabilities including, but not limited to, video conferencing, remote computer access and running a variety of user to user interactions. A key feature of *Elluminate* is the ability of the teacher to address a variety of students in Voice Over IP (VOIP) or to provide recorded sessions for students to view and respond to later. *Elluminate* is utilized not only in classroom meetings but also in faculty meetings and online professional development.

Included under *Elluminate* are V-Room and Learn Central. V-Room is a video conferencing service allowing teachers and students to conference individually or go on “Virtual Field Trips,” which is a simulated interactive field trip that allows students to interact, in a live event, with a remotely located field trip host (Cole, Ray, Zanetis, 2004).

Learn Central is an educational social networking site which allows teachers to interact with other teachers from similar fields. They are able to share ideas and experiences in order to facilitate a more effective learning environment.

Live Chat is a synchronous communication system similar to instant messaging which was implemented by the SCVSP for the summer 2010 enrollment session and began full use in the fall of 2010. Prior to implementing Live Chat on a daily basis throughout the summer and fall 2010 sessions, the program relied solely on administrative staff to field phone calls all day for two weeks during an enrollment session. This system led to multiple missed calls and poor responses on items dealing with customer service at the SCVSP. Once implemented, Live Chat allowed for individuals to chat with an SCVSP staff member to receive guidance for technical and registration issues from 8:00 a.m.-5:00 p.m. Monday-Friday.

Web 2.0 is a general term associated with asynchronous communication tools, facilitating collaboration, interoperability, blogs, wikis, etc. In the context of the SCVSP this encompasses message boards for interaction between teachers and students and other Application Programming Interfaces for updating course specific blogs or message boards.

- *Instructional Materials and Delivery*

The SCVSP relies on a variety of instructional materials for content delivery. The framework necessary for registration and for instructional delivery involves the use of proprietary software including the VSA system and the Moodle LMS System. The process of instructional delivery and the process of learning involves the use of both proprietary and open source materials. Proprietary materials include course-specific e-

books, Atomic Learning Videos, online exam reviews (including online AP reviews) and online chemistry and math labs. Open source materials include YouTube™ videos, Google™ docs, as well as online tutorials such as ChemThink™ and Khan Academy©. For a full list of technology used by the SCVSP see Appendix A.

The e-Learning website is available 24 hours a day, allowing a student to access and work on assignments or projects and to submit work to be graded at any hour of the day. Rather than being self-paced, these courses require the meeting of specific deadlines, i.e., students complete coursework on their own time but must meet benchmarks. Students submit material to be graded and receive feedback from instructors through a variety of mediums including phone calls, Skype, Instant Messenger (IM), e-mail, Moodle and Elluminate.

### *C. Teachers in an Online Environment*

The roll of the teacher in the online course moves from providing information to students which can then be assessed, to guiding student activities through a learning process. However, this approach is largely reflective of a pedagogical technique rather than a theory in that it is centered on the function of the instructor while not addressing the activity it indicates – the activity of the students. This activity and subsequent actions which comprise this activity are mitigated by the learning environment. Learning is not the result of disjointed cognitive acts but rather is comprised of artifacts, people, etc. In the case of online learning, artifacts would be hardware, software and any other tools required for interaction and learning through computer mediation. People would be comprised of the instructor and peers. An extension of this is that technology-mediated learning is the product of a pre-technical construction. After all, a computer



is an artifact through which information is processed rather than an ever-present information storehouse.

Teachers in the SCVSP must operate differently than their more traditional counterparts. The primary reason for this is the additional buffer of the online medium which provides a greater level of anonymity to any interaction. As a result, the same degree of relationship development between teacher and student is not seen in the online environment as is seen in the traditional environment. This has two impacts on the interactions between teachers and students. First, the quality of interaction is based more upon ability of the teacher and the volitional competence of the student as opposed to demographic or social factors which would otherwise influence an interaction, i.e., female students doing better with a female teacher which is attributed to identifying with one another based on the demographic characteristic of being female. This is not seen in online learning. Second, the asynchronous nature of most online interactions in the SCVSP means that student responses are more subject-driven and contain less ancillary information.

A variety of methods were used in evaluating the role of teachers and their pedagogical technique. Among these were qualitative surveys and focus group interviews regarding SCVSP policy and practices. Focus groups occurred three times throughout the year with the evaluator building upon questions of general satisfaction to policy understanding to an involved discussion in which the teachers laid out their vision for communication requirements and policies. In examining the teacher-student interaction in the online environment, the evaluator examined both methods of contact, timing of contact and prevalence of contact. The primary method used by teachers to contact students is a VSA Message (75%) followed by an email (15%) and then a personal phone call (10%). All teachers contact students using one of these methods at least

once per week, as required by SCVSP policy. When questioned as to how often teachers contact students outside of this mandated time frame, 65% responded that they contacted students at-least one additional time per week; 5% responded that they contacted students at-least one additional time every two weeks; and 30% responded that they contacted students only as needed outside of policy requirements.

In addition to contacting students, teachers also use “In class” interactions or those interactions (questions, open response, etc.) which deal specifically with subject material presented in a lesson plan. These interactions are between teachers and students and are confined primarily to Skype® messages and threaded discussion forums. All teachers use Skype® as a contact method for their students during their “office hours” and for discussion of course material. Almost all teachers (95%) use threaded discussion forums in their courses. Of this 95% of teachers, 60% regularly monitor their discussion forums and 35% take an active part in the discussion forums. The other 65% stated that they use discussion forums as a means for students to interact with each other regarding a specific topic being covered.

While school climate and culture are difficult to measure in an online environment, since these are enveloped within the organization of the program as a whole rather than being confined to a school, the SCVSP offered hints that a particular culture may exist within in an online school. In the summer session, a math teacher went out for a few days with an unplanned surgery. The members of the math team were able to seamlessly address the students in her classes and conduct the basic “classroom management” necessary for students to continue on track and complete their courses.

### **III. Addressing Recommendations**

The 2009-2010 evaluation provided five recommendations for program improvement: decrease the number of enrollment periods from five to three; reduce the use of VSA Messenger as a means of communication with sponsors; provide additional training for sponsors; increase the participation of districts with the highest At-Risk student populations; and expand the technological capacity of the program. The SCVSP has taken steps to address each of these recommendations.

- *Decrease the number of enrollment periods from five to three.*

Beginning the fall semester of the 2010-2011 academic year, the SCVSP decreased enrollment periods from five to three. The SCVSP now operates a fall, spring and summer enrollment period. This change increased the program operation efficiency by decreasing the number of sections adjunct instructors were required to teach as well as streamlining testing dates. Previously two separate testing dates were necessary for the two fall and two spring enrollment sessions. Now only one testing period is necessary for each. The original intent of the five enrollment periods was to increase the accessibility of the program to students by increasing the likelihood of getting into a class. The three enrollment period model addresses this by rolling students in for up to one month after the enrollment period begins. Students must then “catch up” to their peers with the assistance of the teacher who modifies the timing of benchmarks for each new set of students. The result of this has been an increase in the successful completion rate and the course yield due to the fact that the space for students who drop a course is being filled to a greater degree than was the case with the five enrollment periods.

- *Reduce the use of VSA Messenger as a means of communication with sponsors.*

Sponsors and parents were not checking their VSA messages with the same regularity as their traditional emails. In fact, at times, it appeared that they did not check them at all. A random sampling of 100 VSA accounts revealed that 53% of sponsors and 76% of parents had unread VSA Messages. While the VSA Messenger system cannot be entirely eliminated, the SCVSP has taken steps to provide different communication options. This includes maintaining an updated list of guidance counselor and administrator e-mails. Due to the high degree of turnover in these positions, maintaining a standing list was difficult. The SCVSP now conducts a survey of participating schools each enrollment period and updates the email list accordingly.

- *Provide additional training for sponsors.*

The necessity for additional training of sponsors was a major component of the 2009-2011 evaluation. This has been addressed through both active and passive training programs. The SCVSP conducted two additional training sessions for sponsors during the summer enrollment period. Additionally, SCVSP administrative staff have provided training videos that are available on the SCVSP site <http://scvspconnect.ed.sc.gov> and address questions concerning registration, SCVSP policies and procedures and state policies concerning course selection. Perhaps the most effective training tool has been passive instruction. By directing phone calls and course-specific emails to Live Chat, a SCVSP employee works directly with the user in real time to address their questions.

- *Increase the participation of districts with the highest At-Risk student populations.*

On the surface At-Risk students who enroll in the SCVSP do not appear to perform as well as students who do not have identifiers for At-Risk. However, the population of At-Risk within the SCVSP is not a good representation of the At-Risk population in the state.. The idea that

technology, when properly utilized, can help to advance At-Risk students has a sound body of evidence behind it. However, this evidence also comes with a warning. Ignoring previous student capacity in an effort to move technology forward only serves to widen the digital divide as well as the achievement gap. The SCVSP has focused on expanding its enrollment in high poverty areas by marketing the program to high poverty schools as a resource which can address the needs they have based on teacher availability and subsequently course offerings. The result has been an increased interest in the SCVSP from these schools.

- *Expand the technological capacity of the program.*

The 2009-2010 evaluation found a significant correlation between specific software and student success. However, this correlation was due to a limited diversity of technologies available. So, while many students' access to laptops or personal computers access is limited to the school day, a much larger proportion have access to other means of communication: cell phones, MP3 players, etc. To address this, the SCVSP has taken steps to provide courses which are accessible through Smart Phones. It was proposed that the SCVS work with a course developer in order to researched the feasibility of providing economics curriculum in a gaming format accessible through a Blackberry™, iPhone™, and Palm™. This project is currently open for bidding.

#### **IV. Enrollment Trends and Changes**

The number of requests and subsequently the enrollment at the SCVSP increased from 2007-2010. Beginning in 2011, with the cap on enrollments of 3,000 students per semester the number of enrollments decreased. Inherent in this the fact that the proportion of WNG (Withdrawn No Grade) to Completers (C) will decrease. Additionally there was an increase in the percentage of students who successfully completed their courses of study (see table 1).

Table 1, enrollment, WNG and C, over time

	2007-2008	2008-2009	2009-2010	2010-2011
WNG	n = 1,650	n = 3,575	n = 6,332	n = 6,882
C	n = 2,383	n = 4,201	n = 5,454	n = 7,588
WNG/C	.69	.85	1.2	.91

*WNG % includes all statuses C, CF, WF, WNG; C% includes C and CF – only course completers.*

## V. Funding

The SCVSP was consumed \$2,518,096.55 in General Funds and \$905,235.18 in K12 funds for 2010-2011. Table 2 accounts for these funds:

Table 2: SCVSP Expenditures, 2010-2011

Area	Amount	% Budget
Salaries	\$ 1,145,712.74	33.47%
Retirement/Benefits	\$ 1,879,832.97	54.91%
Office/Fees/Fines	\$ 37,558.04	1.10%
Technology	\$ 231,971.84	6.78%
Travel/Conference	\$ 13,811.83	0.40%
Depreciated Assets	\$ 63,847.85	1.87%
Rental Property	\$ 50,596.46	1.48%

Teachers in the SCVSP are paid an average of \$50,000 per year in salary. Adjuncts are paid \$2,500 per classroom with a classroom consisting of 45 students (although a range of up to 50 is permissible in some cases). Course development fees (paid at \$2,500 per course) are also included under salaries. Retirement benefits include payments into the state’s retirement account, Social Security, as well as health, life and dental insurance. Technology services include contracts and maintenance on VSA, Moodle, e-books, site licenses for courses, Web 2.0 tools in addition to hardware. Travel consists of travel paid to attend national conferences including the State Education Technology Director’s Association conference and professional development activity for online curriculum development.

## **VI. Policy Changes for 2010 – 2011**

The SCVSP implemented four major policy changes for the 2010-2011 academic year.

Some of these were in response to the previously mentioned findings while others were a result of consultation between the evaluator, program managers, teachers, and administrative staff.

These policy changes included:

- *Capping enrollments at 3,000 students per enrollment session.*

This means that a total of 3,000 students are enrolled in the SCVSP at the beginning of each enrollment session. As students drop during the 10-day drop period, new students are rolled into those open spots. This occurs for up to a month after the beginning of the initial enrollment period. Despite the enrollment cap, the roll in of additional students over the one month period provided a level of service approximately equal to that of the 2010-2011 academic year in terms of service requests processed (students activated in a class). This policy saw a much more rigorous enforcement of SCVSP policies which were already in place, most notably the 10-day drop period<sup>2</sup>. Additionally, the SCVSP saw a much higher successful completion rate for each individual enrollment period. Again this is largely a result of a more rigorous enforcement of SCVSP policies.

