

# SREB

*Educational Technology  
Cooperative*

## Trends in State-Run Virtual Schools in the SREB Region

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Regional  
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# Trends in State-Run Virtual Schools in the SREB Region

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## Summary of online learning in the region

In a relatively short time, online learning has become an integral part of American K-12 education and the normal routine of most students. State support for online learning has been strong: All but one SREB state have sponsored a statewide virtual school in the last decade, and 11 have done so for six years or more. Today, however, as support for online courses *provided by the state* is waning in some states, other, more local online learning and classroom technology initiatives are gaining in popularity. This means that states and local school districts will need to work together to ensure that all students have access to quality online courses.

From the beginning of state-led online education, SREB states have been innovators and national leaders in delivering online courses statewide. Online learning's strengths lie in helping states meet specific education challenges, such as accommodating increases in student populations and potentially lessening the need to build new schools; giving students access to academic courses that their schools cannot or do not provide; giving students more opportunities for credit recovery and remedial education; providing alternative education options to students who need help staying in school, often because they need flexible schedules or they have disabilities; and allowing students access to school-choice options.

Eleven years after the launch of SREB's first state-run virtual school in Florida in 1997, SREB states peaked in the number of state-run virtual schools at 15. In 2005, SREB's Educational Technology Cooperative (ETC) began annually surveying and reporting on the state-run virtual schools operated in the region. This is the seventh report on the region's state-run virtual schools (SVS). It is distinct from previous reports because it summarizes the results of previous surveys, includes a summary of legislation passed from 2010 to 2012 that affects state-run virtual schools, and makes recommendations for how states should proceed with online learning at a time when local school districts have begun offering their own online courses and blended learning opportunities.

The latest survey results and recent legislation show several trends:

- *More SREB states have formalized their relationships with school districts with respect to delivery of online courses.* As the number of individual school districts providing online courses has increased, states have sought to ensure that all students have access to quality online courses, regardless of the districts in which they live. This means some states require districts to provide online courses to their students, while others require that districts allow students to take online courses from the state-run virtual schools.
- *Funding structures for state-run virtual schools are being clarified.* In 2008, an SREB report, *Making the Critical Transition to Stable Funding for State Virtual Schools*, called on states to establish a stable funding mechanism for state-run virtual schools. SREB states are taking that advice, and many are developing legislation to provide funding streams for virtual schools and online courses.
- *States are recognizing the need to ensure the quality of online courses.* As the prevalence and popularity of online courses grow, SREB states are implementing a variety of measures to regulate the quality of online courses and providers.
- *States are making online learning an integral part of high school education.* Currently, four of the five states in the nation that require an online learning experience to earn a high school diploma are SREB states.
- *States are ensuring that students have access to technology as a learning tool.* Many SREB states have changed the definition of “textbook” in legislation to include digital or electronic resources, and others are encouraging the use of electronic devices as a learning tool.

## Status of state-run virtual schools in SREB states ---

The number of SREB states with state-run virtual schools peaked in the 2008-2009 school year (SY), when 15 of the 16 SREB states (all except Oklahoma) had these schools. (Although the ETC used data from the University of Oklahoma High School [OUHS] in its annual SVS survey reports, the school was run by the university for students statewide.) After 2009, the number of virtual schools run by the states began to decline. Delaware’s virtual school was a pilot that was discontinued because of insufficient funding. In SY 2009-2010, Mississippi outsourced the operations and management of the Mississippi Virtual Public School to Connections Education, a private, for-profit entity. Currently, Mississippi is the only SREB state that has such a contract. In 2011, both OUHS and Tennessee’s state-run virtual school closed. (Tennessee’s state-run virtual school had been funded with federal Title IID funds, which expired. No replacement state funds were appropriated.) (See Appendix A for more information on the status of each state-run virtual school in the SREB region.)

More recently, in 2011, Kentucky Virtual Schools shifted its focus from directly offering online courses to students to providing information and support to families and schools about online learning options. In 2012, the Louisiana Virtual School (LVS) also changed its focus and became the approver of online courses offered through the new Course Choice Program. LVS

eventually will phase out its own course offerings. As a result, by fall 2012, 12 of the 16 SREB states offered courses through a state-run virtual school — down from 15 — and this number likely will continue to decrease.

