SOUTH CAROLINA VIRTUAL SCHOOL PROGRAM

2011–12 PROGRAM EVALUATION

DECEMBER 18, 2012

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I. Executive Summary

A. Background and Purpose

This report is a summary of the activities of the South Carolina Virtual School Program (SCVSP) during the 2011–12 academic year. It covers legislatively mandated reporting; policy changes in the SCVSP and their impacts; equity and efficiency of course delivery; the potential for added value from the SCVSP to the students of South Carolina; the causal analysis of successful completion in SCVSP courses; and the SCVSP's performance. A comparison of the SCVSP to regional and national providers was included in past reports; however, it is not this year as the current fluidity of state standards makes analysis on all but descriptive factors unreliable.

As mandated by S.C. Code Ann. § 59-16-60, the findings of this report address nine statutorily required reporting requirements:

(1) List of courses offered through the virtual school;

(2) Number of local school districts and number of the district students participating in the virtual school;

(3) Private schools and number of the private school students participating in the virtual school;

(4) Number of homeschool students participating in the virtual school;

(5) Success rates for students by courses enrolled in the virtual school;

(6) Number of students who dropped a course and reasons for dropping;

(7) Expenditures made for the virtual school; and

(8) Number of students unable to enroll because of space limitation.

Findings are to be reported to the South Carolina Department of Education (SCDE), the Education Oversight Committee, and the South Carolina General Assembly.

In addition to mandated reporting, this report details policy changes in the SCVSP and their impacts, including the creation and delivery of teacher-developed Credit Recovery courses and the addition of a Maymester as opposed to a single summer session. Finally, challenges and recommendations are addressed as well as the response of the SCVSP to recommendations from previous reports.

Data for this report were collected from August 2011 to August 2012. The subsequent sections will both describe the activities of the SCVSP as well as address structural, procedural, technical, and financial elements. The findings are based upon qualitative and quantitative analysis that addresses educational outcomes; questions of teacher quality; the impact of technology on educational outcomes; and attitudinal components associated with parents, students, and school personnel. Analysis includes descriptive statistics, inferential statistics, and the continued use of Rational Choice Models 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 2006–07 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 that 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 (e.g., students with children, students with mitigating work schedules/circumstances). These objectives are directed towards the singular goal of increasing the graduation rate in South Carolina.

This year the SCVSP was able to add six full time teachers—five in the core content areas of English, math, and social studies, and one in physical education/health—as recommended in the previous two evaluation reports. Additionally, staff developed Credit Recovery courses that were originally taught in the summer of 2011 but were implemented using rolling enrollment during the 2011–12 academic year. The result of this implementation has been a 30 percent increase in the number of students completing courses for credit recovery. The reason identified for this success is the use of adaptive release on already mastered content (i.e., if a student has mastery of a unit, the student is able to move directly on to another unit until the student successfully completes a course). In this manner, students are more readily able to absorb needed content in order to recover credits for graduation. Additionally, students had set access to teachers who were able to monitor progress and identify weak areas. These both represent identified differences from the previous use of the PLATO system, which did not facilitate the easy monitoring of students and was largely based on a content replacement as opposed to a credit recovery model.

B. Methodology

Data were collected from the SCVSP student registration system, Virtual School Administrator System (VSA), from August 16, 2011, to August 27, 2012. 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. Summary 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 were used to gauge program satisfaction and stated need from SCVSP students, sponsors, and parents/guardians. As in previous years, the response rates from parents and sponsors were not large enough to draw valid conclusions. As such, data are reported as required, but no analysis is performed. Using multiple methods in this way increases the validity of the findings within this survey.

The formal analysis was conducted using a data set provided by the SCVSP from data stored in the VSA system and data from the SCDE. Qualitative data were collected from focus groups and individual meetings with teachers as well as surveys sent to parents, guidance counselors, and students. Finally, a question of factors influencing choice was addressed using an Expected Utility Model. This model assumes that students and parents make choices that will maximize the value they expect to receive based upon readily identifiable factors.

C. Findings

The SCVSP continues to offer services at a level that is on par or above the most productive schools in the state. The SCVSP processed 20,466 enrollments for 12,580 students (an average of 1.63 enrollment requests per student). Of these requests, 16,241 were enrolled in

a class, with 11,282 staying beyond the ten-day drop period. Of these, 9,690 completed their courses with 9,041 completing with a grade of 70 or above for a successful completion rate of 93.3 percent. This included students from 287 public schools (including the Governor's School for Science and Mathematics), 16 public charter schools, 36 private schools, 15 home schools, and 31 adult education centers. Given the number of course requests and the environment in which the SCVSP finds itself, results indicate that the management capacity of the SCVSP can no longer keep up with the program demands.

During the year, a total number of 1,521 students, the highest in the program's history, were not served for a variety of reasons. Some did not receive all of their approvals. Others withdrew from their courses prior to being activated by their teachers. There were some space limitations in Career and Technology Education (CATE) courses.

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. This should not be taken to mean that a successful student is one who is contacted often but, rather, that frequent contact keeps students on track who may otherwise withdraw from the class or stop working all together. A comparison of the frequency of contacts between adjunct instructors and full-time instructors provides a significant result for such differences. 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. For example, 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 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 its students through the SCDE's PowerSchool system, as well as the fact that student assignment is non-random because students select their own courses.

With regards to teachers, teachers were surveyed regarding their satisfaction with the program. Results of these surveys were mixed, but, in general, everyone agreed that the administrative team is understaffed and recommended the hiring of additional staff in student services, instructional services, and technical support. Although vacant administrative staff positions (curriculum coordinator and research/planning administrator) have been filled, no new positions have been added. Additionally, the teachers requested greater control over their

professional development activities. As a result, the administrative staff formed a committee of teachers to guide it in its planning of monthly professional development.