This policy was changed to encompass as many enrollments as could be accommodated during the summer enrollment session. The reason for this was the addition of six FTEs which allowed the SCVSP to serve a higher number of students. As a result the SCVSP was able to serve 9,973 students with FTEs and 7,352 with adjuncts

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<sup>2</sup> *Students must maintain contact and complete a specified number of assignments within the first 10 days of class, or they will be dropped from the class without penalty.*

for the 2010-2011 academic year<sup>3</sup>. The addition of FTE's allowed the SCVSP to serve 9,599 students in the summer with 4,984 completing their course (4,413 completing with a 70+ for a completion rate of 88.5% for the summer).

- *The development of native SCVSP Credit Recovery courses.*

The SCVSP previously utilized PLATO for Credit Recovery (CR) courses. PLATO courses were highly correlated to SC State Academic Standards but were not completely aligned. A general directive was issued by the SCDE in November of 2010 that CR courses must be aligned to SC State Academic Standards. As such, PLATO did not meet this standard.

In developing these courses, teachers altered their College Preparatory (CP) courses to the degree that they still met state academic standards but had a level of rigor appropriate for a CR course. The courses are self-paced and utilize a pre-test, post-test, benchmark method. This means that students must take a pre-test for each unit of study. If they score 80%+ on the pre-test, they may exempt the post test but are still responsible for passing the benchmark test for each chapter in the particular unit. If a student does not score 80%+ on the pre-test, he/she must do all lessons in the unit, completing, and passing the benchmark tests. If a student fails any test more than twice, his/her course of study will lock and the student must contact the instructor for additional help. After all tests in a course have been completed, the student must complete the final exam for the course in a proctored environment at a physical school. This final constitutes 20% of the student's final grade.

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<sup>3</sup> *Note that this only includes students who are C, CF, WF or WNG. Students who are A are not counted in these numbers since they will continue to be served through the next enrollment session. These include World Language students and students with extensions.*



- *Redeveloping US History and Constitution (USHC) Courses.*

The #1 ranking by the Thomas B. Fordham Institute provided a boost to the social studies program in the SCVSP. However, it also spurred a need to reexamine how the new standards were to be delivered. Program administrators expressed a desire to provide a USHC course which surpassed that of the best brick and mortar schools. In a course in which the passage rate on the End-of-Course Exam for the state was 42%. this presents a challenge given the difficulty of the material. Working with Kathy Hogan, Social Studies Coordinator for Lexington/Richland School District Five, the SCVSP redeveloped the delivery and pace of content in its USHC course beginning at the end of the fall semester. Kathy Hogan was a member of the state team that wrote the revised standards. The course is expected to roll out in the fall of 2011.

- *Following the SMART approach to organizational and personnel evaluation by setting specific, measurable, attainable, relevant and time specific goals.*

The program as a whole was required to meet a successful completion rate for the year of 81% (C,(C+CF)) and course yield of 75% (C,(C+CF+WF)). development activities and geared them towards areas which would aid them in meeting the goals specified in their employee review planning process.

- *Greater teacher input into professional development*

A policy change which had a major impact on the internal consistency of SCVSP courses was greater teacher control over professional development. Outside of the normal personnel review process, teachers had greater input regarding their professional A criticism noted in the previous evaluation was that teachers felt that technology and professional development delivery were more focused on accountability and novelty,

rather than capacity and usefulness. In response to this observation, the SCVSP Program Managers directed the teachers to identify professional development topics which modeled both the behavior as well as the technology used by the most successful teachers. This modeling “model” behavior has been noted as a best practice by iNACOL in their 2011 report on virtual schools.

## **VII. Methodology**

### *A. Participatory Evaluation - Logic*

The SCVSP used a participatory approach, employing mixed methods, to the 2010-2011 evaluation. Cousins and Earl (1992:398) define participatory evaluation as “...applied social research that involves a partnership between trained evaluation personnel, organizational members with program responsibilities, or people with a vital interest in the program.” The primary reason for using this method is its ability to meet the needs of diverse stakeholders and gain the trust of teachers and administrative staff that may otherwise be reluctant to provide honest responses.

An extension of the “honesty” argument is that data are more reliable if the stakeholders are involved in the evaluation process because they have a better understanding of the evaluation and how it is conducted (Cousins, 1998). This is of particular importance in an online learning organization due to the previously mentioned complexity of the organization and its mission. Traditional evaluation processes may have the unintended consequence of reinforcing stakeholder beliefs about the individual importance of their roles and responsibilities within the organization at the expense of a holistic view of what the organization actually does. Other reasons for using participatory evaluation are found in the works of Patton (1997) and Coghlan, (1998). These include the idea that if the evaluation process is participatory, the results will be

more credible and more likely to be used if the program staff is involved in the evaluation process. Additionally, the participatory process encourages buy-in and ownership of the program. Finally, and perhaps most important, participatory evaluation helps stakeholders develop evaluation skills, making them more likely to engage in self-evaluation.

The participatory approach in this case was used in determining the measurements and the design of improvement processes. These include the analysis of EOCEP exams, Advanced Placement examinations and the assessment of communication methods. It is believed that because the teachers and program managers were involved in determining that these items should be measured that the results will be more likely to impact organizational change.

#### *B. Involving Stakeholders*

In the SCVSP the stakeholders were involved in three major ways:

- *Meetings with organizational staff and teachers.* The evaluator conducted an initial meeting with the SCVSP administrative staff and teachers during which he explained the evaluation process and what he hoped the staff and teachers' roles would be in that process. He then conducted a SWOT analysis with them. The evaluator categorized these into four thematic evaluation factors which served to frame the evaluation process, positing two initial questions for each factor – see table 1. He then emailed similar surveys to the guidance counselors in schools which were being served by the SCVSP to gauge their school's current and prior usage and what they viewed as the strengths, weaknesses and challenges of participating in an online learning program – see Appendix E. Finally, the evaluator emailed a questionnaire to students to gauge their attitudes towards online learning, what they viewed as challenges to the online learning process and their response to those challenges – see Appendix D.

• *Providing Results, Getting Context.* Throughout the course of the evaluation, results were provided to administrative staff and teachers at the monthly faculty meeting as results became available. This was not a formalized process; rather the evaluator presented feedback on individual items in a fairly informal setting. This was done to secure feedback on the likely outcome of specific suggestions. Additionally, this meant that there were no surprises for administrative staff or teachers when the final evaluation report was released. Feedback on changes was also sought from guidance counselors; however, they were not consulted on organizational changes, only on matters related to school to organization, and organization to student interactions. Continuous feedback was not sought from students although a follow up survey was sent to students at the end of the year to gauge their attitudes towards the changes which occurred. Because the population of students was not the same as those who took the initial survey, only responses from students in world language courses, Advanced Placement courses, or those who had taken courses in both semesters were counted.

• *Action Planning.* Because merely discussing a proposed change does not necessarily ensure the change will occur, the evaluator conducted three action planning sessions throughout the year at the SCVSP's faculty meetings. These action planning sessions were used to set specific, measurable, realistic and time specific goals within the previously mentioned four thematic factors.

The result of the participatory approach was that suggested actions were implemented. Additionally, these changes occurred throughout the evaluation process, rather than at the end. As a result, changes were accepted as necessary and as an improvement to the program, as opposed to the more negative view that the program had been "doing it the wrong way." As a

result of these improvements and the ability to clearly articulate a reason for them, the program was able to obtain additional funding.

### *C. Mixed Methods – A Multi-System Approach*

The reasons for using mixed methods has been noted previously, but, to reiterate, the fact that the organization is well-efined, whereas the process of interaction with the learning management systems is not (having multiple systems and structures), facilitates the use of both hard and soft systems. As a result, a mixed methodology is preferred to identifying one particular method as superior. As such, the following methodologies were employed:

- *Process data documenting program inputs and outputs such as the cost of software licenses, use of software by teachers and students, student progress as a function of time, regularity of teacher contacts, preferred method of contact, testing protocols and grade reporting.*
- *Student demographic and behavioral data including poverty index, race and gender. Behavioral data gathered from student surveys included preferred time and location of coursework and how students addressed technology challenges.*
- *Qualitative methods included focus group interviews with administrative staff and teachers and observations of “classrooms” including the utilization of specific technologies in each “classroom” and responses to student questions in threaded discussion forums.*

The greater value in mixed methods for evaluating online learning organizations lies on triangulation and initiation. Triangulation increases validity by cross-verifying two methods of analysis. Initiation provides new research questions and has the potential to challenge the results obtained by a single method (Green, et. al., 1989). In the case of evaluating the SCVSP, quantitative responses may challenge the assertions put forth in focus group interviews, or may point to a disconnect between theory and practice.

#### 4. Coding and Analysis

Data were coded as interval, ordinal, nominal and dummy variables as follows:

*Pass*

*Pass (Complete) = 1; Not Pass (Complete Failing) = 0*

*Successful Completion*

*Never Assigned = 1; Withdrawn No Grade = 2; Withdrawn Failing = 3; Complete Failing = 4; Complete = 5*

*Course Level*

*HSAP = 1; Credit Recovery = 2; Initial Credit = 3; Honors = 4; Advanced Placement = 5*

*Grade Level*

*7th Grade = 1; eighth Grade = 2; ninth Grade = 3; tenth Grade = 4; eleventh Grade = 5; twelfth Grade = 6*

*Subject*

*CATE = 1; English = 2; Fine Arts = 3; Foreign Language = 4; Health/PE = 5; Mathematics = 6; Science = 7; Social Studies = 8*

*District – By District Name*

*School – By School Name*

*School Poverty*

*Per SC Department of Education Poverty Indices for 2010*

*Percent Complete*

*A percentage of the completion of all course materials*

*n Progress Reports*

*The number of progress reports issued by the teacher to the student*

*Teacher Education Level*

*BA = 1; Masters = 2; Masters+18 = 3; PhD,EdD = 4*

#### 5. Rational Choice and Expected Utility

The evaluator then used an expected utility model to examine where a student had a higher likelihood of achieving a higher score on the EOC. Schools are ranked by poverty index and then categorized into three groups: the 25<sup>th</sup> percentile, the interquartile range (median group), and the 75<sup>th</sup> percentile. The average score within the state was used as the base line. The percentage of students scoring one standard deviation above the baseline was used as likelihood (P) of maximizing their utility. In mathematical terms this means that the Expected Utility (EU)

of any decision is equal to the likelihood that the decision in question maximizes one's utility (U)<sup>4</sup>.

Using a *Monte Carlo Permutation Procedure* (MCP)<sup>5</sup> it is possible to allow the data to determine the eigenvalues<sup>6</sup>; this is, of course, experimental and provides a theoretical comparison. Permutation tests are special cases of *randomization tests*, i.e., tests that use randomly generated numbers for statistical inference. In each instance of this Monte Carlo Permutation, 20 EOCEP exam scores were taken for individual schools 1,000 times using a sampling program in CRAN-R (All information except school and subject were blinded).

Since the interest is in testing whether the relationship between passage and SPI is greater than expected due to chance, a reasonable measure of the strength of the relationship is variance ( $r^2$ ). In this case,  $r^2=.02$  (including 0 SPI) and .311 (excluding 0 SPI). Since the 0 SPI may skew the data, the evaluator ran two permutation analyses.

The permutation analyses yielded a proportion of scores greater than the expected

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<sup>4</sup>  $P_{ni} \equiv \Pr(n_{xi}) = G(x_{ni}, x_{nj} \forall j \neq i, s_n, \beta)$

<sup>5</sup> Monte Carlo Permutation Procedure:

$$\beta(\hat{\mu} - \mu) \approx \sigma^2$$

s. t. if:  $p(\sigma_{\beta}^2) > \alpha \rightarrow \text{accept null}$

CRAN-R Coding: `twot.permutation(x,y, nsim=1000, plotit=TRUE)`

x Physical Schools, choose variable

y SCVSP, choose variable

nsim Number of simulations

plotit If TRUE, the permutation density will be plotted (automatically entered as 95% confidence interval)

<sup>6</sup> *Constrained ordination methods such as canonical discriminant analysis (CDA) finds the 'best possible' relationship (defined in a mathematical sense) between pass rates and schools. Therefore, if one correlates sample scores with school variables, and performs conventional statistical tests, it is almost guaranteed to yield a statistically significant result even without randomization. The point of interest is to determine whether observed differences of the observed ordination is stronger, or if the relationship is purely by chance.*

*In eigen-analysis-based methods, the eigenvalue is a reasonable measure of the strength of an ordination axis, e.g., the strength of the assignment of variables to their particular categories. The sum of all constrained eigenvalues (or 'trace') is a reasonable measure of the strength of the ordination. But unfortunately, there is no easy connection between these numbers and a standard statistical distribution such as the Normal, Poisson, Chi-squared, and the like. So classical statistical testing is problematic.*

Variance, which was 9.6% of the time when not including 0 SPI and 37.2% of the time including 0 SPI. In both cases, since the acceptable significance level is 5%, the null hypothesis is rejected, and it is assumed that the scores are not assigned at random based on SPI, so SPI has some impact on scores. Therefore, it is reasonable to rank according to poverty index when assessing the utility of choosing the SCVSP and success in the SCVSP

## **VIII. Evaluation Results**

### *A. Descriptive Statistics*

#### 1. Course Requests and Outcomes

The SCVSP received 18,798 enrollment requests for the 2010-2011 academic year. Of these requests, 16,950 were served in some fashion (i.e., they were Activated in a classroom). Of these students served, 10,107 remained within their course(s) beyond the 10-day drop period. It should be noted that each roll in of students had its own 10-day drop period. The largest series of students who were withdrawn without a grade (WNG) was seen among those students in the initial activation period. Despite the new enrollment cap, the number of students served by the SCVSP did not show a significant decrease, moving from 14,024 in 2009-2010 to 16,950 in 2010-2011. An extension of this is that the number of students who were unable to be served due to space limitations also did not show a significant increase, moving from 832 students (4.4%) in 2009-2010 to 848 students (4.4%) in 2010-2011. The proportion of this increase per students served indicates that, despite the increased number of enrollments, the capacity of the SCVSP to serve these students was not impacted. This level of service was seen primarily in the summer enrollment session due to the implementation of the 3,000 cap for fall and spring. This change was also associated with the increase in the number of full-time teachers employed by the SCVSP.