Although some state-run virtual schools have closed, by standard measures most schools have been successful in serving students. Two measures of enrollment at state-run virtual schools are the most common: **unique student** enrollment count (one student taking one or more courses) and **unique course** enrollment count (one-half credit of content delivered in one semester). These yardsticks show that enrollments have increased substantially both nationally and in SREB states in a short period of time. Shortly after 2000, researchers estimated that schools logged 40,000 to 50,000 online course enrollments nationally. By fall 2011, researchers recorded more than 536,000 course enrollments in state-run virtual schools nationwide. With an average annual growth rate of 32 percent, total unique course enrollments in state-run virtual schools in SREB states soared from almost 156,000 in SY 2006-2007 to 454,000 in SY 2010-2011 — an increase of nearly 300 percent. (See Appendix B for enrollment changes by SREB state.)

Unique student enrollments climbed even more: almost 400 percent from SY 2006-2007 to SY 2010-2011. With an average annual growth rate of 37 percent, total unique student enrollments grew from 96,700 to 378,000 in the region. (The first year that SREB surveyed the state-run virtual schools, SY 2004-2005, only 10 states had state-run virtual schools, and unique student enrollments stood at 32,000.) With the higher growth rate of unique student enrollments, the average number of courses per student dropped slightly, from 1.6 in SY 2006-2007 to 1.2 in SY 2010-2011. The rapid pace of unique student enrollment growth was made more difficult because states had — and continue to have — trouble finding enough qualified teachers.

From SY 2006-2007 to SY 2010-2011, the budgets of some state-run virtual schools increased to serve these rising numbers. Budgets in four SREB states increased more than 100 percent, with one increasing almost 700 percent and one more than 800 percent. Three states had state-run virtual school budgets decrease. (See Appendix C for a budget breakdown by state.)

## Access to online learning

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The greatest change in online learning in recent years, however, is not related to budgets or enrollments but to increased access to online learning, particularly from local school districts. The U.S. Department of Education reported that in SY 2009-2010 about 55 percent of school districts throughout the United States reported enrolling more than 1.8 million students in district-run distance education courses, the vast majority of which were online. In SREB's 2011 survey of school districts in the region, 320 of 476 responding districts (67 percent) reported that they coordinated or provided online learning options for their students in SY 2010-2011. The districts also indicated they were likely to increase the number of online learning options they offer in the coming years: Of the 156 districts reporting that they currently did not offer any online learning options, 40 said they were planning to do so.

In 2008, Florida became the first SREB state to require that individual school districts offer online learning options to students. As the number of individual school districts offering online

learning options has increased to serve a growing number of students, some states have clarified their relationship with districts. Many SREB states have passed legislation to ensure that students in all districts — regardless of whether or not the state or the district provides online learning options — have access to online courses.

### *In 2010:*

- House Bill (HB) 1362 in **Maryland** allows districts to establish their own virtual schools, with approval from the state Department of Education.
- In **Oklahoma**, Senate Bill (SB) 2319 prohibits districts from denying students “the opportunity to enroll in educationally appropriate courses,” which can include online courses. The bill requires the state Board of Education to adopt rules to implement online courses. The bill also permits student, parents and teachers to participate in defining the term “educationally appropriate” as used in the bill. The bill was amended by SB 280 in 2011 to clarify that these online courses be supplemental to regular instruction, or part time.
- **Virginia’s** SB 738 allows school districts to provide their own online courses or programs or to contract with approved organizations to provide them through the districts. The bill specifically states that students from within and outside a district may participate in these courses or programs. The bill also requires school districts to publish a list of courses they offer on their websites.

### *In 2011:*

- HB 7197 in **Florida** — known as the Digital Learning Now Act — is based on the *10 Elements of High Quality Digital Learning* released by the Foundation for Excellence in Education and the Alliance for Excellent Education in 2010. Among its many provisions, it expands the number of part-time and full-time online learning opportunities that school districts must provide to students. The bill also expands FLVS’ authority to provide full-time online instruction to students in kindergarten through grade 12 and part-time online instruction for students in grades four through 12. It clarifies that students receiving full-time online instruction from FLVS in grades two through five must meet certain eligibility criteria and that students receiving part-time online instruction in grades four and five must take accelerated courses.
- **North Carolina’s** 2011 appropriations bill requires the North Carolina Virtual Public School (NCVPS) to ensure that students in rural and poor counties have access to its course offerings in order to expand available instructional opportunities.
- The Virtual Public Schools Act in **Tennessee** (SB 874) allows districts to contract with private, for-profit entities to operate “cyber-based,” or virtual, charter schools. Any student enrolled in a public school may take part. Prior to this legislation, for-profit schools were prohibited from operating virtual schools in the state, and only students who were enrolled in and had attended a public school during the prior school year could participate.