The alignment of courses to state standards was extremely high with 95 percent of all courses having 100 percent alignment as agreed upon by independent reviewers. In addition, the successful completion rate averaged 93.3 percent in all courses.

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 in the SCVSP than in 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 the scores of students from schools "like" their physical school (within 5 percent on the poverty index) indicates that student performance in the SCVSP is at the 90th percentile.

II. Mandated Reporting

During the 2011–12 academic year, the SCVSP served 16,241 enrollment requests in 68 classes. The most popular classes are listed in the table below:

SCVSP Top Ten Most Requested Courses	
Course	**Enrollments**
Economics CP	1,398
Government CP	1,363
Physical Education 1 CP	1,199
English 3 CP	913
English 4 CP	891
Algebra 2 CP	819
Statistics CP	656
Geometry CP	646
Personal Health CP	613
Keyboarding CP	563

The average student in the SCVSP requested 1.63 courses. Of the courses requested, 1,521 were not served as explained above, 16,241 had their enrollment requests fulfilled, and 11,282 stayed in their courses beyond the ten-day drop period. Of the students who stayed beyond the 10-day drop period, 9,041 successfully completed their courses with a grade of 70+, and 649 completed with a failing grade; 1,060 withdrew beyond the ten-day drop period with a failing grade. An additional 532 students dropped classes during the first ten days due to various reasons like signing up for the wrong course, over extending themselves, changing their mind about taking a course online, etc. The completion rate for the SCVSP was 93.3 percent. As part of its internal reporting, the SCVSP monitors the percentage of students who finish versus those who could have finished with a C (Complete), CF (Complete Failing), or WF (Withdraw Failing). This is done as a means of tracking classroom procedures. WF students are those who largely stop working. Empirical results from previous evaluations and from evaluations of other virtual school programs have revealed that teachers who maintain faithful contact with students have more students finish and less students withdraw failing. The Course Management Completion percentage (C/(C+CF+WF) was 84 percent. Finally, the SCVSP tracks the start/finish ratio of teachers by determining how many students they were assigned and how many actually finished. This is monitored as a means of tracking teacher workloads. The start/finish ratio was 61.7 percent.

Students who withdrew from a course with a failing grade (WF) or withdrew from a course during the grace period (WNG) totaled 6,019 (4,959 WNG and 1,060 WF). The top reasons given by students for dropping a course were as follows:

1. Not having enough time, over extended myself (47 percent);
2. Found the online class too difficult (17 percent);

3. Technology issues (10 percent);

4. Already enrolled in the course at school (8 percent); and

5. Requested the wrong course (6 percent).

The SCVSP served 354 schools in 88 districts during the 2011–12 academic year. (For a complete list of districts, see Appendix C.) Following is a table that identifies the school by type and percentage of the total schools served:

	Public	Private	Home	Charter
N Enrollments	15,202	225	96	719
Percentage of Total	93.6%	1.4%	.6%	4.4%

The ten schools with the largest enrollments are listed in the following table by number and percentage:

School	N Enrollments	Enrollment Percentages
Summerville High	1,069	5.22%
South Aiken High	598	2.92%
Richland Northeast High	495	2.42%
Colleton County High	419	2.05%
Fort Dorchester High	418	2.04%
Ashley Ridge High School	416	2.03%
Wando High	370	1.80%
Sumter High School	365	1.78%
Riverside High	299	1.46%
Aiken High	293	1.43%

The top ten districts were as follows:

District	Enrollments	Enrollment Percentages
Dorchester 2	1,930	9.43%
Greenville	1,561	7.63%
Aiken	1,355	6.62%
Richland 2	1,045	5.11%
Charter	782	3.82%
Charleston	779	3.81%
Horry	765	3.74%
Berkeley	757	3.70%
Adult Ed	611	2.99%
Pickens	555	2.71%

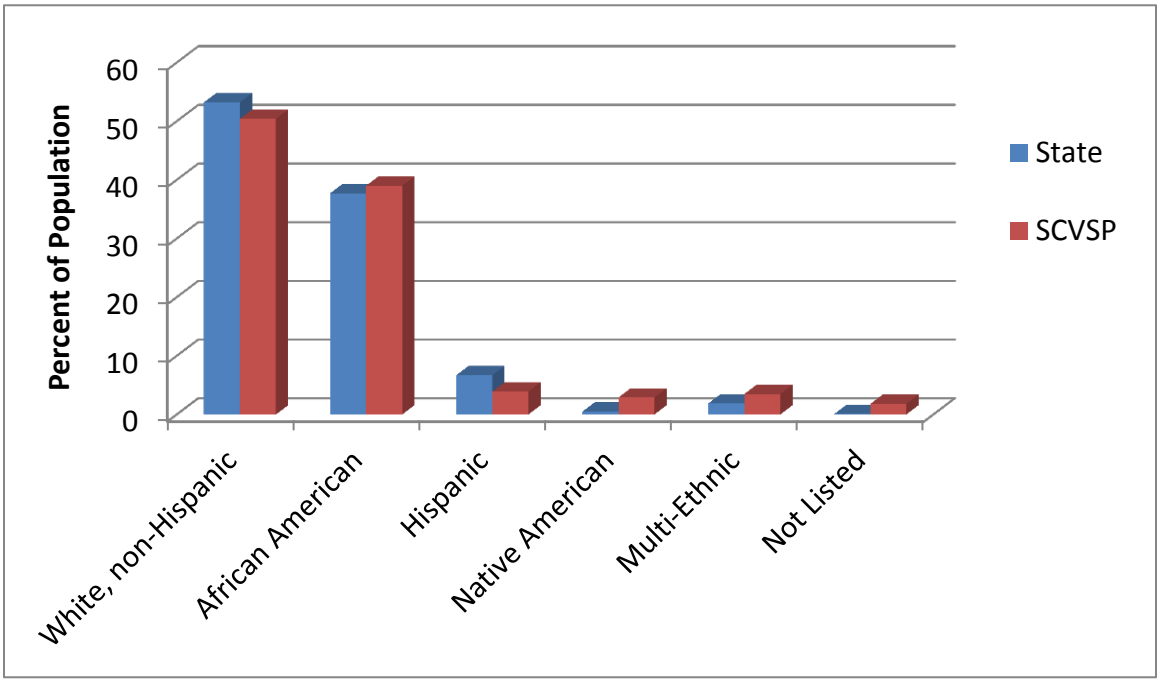
The SCVSP was unable to serve 1,521 students for a variety reasons, as mentioned under *Findings*, including space limitations. These space limitations largely occurred in high incidence courses during specific enrollment sessions. For example, courses such as Government CP, Economics CP, and English 4 CP have high enrollment requests during the summer session, but the number of instructors (FTEs and adjuncts) available to teach these courses is limited. The reason for such high enrollment requests includes students wishing to get ahead for their senior year or students who are missing credits and wish to graduate in the summer. The requests for CR courses in the summer have experienced a shift. While the total number of requests is at the expected level and the subsequent numbers not served due to space limitations is also at the expected level, the timing of enrollments is such that there is less pressure on CR teachers in the second summer session because of the number of CR requests absorbed by the Maymester. As a result, the only CR students not served due to space limitations were those who requested a course after the summer enrollment period ended.