Of the students who remained beyond their 10-day drop period, 8,493 completed their course of study. Of these students, 7,588 completed with a grade of 70 or above for successful completion rate of 89.3%.

• *Courses Offered*

For 2010 – 2011 the SCVSP offered 64 courses – including four non-credit test preparation courses (SAT, PSAT, ACT and HSAP), leaving 60 courses for which credit could be awarded. Of these the ten most popular courses were in order: Economics CP; Government CP; English 4 CP; English 3 CP; Physical Education 1 CP; Algebra 2 CP; Keyboarding CP; Computer Applications CP; Statistics CP; and Spanish 1 CP.

The courses with the highest successful completion rates (weighted for enrollment) were: Economics CP; Government CP; English 4 CP; Physical Education 1 CP; English 3 CP; Computer Applications CP; Keyboarding CP; Algebra 2 CP; Statistics CP; and Spanish 1 CP.

• *Populations Served*

The population of the SCVSP is largely reflective of the population of the students in South Carolina. The representation of students based upon demographic factors of race and gender largely align with what is seen in the state (see figures 1 and 2).

Figure 1: Population served by race

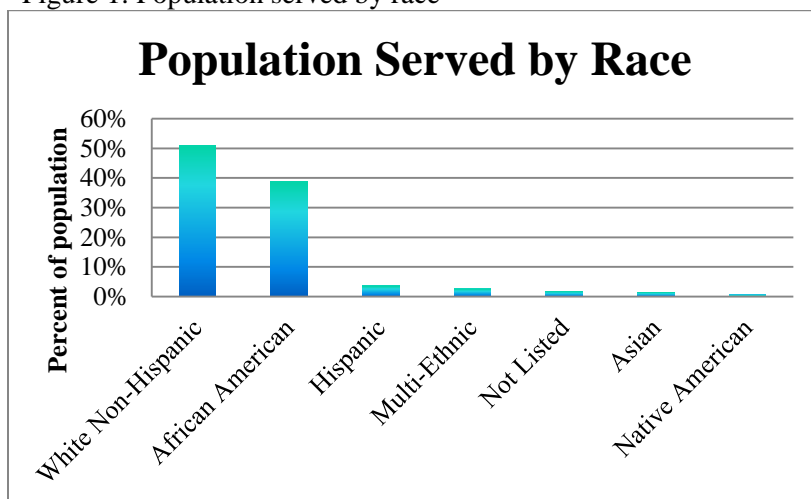
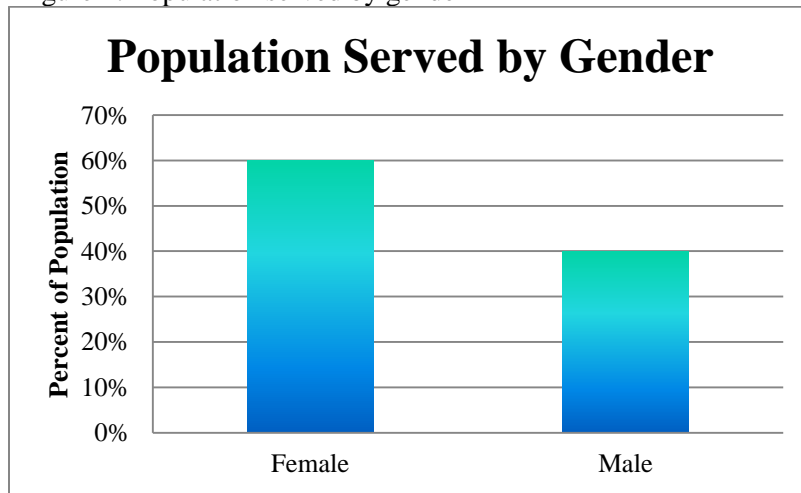


Figure 2: Population served by gender



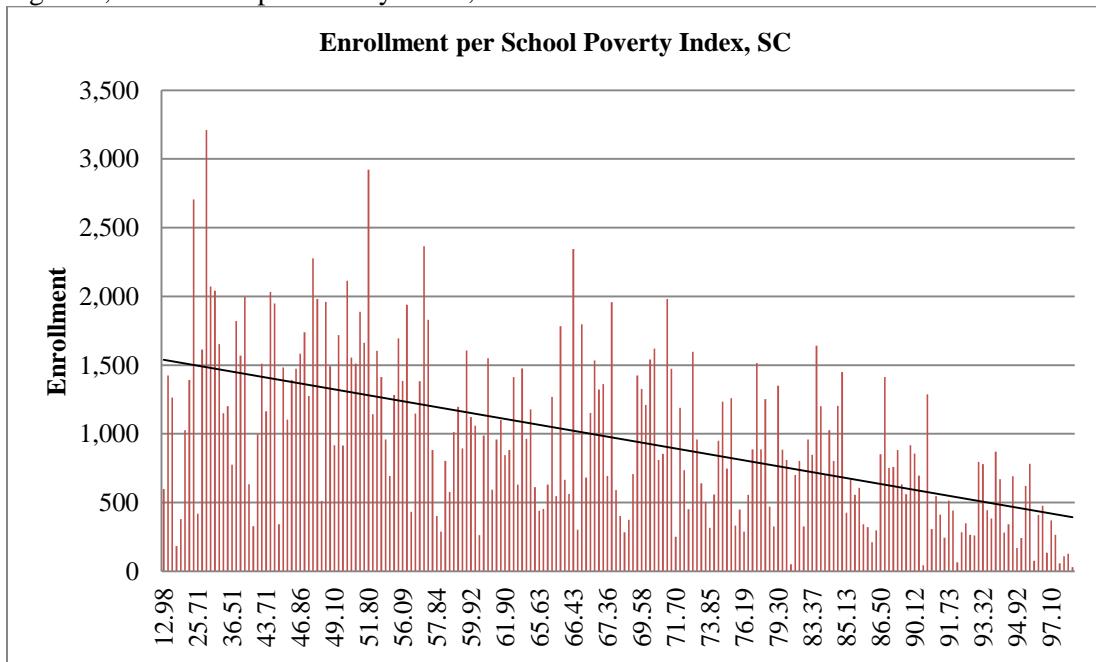
As in previous years, the population of the SCVSP tends to be White non-Hispanic and predominantly female. The population by race/ethnicity closely matches that of the state as a whole. The SCVSP is 50.9% White non-Hispanic; 38.8% African American; 3.7% Hispanic and 2.7% Multi-ethnic with Native American, Asian and Not Listed making up the remaining 3.9%. The state as a whole is 52.7% White non-Hispanic; 38.3% African American; 4.8% Hispanic and 1.8% Multi-ethnic with Asian, Native American and Not Listed making up the other 2.4%.

In terms of gender, females are much more heavily represented in the SCVSP than in the state as a whole. The SCVSP is split 60% female and 40% male. The state as a whole is 51% male and 49% female. Female students in the SCVSP also do not display the typical splits by subject area which have often been observed in physical schools (Keiser, et. Al., 2002), i.e., female students in the SCVSP account for an equal or greater proportion of math enrollments as their male counterparts, even after controlling for differences in overall representation.

In terms of enrollment per School Poverty Index (SPI), the SCVSP did not show a marked distinction from South Carolina as a whole (mean SPI of 61.16 versus 59.94 for the SCVSP). For the purposes of state level comparison, the SCVSP is within the 5 point range to be considered a “school like ours.” However, there was an extremely weak relationship between

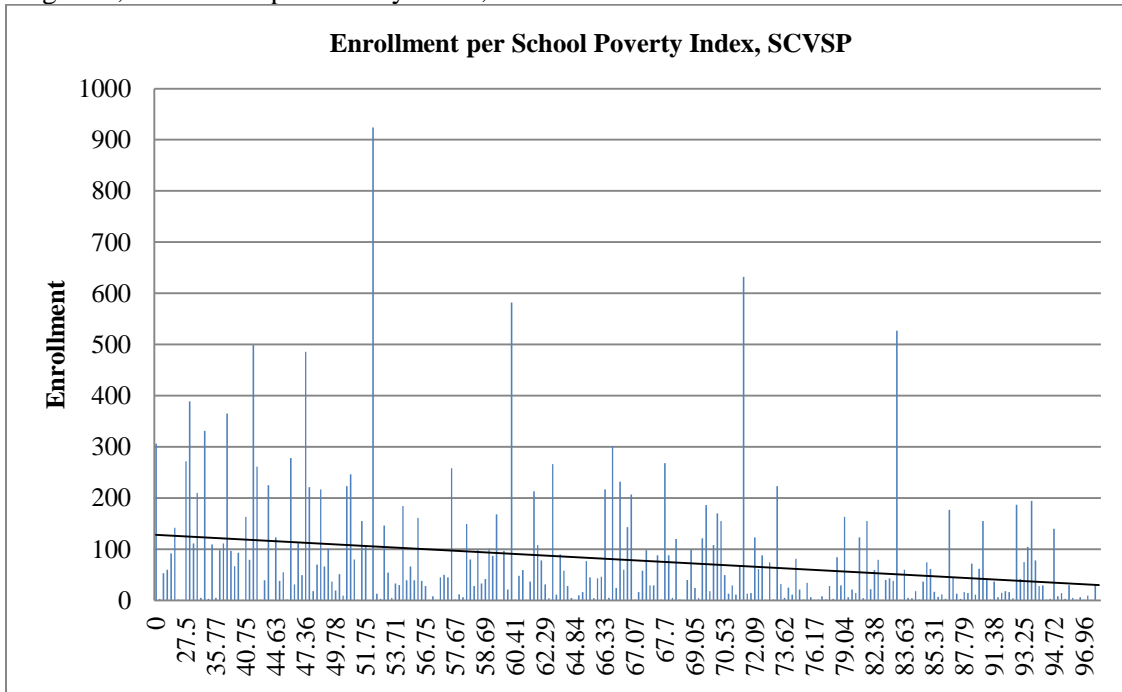
SPI and enrollment, i.e., their SPI is not a good determinant of how many students from a particular school will enroll in the SCVSP. Additionally, SPI had an extremely weak impact ( $\beta = .12, \alpha = .000$ ) on student outcomes (Pass or Fail). Note that private and home school students were removed for the purposes of determining the impact of poverty on outcomes and on enrollment since they have a poverty index of 0 and would have skewed the data.

Figure 3, Enrollment per Poverty Index, South Carolina



Correlation  $\beta = .526, \alpha = .001$  Mean SPI = 61.16

Figure 4, Enrollment per Poverty Index, SCVSP



Correlation  $\beta = -.221$ ,  $\alpha = .001$ , Mean SPI = 59.94

As indicated by the figures above, the average poverty index of the SCVSP is lower than the state average, indicating a lower poverty population. However, the correlation between poverty and enrollment is much lower in the SCVSP indicating that poverty has less of an impact on the number of students who enroll in the SCVSP. So while more students from lower poverty schools enroll in the SCVSP, as a percentage of the school population, the SCVSP serves a higher percentage of the entire population of median to high poverty schools. It should be noted that this is also due to the fact that higher poverty schools tend to have lower populations.

The mean SPI for the SCVSP is impacted by the higher than expected enrollment from students from Colleton County High School, a school which was served under a grant from AT&T, maintains a special project with the SCVSP. If enrollments from these special projects are removed to reflect only SCVSP students the average SPI reduces to 58.7. However, the impact of this special project serves as the “canary in the coal mine” for the lack of impact which

measures of At-Risk have on the ability to utilize the SCVSP. It also indicates that, while these students can operate within the SCVSP, their physical schools may need additional attention in order for their students to gain the benefits associated with the SCVSP.

- *Incomplete Registrations*

As previously mentioned, the number of students who were unable to take a class due to space limitation did not show a significant increase from the 2009-2010 academic year.

