

# Florida House of Representatives



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## Committee on 21<sup>st</sup> Century Competitiveness

Action Packet  
March 4, 2008

Chair, David Simmons

Vice Chair, Seth McKeel

**COMMITTEE MEETING REPORT**  
**Committee on 21st Century Competitiveness**  
**3/4/2008 1:00:00PM**

**Location:** 404 HOB

**Attendance:**

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
David Simmons (Chair)	X		
Faye Culp	X		
Andy Gardiner	X		
Joseph Gibbons	X		
Martin Kiar	X		
Rick Kriseman	X		
Seth McKeel	X		
Stephen Precourt	X		
Anthony Traviesa			X
<b>Totals:</b>	<b>8</b>	<b>0</b>	<b>1</b>

Committee meeting was reported out: Tuesday, March 04, 2008 4:46:46PM

**COMMITTEE MEETING REPORT**  
**Committee on 21st Century Competitiveness**

**3/4/2008 1:00:00PM**

**Location:** 404 HOB

**Workshop**

**Draft class size language**

☒ *Workshopped*

**Appearances:**

Joy Frank (Lobbyist) - Information Only

Draft class size language

*FL Association of District School Superintendents*

208 S. Monroe Street

Tallahassee FL 32301

Phone:850-222-2280

Linda Champion (Lobbyist) (State Employee) - Information Only

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*Deputy Commissioner, Department of Education*

325 W. Gaines Street

Tallahassee FL 32399

Phone:850-245-0406

Ron Meyer (Lobbyist) - Information Only

Draft class size language

*Florida Education Association*

PO Box 1547

Tallahassee FL 32302

Phone:850-878-5212

Committee meeting was reported out: Tuesday, March 04, 2008 4:46:46PM

**COMMITTEE MEETING REPORT**  
**Committee on 21st Century Competitiveness**

**3/4/2008 1:00:00PM**

**Location:** 404 HOB

**Other Business Appearance:**

Virtual Education

Charles Zogby - Information Only  
Senior Vice-President of Education & Policy, K12 Inc.  
607 Moores Mtn Rd  
Mechanicsburg PA 17055  
Phone: 717-576-0938

Virtual Education

Julie Young (State Employee) - Information Only  
President & CEO, Florida Virtual School  
445 W. Amelia St #301  
Orlando FL 32801  
Phone: 407-317-3326