III. Student, Parent, and School Surveys

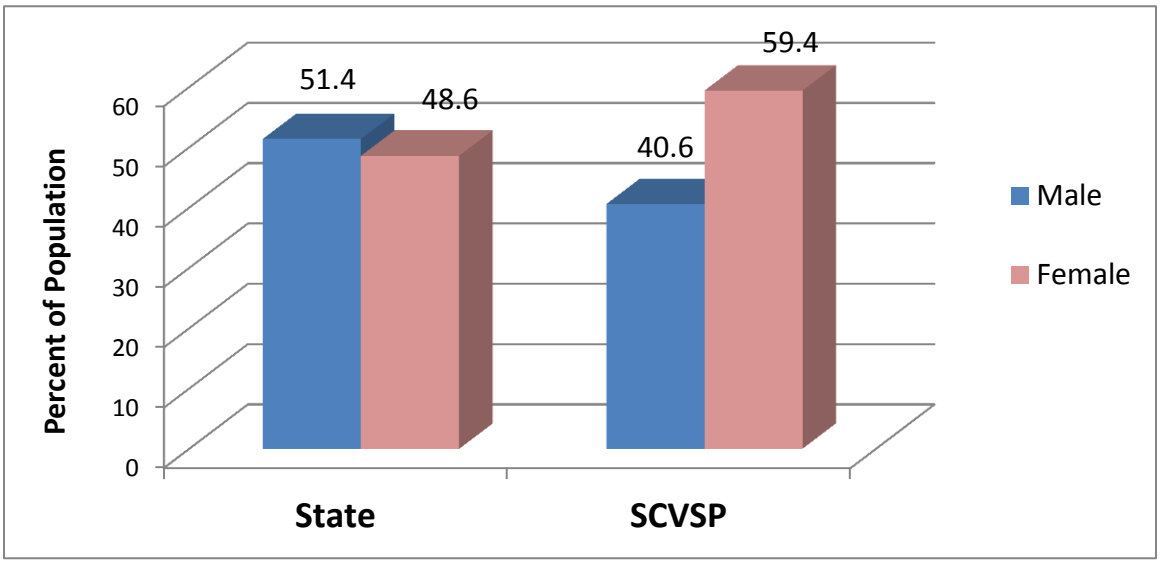
A. Race, Gender, and Poverty

The SCVSP continues to map the state well in terms of racial make-up but shows a significant difference with regard to gender. The SCVSP was 50.4 percent White-non-Hispanic, 39 percent African American; 3.9 percent Hispanic, 1.4 percent Asian, 0.6 percent Native American, 2.9 percent multi-ethnic, and 1.8 percent not listed. In comparison the state's high school population was 53.2 percent White-non-Hispanic, 37.7 percent African American; 6.7 percent Hispanic, 0.5 percent Native American, 1.9 percent multi-ethnic, and 0.1 percent not listed. The SCVSP was 40.6 percent male and 59.4 percent female as compared to the state which was 51.4 percent male and 48.6 percent female.

Population Served by Race



Population Served by Gender



The SCVSP is not proportionately representative of the state as a whole. The state's 68.6 percent average school poverty index is significantly different than the average poverty index of students in the SCVSP, which is 59.2 percent. It may be tempting to explain this with the relationship between school size and poverty. Lower poverty schools tend to be larger and as such could contribute more students to the SCVSP than higher poverty schools. However, the average school contributes 1.2 percent of their student body to the SCVSP in any given year, with a standard deviation of 1.5 percent. This means that the majority of the data points with regards to proportionality is at the extreme and is therefore unreliable.

B. Responses

Each year the SCVSP surveys students, teachers, and parents to gauge how well the SCVSP is meeting their needs and to provide an outlet for suggestions on how service might be improved. Students were surveyed at the end of each course. The survey included 7,492 respondents from 66 courses. These surveys had two purposes. The first was to gauge the student's perception of the teacher. The second was to allow the students to offer suggestions on

how the teacher may have better facilitated their learning. Surveys revealed that most students who completed a course were largely very satisfied with the quality of interaction with their teachers, and 87 percent agreed or strongly agreed that the instructor delivered the course effectively. Of note is the perceived level of rigor of courses in the SCVSP. Twenty-one percent of students who completed a course rated the course as more or much more difficult than classes in their traditional school. When prompted for feedback, the number one piece of advice most students said they would give to another student wishing to take an online course was to stay on task and be prepared to work hard. This was true across all course levels.