Additionally, the proportion of students who were awaiting sponsor approval decreased from 2009-2010. Since the requesting population remained largely unchanged, this decrease can largely be attributed to better training and experience of sponsors.

- B. Process and Action*

- 1. Technology Usage

The use of specific technologies did not show a strong relationship to student success. This is due primarily to the fact that similar technologies are used throughout each course. With regards to teacher student communications, specific technologies peaked dependent on the time in the enrollment period. The breakdown of these shows that One Call was used primarily at the beginning of the enrollment periods to inform the students that they were activated in a class. Further use is sporadic throughout the semester and, according to teacher interviews, is used primarily as a warning system for students who are falling behind. When examining this trend, the evaluator pointed out a clear distinction in the proportion of WF students between teachers who assert to using One Call as a contact method and those who assert to making a personal phone call. In the spring and summer enrollment periods, all teachers asserted that they made a personal phone call when informing students that they were in danger of being dropped.

## 2. Contact Methods and Intervals

Maintaining regular contact with students proved to be a deciding factor in student success. This was especially the case in credit recovery classes. . It should be noted that AP and world enrollment periods and would skew the data. When measured on their own, a higher level of non-regular (outside what is expected in policy) contact was seen in world language courses than in AP courses. This largely reflects what is known about AP students. Students who choose to take AP courses tend to have a higher degree of volitional competence than traditional students, e.g., they do not require as much non-normal contact to maintain a pace for successful completion.

The primary method of contact throughout the year was the VSA Message. This is the case for most students with the exception of those who received a WF. In this case, multiple methods of communication are used. This is not to infer that additional communication methods cause a WF, but rather that the use of additional communication methods comes into play primarily once a student is in danger of receiving a WF.

The use of other means of communications was purposive, being used for a specific purpose rather than as general communication. The best exemplar of this was the use of One-Call, which peaked at the beginning of the enrollment period and then only used as a general reminder to students.

The use of pre-course and in-course communication from students, parents and sponsors seeking technical assistance saw a marked increase in the 2010-2011 academic year. These were primarily addressed by Live Chat. Live Chat requests during the fall and spring enrollment sessions showed no marked differences in the number chat requests per enrollment session. The summer enrollment session saw a dramatic increase in the number of chats requested. However,

the increased number of chats did not correlate to a decreased number of phone calls, rather the opposite was true. This is not to say that Live Chat caused an increased number of phone calls. Rather the increased number of requests coupled with a lack of capacity to handle additional requests created an environment where the capacity of the administrative staff was maxed out. This was most prevalent during the first week of enrollment requests for the summer session which saw 5,000 requests in a single day and over 11,000 for the two week enrollment session.

### 3. Testing and Test Preparation

Students in the SCVSP must take their final exams in a proctored environment on a computer at their physical schools. Proctors must be South Carolina-certified teacher and must identify themselves with their certification numbers. In the past testing procedures at the SCVSP were cumbersome and there were questions of exam security. Testing procedures for final exams were much smoother in 2010-2011 than in previous years. This was due primarily to a change in the way sponsors access exam passwords. In the past a list was sent to school counselors. With a three day testing period, the security of the exam passwords had been in question and in several instances students were able to take un-proctored exams<sup>7</sup>. Additionally, despite sending exam passwords to sponsors through VSA Messenger, many sponsors were unaware of where to locate the list of passwords.

The new procedures involve each sponsor logging into the SCVSP, identifying his/her school and the specific course and teacher for an exam. The sponsor then records the passwords for each exam and provides them to the proctor. The proctor then enters the passwords for the students. In this manner, there is an increased level of security surrounding the password list. Additionally, sponsors are more readily able to locate the password list.

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<sup>7</sup> In these instances the students were forced to take a new exam in a proctored environment.

### *C. Additional Measures*

#### 1. End- of-Course Evaluation Program (EOCEP )Exams

The SCVSP recorded EOCEP exam grades for the first time in 2011. Results indicate that the SCVSP is above or on par with the scores for the rest of the state. In the instances in which the average EOCEP score was lower (e.g., US History), the score was still within one standard deviation of the average state score. The lower EOCEP score led to an examination of course material by the SCVSP Instructional Coordinator and Curriculum Coordinator. It was determined that the material was not suitable for the course as it did not present information in a meaningful way and did not attain result in students working above the lowest level of Bloom's Taxonomical Scale. As a result, the teacher was offered the option of revising the course material but instead chose to resign. The course material is currently being reworked by the members of the social studies team, with the US History teacher taking the lead. Since she taught both US History CP and AP US History for the Florida Virtual School, she was well-qualified for this task.

#### 2. The SCVSP as a Choice Alternative

The question asked under this rational choice model is deceptively simple. Do students receive more value by staying in their physical schools (*i*) or by switching to a course in the SCVSP (*j*). To examine this, the common factor of EOCEP scores were used as a measure. Ideally, this would be measured using additional covariates such as why a student took a course. However the SCVSP is still in the process of integrating its monitoring system into the statewide longitudinal data set at which time large scale longitudinal models will be possible.



Using a discrete choice model, the evaluator determined the expected utility for each school with the discrete choice being 1 = take the EOCEP course at the SCVSP and 0 = take the EOCEP course at one's original school. The outputs for this utility equation are seen in table 3.

Table 3, Expected Utility of Taking EOCEP Courses at SCVSP Versus Traditional Schools

	State		25th			IQR			75th		
EOC	SC $\mu$	SCVSP U	$\mu$ Score	% > $\mu$	U	$\mu$ Score	% > $\mu$	U	$\mu$ Score	% > $\mu$	U
<b>Algebra 1</b>	76.1	<b>47.6</b>	78.6	76.7%	60.3	76.7	51.2%	39.2	73.5	18.5%	13.6
<b>English 1</b>	73.7	<b>72.4</b>	78.2	90.1%	70.4	73.8	51.6%	38.1	70.4	14.3%	10.1
<b>Phys. Sci</b>	71.9	<b>42.0</b>	77.4	91.7%	70.9	72.1	53.1%	38.3	66.1	6.3%	4.2
<b>US Hist</b>	68.7	<b>68.6</b>	72.5	93.8%	68.0	68.7	51.5%	35.4	65.0	10.4%	6.8

In all cases a student from a high poverty school will do just as well if not better than he/she would by taking the course with the SCVSP instead of his/her traditional school. On average, however, a student from a median to high poverty school will do better taking a course at the SCVSP than at his/her traditional school. Of course this is primarily descriptive and there are likely factors associated with school quality based upon school poverty index that contribute to both success in the traditional school as well as the physical school. From the standpoint of pure expected utility though, students from median to high poverty schools can generally expect to make higher EOCEP scores in the SCVSP than in their traditional physical school.

Table 4: Likelihood of EOC Passage per SPI at location  $i$ :

Location	SPI	EOC Pass %	$\mu$ courses taken	Online
<i>SCVSP</i>	59.94	81	1.5	1
<i>SCVCS</i>	67.18	66	4	1
<i>Connections</i>	66.39	65	4	1
<i>Public School</i>	67.66	53	3.5	0
<i>Private School</i>	NA	66	3.6	0
<i>Home School</i>	NA	59	3	0
Mean	66.49	65%	3.4	NA
SD	1.29	6%	0.6	NA

In addition to the likelihood that the EOCEP scores for median to low poverty schools will be higher, as a whole, the SCVSP produces a higher EOCEP passage rate than any other program in the state. It should be noted that the percentages for the public schools are skewed to the right due to the low EOCEP passage rates for schools in the 75<sup>th</sup> percentile on school poverty index. Additionally, these schools tend to be smaller and thus produce a greater impact for each passage or failure.

### 3. Effectiveness

The impact of the SCVSP was measured for the first time in 2010-2011. Because longitudinal data were not available, aggregate data over a six-year period were used to examine the impact of the SCVSP. Data were collected from 2004-2010 on the graduation rate, proportion of students in a school completing an SCVSP course (*entered as 0 from 2004-2007*), school poverty index, teacher-student ratio and number of Title 1 schools in the district. This span accounts for the three years before the SCVSP was put into statute and three years during which the SCVSP has been in operation. South Carolina's graduation rate saw a decline from a three year average of 77.5 in 2004-2005 to 73.3 in 2007-2008 (the first year the SCVSP came online). This rate has grown steadily since 2007-2008 and is now at 73.6.

The SCVSP had a statistically significant impact on the graduation rate in South Carolina. Although the SCVSP served only 3% of the state's high school population, its impact was seen throughout the schools it served. On average, a one unit increase in the proportion of students from any given school completing a course with the SCVSP was associated with a 2.8% increase in the odds of that school improving its graduation rate. To measure the impact of the SCVSP, the evaluator used a logistic multivariate regression model. The dependent variable in

this case was whether or not there was a positive change in the graduation rate. The outcomes of the analysis are available in table 5:

Table 5: Outputs for Logistic Regression

Predictor Variables	$\beta$	SE	z-value	$\alpha$
Proportion of Students in SCVSP	.028	1.357	2.176	.031
Teacher-Student ratio	.097	.020	4.816	.000
Title 1	-.008	.044	-.196	.845
School Poverty Index	.017	.004	3.892	.000

Pseudo R-squared: 0.1656

#### 4. Advanced Placement

The SCVSP's performance on Advanced Placement (AP) exams decreased from the previous year (see table 6). The cause of the decline appears to be student-centered. All students in the course engaged in the use of AP Exam Reviews purchased through the Florida Virtual School and incorporated in their course work. All students who took the AP exam completed the course. There was not a significant relationship between the students' physical school poverty indices and their performance on the AP exam. If the issue was one of rigor in previous courses then one would expect to see a significant relationship between school poverty and performance on the AP exam. There was, however, a significant correlation between the student's in class performance and their performance on the AP Examination ( $\beta=.59$ ,  $\alpha=.000$ ).

Table 6: AP Performance 2009-2011

SCVSP	2010-2011	2009-2010
Course	% 3+	% 3+
SCVS AP English Language/Composition	NA	100%
SCVS AP Art History	50%	NA
SCVS AP English Literature/Composition	88%	80%
SCVS AP Statistics	13%	50%
SCVS AP US History	45%	20%

#### *D. Impacts on Outcomes*

##### 1. Factors influencing Passage

Measures traditionally associated with student risk factors showed the greatest predictive value for whether or not a student passed his/her course with the SCVSP. These included ethnicity and school poverty index. Findings indicate that, although the relationship between risk factors and passage is weak, the findings are statistically significant ( $\alpha=.001$ ). It should be noted that this is not an indication that race or poverty are themselves contributing factors to success or lack thereof. Rather they are indicators of other unmeasured factors including a student's previous abilities, the level of rigor the student was exposed to in previous courses, etc. However, it should suffice to say that while risk factors do have an impact on the success of students in the SCVSP, the impact is not as large as what is seen in traditional schools. The reason for this may be that students who choose to take a course with the SCVSP are not necessarily representative of the At-Risk factors with which they are associated.

#### *Factors Influencing Grade*

##### E. Qualitative Analysis

Qualitative analyses included surveys of students, sponsors (guidance counselors), parents and SCVSP staff. Additionally, teachers were interviewed in three focus groups. Results of these surveys provide confirmatory evidence for a variety of practices and detail factors associated with student success. Chief among these are time management and self-motivation. In open ended responses to an item concerning potential hazards of taking a course in the SCVSP, sponsors overwhelmingly indicated that in order to be successful a student must be self-motivated. Likewise, in an open response concerning what advice students would offer a

peer taking an online class, over 80% issued responses concerning self-motivation, time management or both.

Overall students, sponsors and parents see the SCVSP as offering a good service and providing positive educational outcomes with 75% of students stating they would take another online course if given the opportunity. Additionally, 100% of parents who responded agreed or strongly agreed that the SCVSP was an effective way for their student to gain high school credit.

#### 1. Student Surveys

The SCVSP student survey was sent to 2,582 students in May of 2011 with 1,771 returning the survey for a response rate of 69%; it was sent again to 9,005 students in August 2011 with 2,811 returning the survey for a response rate of 31%. The majority of respondents in both May and August (72%) indicated that they would take another online course through the SCVSP if given the opportunity. Of those who indicated in the negative the majority indicated technology problems and time management as the primary issue. Students at the SCVSP are primarily working on their course material at home during the school year with 41% indicating that they work entirely at home and 37% indicating that they work mostly at home but sometimes at school. This number increased to 91% working entirely at home during the summer session.

A change from previous evaluations is the fact that most students during the school year (56%) are largely going to their SCVSP instructor for technical and academic assistance. In previous year's evaluations students largely indicated that they went to SCVSP teachers for academic assistance but to friends or parents for technical assistance. This was reduced to 53% during the summer with an increase in the percentage of students asking their parents for assistance.