- In **Texas**, SB 1 requires school districts and open-enrollment charter schools to adopt a policy that allows students to enroll in online courses through the Texas Virtual School Network (TxVSN).

### *In 2012:*

- HB 7063 in **Florida** expands FLVS and district authority to offer online learning. FLVS now may offer part-time and full-time instruction to students in kindergarten through grade 12, although part-time students in kindergarten through grade five must meet certain eligibility requirements. The bill also removes the accelerated learning requirement for fourth- and fifth-grade students. Districts may offer part-time instruction to students in kindergarten through eighth grade, thereby authorizing districts to provide part-time and full-time online instruction to all K-12 students. As a result, the bill significantly increases the options available to students for online learning: Students can choose from multiple part-time and full-time options at the district level, as well as FLVS.
- **Georgia's** SB 289 prohibits districts from preventing a student from taking courses offered through Georgia Virtual School (GAVS), even if the school in which the student is enrolled offers the same course. Similar to Florida's mandate, it also requires school districts to offer students in grades three through 12 both full-time and part-time online learning options. The districts may use GAVS, contract with a state Department of Education-approved outside provider or enter into an agreement with another school district. In addition, the Online Clearinghouse Act (HB 175) requires that the state Department of Education maintain a list of online courses — or clearinghouse — offered by school districts and charter schools. Other school districts and charter schools may then access these courses (for a fee) for their students.
- HB 976 in **Louisiana** — which created the Course Choice Program — allows qualified business or community groups, educational entities (such as postsecondary institutions) and individual teachers to apply to become online course providers, beginning in SY 2012-2013. Eligible students, including those attending failing public schools and schools that do not offer specific courses, may begin taking these courses at no cost beginning in SY 2013-2014. Students attending high-performing public schools, private school students and approved home-schooled students may take courses but must pay tuition in certain circumstances.
- In 2012, the **Oklahoma** State Board of Education adopted rules (Chapter 15, Subchapter 34 of the Department of Education Administrative Code Rules) creating the Oklahoma Supplemental Online Course Program, in response to SB 2319 and SB 280. The rules allow school districts to offer their own supplemental online courses or to spend state funding for students to enroll in online courses for up to five hours per day. Students must spend the remaining instructional time physically on a school campus. Also that year, SB 1816 created the Statewide Virtual Charter School Board, which allows the state — through the Board — to apply to operate a full-time, statewide virtual charter school.

## Funding variations

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Since SREB began surveying the state-run virtual schools in 2005, the economic picture has changed from growth to recession. When the economy faltered in 2008, state-run virtual schools — like most education entities — became victims of budget cuts. Some states ultimately closed their virtual schools, while others shifted the responsibility of payment for a student’s enrollment to the school district or to students and their parents or guardians. Today, most states recognize that funding allocations for online learning need attention.

The 2008 SREB report calling on states to establish stable funding for state-run virtual schools stressed that it was important to “sustain and grow a state virtual school to meet and adjust to the academic needs of students across the state.” To do this, the report asserted, “budgets of state virtual schools [must] be established as an integral part of the budgets of public education. State virtual schools need stable funding because they have the same fundamental needs as traditional schools.”

Beginning in 2011, several SREB states began to transition away from legislative allotments to funding formulas as a means to fund online learning and create a more stable funding stream.

### *In 2011:*

- In 2004, **Florida** became one of the first states in the nation to begin performance-based funding for its state-run virtual school. Passed in 2011, the Digital Learning Now Act (HB 7197) changes this funding mechanism slightly by tying funding to students’ passing end-of-course assessments for those courses that require them, effective in fall 2014.
- **North Carolina’s** 2011 appropriations bill requires the state Board of Education to establish a new per student allotment formula for NCVPS. NCVPS must project enrollment for each of its local education agencies (LEAs) and then develop a per course fee, based on a new per course teacher payment structure. These per course fees are then multiplied by the projected enrollment of each LEA to determine the total instructional cost. At the beginning of the school year, the LEAs must pay NCVPS 75 percent of the projected costs. By February 21 of the school year, they then pay NCVPS the remaining amount, as necessary, based upon actual enrollments. The state Board of Education also must set separate tuition for out-of-state, home-schooled and private school students, as well as develop a plan to generate revenue from the sale of courses to out-of-state entities.