In addition to the level of rigor, students were also surveyed on any technical difficulties they had with the class. It is the responsibility of the students to ensure they have adequate access to technology to take the course(s) either at home, at school, or both. Therefore, this question simply addressed how often they found themselves having technical difficulty. Seventy-four percent of students stated they rarely or never had technical difficulty with their course. This finding, in conjunction with the purported ease with which most students navigated their courses, indicates that students who complete courses with the SCVSP are comfortable with technology. This is in keeping with the stated progress on student-technology interaction identified in the previous year's evaluation.

In addition to students and parents, guidance counselors were also surveyed. As with previous years, the response rates were not high enough to draw valid conclusions. This is indicative of two things. First, the guidance counselors (or school sponsors) are not following protocols with regards to checking their VSA messages. As with previous years, the theorized reason for this is that they must log into VSA in order to check their messages as opposed to messages going directly to their mailboxes. Recognizing this, SCVSP teachers have begun

directly contacting guidance counselors (in conjunction with using VSA as an accountability measure). There have been no empirically verifiable results from this, but teachers report that they have better communication with guidance counselors through their direct e-mails.

The second finding is that, like guidance counselors, parents/guardians are not monitoring their messages from the SCVSP. To assess the degree to which parents were monitoring their messages, the SCVSP sent a message indicating that they would be conducting a random drawing for a Kindle Fire. In order to get their names in the drawing, the parents would need to fill out a survey regarding their demographic information (NAEP demographic data which is not provided in VSA). The survey consisted of 14 questions. Out of the 6,000+ parents surveyed, 31 completed the survey for a response rate, $< 1\ percent$. Additionally, a Needs Analysis was sent to both the counselors' and administrators' VSA inbox and their school e-mails. Out of 317 VSA messages, three surveys were completed. Out of 291 personal e-mails, 27 surveys were completed. None of these response rates are large enough to draw valid conclusions. However, they do serve to confirm a trend identified in the last three evaluation reports of sponsoring schools and parents not responding to electronic inquiries from the SCVSP**.** This lack of response can dramatically hinder the effectiveness of the SCVSP in enrolling students and addressing parental and school concerns since it is unreasonable to expect a staff of four to address the needs of 11,000+ students during an enrollment period.

IV. Changes in the SCVSP

A. Hiring Additional Teachers

During the 2011–12 academic year, the SCVSP received permission to hire six new full-time teachers in the highest needs areas of social studies (n=1), health/PE (n=1), math (n=2), and

English (n=2). As a result, the SCVSP was able to offer courses to an additional 3,155 students. This is a difference of 1,155 students that would have otherwise been served by adjunct instructors or not at all. This is of note since students taught by FTEs tend to score higher overall and successfully complete courses with greater frequency than students taught by adjuncts. The key difference appears to be the amount of time an FTE can dedicate to students versus adjuncts. FTEs are responsible for 37.5 hours per week (however, most work 50 hours+), whereas adjuncts are responsible for 45 students per section and maintain four office hours per week per section.

B. Rolling Enrollment in Credit Recovery

The SCVSP utilized a new model for credit recovery starting in the 2011–12 academic year. Previously, the SCVSP had relied on a self-paced student-computer interface in which the teacher was largely only a monitor. Using the adaptive release feature of the Moodle LMS, the teachers developed 13 credit recovery courses: 4 English (English 1–4); 3 math (Algebra 1, Algebra 2, and Geometry); 3 science (Biology, Chemistry, and Physical Science); and 3 social studies (Economics, Government, and US History and Constitution).

The adaptive release feature requires that students take a unit level pre-test. If a student answers 80 percent of the questions correctly on a pre-test, the student moves on to the pre-test for the next unit. If the student fails to make 80 percent on the pre-test, the student must complete each benchmark in that unit, scoring 80 percent on each benchmark. If the student fails to score 80 percent twice on a single benchmark, then the benchmark locks and the student must contact the instructor for individualized assistance. Once the student completes all benchmarks, the student must take a post-test for that unit before moving onto the next unit. This process continues until the student has completed all units for the course.

This method of instruction has shown two advantages. First, it has allowed the SCVSP to serve more students in Credit Recovery courses than was previously the case. Second, more students are passing Credit Recovery courses. For the 2011–12 academic year, the success rate for Credit Recovery courses was 100 percent as opposed to 83.7 percent in previous years (no students completed with a failing grade). The only failing grades for the SCVSP's new Credit Recovery courses were WF. Additionally, the overall successful completion rate for the SCVSP moved from just under 90 percent to 93.3 percent.

C. Addition of Maymester

In the 2011–12 academic year, the SCVSP created a second summer session. This "Maymester" was comprised primarily of Credit Recovery and High Incidence courses needed by seniors for graduation. The logic behind these offerings was based on prior experience with students requesting high numbers of Credit Recovery and High Incidence courses in the summer. Following is the Maymester enrollment data:

Maymester Enrollment	Enrollments
Course Requests	1,700
Course Activations	1,076
Beyond the Drop Period	795
Completers	715
Successful Completers	666
Completion Rate	90%

V. SCVSP Performance

Of the 16,241 enrollments with the SCVSP, 70 percent remained in the class for at least ten days, and 86 percent completed their course of study. For those who remained in the course past the ten-day drop period, there was a successful completion rate of 93.3 percent.

The most active period for the SCVSP in terms of enrollment activity was the summer enrollment period with 7,141 activations out of 10,853 requests. This accounts for almost half of all student activations throughout the academic year. For this enrollment period, 5,667 enrollments stayed in their class(es) beyond the ten-day drop period, with 4,925 successfully completing the course with a grade of 70 or above. The fall enrollment period saw 4,303 student activations out of 4,820 requests, with 2,590 staying beyond the ten-day drop period and 2,024 successfully completing their course of study. In the spring enrollment, there were 4,369 student activations out of 4,767 requests. Of these activations, 2,606 stayed in the class beyond the ten-day drop period, with 2,084 successfully completing their course of study. These figures yield an Average Successful Completion Rate of 93.3 percent C/(C+CF).