Committee meeting was reported out: Tuesday, March 04, 2008 4:46:46PM

**COMMITTEE MEETING REPORT**  
**Committee on 21st Century Competitiveness**

**3/4/2008 1:00:00PM**

**Location:** 404 HOB

**Summary:**

**Committee on 21st Century Competitiveness**

*Tuesday March 04, 2008 01:00 pm*

Draft class size language      Workshopped

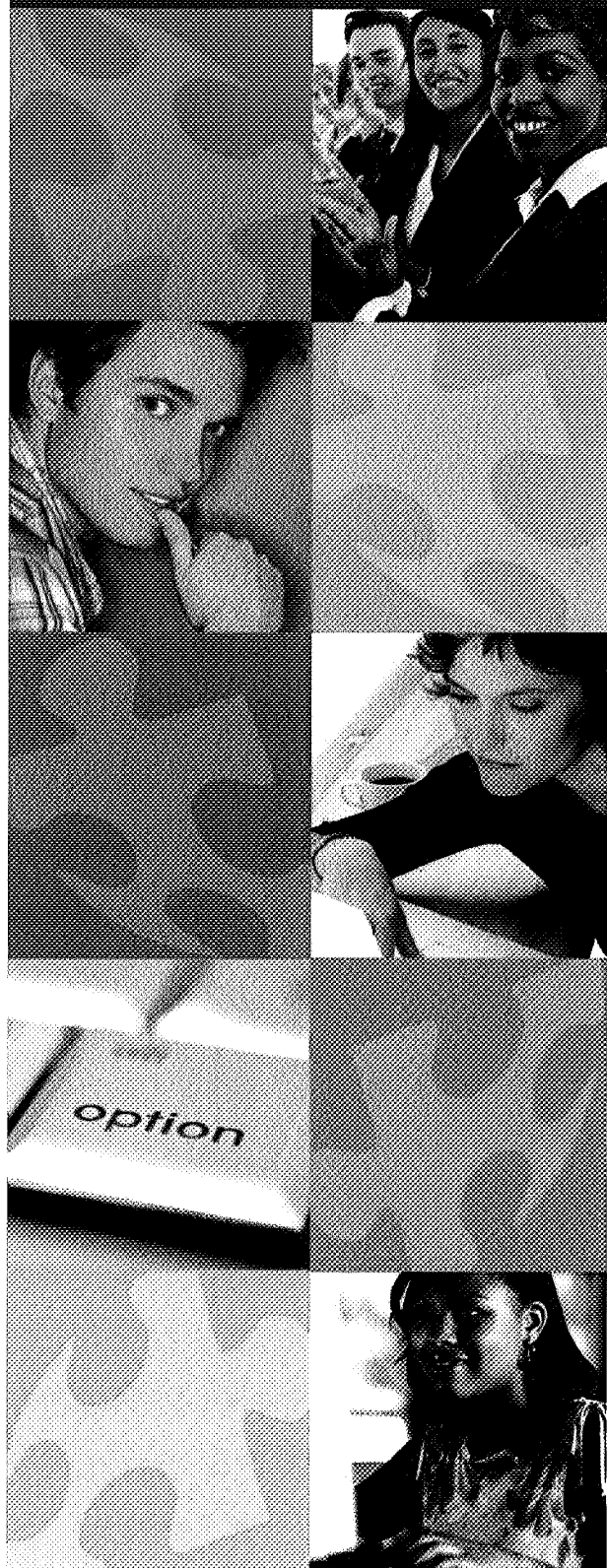
Committee meeting was reported out: Tuesday, March 04, 2008 4:46:46PM

Florida  
**VirtualSchool**

# **Student Success at FLVS**

**An Overview of  
Florida Virtual School**

**Legislative Session 2008**



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445 West Amelia Street . Suite 301 . Orlando, FL 32801  
407.317.3326 . Fax 407.317.3367      [www.flvs.net](http://www.flvs.net)

Greetings from Florida Virtual School!

It is an honor and a privilege to meet with you and your staff. We all know how busy you are during this legislative season and thank you for your time.

Are you wondering what Florida Virtual School is all about?

Well, FLVS was founded in 1997 as a grant-based project between two Florida school districts, and began with just 77 enrollments, a dream, and a group of educators brave enough to try online learning for secondary students. At the time, we assumed that online learning would only appeal to students in advanced computer classes or who were exceptionally self-disciplined.

We were proven wrong. In 2005-2006, Florida Virtual School delivered more than 68,000 individual course enrollments to approximately 31,000 students across Florida. Clearly, all types of students are included in those numbers. Online learning meets many needs including credit retrieval, advancement, access to courses not normally available, and more. Please take a look at the packet we have provided to see local information on your district.

FLVS has led the way in providing a rigorous academic program that has passed stringent external reviews by states across the nation. Winner of numerous national and international educational awards, FLVS continues to exceed expectations. We welcome your questions and support this season and again thank you for your time!

Sincere regards,

Julie Young  
President and CEO  
Florida Virtual School

# FLVS Mission, Vision, Credo

## **FLVS Mission**

Our commitment is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success in the 21<sup>st</sup> Century.

## **FLVS Vision**

Transforming education and creating possibilities for learners worldwide.