SB 1 in **Texas** eliminates the funding allotment per student previously available to TxVSN. The bill specifically states that a “school district ... in which a student is enrolled is entitled to funding ... for the student’s enrollment in an electronic course offered through the state virtual school network in the same manner that the district ... is entitled to funding for the student’s enrollment in courses provided in a traditional classroom setting, provided that the student successfully completes the electronic course.”



### *In 2012:*

- **Georgia's** SB 289 changes how GAVS receives funding for enrollments. The change requires a district to pay for students to enroll in any of its courses, but the cost may not exceed \$250 per student per semester. While this will help districts better estimate their costs and help GAVS better budget, it will be a problem later as costs rise and \$250 becomes insufficient to sustain GAVS' expenses.
- Under **Louisiana's** HB 976, which established the Course Choice Program, online course providers will be compensated on a per student basis. This compensation may be up to one-sixth of 90 percent of per student funding for the school district in which the student lives; the district retains the remaining 10 percent for overhead. This allows parents (and students) to direct their state and local education dollars to the course(s) of their choosing.

## Online learning as a graduation requirement ---

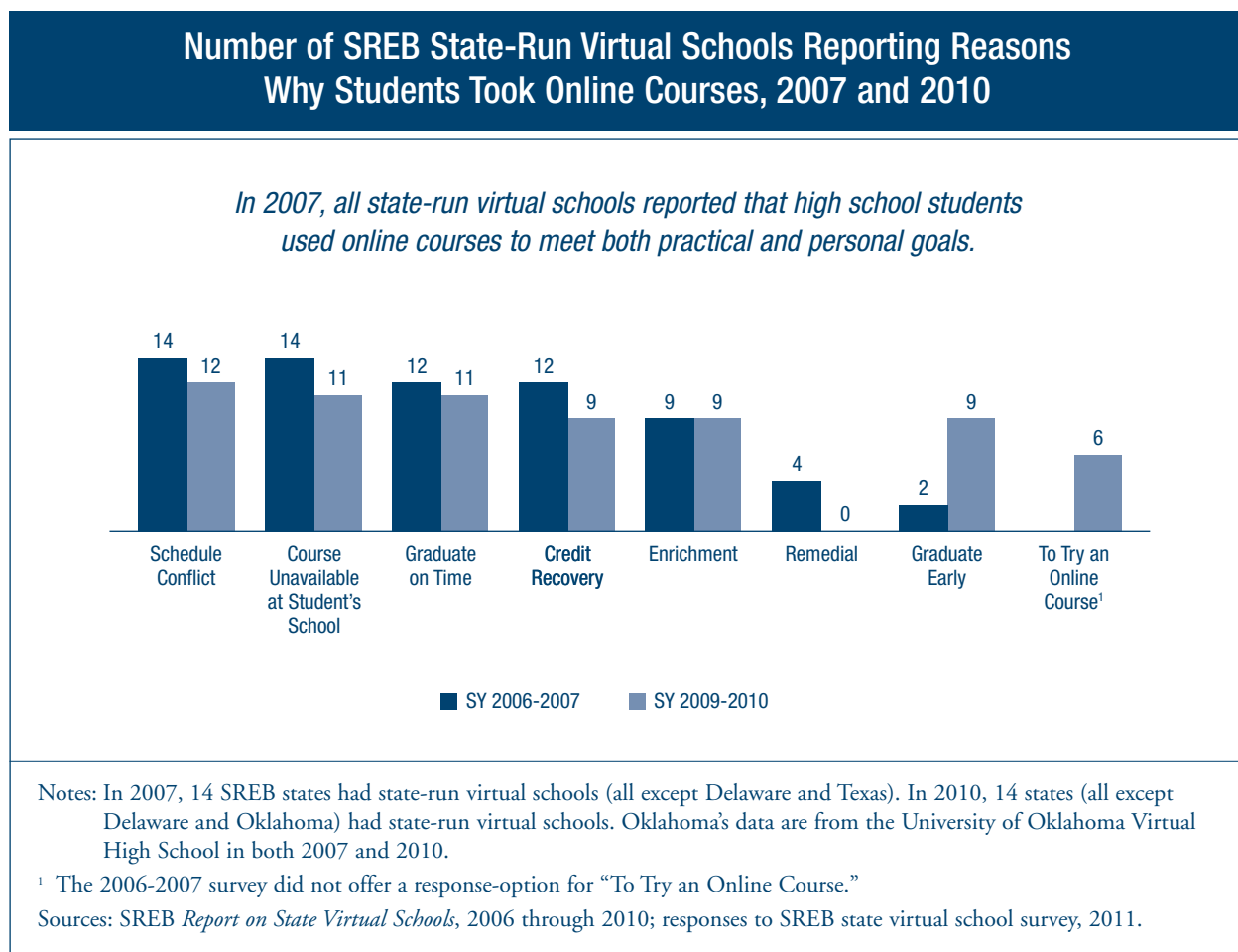
As the proportion of postsecondary students taking online courses (now 32 percent) continues to grow, more high school students also want to take them. They believe they need to know how to learn in an online environment and want to experience online classes while in high school. The results of the annual ETC SVS surveys of the region's state-run virtual schools indicated that state-run virtual schools meet specific student needs that their face-to-face classes do not. The curriculum helps students get courses they need to graduate or that are unavailable at their home schools, provides remedial and credit recovery courses, and enables students to take enrichment courses and try out learning online. (See Figure 1 on Page 8.)