The SCVSP had 4,959 withdrawals without penalty (Withdrawn No Grade (WNG)) and 1,060 withdrawals with a failing grade (Withdrawn Failing (WF)). The top five reasons given for withdrawal by the 600 students who responded were as follows:

1. Not enough time, over extended myself (47 percent);
2. Found the online class too difficult (17 percent);
3. Technology issues (10 percent);
4. Already enrolled in the course at school (8 percent); and
5. Requested the wrong course (6 percent).

It should be noted that because completion of the withdrawal survey is completely voluntary and not enforceable, the reasons given cannot be considered an accurate reflection of the student population that chose to withdraw from coursework.

At the end of the 2012 summer enrollment session, the SCVSP had a waitlist of 35 students for the entire year. This was students who did not get approvals from the sponsoring school and/or parent/guardian approval. Proportionately, this is a decrease from previous years. This decrease is largely due to the introduction of rolling enrollment for Credit Recovery courses and the hiring of additional staff. This is noted by the decrease of spillover from session to session in the high incidence areas of social studies and math and Credit Recovery enrollments.

External factors that contributed to the successful completion of SCVSP classes were the poverty index of the sponsoring school, the level of the course in which the student was enrolled, the grade level of the student, and the student's enrollment period. Of these, the factor with the most explanatory value was the school's poverty index, which had almost double the explanatory value of any other factors. Internal factors which correlated well to students' successful completion were the use of specific online technologies including the use of Jing videos and course specific e-books. As with previous years, the ease of access played a major role in determining which technologies were the most used. Software requiring more than three clicks to access showed a marked decrease in use.

Timing of enrollments played a role in successful course completion. More students successfully completed courses during the winter and summer enrollment periods. This refers to specifically to CP and CR since Honors courses, which are confined to upper level language courses, and the AP courses last two enrollment periods. The significance of this factor is tied to the fact that more students enrolled for more courses during these enrollment periods than in the September enrollment period.

The SCVSP used 17 full-time instructors for the fall session and 18 full-time instructors for the winter and summer session. (We hired a full-time physical education/health instructor in January.) In addition to full-time instructors, the SCVSP used 47 adjunct instructors over four enrollment periods. The largest group of adjuncts (primarily new adjuncts) was in the summer session. This coincided with the significant increase in enrollment during the summer session (45 percent of all SCVSP enrollments came in the summer session). The use of adjuncts broke down to n=15 (32 percent) for fall 2011, n= 14 (30 percent) for spring 2012, no adjuncts for Maymester 2012, n=18 (38 percent) for summer 2012. Each teacher was responsible for at least one class with at least one section (n students = 45) per class, with an enrollment cap of 150 students per teacher after the ten-day drop period. Some of the more popular courses (Economics, Government, etc.) require more than one teacher teaching multiple sections.

Session	Fall	Spring	Maymester	Summer
Full Time	17	18	13	18
Adjunct	15	14	0	18
No. of Sections	108	106	24	242
Total Enrollment Percentages	23.6%	23.3%	5.2%	47.9%

The SCVSP expended $1,001,951.54 in K12 Technology Funds for FY 2011–12. Additionally, $2,009,871.71 million was allotted for salaries from General Funds. This goes to pay for 18 full-time teachers, 47 adjunct instructors, four full-time administrative staff, and one administrative assistant hired from a temporary employment agency.

VI. Conclusion

This report summarizes the program's activities for the 2011–12 academic school year and provides evidence that the program met its nine legislatively mandated requirements. In addition, it asserts that policy changes such as the creation and delivery of teacher-developed Credit Recovery courses and the addition of a Maymester allowed the program to explore ways to better serve the students of South Carolina by providing them more choices. Based on a qualitative and quantitative analysis of the SCVSP, it is obvious that students are satisfied with their experiences. Teachers, too, are satisfied with their working conditions; however, they expressed concerns that the program is understaffed. Its successful completion rate of 93.3 percent is indicative of its strength and puts it on equal footing with the most productive schools in the state.

Rapid growth of the program brings opportunities and challenges. Additional teachers have been hired to serve the program's growing student population with additional funds appropriated by the General Assembly after SCDE requested the funding in Fiscal Year 2011-2012. If the SCVSP continues on the same growth trajectory, it will be a challenge to accommodate all the students who want to enroll in online classes. The SCDE will monitor student enrollment to determine if growth warrants an additional budget request to hire more teachers for the SCVSP.

APPENDIX A: TERMINOLOGY

Active (A). An active student is actively working towards completing his or her course(s). The student is meeting benchmarks and maintaining contact with the instructor.

Advanced Placement (AP). These are courses that have been approved by the College Board. At the end of these courses, students may sit for the AP Exam and have the opportunity to receive college credit.

Complete (C). The student has successfully completed the class with a grade of 70+.

Classroom Assigned (CA). The student has been assigned to a classroom and will be active in a class once the class begins.

Complete Failing (CF). The student has completed the class with a grade below 70. The student must have completed at least 50 percent of the assignments to be in CF status.

Course. A course is a class taken in the SCVSP for credit. Limited seating is available. A teacher is assigned to each course with a minimum of 45 students. Grades are assigned for work completed. This is not the same as a review class.

College Preparatory (CP). These are courses for Carnegie credit. They are for students who are taking a course for the first time and who wish to receive credit towards high school graduation.

CR—Course Requested. The student has requested a course. The course has been approved by either a parent/guardian or the student's physical school but not both. Students with this status will not be placed in a class until all approvals are received.