An additional function of the student survey was to measure SCVSP teachers' adherence to contact procedures. With regards to regular contact and method of contact, 86% of students indicated that their teacher contacted them at least once per week (This is averaged for May and August) The highest level of positive responses to this question was seen in the summer with 87% of the students agreeing or strongly agreeing that their teacher made contact with them at least once per week (This is compared to 84% for the Spring session.). Negative responses in this category were also well-correlated with disagreement in items related to an instructor returning phone calls within 24 hours. These items were both well-correlated to answers to open response questions in which the students indicated that time management was an issue for them. Since the majority of respondents indicated in the affirmative as to their instructor's contact practices, it is likely that negative responses to these indicators say more about the need for effective time management practices on the part of students.

It should be noted that positive responses to all questions generally increased during the summer session. This increase was well-correlated with a general increase in positive responses to full time teachers , six of which were added at the beginning of the summer session. This lends support to the idea from previous studies that regular communication with students is imperative to improving their learning experience in an online environment.

## 2. Sponsor Survey Results

Surveys were emailed to SCVSP Sponsors in January 2011. Of the 610 surveys sent out, 182 were returned with an error message stating that the email address was no longer valid. This left a sample of 428 Sponsors. Of these 428 only 27 returned surveys for a response rate of 6%. This is not high enough to interpret results as externally valid; howeverm those who did respond largely indicated satisfaction with the SCVSP with 96% indicating the SCVSP as an effective

means for students to obtain credit. Of note is a growing dissatisfaction with factors associated with budgetary restriction; chief among these was limitations in course offerings. The only respondent to expound upon this indicated a desire for additional Career and Technology Education offerings.

### 3. Internal Survey Results

Teachers, 11 FTE and 9 adjuncts for a total of 20, were surveyed in March 2011, with a 100% response rate. Items included questions gauging the use of specific technologies, “in-class” practices, methods of communication and understanding of SCVSP policy. Teacher responses indicated that all were aware of SCVSP policies regarding student contacts. Additionally, all responses indicated that teachers were using best practices in contacting students (This was verified by examining the contact logs and progress reports of teachers). All teachers were nominally proceeding with contact requirements per SCVSP policy. This is described as nominal because all teachers met the minimum requirements for contacting students, but the range of contacts between those who made the minimum required effort and those who went beyond the minimum was large.

As an example, SCVSP policy dictates a four stage process before a student can be dropped with a failing grade: attempted teacher contact regarding missing assignments; the issuance of a No-Contact Letter to the student; an additional attempted phone call to the student and parent; and finally dropping the student with a WF. While all teachers followed each of these steps, some teachers interpreted the policy literally and followed each of the steps before dropping a student, i.e., three contacts and then a drop. Other teachers had as many as 12 attempted contacts trying to get a student to turn in assignments before finally dropping them. While nominal adherence to policies is accepted, when questioned in focus groups teachers

generally indicated a belief that more attempts were better in adhering to the SCVSP mission of increasing the graduation rate in South Carolina.

#### 4. Parent Survey Results

As with previous surveys, the response rate to the parent survey was not high enough to make valid inference. Of the 3,438 surveys sent, 21 parents responded for a survey of .6%. Given these results it is not surprising that all parents who responded acknowledged that they regularly checked their VSA messages. Furthermore, all parents indicated a high degree of satisfaction with 100% Agreeing or Strongly Agreeing that they believed the SCVSP was an effective way for their student to gain high school credit.

### **IX. Findings**

1. The SCVSP appears to be accomplishing its mission of increasing the graduation rate in South Carolina. Additionally, the level of quality provided is on par or above the expected level of quality, *ceteris paribus*, of the majority of schools in the state of South Carolina.
2. The technical capacity of the SCVSP to accomplish its mission needs to be addressed. The ability of the SCVSP faculty and staff to adapt technology to serve their purposes is admirable and impressive, but the thinning capacity of resources such as Virtual School Administrator need to be addressed if the SCVSP is going to continue to offer high quality services.
3. Parental, student and sponsor satisfaction have increased from previous years. This is more than likely a result of the SCVSP coming out of a growing period in which it was difficult to define a mission, i.e., what is the primary focus and to whom? Since the SCVSP has now clearly established itself as a supplemental program, it is now



seen as a tool to many districts for addressing needs which were previously unmet due to increasing pressures from resource instability.

4. The addition of FTEs in the SCVSP has allowed for an expanded service offering as well as the ability of the SCVSP to internally enhance its quality and course offerings through requirements going forward that at least one teacher in each subject area be certified to teach Advanced Placement – a goal they hope to have accomplished by 2012.
5. The capability of sponsors to work within the SCVSP's processes continues to be an issue. While improvement has been made, high levels of turnover at physical schools have led to a lack of institutional knowledge within schools as to SCVSP processes. As an example, counselors have continued to use sign on names from individuals who left their schools three years ago, simply because they are unaware of how to request a change. This is an issue which must be addressed by both the SCVP and the physical schools.
6. No single technological application can be said to contribute to success or failure within the general student population. The reason for this is that the technologies used are pervasive throughout the courses; however, they do have a single unifying factor – ease of use. If a software application requires more than four clicks of a mouse to use from the time the student enters the lesson, its likelihood of use decreases by a statistically significant 47%. Teachers anecdotally realized this trend and have since switched to technologies which are friendlier to this *ease of use* factor. This does present a word of warning though – the trend of students to become

consumers rather than utilizers or information. This is a question of pedagogical and technical interaction to which careful attention should be paid.

## **X. Discussion and Recommendations**

### *1. Redefine the statutory requirement for the SCVSP.*

The SCVSP met its statutory requirement of 3,000 completers in the spring of 2011 using 11 FTEs and 15 adjuncts. With the addition of 9 new FTEs (for a total of 18 FTEs – after two resigned), meeting this standard should not be an issue. However, there is a question of what 3,000 completers means: 3,000 per enrollment session or 3,000 per year. Averaging 3,000 completers per enrollment period can be attained within the next year; however, having a discrete goal of 3,000 per enrollment is untenable given the factors surrounding demand, i.e., course requests change both in number and character depending upon the enrollment session. For example, there are higher numbers in spring and summer and a higher proportion of CR requests in the later enrollment sessions.

### *2. Make website and registration procedures intuitive.*

The SCVSP website has become an area of concern due to lack of routine review. All information concerning the SCVSP is available on the website, but survey results and staff testimonies speak to the consumer's opinion that it is not intuitive for the end user. This is especially the case when the users are becoming more and more saturated by data. The SCVSP must streamline the major "face" of the organization in order to establish a good first impression and provide intuitive reliable information. The long term results of these two activities should result in a freeing up of capacity

for the administrative staff. It is recommended that an annual review of the website be conducted to address client-interface interaction.

3. *Develop a program-wide focus.*

For the past four years the SCVSP, has offered high quality CR and CP courses to students throughout the state; however, there is not yet a defining paradigm for the SCVSP. In general terms, it is a program which offers courses that are accepted by schools to meet graduation requirements, with the only distinguishing feature being that it is a program rather than a full-time school. As such, the SCVSP must establish a paradigm in order to differentiate itself. Whether this is to be choice option for all students or to a focus on AP, CR, Honors, specific course tracks, etc. A definitive model needs to be developed by the SCVSP staff. If this is not done then the SCVSP may not be able to advance and set itself apart from other programs, especially in an age when its users are saturated consumers of data and may not actively seek out such distinctions.

4. *Provide rolling enrollment for courses which do not require an entire enrollment period to complete.*

Credit recovery and Adult Education courses do not require an entire enrollment period to complete. Instead, they come in waves of activity with a great deal of progress at the beginning of an enrollment session and minimal activity towards the end. As such it leaves gaps in a teacher's schedule when they have down-time. The down-time, however, is not enough to provide for other activities such as course reviews and content development. By providing rolling enrollment for these courses the SCVSP can streamline teachers' activities by ensuring the teachers of the CR

courses have a steady stream of students from fall through summer, rather than cohorts which do not take up an entire semester of activity. Additionally, because CR enrollments peak in the summer, the CR teacher should be able to serve a dual role during the regular school year as a CR teacher and course reviewer. This will free up other faculty since individual teachers will not be reviewing courses at the end of the year while simultaneously trying to complete student reports.

5. *Limit the use of adjunct instructors as much as possible.*

Adjunct instructors have provided a great service to the SCVSP over the past four years. However, with the SCVSP's ability to hire additional staff, adjuncts are increasingly un-necessary for the program to meet its statutory requirements. Additionally, the primary use of adjuncts has been in the summer session. This use is inefficient given that adjuncts are required to work less hours but the summer session moves at an advanced pace. As such the adjuncts are not as readily available as would ideally be the case. The result is that adjuncts receive lower ratings on availability and effectiveness from student surveys than their FTE counterparts.

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## **XII. Appendices**

### Appendix A – Technology Used by the SCVSP

#### **Proprietary Software:**

Virtual School Administrator (VSA) - a student information system for registration, communication, issuing progress reports and grades, messaging, etc.

Moodle - learning management system for course delivery.

Elluminate - web conferencing, instant messaging, live video support, polling, etc.

SKYPE - instant messaging, sharing files, group collaboration, etc.

Gizmos-virtual math and science labs.

Online, interactive textbooks that are state adopted and standard aligned.

TypingMaster – web-based keyboarding instruction with analysis and WAM reporting.

USA TestPrep-online test preparation program for courses requiring an EOCEP exam.

OneCall Now - calling, polling, and messaging for student, sponsors, staff, etc.

Atomic Learning Videos-web-based software training and curriculum resources for more than 110 applications. Tutorials used by SCVSP include Microsoft Office Products, E-Mail, Blackboard, Moodle, Internet, Adobe InDesign, Dreamweaver, etc.

ERO - Electronic Registrar Online for SCVSP teachers to attend staff development, meetings, etc.

LiveResponse - live chat feature providing instant technical support to sponsors, students, guardians, etc.

Online AP Review- designed to help AP students in traditional and online settings prepare for the AP exam incorporating various study techniques.

Jing - create instructional video tutorials on any subject content to post on the Internet.

Screencast-store instructional videos on any subject.

Turnitin-improves the student writing process by preventing plagiarism and providing feedback and reports.

Naxos Music Library-used for Music History; high-quality streaming of the labels classical music recordings, as well as collections from several other independent classical music labels.

Atomic Learning-library of short, easy-to-understand tutorial movies that addresses “how do I apply that” questions; also used for continuing professional development and technology integration solutions.

Shmoop-online test preparation through interactive and engaging content for ACT, SAT, PSAT, and AP.

SoftChalk-eLearning authoring tool for engaging, interactive content for courses; includes self-assessment quizzes, pop-up text annotations, embedded content, etc.

Adobe InDesign - a software program that allows the creation of publication projects.

Pagemaker - an Adobe software product that allows you to create publication projects and free resources.

**Free Resources:**

StreamlineSC and Knowitall.org

South Carolina Discus - magazines, newspapers, and reference books available online 24/7.

Hippocampus – free high-quality, online multimedia content on general education subjects.

Podcasts - used in courses to address diverse learning styles.

Khan Academy - series of short videos covering everything from basic arithmetic and algebra to differential equations, physics, chemistry, biology and finance.

ChemThink-- a series of online tutorials accompanied by a question set which assess the student's understanding of the concept.

Hot Potatoes - allows the user to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for use on the Internet.

Prezi - presentation tool that allows users to publish ideas to the web. User can use texts and images to illustrate ideas.

SAS Curriculum Pathways - a free online resource for students and teachers that provides standards-based content in all the core disciplines, grades 8-14.

Audacity - speech recording for foreign language courses; student's record enunciation for teacher to review; group record projects involving conversations in Spanish.

Thinkfinity - free, comprehensive digital learning platform sponsored by the Verizon Foundation

that is partnered by a variety of educational sites in multiple disciplines.

VoiceThread – group conversations around images, documents, videos

Linoit-an online web sticky note service that can be used to post memos, to-do lists, ideas, and photos in courses on an online web canvas. Teachers use this to create bulletin boards in their courses.

Wordle – a tag cloud or visual depiction of user-generated tags or simply the word content of a site, typically used to describe the content of web sites.

Microsoft Office Tutorials - videos that demonstrate different methods of achieving results using the Microsoft Office suite of programs.

GoAnimate - enables users to create simple, animated films which are available to view on the site much like a cartoon version of YouTube .

YouTube - a video-sharing website on which users can upload, share, and view videos.

Voki - a free service that allows you to create personalized speaking avatars and use them in blogs, profiles, and in email messages

OpenOffice - a free download that mimics the Microsoft Office suite.

Flash - a cross-platform browser plug-in that delivers breakthrough Web experiences to over 99% of Internet users.

Adobe Reader – used to easily view, search, print, share, and comment on PDF files.

Dropbox - a free service that lets you bring your photos, docs, and videos anywhere and share them easily.

EasyBib - automatic works cited and bibliography formatting for MLA, APA and Chicago/Turabian citation styles; now supports 7th edition of MLA

Typewith.me - an online text collaboration tool that allows you to compose with other people; used effectively for planning; has a chat function.