Policy-makers also recognize the importance of online learning experiences while in high school, and some have legislated that students have the experience. While Michigan was the first in the nation — in 2006 — to require an online course to graduate from high school, **Alabama** passed legislation in 2008 requiring students to take at least one online course to earn a high school diploma. **West Virginia** also amended its state Board policy that year to require that all high school students complete an online learning “experience.”

With online learning no longer a novelty, SREB states have led the way in making online learning a standard part of a student's high school experience:

- As part of the 2011 Digital Learning Now Act (HB 7197), **Florida** became the third SREB state (and fourth in the nation) to require that students take an online course in high school to earn a diploma. The requirement began with students entering ninth grade in 2011.
- In 2012, with HB 1061, **Virginia** became the fourth SREB state (and fifth in the nation) to require online learning for high school graduation: “one virtual course” beginning with ninth-graders in 2013. The bill permits non-credit-bearing online courses to fulfill the requirement, which indicates that policy-makers believe online learning is valuable but it needs to be offered in a variety of ways, including ones that do not necessarily affect a students' academic standing.

Figure 1



- **Georgia's SB 289** directs the state Board of Education to establish rules and regulations to maximize the number of students who complete at least one course involving online learning prior to graduating from high school, beginning with students entering ninth grade in 2014, but it does not require students to take an online course.

Some school districts in SREB states, including one in Georgia and several in Tennessee, require an online course to graduate from high school. However, the extent of these district-level requirements is unknown.

## Actions to ensure quality

With the rapid growth of online learning, states are more concerned than ever about the quality of online courses available to their students. Because some states have ceased offering online courses directly, they may well have lost ground as the arbiter of quality for online courses and therefore must be more vigilant in ensuring the quality of those providing online courses

within the state. A few states recently have defined quality online courses or providers in legislation or have changed the focus of their state-run virtual school to serve as the judge of the quality of outside courses and their providers or to act as a resource for districts, students and parents.

### *In 2011:*

- **Florida's** Digital Learning Now Act (HB 7197) revised the criteria for approving online learning providers by requiring, among other things, that all courses meet the standards of the International Association for K-12 Online Learning (iNACOL) and SREB. iNACOL's *National Standards for Quality Online Courses* and *National Standards for Quality Online Teaching* are based on standards originally developed by SREB. In addition, the legislation requires that the Florida Department of Education develop a method for evaluating part-time online learning providers in the state, which must include the percentage of students making learning gains, passing end-of-course exams, taking an Advanced Placement (AP) exam and passing an AP exam.
- **Tennessee's** Virtual Public Schools Act requires that local school districts evaluate any virtual school within their districts every year, based on increases in student achievement as well as the accountability and viability of a school's academic, fiscal and operational performance.
- **Texas** is working to improve the quality of its courses and teachers with user ratings and reviews. SB 1 requires TxVSN to create a rating system for each course that includes a quantitative rating scale as well as a comment section so that students and parents can provide input on their experiences. The comments must be sortable by teacher, course and provider district/school.