## **FLVS Credo**

- The student is the driving force behind every decision we make.
- We never lose sight of the student and the individuals who support our students.
- We are an educational organization that maximizes learning.
- Our primary measures of success are customer loyalty and student achievement.
- We operate as a visionary, entrepreneurial organization with minimal infrastructure.
- Integrity and trust are at the heart of the organization.
- We plan ahead for the future rather than becoming comfortable with the present.
- Outstanding individuals make up an outstanding team; teamwork is at the root of our success.
- FLVS is an organization devoted to providing an empowering environment for educators and encourages life balance and professional growth.

# FLVS Fact Sheet

## Florida Virtual School – any time, any place, any path, any pace

The mission of Florida Virtual School (FLVS) is to deliver a high quality, technology-based education that provides the skills and knowledge students need for success in the 21st Century. A nationally recognized e-Learning model, FLVS was founded in 1997 as the country's first state-wide Internet-based public high school. In 2000, the Florida Legislature established FLVS as an independent educational entity with a gubernatorial-appointed governing board. Today, Florida Virtual School provides online solutions for students in grades 6 through 12 both in Florida and out-of-state through our Global Services Division.

### Student Enrollment

In 2006-07, FLVS served more than 54,000 students who completed over 113,000 half-credit courses. Enrollment is open to public, private, and home school students.

### Coverage Area

FLVS is part of the Florida public education system and serves students in all 67 Florida districts. FLVS also serves students, schools, and districts around the nation through tuition-based instruction, curriculum provision, and training.

### Course Offerings

FLVS offers more than 90 courses including core subjects, foreign language, elective, honors, and 10 Advanced Placement courses. FLVS courses are accepted for credit and are transferable. Florida Virtual School is accredited by the Southern Association of Colleges and Schools and courses are NCAA approved. FLVS also offers AP Exam reviews in April, even for students who did not take the courses through FLVS.

### Faculty

Over 400 FLVS full-time and 175 adjunct teachers reside throughout Florida and beyond. All FLVS teachers possess a valid Florida teaching certificate and are certified specifically in the subject they teach. More than 64% of our staff hold advanced degrees, and 88 are National Board Certified.

### Delivery of Instruction

Courses are delivered over the Internet. To assure student success with virtual learning, a variety of web-based, technology-based and traditional resources are provided. Teachers communicate with students and parents on a regular basis via phone, email, online chats, instant messaging, and discussion forums.

### Customers

Among our clients are all 67 districts of Florida, Appleton Area School District and Kiel School District, Wisconsin; Monmouth Ocean Educational Services Commission, New Jersey; West Virginia Department of Education; Alabama Department of Education; SPARCC (Ohio consortium), and many more throughout the U.S.

### Excellence in Distance Learning Awards

**2006** EdNET Impact Award

**2005** USDLA 21st Century Best Practices Award

**2004** Excellence in IT Leadership from IT Florida

**2003** Business Week named FLVS as one of the WebSmart Top 50 organizations

**2003** USDLA Excellence in Distance Learning

**2002** USDLA Excellence in Distance Learning

**2002** Global Alliance for Transnational Education (GATE) "Medallion of the Alliance" awarded to FLVS President and CEO, Julie Young.

**2000** Canadian Association Distance Education

**2000** United States Distance Learning Association—USDLA

**1999** SouthEast Initiatives Reg. Tech. in Ed. Consortium—SEIR\*TEC

As of June 29, 2007

[www.flvs.net](http://www.flvs.net)

407.317.3326

[email info@flvs.net](mailto:info@flvs.net)