CR—Credit or Content Recovery. These are courses for students who have previously taken a course but did not finish the course with a grade of 70+. CR courses are open enrollment courses meaning that students may enroll in them at any time as opposed to other courses that have set beginning and end points.

CRC—Course Request Complete. The student has received approvals to take a class from his or her physical school and parent/guardian. If there is room in the class, the student will be placed in CA status and will then begin the class. CRC is not guaranteed to go to CA status, as capacity is limited.

Honors. Honors is a level a step above College Preparatory but lower than Advanced Placement and Dual Credit, delineated in the South Carolina Uniform Grading Policy. At this time, the SCVSP only offers upper level (3 or 4) language courses at the Honors.

Learning Management System (LMS). This refers to the platform used for course delivery or the interface between the student and the class. It is the place where a student goes to get assignments and grades. Benchmarks for assignment completion are set within the LMS by the teacher to gauge whether or not the student is on pace to complete the class on time. The SCVSP uses the Moodle LMS.

Never Activated (Nac). A student who was on CA status but who chose not to accept his or her spot in the class.

Never Assigned (Nas). A student who was not assigned due to space limitations or lack of approvals, which resulted in another student taking his or her spot.

Review Class. A review class is a self-paced, assignment-driven help session. Modules are provided based on state standards and curriculum for the High School Assessment Program exam as well as the End-of-Course Evaluation Program exam. Additionally, review classes are offered for the SAT and ACT. No grades are recorded, and there are no teachers assigned to review classes. They are purely self-paced.

Student Management System (SMS). This is the registration and management system used by the SCVSP as an interface between parents/guardians, schools, and students. Students must log-in to the SMS and are then directed to the LMS. The SMS is the repository for all student records including grades, student enrollment status, and messaging to students, parents/guardians, and schools.

Withdrawn Failing (WF). A student who withdrew from the class beyond the ten-day drop period or a student who stayed in the class through the entire semester but who completed less than 50 percent of the assignments is withdrawn from the class with a failing grade. A grade of 61 is recorded on the student's transcript per the South Carolina Uniform Grading Policy.

Withdrawn No Grade (WNG). A student who withdrew from the class within the ten-day drop period withdraws with no grade. In other words, no grade is recorded, and the student's attempt at the class is not counted.

APPENDIX B: SCVSP LIST OF COURSES FOR 2011–12

Subject	Course
CATE	Accounting 1 CP
CATE	Child Development 1 CP
CATE	Computer Applications CP
CATE	Desktop Publishing CP
CATE	Entrepreneurship CP
CATE	Family Life Education 1 CP
CATE	Health Science 1 (Anatomy and Physiology)
CATE	Human Development: Responsible Life Choices 1
CATE	Integrated Business Applications CP
CATE	Intro to Emergency Medical Services
CATE	Intro to Health Science CP
CATE	Keyboarding CP
CATE	Medical Terminology CP
CATE	Parenting Education 1
CATE	Personal Finance CP
English	AP English Language/Composition
English	AP English Literature/Composition
English	English 1 CP
English	English 1 Credit Recovery
English	English 2 CP
English	English 2 Credit Recovery
English	English 3 CP
English	English 3 Credit Recovery
English	English 4 CP
English	English 4 Credit Recovery
Fine Arts	AP Art History
Fine Arts	Art History CP
Fine Arts	Music Appreciation 1
Health/Physical Education	Personal Health CP
Health/Physical Education	Physical Education 1 CP
Mathematics	Algebra 1 CP
Mathematics	Algebra 1 Credit Recovery
Mathematics	Algebra 2 CP
Mathematics	Algebra 2 Credit Recovery
Mathematics	AP Statistics
Mathematics	Calculus CP
Mathematics	Geometry CP
Mathematics	Geometry Credit Recovery
Mathematics	Pre-Calculus CP
Mathematics	Statistics CP
Science	Biology CP

Subject	Course
Science	Biology Credit Recovery
Science	Chemistry CP
Science	Chemistry Credit Recovery
Science	Earth Science CP
Science	Environmental Science CP
Science	Forensic Science CP
Science	Physical Science CP
Science	Physical Science Credit Recovery
Science	Physics CP
Social Studies	AP US History
Social Studies	Economics CP
Social Studies	Economics Credit Recovery
Social Studies	Geography CP
Social Studies	Government CP
Social Studies	Government Credit Recovery
Social Studies	Sociology CP
Social Studies	US History & Constitution CP
Social Studies	US History Credit Recovery
Test Preparation	HSAP Review
World Languages	AP Latin
World Languages	Latin 1 CP
World Languages	Latin 2 CP
World Languages	Latin 3 Honors
World Languages	Mandarin Chinese 1
World Languages	Spanish 1 CP
World Languages	Spanish 2 CP
World Languages	Spanish 3 Honors

APPENDIX C: DISTRICTS WITH NUMBER OF PARTICIPANTS

District	Total Participants
Dorchester 2	1930
Greenville	1561
Aiken	1355
Richland 2	1045
Charter	782
Charleston	779
Horry	765
Berkeley	757
Adult Ed	611
Pickens	555
Richland 1	527
Lexington 5	489
Florence 1	477
Lexington 1	453
Beaufort	451
Chesterfield	443
Anderson 1	431
Colleton	419
Sumter 17	365
Kershaw	363
Lancaster	311
Darlington	287
York 2	274
Anderson 4	264
Edgefield	230
Florence 4	226
Private Schools	224
Lexington 2	204
Marlboro	192
Georgetown	183
Allendale	178
Abbeville	171
Anderson 5	170
Orangeburg 5	168
Oconee	163
York 4	145
Barnwell 45	140
Chester	136
Spartanburg 7	130
Newberry	126
Hampton 1	126
York 3	122
Dorchester 4	122
Lexington 4	119