### *In 2012:*

- To be included in **Georgia's** Online Clearinghouse, HB 175 requires that the state Department of Education review an online course to ensure that it meets state curriculum standards and technical requirements and that it is taught by "a highly qualified teacher who exhibits exceptional teaching skills and methodology as certified by the local school system or charter school."
- Under **Louisiana's** new Course Choice Program, created by HB 976, to be approved to offer a course, a provider must meet characteristics laid out by the state Department of Education, including a "commitment to accountability through: rigorous, clear and measurable standards of student achievement"; using "state, regional or national academic assessment systems or industry certifications"; and "clear standards for measuring and reporting on its course performance."
- **Maryland** passed SB 674 and SB 689. The first of these bills allows county boards of education to request that the state Department of Education develop or review and approve online courses and services, or the department may delegate that authority to a county Board of Education. SB 689 established the Maryland Advisory Council for Virtual Learning to "encourage and support the education of students in accordance with national standards of online learning and state law."

## Expanding access and requirements

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Technology, particularly mobile devices, continues to play an increasingly important role in the lives of adult Americans: Forty-five percent of American adults (ages 18 and older) have a smartphone. In fact, the younger the adult, the more likely he or she is to have a smartphone: Sixty-six percent of those ages 18-29 have one. Even tablet computers are becoming increasingly common: Twenty-five percent of American adults own a tablet computer, and that percentage is likely to increase as these devices get more powerful and less expensive. But mobile devices have even more of an impact on school-aged children, the so-called digital natives — a term ascribed to them because they have grown up with digital technologies from birth. About 77 percent of pre-teens and teens (ages 12 to 17) have a cell phone, and 74 percent have a desktop or laptop computer.

Yet, until recently, most states and districts have been reluctant to adopt either mobile devices or digital textbooks for use in the classroom; for many students, disconnecting from their devices when they get to school has been the norm. That is slowly changing as many SREB states have modified the definitions of “textbook” or “instructional materials” in legislation to be more inclusive of technologies in teaching and learning materials. However, the extent of school districts implementing the change is not known.

- In **Arkansas**, HB 1427 in 2011 amended district textbook requirements to include “digital resources” and the “equipment needed to access the digital resources.”
- In **Florida**, SB 2120, passed in 2011, no longer referred to “textbooks,” instead substituting “instructional materials.” More importantly, the bill required that school districts, beginning in SY 2015-2016, spend at least 50 percent of their annual instructional materials budgets on “digital or electronic instructional materials on the state adopted list.” **With this law, Florida became the first state in the nation to require the adoption of digital content.** In 2012, Florida established the Digital Instructional Materials Work Group in HB 5101 “to plan and monitor the implementation of the transition to digital instructional materials.”
- SB 6 (2011) in **Texas** created an instructional materials allotment for each student to purchase instructional materials, technological equipment and technology-related services.
- In 2012, **Alabama** passed the Alabama Ahead Act (HB 165). It allows the state to issue up to \$100,000,000 in bonds to finance the purchase of “approved textbooks and instructional materials in electronic format and, where feasible, to provide a pen-enabled tablet, mobile computer, or similar wireless electronic device for storing, reading, accessing, exploring, and interacting with digital textbooks and other instructional materials.”
- **Georgia** also opened the door to the increased use of technology in the classroom when HB 706 passed in 2012. By repealing the prohibition on the use of “personal electronic communication devices” during classroom instructional time, it cleared the way for more school and district “bring-your-own-device” policies (known commonly as BYOD policies) and allowed students to use their own cell phones, smartphones, digital or e-textbooks, and even laptops and netbooks in school as learning tools.

## Conclusion

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Clearly, online learning has moved from novelty to mainstream. It is a recognized method of instruction that allows student to meet key educational objectives. It is no longer an alternative learning option for some, but an everyday learning opportunity for many.

It is, however, experiencing a period of significant change: More individual school districts are providing online learning options for their students, states are assuming the important role of quality arbiter, and state-run virtual schools are finding new roles. As all of these activities occur at once, online learning continues to thrive and provide a vital learning and engagement opportunity for all students.