Florida  
**VirtualSchool**

# 2006-2007 FLVS Enrollment Summary

**Half-Credit Course Enrollments Served** 113,900

**Physical Students Served** 54,100

**Student Enrollments by School Type:**

Public & Charter 72%

Home School 21%

Private 7%

Caucasian 66%

Minority 34%

Female 59%

Male 41%

**Enrollments in Priority Schools**

Rural 9%

Low-Performing 18%

High Minority 17%

**Average # of Half-Credit Enrollments per Student:**

2

**Advanced Placement Course Enrollments**

Total AP enrollments 2,171

Minority student enrollments 41%

**AP Enrollments in Priority Schools**

Rural 4%

Low-Performing 18%

High Minority 26%

**Top Courses by Enrollment**

Personal Fitness 8%

Life Management Skills 7%

Spanish I 5%

English I 4%

World History 4%

Algebra I 4%

English III 4%

Algebra II 4%

English II 3%

Fitness Lifestyle Design 3%

**Top Districts Participation by Enrollment**

Orange 9%

Palm Beach 8%

Hillsborough 7%

Dade 7%

Duval 4%

**Number of Enrollments Served by FLVS Franchises**

12,500

**Number of Out-of-State Students Served by Florida Virtual Global School**

1,040

**Staff Demographics**

Total number of staff 722

Full Time teachers 400

Adjunct teachers 166

Staff with National Board Certifications 81

Florida  
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445 West Amelia Street  
Suite 301  
Orlando, FL 32801

*As of October 1, 2007*

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# 2007-2008 FLVS Enrollment Summary

## as of December 30, 2007

**Annual Half-Credit Course Completion Goal** 100,000

**As of December 30, 2007**

Half-Credit Course Enrollments 106,000  
Physical Students 56,600

### Student Enrollments by School Type:

Public & Charter 66%  
Home School 27%  
Private 7%

Caucasian 64%  
Minority 36%

Female 58.5%  
Male 41.5%

### Enrollments in Priority Schools

Rural 9%  
Low-Performing 17%  
High Minority 16%

**Average # of Online Enrollments per Student** 2

### Advanced Placement Course Enrollments

Total AP enrollments 2,475  
Minority student enrollments 39%

### AP Enrollments in Priority Schools

Rural 5%  
Low-Performing 16%  
High Minority 25%

### Top Courses by Enrollment

Personal Fitness 6%  
Life Management Skills 6%  
English I 5%  
Algebra I 4%  
Spanish I 4%  
World History 4%  
Biology I 4%  
Geometry 4%  
American History 4%  
Algebra II 3%