Googledocs - allows for the uploading and sharing of files; has a chat screen with editing function that is excellent for collaboration with colleagues, students, etc.; used with courses where students need to critique each other's essays and translations.

Voxopop - Voxopop talk groups help students develop their speaking skills. Students use voice rather than text to learn a new language, practice conversation, collaborate on projects, or complete oral presentations.



Glogster - Allows students to create virtual posters, embed pictures, video, and audio.

PicLits - Inspired picture writing; students create inspirational posters using real photos.

### Appendix B – Courses Offered and Enrollments

SCVSP Course	Status										
	A	C	CF	CI	CRC	CR	Nac	Nas	WF	WNG	Total
Accounting 1 CP		4	1				1		8	5	19
ACT Test Preparation					37	4		7			48
Algebra 1 CP		38	7				1	2	11	38	97
Algebra 1 Credit Recovery		98	7				19	12	11	160	307
Algebra 2 CP	1	222	56				8	24	76	376	763
Algebra 2 Credit Recovery		159	7				21	12	3	110	312
AP Art History		10						2	1	21	34
AP English Literature/Composition		8					1			6	15
AP Latin								1			1
AP Statistics		9						3	2	10	24
AP US History		13	1				5	1	1	17	38
Art History CP		263	10				1	15	15	221	525
Biology CP	1	47	5					4	12	57	126
Biology Credit Recovery		72	8				13	3	19	70	185
Calculus CP		3	1				1		2	5	12
Chemistry CP	1	31	8				4	7	27	93	171
Child Development 1 CP		98	20	1			3	12	19	122	275
Computer Applications CP		258	18				57	33	30	293	689
Desktop Publishing CP		177	8					20	50	188	443
Earth Science CP		104	21					9	28	172	334
Economics CP	1	627	79				14	59	151	425	1356
Economics Credit Recovery	1	14	1				37	7	12	42	114
English 1 CP		11						2	2	26	41
English 1 Credit Recovery		60	6				11	19	27	88	211
English 2 CP		55	16					4	7	46	128
English 2 Credit Recovery		125	7				17	33	25	96	303
English 3 CP		512	87				8	24	38	255	924
English 3 Credit Recovery	1	121	6				23	21	14	112	298
English 4 CP	1	598	32				6	17	60	285	999
English 4 Credit Recovery		34	4				13	6	13	44	114
Environmental Science CP	1	32	5				1	7	13	42	101
Family Life Education 1 CP		89	7				2	57	26	103	284
Forensic Science CP		62	8				6	11	15	49	151
Geometry CP		178	65				2	36	28	256	565
Geometry Credit Recovery		112	1				13	20	16	152	314
Government CP	1	648	106				8	39	97	429	1328
Government Credit Recovery		23	7				37	7	10	31	115
Health Science 1		36	2				3	8	2	21	72
HSAP Review					248	7		21			276
Human Development: Responsible Life Choices 1								1			1

SCVSP Course	Status										
	A	C	CF	CI	CRC	CR	Nac	Nas	WF	WNG	Total
Integrated Business Applications CP		12					1	3	4	21	41
Intro to Health Science CP		36	4				2	5		16	63
Keyboarding CP		334	32				4	26	58	248	702
Latin 1 CP	53	34	6				12	2	14	74	195
Latin 2 CP		36	4					3	4	12	59
Latin 3 Honors	3	23	6				1	4	11	8	56
Law Education CP								1			1
Medical Terminology CP		247	26				5	10	12	125	425
Parenting Education 1		28	17					6	3	12	66
Personal Finance CP		21						2	7	36	66
Personal Health CP	3	271	17				3	23	29	176	522
Physical Education 1 CP	3	591	43				1	9	29	171	847
Physical Science CP	1	41	5					3	18	74	142
Physical Science Credit Recovery		52	10				17	2	34	80	195
PSAT/NMSQT Test Preparation					13	1					14
SAT Test Preparation					254	5		65			324
Sociology CP		139	6				4	14	27	117	307
Spanish 1 CP	69	64	10				18	13	52	349	575
Spanish 2 CP	57	70	2				6	22	33	262	452
Spanish 3 Honors	36	28	2				4	4	21	108	203
Statistics CP		302	54				8	20	65	193	642
US History & Constitution CP	2	133	15				7	6	17	51	231
US History Credit Recovery	1	104					21	10	45	80	261
Web Design CP	1	64	27				1	8	35	159	295

### Appendix C – Districts and School Served

SCVSP	School	Total
Abbeville	Dixie High School	110
Abbeville Total		110
Adult Ed	AIKEN ADULT EDUCATION	12
	Bamberg / Barnwell Adult Education	8
	Beaufort County Adult Ed	23
	Berkeley County Adult Education	16
	Clarendon County Adult Education	1
	DARLINGTON ADULT EDUCATION	30
	DILLON ADULT ED.	25
	Dorchester County	48
	FLORENCE ADULT EDUCATION	6
	Georgetown Adult Ed.	2

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
	GREENWOOD COUNTY ADULT ED.	12
	Jasper-Hampton Adult Education	3
	Kershaw County Adult Education	25
	Lancaster County Adult Education	56
	Lexington 2 & 4 Adult Education	4
	Marion County Adult Ed.	9
	Myrtle Beach Family Learning	18
	Newberry Adult Education	4
	Oconee County Adult Education	7
	Poynor Adult Ed	43
	Richland One Adult Education	16
	Richland Two Adult Education	31
	SALUDA ADULT EDUCATION	3
	SPARTANBURG ADULT EDUCATION	1
	Sumter-Lee Adult Ed.	3
	Tri-District Adult Ed	8
Adult Ed Total		414
Aiken	Adelphi Christian Academy	1
	Aiken High	260
	Aiken Performing Arts Academy (Charter)	18
	Midland Valley High	135
	North Augusta High	273
	Ridge Spring-Monetta High	35
	Schofield Middle School	4
	Silver Bluff High	27
	SOUTH AIKEN BAPTIST CHRISTIAN SCHOOL	1
	South Aiken High	491
	Wagener-Salley High	40
Aiken Total		1285
Allendale	Allendale-Fairfax High School	183
Allendale Total		183
Anderson 1	ANDERSON ADULT EDUCATION	29
	Anderson School District One	2
	Palmetto High	95
	Powdersville High School	9
	Wren High School	208
Anderson 1 Total		343
Anderson 2	Belton-Honea Path High School	30
Anderson 2 Total		30
Anderson 3	Crescent High School	44
Anderson 3 Total		44
Anderson 4	Gateway to College	151
	Pendleton High School	18
Anderson 4 Total		169
Anderson 5	McCants Middle School	1
	T.L. Hanna High	110

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
	Westside High	171
Anderson 5 Total		282
Bamberg 1	Bamberg-Ehrhardt High School	50
Bamberg 1 Total		50
Bamberg 2	Denmark-Olar High	9
Bamberg 2 Total		9
Barnwell 19	Blackville-Hilda High School	9
Barnwell 19 Total		9
Barnwell 29	Williston-Elko High	25
Barnwell 29 Total		25
Barnwell 45	Barnwell High	190
Barnwell 45 Total		190
Beaufort	Battery Creek High	14
	Beaufort High School	64
	Beaufort Jasper Academy for Career Excellence	25
	BLUFFTON HIGH SCHOOL	130
	Hilton Head High	107
	SCVS Test	24
	Whale Branch Early College High School	78
Beaufort Total		442
Berkeley	Berkeley Alternative School	1
	Berkeley County Middle College	9
	Berkeley High	56
	Cane Bay High School	206
	Cross High	12
	Goose Creek High	109
	Hanahan High School	101
	Sangaree Middle School	1
	Stratford High	218
	Timberland High	78
Berkeley Total		791
Calhoun	Calhoun County High	16
Calhoun Total		16
Charleston	Academic Magnet High	3
	Alice Birney Middle School	1
	Baptist Hill High School	1
	Burke High	3
	CE WILLIAMS MIDDLE SCHOOL	1
	Charleston Charter School for Math and Science	24
	Charleston County School of the Arts	86
	Coastal Christian Preparatory School	3
	East Cooper Montessori Charter School	1
	Greg Mathis Charter High School	29
	James Island Charter High	3
	Lincoln Middle High School	10
	Military Magnet Academy	4

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
	Moultrie Middle School	5
	North Charleston High	8
	R B Stall High	68
	Septima Clark Corporate Clark Academy	5
	ST. ANDREW'S MIDDLE SCHOOL	13
	Wando High	360
	West Ashley High	218
Charleston Total		846
Charter	Calhoun Falls Charter School	81
	Langston Charter Middle School	4
	Midlands Math & Business Academy Charter 316	3
	Palmetto State E-Cademy	305
	South Carolina Calvert Academy	2
	South Carolina Connections Academy	129
	South Carolina Virtual Charter School	115
Charter Total		639
Cherokee	Blacksburg High School	9
	Gaffney High School	18
Cherokee Total		27
Chester	Chester Senior High	25
	Great Falls High School	2
	Lewisville High School	6
	The Academy for Teaching and Learning	11
Chester Total		44
Chesterfield	Central High School	28
	Cheraw High School	139
	Chesterfield High School	13
	Chesterfield-Ruby Middle School	1
	Long Middle School	3
	McBee High School	78
	Robert Smalls Family Center	24
Chesterfield Total		286
Clarendon 1	Scott's Branch Middle School	3
Clarendon 1 Total		3
Clarendon 2	MANNING HI	1
Clarendon 2 Total		1
Clarendon 3	East Clarendon High School	1
Clarendon 3 Total		1
Colleton	Colleton County High	502
	Thunderbolt Career & Technology Center	5
Colleton Total		507
Darlington	Darlington High	15
	Hartsville High School	185
	Hartsville Middle School	2
	Mayo High School for Math, Science, and Technology	1
Darlington Total		203

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
Dillon 3	Latta High School	1
Dillon 3 Total		1
Dillon 4	Dillon High School	44
	Lake View High	21
Dillon 4 Total		65
Dorchester 2	Ashley Ridge High School	246
	Dorchester Career & Technology Center	11
	Fort Dorchester High	446
	Givhams Alternative School	63
	Summerville High	906
Dorchester 2 Total		1672
Dorchester 4	Woodland High School	64
Dorchester 4 Total		64
Edgefield	FOX CREEK HIGH SCHOOL	147
	Strom Thurmond High School	53
Edgefield Total		200
Fairfield	Fairfield Central High School	11
Fairfield Total		11
Florence 1	R.N. Beck Learning Center	2
	South Florence High	203
	West Florence High	139
	Wilson Senior High	140
Florence 1 Total		484
Florence 3	Lake City High	14
Florence 3 Total		14
Florence 4	Timmons High	186
Florence 4 Total		186
Florence 5	Johnsonville High School	11
Florence 5 Total		11
Georgetown	Andrews High School	46
	Carvers Bay High School	59
	Georgetown High	77
	Waccamaw High	109
Georgetown Total		291
Governor's Schools	South Carolina Governor's School for the Arts and Humanities	85
Governor's Schools Total		85
Greenville	Berea High	5
	Blue Ridge High	37
	Brashier Middle Charter	21
	Carolina High School and Academy	16
	Eastside High	89
	Greenville Middle School	1
	Greenville Senior High	121
	Greenville Technical Charter High School	14

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
	Greer High	36
	Greer Middle College Charter High School	36
	Hillcrest Senior High	49
	J L Mann High	89
	Mauldin High School	99
	Northwood Middle School	1
	Riverside High	254
	Sevier Middle	4
	Southside High	72
	Sterling Middle School	1
	Travelers Rest High	39
	Wade Hampton High	102
	Woodmont High School	100
Greenville Total		1186
Greenwood 50	Emerald High	71
	Greenwood High	47
Greenwood 50 Total		118
Greenwood 52	Ninety Six High School	6
Greenwood 52 Total		6
Hampton 1	Wade Hampton High	71
Hampton 1 Total		71
Hampton 2	Estill High	27
Hampton 2 Total		27
Home Schools	Chase SC (Christian Homeschooler's Association of South Eastern South Carolina)	1
	Foothills Accountability Association	8
	Grace Home School Association	2
	Homeward Education Association	10
	Insights on Education (I.O.E.)	9
	Oconee County Third Option Group (OCTOG)	10
	Option 2: South Carolina Association of Independent Home Schools	3
	PACESC: Parent's Association for Christian Education in South Carolina	7
	Palmetto Home School Association, Inc.	5
	Palmetto Independent Educators	7
	Palmetto State Association of Home Schools	1
	Piedmont Home Educators' Association	1
	Reach The Top	5
	Vine and Branches Home School Association	1
Home Schools Total		70
Horry	Academy for Technology and Academics	98
	Academy for the Arts, Science & Technology	68
	Aynor High	58
	Aynor Middle School	1
	Carolina Forest High School	241