Laurens 55	112
Home Schools	110
Greenwood 50	93
Saluda	89
Jasper	86
Sumter 2	76
Spartanburg 2	74
Spartanburg 3	71
Anderson 3	60
Spartanburg 1	56
Lexington 3	56
Governor's Schools	56
Dillon 4	55
Hampton 2	49
Clarendon 3	48
Spartanburg 5	44
Spartanburg 6	42
Anderson 2	28
Florence 3	27
Cherokee	27
Orangeburg 4	21
Marion 2	21
Bamberg 1	20
Williamsburg	19
Greenwood 52	18
SC Department of Juvenile Justice	16
Orangeburg 3	15
York 1	13
Barnwell 19	13
Laurens 56	12
Barnwell 29	10
McCormick	9
Clarendon 2	8
Florence 5	8
Marion 1	7
Spartanburg 4	6
Union	5
Palmetto Unified	5
Calhoun	4
Dillon 3	3
Rock Hill	2
Greenwood 51	1
S C School for the Deaf and Blind	1

APPENDIX D: SUCCESS RATES PER COURSE

Subject	Classroom	Course Percentage
CATE	Accounting 1 #139582 Sept11	100.0%
CATE	Accounting 1 CP #139646 Jan12	90.9%
CATE	Child Development 1 #139608 Sept11	75.0%
CATE	Child Development 1 #139660 Jan12	83.3%
CATE	Child Development 1 #139666 Jan12	86.7%
CATE	Child Development 1 #139708 Ju12	89.1%
CATE	Computer Applications #139576 Sept11	100.0%
CATE	Computer Applications #139638 Jan12	94.9%
CATE	Computer Applications #139703 Ju12	94.1%
CATE	Computer Apps #139654 Pickens Jan12	90.0%
CATE	Desktop Publishing #139577 Sept11	88.2%
CATE	Desktop Publishing #139639 Jan12	83.3%
CATE	Desktop Publishing CP #139704 Ju12	92.3%
CATE	Entrepreneurship #139602 Sept11	89.5%
CATE	Entrepreneurship #139641 Jan12	93.3%
CATE	Entrepreneurship #139707 Ju12	87.0%
CATE	Family Life Education 1 #139607 Sept11	85.2%
CATE	Family Life Education 1 #139642 Jan12	93.1%
CATE	Family Life Education 1 #139709 Ju12	92.9%
CATE	Health Science 1 #139606 Sept11	100.0%
CATE	Health Science 1 #139664 Jan12	93.4%
CATE	Health Science 1 #139711 Ju12	95.3%
CATE	Human Development 1 #139728 Ju12	90.5%
CATE	Integrated Bus App #139655 Pickens Jan12	86.7%
CATE	Integrated Bus Apps #139667 Horry Jan12	96.4%
CATE	Integrated Business Apps #139578 Sept11	82.7%
CATE	Integrated Business Apps #139640 Jan12	92.0%
CATE	Intro to Emerg Medical Serv #139604 Sept11	89.3%
CATE	Intro to Emerg Medical Serv #139662 Jan12	86.4%
CATE	Intro to Emerg Medical Serv #139729 Ju12	100.0%
CATE	Intro to Health Science #139605 Sept11	81.8%
CATE	Intro to Health Science #139710 Ju12	97.6%
CATE	Intro to Health Science CP #139648 Jan12	100.0%
CATE	Keyboarding #139705 Ju12	100.0%
CATE	Keyboarding #139731 Ju12	100.0%
CATE	Keyboarding CP #139579 Sept11	100.0%
CATE	Keyboarding CP #139613 Sept11	85.7%
CATE	Keyboarding CP #139653 Pickens Jan12	36.2%
CATE	Keyboarding CP #139659 Jan12	93.9%
CATE	Keyboarding CP #139661 Jan12	88.0%
CATE	Medical Terminology #139603 Sept11	97.3%
CATE	Medical Terminology CP #139647 Jan12	88.9%
CATE	Medical Terminology CP #139723 Ju12	98.8%

Subject	Classroom	Course Percentage
CATE	Parenting Education 1 #139610 Sept11	86.7%
CATE	Parenting Education 1 #139663 Jan12	75.0%
CATE	Parenting Education 1 #139712 Ju12	96.6%
CATE	Personal Finance #139614 Sept11	100.0%
CATE	Personal Finance #139651 Jan12	74.2%
CATE	Personal Finance #139706 Ju12	96.9%
English	AP English Language/Comp #139560 Sept11	90.9%
English	AP English Lit/Comp #139561 Sept11	100.0%
English	CR English 1 #139548 Sept11	100.0%
English	CR English 1 #139692 Ju12	98.6%
English	CR English 2 #139549 Sept11	98.8%
English	CR English 2 #139693 Ju12	98.2%
English	CR English 3 #139550 Sept11	100.0%
English	CR English 3 #139694 Ju12	95.4%
English	CR English 4 #139551 Sept11	97.4%
English	CR English 4 #139695 Ju12	91.2%
English	English 1 CP #139584 Sept11	100.0%
English	English 1 CP #139645 Jan12	100.0%
English	English 2 CP #139583 Sept11	90.0%
English	English 2 CP #139619 Jan12	93.1%
English	English 3 CP #139567 Sept11	90.2%
English	English 3 CP #139617 Jan12	91.8%
English	English 3 CP #139675 Ju12	96.3%
English	English 3 CP #139722 Ju12	93.0%
English	English 3 CP #139725 Ju12	86.7%
English	English 4 CP #139568 Sept11	95.5%
English	English 4 CP #139618 Jan12	96.7%
English	English 4 CP #139676 Ju12	98.1%
English	English 4 CP #139726 Ju12	86.2%
Fine Arts	AP Art History #139564 Sept11	100.0%
Fine Arts	Art History CP #139580 Sept11	93.5%
Fine Arts	Art History CP #139620 Jan12	94.7%
Fine Arts	Art History CP #139677 Ju12	95.3%
Fine Arts	Music Appreciation 1 #139581 Sept11	100.0%
Fine Arts	Music Appreciation 1 #139621 Jan12	90.4%
Fine Arts	Music Appreciation 1 #139678 Ju12	98.8%
Health/Physical Education	Personal Health CP #139665 Jan12	97.5%
Health/Physical Education	Personal Health CP #139684 Ju12	97.8%
Health/Physical Education	Physical Education 1 #139609 Sept11	92.3%
Health/Physical Education	Physical Education 1 #139612 Sept11	86.5%
Health/Physical Education	Physical Education 1 #139615 Sept11	97.1%
Health/Physical Education	Physical Education 1 #139616 Sept11	88.0%
Health/Physical Education	Physical Education 1 #139649 Jan12	94.4%
Health/Physical Education	Physical Education 1 #139650 BJ Jan12	66.7%
Health/Physical Education	Physical Education 1 #139680 Ju12	98.1%
Health/Physical Education	Physical Education 1 #139727 Ju12	93.0%
Mathematics	Algebra 1 CP #139585 Sept11	58.8%