### Top Districts Participation by Enrollment

Orange 9%  
Palm Beach 8%  
Dade 7%  
Hillsborough 7%  
Duval 5%

### Number of Enrollments

Served to Date by FLVS Franchises 7,660

### Number of Out-of-State Students Served to Date (Florida Virtual Global School)

1,500

### Staff Demographics

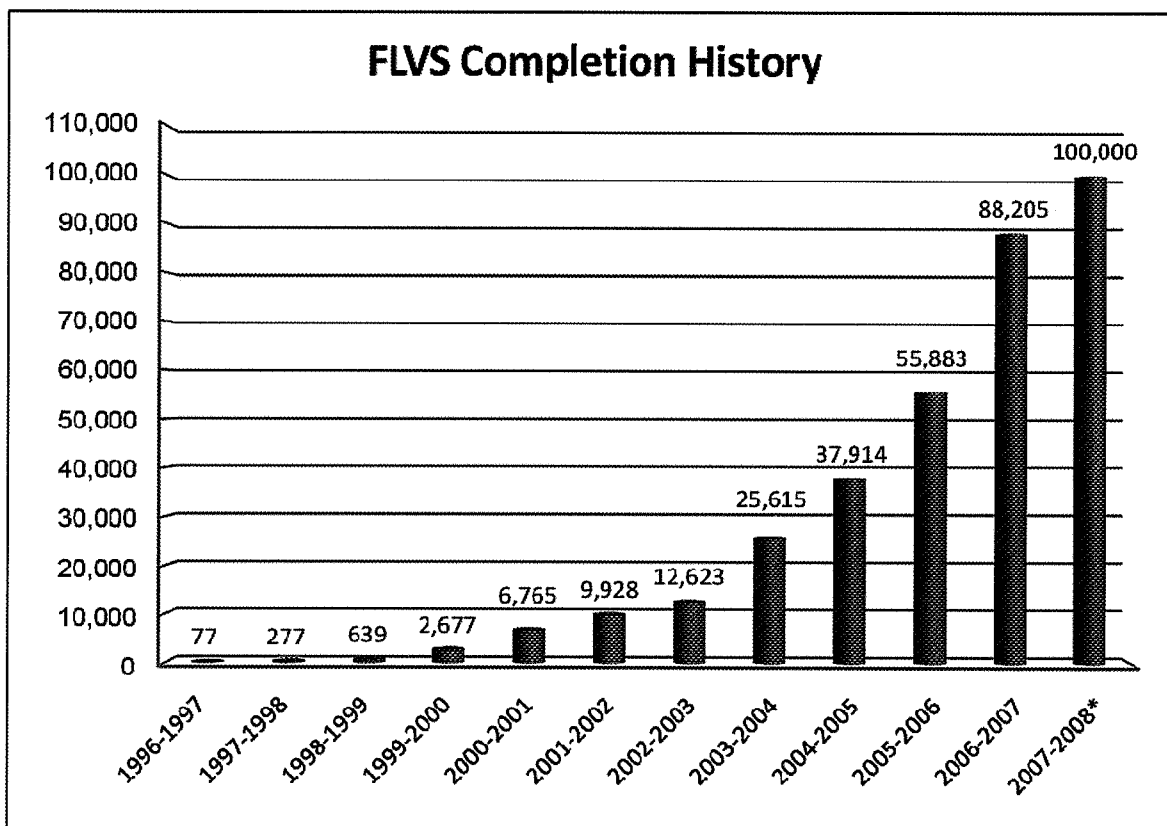
Total number of staff 719  
Full Time teachers 437  
Adjunct teachers 152  
Staff with National Board Certifications 91

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445 West Amelia Street  
Suite 301  
Orlando, FL 32801

As of December 30, 2007

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\*Projected completions for 2007-08

FLVS completions are measured as half-credit enrollments each school year.

**Rural public school student**

My son, Mathew, has recently finished the AP courses in Computer Science A & B. These courses are not available at our high school. He has thoroughly enjoyed the class online. Access to his teacher was very good. He has absorbed and learned a lot from Bill Jordan. We even went up to Orlando for the computer science competition last month. Mathew had never heard of this competition until Mr. Jordan informed him...Mathew and his teammate (who he met that morning) came in third place overall. They just had a great time figuring out the programs and ended up doing well in the competition. (Check your FLVS trophy case for its latest addition.) Mathew, like many students attends a good high school. But in today's world I guess not every school can offer every class. If the students have the interest in a subject, it is wonderful that FLVS is there to fill the void. This is his second class through FLVS for that reason. It is also my understanding that computer science is one area that the universities cannot produce enough graduates in to fill the needs of our companies. Please continue to offer as many FLVS classes as possible to help fill these needs...FLVS has been a big help in his need to absorb more knowledge than is afforded at school alone.

**Rural student**

Thank You. Florida Virtual School has really helped me ever since I logged on and graduated. I just would like for the board members to know that my English teacher on Florida Virtual School Mrs. Terri Golden has helped me out a lot and she's a really gifted person...now that I've gone through a lot of stuff with Mrs. Golden, you barely even see me without a book in my hand for some reason I love to read now! It really changed my life but I was just wanting to let the Florida Virtual School know they have the greatest teachers. THANK YOU.

**Rural home education student (parent is an educator)**

I wanted to just take a minute and let you know how much I appreciate your work with my daughter, Mary Elizabeth. I have been a teacher in our traditional school system for 19 years and I am thrilled with FLVS. She is getting an in depth curriculum and the instruction is above quality in all of the courses she is taking. The ones she has completed were just as high quality...I am excited about her progress and she is already looking forward to the second semester of Spanish I. Thank you again for your efforts!!