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
	Conway High	84
	Early College High School	3
	Forestbrook Middle School	6
	Green Sea Floyds High School	6
	Loris High School	38
	Loris Middle School	2
	Myrtle Beach High School	48
	North Myrtle Beach High	43
	Ocean Bay Middle	2
	Scholars Academy	2
	Scholars Academy c/o Coastal Carolina University	3
	Socastee High School	165
	St. James High	65
Horry Total		933
Jasper	Hardeeville Middle/High School	16
	Ridgeland High School	58
Jasper Total		74
Kershaw	Camden High School	91
	Lugoff-Elgin High	239
	North Central High	3
Kershaw Total		333
Lancaster	Andrew Jackson High	24
	Buford High	25
	Eastside Academy Alternative	2
	Indian Land High	92
	Lancaster High	86
Lancaster Total		229
Laurens 55	Laurens District 55 High	73
	Laurens Middle School	4
Laurens 55 Total		77
Laurens 56	Clinton High	18
Laurens 56 Total		18
Lee	MLD HIGHER LEARNING ACADEMY	32
Lee Total		32
Lexington 1	Gilbert High School	16
	Lexington High School	135
	Lexington Middle School	3
	Midlands Middle College	11
	Pelion High School	20
	White Knoll High School	75
Lexington 1 Total		260
Lexington 2	Airport High School	94
	Brookland-Cayce High School	92
	Northside Middle School	2
	Pine Ridge Middle School	2
Lexington 2 Total		190



<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
Lexington 3	Batesburg-Leesville High School	38
Lexington 3 Total		38
Lexington 4	Swansea High School	114
Lexington 4 Total		114
Lexington 5	Chapin High School	58
	Dutch Fork High	307
	Dutch Fork Middle School	2
	Irmo High	203
Lexington 5 Total		570
Marion 1	Marion High School	4
Marion 1 Total		4
Marion 2	Mullins High School	34
Marion 2 Total		34
Marlboro	Marlboro County High School	149
Marlboro Total		149
McCormick	McCormick High	43
McCormick Total		43
Newberry	Mid-Carolina High	87
	Newberry High	59
	Whitmire Community School	13
Newberry Total		159
Oconee	Seneca Senior High	63
	Walhalla Middle School	2
	Walhalla Senior High	39
	West-Oak Senior High	43
Oconee Total		147
Orangeburg 3	LAKE MARION HIGH SCHOOL	23
Orangeburg 3 Total		23
Orangeburg 4	Branchville High School	17
	Edisto High	5
	Hunter-Kinard-Tyler High	2
Orangeburg 4 Total		24
Orangeburg 5	Bethune-Bowman Middle High	4
	North Middle/High School	12
	Orangeburg-Wilkinson High School	175
Orangeburg 5 Total		191
Palmetto Unified	TRENTON CORRECTIONAL INSTITUTI	4
Palmetto Unified Total		4
Pickens	D. W. Daniel High School	77
	Easley High School	208
	John T. Simpson Alternative Education Center	13
	Liberty High School	30
	Pickens High School	182

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
Pickens Total		510
Private Schools	AIKEN PREPARATORY SCHOOL	15
	ANDERSON CHRISTIAN SCHOOL	9
	BEN LIPPEN HIGH SCHOOL	19
	CAMDEN MILITARY ACADEMY	6
	CARDINAL NEWMAN HIGH SCHOOL	8
	CAROLINA ACADEMY	9
	CATHEDRAL ACADEMY	13
	CHARLESTON CATHOLIC SCHOOL	2
	CHARLESTON COLLEGIATE SCHOOL	1
	CHRISTIAN ACADEMY	7
	CONWAY CHRISTIAN SCHOOL	4
	COVENANT CHRISTIAN SCHOOL	8
	DORCHESTER ACADEMY	11
	GREENWOOD CHRISTIAN SCHOOL	2
	HAMPTON PARK CHRISTIAN SCHOOL	9
	HILTON HEAD CHRISTIAN ACADEMY	20
	LAURENS ACADEMY	1
	NEW COVENANT SCHOOL	4
	NORTH MYRTLE BEACH CHRISTIAN SCH	1
	NORTH WALTERBORO CHRISTIAN ACAD	2
	NORTHWOOD ACADEMY	8
	OAKWOOD CHRISTIAN SCHOOL	3
	OCONEE CHRISTIAN ACADEMY	4
	PEE DEE ACADEMY	7
	RICHARD WINN ACADEMY	2
	SHANNON FOREST CHRISTIAN SCHOOL	3
	Southside Christian School	1
	SPARTANBURG CHRISTIAN ACADEMY	7
	SPARTANBURG DAY SCHOOL	1
	ST FRANCIS XAVIER HIGH SCHOOL	2
	ST JOHN'S CHRISTIAN ACADEMY	6
	THOMAS SUMTER ACADEMY	20
	W WYMAN KING ACADEMY	2
	WESTMINSTER/CATAWBA SCHOOL	2
Private Schools Total		219
Richland 1	A C Flora High	36
	Alcorn Middle School	1
	C A Johnson Preparatory Academy	4
	Columbia High	50
	Dreher High	43
	Eau Claire High	86
	Lower Richland High	204
	Olympia Learning Center	1
	Richland One Middle College	154




































<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
	W J Keenan High	6
Richland 1 Total		585
Richland 2	Blythewood High School	37
	Blythewood Middle School	3
	Dent Middle School	19
	Richland Northeast High	472
	Richland Two Charter High School	69
	Ridge View High	58
	Spring Valley High	216
Richland 2 Total		874
Rock Hill	Applied Technology Center	19
Rock Hill Total		19
Saluda	Saluda High School	117
	Saluda Middle School	6
Saluda Total		123
Spartanburg 1	Chapman High School	11
	Landrum High School	17
Spartanburg 1 Total		28
Spartanburg 2	BOILING SPRINGS 9TH GRADE CAMP	5
	Boiling Springs High School	64
	Chesnee High	4
Spartanburg 2 Total		73
Spartanburg 3	Broome High School	106
Spartanburg 3 Total		106
Spartanburg 4	Woodruff High School	12
Spartanburg 4 Total		12
Spartanburg 5	Florence Chapel Middle School	1
	James F. Byrnes High School	28
Spartanburg 5 Total		29
Spartanburg 6	Dorman High Freshman Campus	1
	Dorman High School	43
Spartanburg 6 Total		44
Spartanburg 7	Spartanburg County Alternative School	5
	Spartanburg Senior High School	68
Spartanburg 7 Total		73
Sumter 17	Sumter High School	272
Sumter 17 Total		272
Sumter 2	Crestwood High School	6
	Lakewood High	1
Sumter 2 Total		7

<b>SCVSP</b>		
<b>District</b>	<b>School</b>	<b>Total</b>
Williamsburg	C E Murray High	80
	Hemingway High	6
	Kingstree Senior High	5
Williamsburg Total		91
York 1	York Comprehensive High School	18
York 1 Total		18
York 2	Clover High School	317
	Oakridge Middle School	1
York 2 Total		318
York 3	Northwestern High School	38
	PHOENIX ACADEMY	1
	Rock Hill High	44
	South Pointe High School	13
York 3 Total		96
York 4	Fort Mill Academy	4
	Fort Mill High School	50
	Nation Ford High School	89
York 4 Total		143

## Appendix D – Student Survey Results

1. For which course are you completing this survey?

		<b>Response Percent</b>
SCVS Accounting 1		0%
SCVS Algebra 1	■	2%
SCVS Algebra 2	■	4%
SCVS AP Art History		1%
SCVS AP Calculus AB		0%
SCVS AP Economics		0%
SCVS AP English Language/Composition		0%
SCVS AP English Literature/Composition		0%
SCVS AP Latin-Vergil		0%
SCVS AP Physics		0%
SCVS AP Statistics		1%
SCVS AP US History		0%
SCVS Art History	■	4%
SCVS Biology	■	2%
SCVS Calculus		0%
SCVS Chemistry		0%
SCVS Child Development 1	■	2%
SCVS Computer Applications	■	5%

SCVS CR Economics		1%
SCVS Desktop Publishing		3%
SCVS Earth Science		1%
SCVS Economics		8%
SCVS English 1 CP: Literary Studies		1%
SCVS English 2 CP: Thematic Studies		1%
SCVS English 3 CP: American Lit Studies		5%
SCVS English 4 CP: British Lit Studies		5%
SCVS English 1 Honors: Literary Analysis		0%
SCVS English 2 Honors: Thematic Analysis		0%
SCVS English 3 Honors: American Lit		0%
SCVS English 4 Honors: British/World Lit		0%
SCVS Environmental Science		2%
SCVS Family Life Education 1		1%
SCVS Family Life Education 2		0%
SCVS Forensic Science		1%
SCVS General Calculus		0%
SCVS Geography		0%
SCVS Geometry		4%
SCVS Global Business		0%
SCVS Government		6%
SCVS Health Science Technology 1 (Anatomy and Physiology)		2%
SCVS HSAP English Language Arts Learning Path		0%
SCVS HSAP Mathematics Learning Path		0%
SCVS Human Growth and Development: Responsible Life		0%
SCVS Integrated Business Applications		0%
SCVS Intro to Health Science Technology		1%
SCVS Keyboarding		7%
SCVS Latin 1		0%
SCVS Latin 2		0%
SCVS Latin 3 Honors		0%
SCVS Law Education		0%
SCVS Marketing		0%
SCVS Medical Terminology		3%
SCVS Music History		2%

SCVS Music Theory		0%
SCVS Oracle Programming in SQL		0%
SCVS Parenting Education 1		0%
SCVS Personal Finance		0%
SCVS Personal Health	■	2%
SCVS Physical Education 1	■	4%
SCVS Physical Science		1%
SCVS Physics		0%
SCVS SAT Critical Reading		0%
SCVS Spanish 1		1%
SCVS Spanish 2		1%
SCVS Spanish 3 Honors		0%
SCVS Statistics	■	2%
SCVS US History and Constitution		0%
SCVS Web Design		1%
Credit Recovery Algebra 1		0%
Credit Recovery Algebra 2		1%
Credit Recovery Biology	■	2%
Credit Recovery Economics		0%
Credit Recovery English 1		0%
Credit Recovery English 2	■	2%
Credit Recovery English 3		1%
Credit Recovery English 4		0%
Credit Recovery Geometry		1%
Credit Recovery Government		0%
Credit Recovery Physical Science	■	1%
Credit Recovery US History	■	1%

2. Please select the name of the teacher who is teaching you this course.

		<b>Response Percent</b>
Michael Allen	■	3%
Norma Ayers		1%
Steve Bailey		0%
Sonya Ball	■	3%
Heather Barnhart	■	2%
Mary Frances Barrier		1%
Meredith Bell	■	5%
Ricky Blackman		0%
Randy Christmas	■	2%
Tasha Christmas		1%

Alice Connally	■	5%
Abby Crooks	■	2%
Joy Danigel	■	3%
Mandy Davidson		0%
Deborah Dean	■	3%
Pat DeLeone	■	3%
Trixi DeRosa-Davis		0%
Craig Duensing	■	2%
Carolyn Eason		0%
Deirdre Edwards	■	5%
Wendy Faircloth	■	2%
Kelly Gibson	■	4%
Dana Howard	■	5%
Jason Johns		0%
Jennifer Jones	■	2%
Brad Klutz		0%
Katie Klutz	■	3%
Marsheila Ksor		0%
Jim Lewis		0%
Emily Manigault	■	2%
Paula Miller	■	2%
Nanette Morris	■	3%
Kimberly Myers		1%
Kim Neal	■	3%
Patricia Neal		0%
Penelope New	■	3%
Lynn Rigsbee	■	4%
Nichole Schrader	■	2%
David Sease	■	5%
Tracy Seiler		1%
Erin Smith	■	2%
Skip Strainer	■	3%
Ed Susi		0%
Catina Thomas		0%
Courtney West	■	3%
Marcia Woodward		1%
Denise Wright	■	3%
Jody Yates	■	5%

3. What is your current grade level?

		<b>Response Percent</b>
7th - 9th grade	■	7%
10th grade	■	20%

11th grade		29%
12th grade		44%
Adult Education student		0%

4. Please indicate your school type:

		Response Percent
Public School		93%
Charter School		5%
Adult Education Center		1%
Private School		1%
Home School		1%

5. What grade do you expect to receive in this course?

		Response Percent
A		40%
B		36%
C		18%
D		5%
F		0%
		2906

6. The instructor delivered the course material in an effective way.

		Response Percent
Strongly Agree		43%
Agree		42%
Neutral		11%
Disagree		3%
Strongly Disagree		1%

7. The instructor made contact with me (phone/email/VSA) at least once per month.

Response  
Percent



Strongly Agree		55%
Agree		32%
Neutral		9%
Disagree		3%
Strongly Disagree		1%

8. My instructor typically returned phone calls within 24 hours.

		<b>Response Percent</b>
Strongly Agree		45%
Agree		33%
Neutral		18%
Disagree		3%
Strongly Disagree		2%