Subject	Classroom	Course Percentage
Mathematics	Algebra 1 CP #139623 Jan12	82.6%
Mathematics	Algebra 2 CP #139589 Sept11	81.8%
Mathematics	Algebra 2 CP #139624 Jan12	84.5%
Mathematics	Algebra 2 CP #139668 May12	74.7%
Mathematics	Algebra 2 CP #139718 Ju12	83.9%
Mathematics	Algebra 2 CP #139733 Ju12	86.2%
Mathematics	AP Statistics #139562 Sept11	100.0%
Mathematics	Calculus CP #139658 Jan12	83.3%
Mathematics	CR Algebra 1 #139552 Sept11	100.0%
Mathematics	CR Algebra 1 #139696 Ju12	100.0%
Mathematics	CR Algebra 2 #139553 Sept11	99.1%
Mathematics	CR Algebra 2 #139697 Ju12	100.0%
Mathematics	CR Geometry #139554 Sept11	100.0%
Mathematics	CR Geometry #139698 Ju12	99.3%
Mathematics	Geometry CP #139586 Sept11	82.0%
Mathematics	Geometry CP #139625 Jan12	82.7%
Mathematics	Geometry CP #139669 May12	94.5%
Mathematics	Geometry CP #139700 Ju12	95.9%
Mathematics	Pre-Calculus CP #139590 Sept11	77.8%
Mathematics	Statistics CP #139587 Sept11	86.1%
Mathematics	Statistics CP #139622 Jan12	82.3%
Mathematics	Statistics CP #139673 May12	80.0%
Mathematics	Statistics CP #139701 Ju12	86.6%
Science	Biology CP #139569 Sept11	85.7%
Science	Biology CP #139630 Jan12	81.3%
Science	Chemistry Credit Recovery #139674 May12	100.0%
Science	CR Biology #139555 Sept11	100.0%
Science	CR Physical Science #139556 Sept11	100.0%
Social Studies	AP US History #139565 Sept11	100.0%
Social Studies	CR Economics #139557 Sept11	95.9%
Social Studies	CR Economics #139687 Ju12	100.0%
Social Studies	CR Government #139558 Sept11	100.0%
Social Studies	CR Government #139688 Ju12	91.7%
Social Studies	CR US History #139559 Sept11	100.0%
Social Studies	CR US History #139702 Ju12	93.0%
Social Studies	Economics CP #139570 Sept11	96.7%
Social Studies	Economics CP #139631 Jan12	97.1%
Social Studies	Economics CP #139652 Jan12	93.5%
Social Studies	Economics CP #139657 Jan12	90.7%
Social Studies	Economics CP #139670 May12	96.9%
Social Studies	Economics CP #139685 Ju12	98.1%
Social Studies	Economics CP #139719 Ju12	96.2%
Social Studies	Economics CP #139721 Ju12	90.8%
Social Studies	Economics CP #139724 Ju12	94.9%
Social Studies	Government CP #139571 Sept11	96.1%
Social Studies	Government CP #139632 Jan12	92.4%
Social Studies	Government CP #139671 May12	98.7%

Subject	Classroom	Course Percentage
Social Studies	Government CP #139672 May12	93.3%
Social Studies	Government CP #139686 Ju12	98.9%
Social Studies	Government CP #139720 Ju12	94.3%
Social Studies	Sociology CP #139644 Jan12	97.1%
Social Studies	US History CP #139601 Sept11	97.8%
Social Studies	US History CP #139633 Jan12	78.9%
World Languages	AP Latin #139566 Sept11	100.0%
World Languages	Latin 1 CP #139572 Sept11	89.2%
World Languages	Latin 1 CP #139636 Jan12	100.0%
World Languages	Latin 1 CP #139679 Ju12 (yearlong class; ongoing)	**TBD**
World Languages	Latin 2 CP #139573 Sept11	100.0%
World Languages	Latin 2 CP #139637 Jan12	100.0%
World Languages	Latin 3 Honors #139574 Sept11	92.0%
World Languages	Mandarin Chinese 1 #139611 Sept11	100.0%
World Languages	Spanish 1 CP #139575 Sept11	87.8%
World Languages	Spanish 1 CP #139593 CF Sept11	35.7%
World Languages	Spanish 1 CP #139634 Jan12	81.3%
World Languages	Spanish 1 CP #139689 Ju12 (yearlong class; ongoing)	**TBD**
World Languages	Spanish 2 CP #139595 CF Sept11	81.3%
World Languages	Spanish 2 CP #139635 Jan12	90.5%
World Languages	Spanish 2 CP #139690 Ju12 (yearlong class; ongoing)	**TBD**