As the future unfolds, the most effective uses of SREB state resources likely will be to:

- ensure that all students, no matter where they are, have access to high-quality online learning — by regulating the quality of online courses and providers and by formalizing their relationships with districts
- implement a more stable funding source for state-run virtual schools
- ensure students have access to technology in the classroom, and
- assist students in experiencing online learning before graduating high school.

In these ways, SREB states in partnerships with local school districts will continue to play a vital and relevant role in online learning.

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## Appendix A

### Status of SREB State-Run Virtual Schools, 2012

	Name	Year Opened	Current Status
<b>Alabama</b>	Alabama ACCESS (Alabama Connecting Classrooms, Educators, and Students Statewide)	2005	Continues to operate.
<b>Arkansas</b>	Arkansas Virtual High School	2000	Continues to operate.
<b>Delaware</b>	Operated as a pilot program during the 2008-2009 school year. Did not receive funding to operate beyond the pilot year.		
<b>Florida</b>	Florida Virtual School (FLVS)	1997	Continues to operate.
<b>Georgia</b>	Georgia Virtual School (GAVS)	2005	Continues to operate.
<b>Kentucky</b>	Kentucky Virtual Schools (KYVS)	2000	Shifted focus in 2012; no longer offers courses directly.
<b>Louisiana</b>	Louisiana Virtual School (LVS)	2000	Shifted focus in 2012; will no longer offer courses directly after 2013.
<b>Maryland</b>	Maryland Virtual Learning Opportunities	2003	Continues to operate.
<b>Mississippi</b>	Mississippi Virtual Public School	2006	Continues to operate through a contract with Connections Education.
<b>North Carolina</b>	North Carolina Virtual Public School (NCVPS)	2007	Continues to operate.
<b>Oklahoma</b>	Oklahoma did not create a state-run virtual school. (OUHS, which was a virtual high school at the University of Oklahoma available to students statewide, was open from the late 1990s until it closed in 2011.)		
<b>South Carolina</b>	South Carolina Virtual School Program (SCVSP)	2007	Continues to operate.
<b>Tennessee</b>	e4TN	2006	Closed in 2011.
<b>Texas</b>	Texas Virtual School Network (TxVSN)	2009	Continues to operate.
<b>Virginia</b>	Virtual Virginia	2004	Continues to operate.
<b>West Virginia</b>	West Virginia Virtual School (WVVS)	2001	Continues to operate.
Sources: SREB <i>Report on State Virtual Schools in SREB States</i> , 2009; state departments of education.			

Appendix B-1

Unique Student Enrollments in SREB State-Run Virtual Schools, 2007 to 2011

	SY 2006-2007	SY 2010-2011	Percent Change
Alabama	5,419	20,945	287
Arkansas	3,155	2,654	-16
Florida	54,175	259,928	380
Georgia	3,386	7,689	127
Kentucky	6,900	2,078	-70
Louisiana	4,368	8,578	96
Maryland <sup>1</sup>	391	NA	—
Mississippi	2,768	2,205	-20
North Carolina	7,251	40,994	465
Oklahoma <sup>2</sup>	1,545	NA	—
South Carolina	1,921	8,587	347
Tennessee	737	3,178	331
Texas <sup>3</sup>	NA	15,068	—
Virginia	3,198	2,814	-12
West Virginia	1,559	3,177	104

“NA” indicates data not available.

“—” indicates the calculation is not possible.

Note: A unique student enrollment is one student taking one or more courses.

<sup>1</sup> Maryland stopped collecting unique student enrollment data at the state level after 2009 due to budget cuts. Therefore, a percentage-change calculation for this period is not possible.

<sup>2</sup> Oklahoma did not report unique student enrollment data in SREB’s state-run virtual school survey after SY 2008-2009. Therefore, a percentage-change calculation for this period is not possible.

<sup>3</sup> Texas did not have a state-run virtual school in SY 2006-2007. Therefore, a percentage-change calculation for this time period is not possible.

Sources: SREB *Report on State Virtual Schools*, 2007 through 2010; responses to SREB state virtual school survey, 2011.