**Rural public school student**

We were very apprehensive at first about taking this virtual class for a "Physical Education" course, but...the material is current and thorough and it is presented very professionally but still remains easy to use and quite fun...It is unbelievable how much information has been presented in this class. Not just common exercises, but also nutrition and eating habits along with great advice regarding an all around healthy lifestyle. My daughter has involved our whole family in the activities of this class. We have all started to exercise together on a regular schedule and we ALL see a difference in just a few short weeks. It's great to see a class presented in this way that we can do in our home and everyone can be involved with it and benefit from the material being taught and the great advice being offered from very professional and knowledgeable teachers...KEEP UP THE GOOD WORK FLORIDA VIRTUAL SCHOOL !!!

**Charter school student (parent is an educator)**

As a parent and a teacher in Florida for over 20 years, I would like to express my gratitude for the excellence and professionalism that you and the Florida Virtual School (FLVS) have demonstrated in regard to my daughter's Personal Fitness on-line class. This class has been set up with extraordinary ease when accessing all activities, chat room, etc. I am especially impressed with the e-mail communication following the submittal of each activity. My daughter has personally learned a great deal of information on exercising, nutrition, and illness risk related to insufficient physical fitness. She has lost 6 lbs. and has improved her already excellent eating skills. Her self confidence has improved greatly. I love it when my 16 year old reminds me while food shopping, which items are healthy, especially when she is right! As a teacher, I am in awe as to the organization and planning of this course and the amount of work required...In addition, she has learned to utilize the operation of an on-line course that has become the backbone of many schools and colleges. What a great experience! It would be such a tragedy if these courses were not available. Lastly, I am very impressed with the monthly phone calls to parents and students. It takes the cooperation of parents overseeing their children to make this a successful program. Knowing how your child is doing and where they can improve in a timely manner is essential. Thank you for all your time and energy devoted to your students.

A new report from TaxWatch, "Final Report: A Comprehensive Assessment of Florida Virtual School," found that Florida Virtual School (FLVS) high school students outperform their counterparts in two critical areas of measurement: test scores and grades earned in courses. The study found that FLVS students consistently outperformed their counterparts in both reading and math the analysis.

## 2006 Performance on Math

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
FLVS	70%	79%	87%	86%	82%
State Avg	53%	55%	60%	59%	65%

## 2005 Performance on Math

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
FLVS	63%	73%	85%	83%	87%
State Avg	47%	53%	59%	59%	63%

## 2006 Performance on Reading

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
FLVS	80%	83%	81%	74%	49%
State Avg	64%	61%	46%	40%	32%

## 2005 Performance on Reading

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
FLVS	72%	75%	76%	63%	57%
State Avg	56%	53%	44%	36%	32%

Students in FLVS courses also earned higher grades in their online courses than they had earned in courses in that same subject area in the traditional public school setting.

Traditional Public School	FLVS
A 39%	55%
B 28%	27%
C 17%	12%
D 8%	3%
F 8%	3%

Recent national research has indicated that students earning a score of 3 or higher in one or more of the AP exam core course areas of English, mathematics, science, or social studies were more likely to graduate from college in five years or less when compared to non-AP students. FLVS students consistently outperform peers on AP Exams.

### ...In 2004-2005

FLVS Students 2.89  
Public School Students: 2.54  
State Average for all FL students: 2.6

### And...in 2005-2006

FLVS Students: 3.05  
Public School Students: 2.49  
State Average for all FL Students 2.56

The success of FLVS students on FCAT scores, AP Exams, and in regular courses can be attributed to the quality of FLVS teachers as well as the school's instructional approach. All FLVS teachers are Florida certified in the area in which they provide instruction. In 2007, more than 64% held advanced degrees, and 76 were credentialed by the National Board for Professional Teaching Standards (NBPTS)

Not only did students have higher academic achievements, FLVS delivered the better quality education more efficiently than peers in traditional schools. On average, FLVS saves Florida taxpayers an average of \$1,000 per students each year.