9. I found the course easy to navigate.

		<b>Response Percent</b>
Strongly Agree		34%
Agree		40%
Neutral		17%
Disagree		6%
Strongly Disagree		3%

10. Interacting with other students was a benefit in this course.

		<b>Response Percent</b>
Strongly Agree		15%
Agree		23%
Neutral		45%
Disagree		10%
Strongly Disagree		6%

11. Compared to other courses you have taken in your regular school, would you say this course was:

		<b>Response Percent</b>
Much easier		17%

Easier		26%
About the same		31%
More difficult		22%
Much too difficult		4%

12. If I were given the opportunity, I would take another course through the South Carolina Virtual School Program.

		<b>Response Percent</b>
Strongly Agree		38%
Agree		30%
Neutral		18%
Disagree		8%
Strongly Disagree		6%

13. Where do you do the majority of your work for this course?

		<b>Response Percent</b>
Mostly at home but sometimes at school		5%
Mostly at school but sometimes at home		1%
About half at school and half at home		1%
Entirely at school		2%
Entirely at home		91%

14. If you needed additional help, whom did you ask for assistance?






		<b>Response Percent</b>
Asked my SCVSP Instructor		53%
Asked a teacher in my regular school		2%
I did not need additional help.		11%
Asked a parent/guardian		31%
Asked another student		3%

15. How often did you have technical difficulties in this course?

		<b>Response Percent</b>
Never		16%
Rarely		55%

About once per month		10%
Several times throughout the course		15%
At least once per week		4%

16. How many online courses have you taken in the past?

		Response Percent
This is my first online course.		68%
I have taken one online course before.		14%
I have taken at least two but not more than five online courses.		14%
I have taken more than five online courses.		2%
I currently attend a fully online school.		2%

17. How many hours per week did you spend in work for this course?

		Response Percent
Less than 1 hour		1%
1-2 hours		14%
3-4 hours		40%
5-6 hours		27%
More than 7 hours		18%

18. If a friend were to take this course next semester, what advice would you give them?

19. In your opinion, what would have improved your experience with this course?

## Appendix E – Sponsor Survey Results

1. The SCVSP answers my questions in a timely manner.

		Response Percent
Strongly Agree		37%
Agree		52%
Neutral		0%
Disagree		11%
Strongly Disagree		0%

2. The SCVSP staff is professional in addressing my questions.



3. I can easily locate the SCVSP's staff contact information on the E-Learning web page?



4. The SCVSP provides students with adequate resources to complete their courses.



5. I receive regular progress reports on students' work?



6. The reports on the SCVSP website are useful for addressing students' progress.



7. The SCVSP is an effective alternative for students to gain credits?



8. Online courses are a good option to help struggling students finish school.



Strongly Disagree 0%








9. Online education should be available to all students?

	<b>Response Percent</b>
Strongly Agree 	<b>35%</b>
Agree 	<b>54%</b>
Neutral 	<b>12%</b>
Disagree	<b>0%</b>
Strongly Disagree	<b>0%</b>

10. How often do you check your VSA messages?

	<b>Response Percent</b>
Daily 	<b>22%</b>
2 -3 times per week 	<b>19%</b>
2 -3 times per month 	<b>52%</b>
Only when I am prompted. 	<b>4%</b>
Almost never 	<b>4%</b>







11. What reasons do your students give for taking a course through the SCVSP?

	<b>Response Percent</b>
To take a class of interest that was not offered at our school 	<b>52%</b>
To make up missing credits 	<b>96%</b>
To fill his/her schedule 	<b>15%</b>
Senior needed the course to graduate on time 	<b>81%</b>
Friends had taken online courses 	<b>15%</b>
Believed the course would be easier if taken online 	<b>30%</b>
Other, please specify  <input type="button" value="view"/>	<b>7%</b>




12. For what percentage of students at your school is the SCVSP made available?

		<b>Response Percent</b>
Less than 10%		7%
10-25%		7%
26-50%		0%
51-75%		19%
More than 75%		67%

13. What resources are available at your school to help students learn about the SCVSP?

		<b>Response Percent</b>
Mailings		4%
School newspaper advertisements		26%
Posters		15%
Web Resources		37%
Other Virtual School students		70%
Other, please specify <input type="button" value="view"/>		63%

14. Does your school encourage students to take courses with the SCVSP?






		<b>Response Percent</b>
Yes, we actively encourage it.		37%
Yes, but only for certain students.		44%
We make students aware but neither encourage nor discourage them.		19%
No, we do not encourage it.		0%
We discourage students from taking online courses.		0%

15. To your knowledge, what percentage of your school's SCVSP students have access to a home computer?



		<b>Response Percent</b>
Under 10%		11%
10-25%		11%
26-50%		22%
51-75%		19%
More than 75%		30%

I do not know.  7%

16. How often are students made aware of the option of taking virtual classes?

		<b>Response Percent</b>
At least once a month		<b>11%</b>
2 -3 times per semester		<b>30%</b>
2 - 3 times per year.		<b>44%</b>
Once per year.		<b>11%</b>
Students are not made aware of virtual classes.		<b>4%</b>

17. What percentage of students in your school have indicated a serious desire to drop out of school?

		<b>Response Percent</b>
Less than 10%		<b>63%</b>
10-30%		<b>33%</b>
31-50%		<b>0%</b>
51-70%		<b>0%</b>
71-90%		<b>0%</b>
Greater than 90%		<b>4%</b>

18. Does your school place any specific course limitations on students regarding access to SCVSP courses?

		<b>Response Percent</b>
Yes		<b>33%</b>
No		<b>67%</b>

19. If you answered yes to the above question, what sort of limitations are in place?

20. Does the school readily make a computer available to SCVSP students?

		<b>Response Percent</b>
Yes		<b>37%</b>
No		<b>63%</b>



21. Please rate the frequency of technical problems experienced by students in their SCVSP courses:

		<b>Response Percent</b>
Never		7%
Sometimes		59%
Often		4%
Very often		7%
Don't know		22%

22. Has lack of school technology been a barrier for some students in accessing SCVSP courses?

		<b>Response Percent</b>
Yes		19%
No		81%

23. Do you feel the SCVSP benefits your students?

		<b>Response Percent</b>
Yes		100%
No		0%

24. Please rate the quality of your experience with the SCVSP.

		<b>Response Percent</b>
Excellent		41%
Good		56%
Neutral		0%
Fair		4%
Poor		0%

25. Please write a brief description explaining your above answer.

26. What recommendations do you have for the SC Virtual School Program?

## Appendix F – Parent Survey Results

1. Please indicate the district where your student currently attends school.

<b>Response Total</b>	<b>Response Percent</b>
---------------------------	-----------------------------

Abbeville		0	0%
Adult Ed		0	0%
Aiken	■	1	5%
Allendale		0	0%
Anderson 1 & 2 AVC		0	0%
Anderson 2		0	0%
Anderson 3		0	0%
Anderson 4		0	0%
Anderson 5	■	1	5%
Anderson Alternative School District		0	0%
Anderson County School Board		0	0%
Bamberg 1		0	0%
Bamberg 2		0	0%
Barnwell 19		0	0%
Barnwell 29	■	1	5%
Barnwell 45		0	0%
Beaufort	■	1	5%
Berkeley		0	0%
Calhoun		0	0%
Charleston	■	1	5%
Cherokee		0	0%
Chester		0	0%
Chesterfield		0	0%
Clarendon 1		0	0%
Clarendon 2		0	0%
Clarendon 3		0	0%
Colleton	■	1	5%
Darlington		0	0%
Dillon 2		0	0%
Dillon 3		0	0%
Dillon County School Board		0	0%
Dorchester 2	■	1	5%
Dorchester 4		0	0%
Edgefield		0	0%
Fairfield		0	0%
Florence 1	■	1	5%
Fairfield		0	0%
Florence 3		0	0%
Florence 4		0	0%
Florence 5		0	0%
Georgetown		0	0%
Greenville		0	0%
Greenwood 50		0	0%
Greenwood 51		0	0%
Greenwood 52		0	0%





Hampton 1		0	0%
Hampton 2		0	0%
Horry	■	1	5%
Jasper		0	0%
Horry		0	0%
Kershaw		0	0%
Lancaster		0	0%
Laurens 55		0	0%
Laurens 56		0	0%
Lee		0	0%
Lexington 1	■	2	10%
Lexington 2		0	0%
Lexington 3		0	0%
Lexington 4	■	1	5%
Lexington 5	■	1	5%
Marion 2		0	0%
Marion 7		0	0%
Marion 2		0	0%
Marlboro		0	0%
McCormick		0	0%
Newberry		0	0%
Oconee		0	0%
Orangeburg 3		0	0%
Orangeburg 4		0	0%
Orangeburg 5		0	0%
Palmetto Unified		0	0%
Pickens	■	1	5%
Richland 1		0	0%
Richland 2	■	1	5%
Saluda		0	0%
SC Department of Juvenile Justice		0	0%
SC Public School Charter District	■	1	5%
SC School for the Deaf and Blind		0	0%
Spartanburg 1		0	0%
Spartanburg 2		0	0%
Spartanburg 3		0	0%
Spartanburg 4		0	0%
Spartanburg 5		0	0%
Spartanburg 6		0	0%
Spartanburg 7		0	0%
Sumter 17	■	1	5%
Sumter 2		0	0%
Union		0	0%
Wil Lou Gray Opportunity School		0	0%
Williamsburg		0	0%
York 1		0	0%

York 2		1	5%
York 3		0	0%
York 4		0	0%
Home School Association		2	10%
Private/Parochial School		1	5%
Not Listed		0	0%

2. How often do you check your VSA messages?

Daily		3	14%
2 - 3 times per week		8	38%
2 - 3 times per month		8	38%
only when notified by email		2	10%
Almost never		0	0%

3. My student's SCVSP instructor met with the class during the scheduled times.

			<b>Response Percent</b>
Strongly Agree			50%
Agree			30%
Neutral			15%
Disagree			5%
Strongly Disagree			0%




4. It was easy to contact my student's SCVSP instructor.

			<b>Response Percent</b>
Strongly Agree			80%
Agree			15%
Neutral			5%
Disagree			0%
Strongly Disagree			0%




5. My student was provided with adequate resources to complete his/her assignments?

			<b>Response Percent</b>
Strongly Agree			48%
Agree			43%
Neutral			10%
Disagree			0%
Strongly Disagree			0%

6. The SCVSP handled my questions in a timely manner?

		<b>Response Percent</b>
Strongly Agree		<b>57%</b>
Agree		<b>33%</b>
Neutral		<b>10%</b>
Disagree		<b>0%</b>
Strongly Disagree		<b>0%</b>

7. It was easy locate the SCVSP staff contact information on the SCVSP website?

		<b>Response Percent</b>
Strongly Agree		<b>57%</b>
Agree		<b>38%</b>
Neutral		<b>0%</b>
Disagree		<b>5%</b>
Strongly Disagree		<b>0%</b>

8. My student's sponsoring school effectively communicated with me about the SCVSP.

		<b>Response Percent</b>
Strongly Agree		<b>29%</b>
Agree		<b>33%</b>
Neutral		<b>38%</b>
Disagree		<b>0%</b>
Strongly Disagree		<b>0%</b>

9. The SCVSP was an effective way for my student to gain school credit?

		<b>Response Percent</b>
Strongly Agree		<b>76%</b>
Agree		<b>24%</b>
Neutral		<b>0%</b>
Disagree		<b>0%</b>
Strongly Disagree		<b>0%</b>

10. Online education should be an option available to all students?

		<b>Response Percent</b>
Strongly Agree		<b>67%</b>

Agree		<b>29%</b>
Neutral		<b>0%</b>
Disagree		<b>5%</b>
Strongly Disagree		<b>0%</b>


11. I would recommend the SCVSP to other parents across the state?

		<b>Response Percent</b>
Strongly Agree		<b>71%</b>
Agree		<b>29%</b>
Neutral		<b>0%</b>
Disagree		<b>0%</b>
Strongly Disagree		<b>0%</b>

12. I would allow my student to take another course through the SCVSP?

		<b>Response Percent</b>
Strongly Agree		<b>86%</b>
Agree		<b>14%</b>
Neutral		<b>0%</b>
Disagree		<b>0%</b>
Strongly Disagree		<b>0%</b>

13. On a scale of 1 to 10, how would you rate your overall experience with the SCVSP?

		<b>Response Percent</b>
10		<b>33%</b>
9		<b>38%</b>
8		<b>19%</b>
7		<b>10%</b>
6		<b>0%</b>
5		<b>0%</b>
4		<b>0%</b>
3		<b>0%</b>
2		<b>0%</b>
1		<b>0%</b>

14. What suggestions would you offer for improving your experience with the South Carolina Virtual School Program?