Appendix B-2

**Unique Course Enrollments in SREB State-Run Virtual Schools, 2007 to 2011**

	SY 2006-2007	SY 2010-2011	Percent Change
Alabama	7,289	33,743	363
Arkansas	3,850	2,654	-31
Florida	114,090	259,928	128
Georgia	4,331	12,813	196
Kentucky	1,352	3,051	126
Louisiana	5,605	8,578	53
Maryland <sup>1</sup>	391	NA	—
Mississippi	3,483	2,205	-37
North Carolina	7,251	88,716	1,124
Oklahoma <sup>2</sup>	NA	NA	—
South Carolina	2,407	14,455	501
Tennessee	1,155	4,139	258
Texas <sup>3</sup>	NA	17,117	—
Virginia	3,198	3,282	3
West Virginia	1,559	3,324	113

“NA” indicates data not available.

“—” indicates the calculation is not possible.

Note: A unique course enrollment is one-half credit of content delivered in one semester.

<sup>1</sup> Maryland stopped collecting unique course enrollment data at the state level after 2009 due to budget cuts. Therefore, a percentage-change calculation for the period is not possible.

<sup>2</sup> Oklahoma only reported course enrollment data for SY 2007-2008 and SY 2008-2009. Therefore, a percentage-change calculation for the period is not possible.

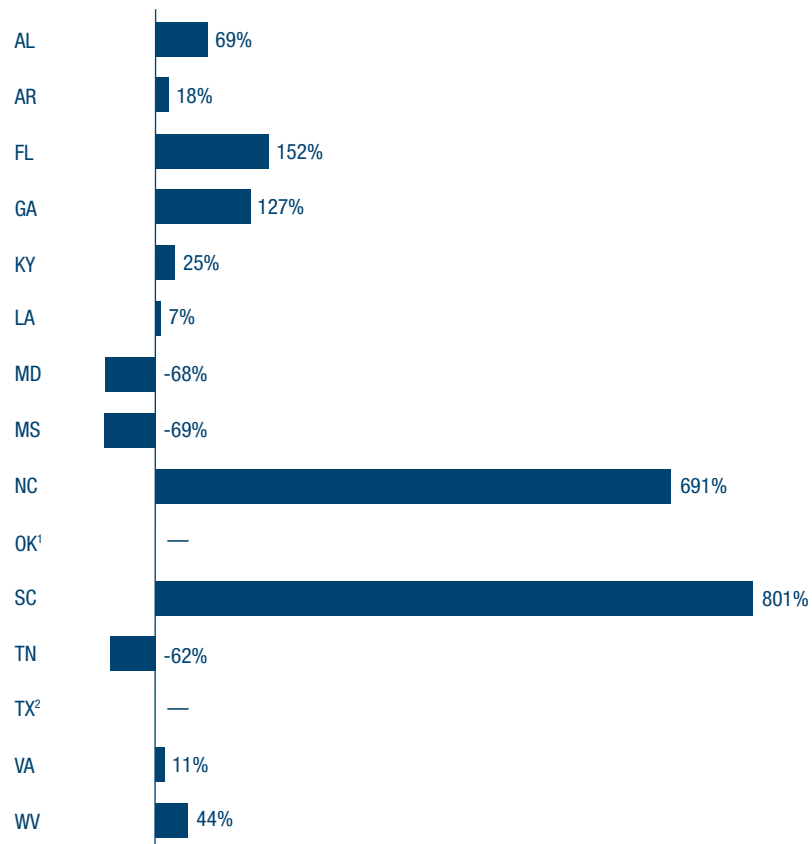
<sup>3</sup> Texas did not have a state-run virtual school in SY 2006-2007. Therefore, a percentage-change calculation for the period is not possible.

Sources: SREB *Report on State Virtual Schools*, 2007 through 2010; responses to SREB state virtual school survey, 2011.

Appendix C

Percent Change in Funding for SREB State-Run Virtual Schools, 2007 to 2011

*Three state-run virtual schools experienced budget reductions, and four more than doubled their budgets.*



“—” indicates the calculation is not possible.

Note: The period covered is SY 2006-2007 to SY 2010-2011.

<sup>1</sup> Oklahoma did not report funding in SY 2006-2007. Therefore, a percentage-change calculation for the period is not possible.

<sup>2</sup> Texas did not have a state-run virtual school in SY 2006-2007. Therefore, a percentage-change calculation for the period is not possible.

Sources: SREB *Report on State Virtual Schools, 2007 through 2010*; responses to SREB state virtual school survey, 2011.