[http://www.flsenate.gov/Statutes/index.cfm?App\\_mode=Display\\_Statute&URL=Ch1002/ch1002.htm;p](http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Statute&URL=Ch1002/ch1002.htm;p)

## **1002.37 The Florida Virtual School.--**

(1)(a) The Florida Virtual School is established for the development and delivery of on-line and distance learning education and shall be administratively housed within the Commissioner of Education's Office of Technology and Information Services. The Commissioner of Education shall monitor the school's performance and report its performance to the State Board of Education and the Legislature.

(b) The mission of the Florida Virtual School is to provide students with technology-based educational opportunities to gain the knowledge and skills necessary to succeed. The school shall serve any student in the state who meets the profile for success in this educational delivery context and shall give priority to:

1. Students who need expanded access to courses in order to meet their educational goals, such as home education students and students in inner-city and rural high schools who do not have access to higher-level courses.
2. Students seeking accelerated access in order to obtain a high school diploma at least one semester early.

(c) To ensure students are informed of the opportunities offered by the Florida Virtual School, the commissioner shall provide the board of trustees of the Florida Virtual School access to the records of public school students in a format prescribed by the board of trustees.

The board of trustees of the Florida Virtual School shall identify appropriate performance measures and standards based on student achievement that reflect the school's statutory mission and priorities, and shall implement an accountability system for the school that includes assessment of its effectiveness and efficiency in providing quality services that encourage high student achievement, seamless articulation, and maximum access.

(2) The Florida Virtual School shall be governed by a board of trustees comprised of seven members appointed by the Governor to 4-year staggered terms. The board of trustees shall be a public agency entitled to sovereign immunity pursuant to s. 768.28, and board members shall be public officers who shall bear fiduciary responsibility for the Florida Virtual School. The board of trustees shall have the following powers and duties:

(a)1. The board of trustees shall meet at least 4 times each year, upon the call of the chair, or at the request of a majority of the membership.

2. The fiscal year for the Florida Virtual School shall be the state fiscal year as provided in s. 216.011(1)(o).

(b) The board of trustees shall be responsible for the Florida Virtual School's development of a state-of-the-art technology-based education delivery system that is cost-effective, educationally sound, marketable, and capable of sustaining a self-sufficient delivery system through the Florida Education Finance Program.

(c) The board of trustees shall aggressively seek avenues to generate revenue to support its future endeavors, and shall enter into agreements with distance learning providers. The board of trustees may acquire, enjoy, use, and dispose of patents, copyrights, and trademarks and any licenses and other rights or interests thereunder or therein. Ownership of all such patents, copyrights, trademarks, licenses, and rights or interests thereunder or therein shall vest in the state, with the board of trustees having full right of use and full right to retain the revenues derived therefrom. Any funds realized from patents, copyrights, trademarks, or licenses shall be considered internal funds as provided in s. 1011.07. Such funds shall be used to support the school's marketing and research and development activities in order to improve courseware and services to its students.

(d) The board of trustees shall be responsible for the administration and control of all local school funds derived from all activities or sources and shall prescribe the principles and procedures to be followed in administering these funds.

(e) The Florida Virtual School may accrue supplemental revenue from supplemental support organizations, which include, but are not limited to, alumni associations, foundations, parent-teacher associations, and booster associations. The governing body of each supplemental support organization shall recommend the expenditure of moneys collected by the organization for the benefit of the school. Such expenditures shall be contingent upon the review of the executive director. The executive director may override any proposed expenditure of the organization that would violate Florida law or breach sound educational management.

(f) In accordance with law and rules of the State Board of Education, the board of trustees shall administer and maintain personnel programs for all employees of the board of trustees and the Florida Virtual School. The board of trustees may adopt rules, policies, and procedures related to the appointment, employment, and removal of personnel.

1. The board of trustees shall determine the compensation, including salaries and fringe benefits, and other conditions of employment for such personnel.

2. The board of trustees may establish and maintain a personnel loan or exchange program by which persons employed by the board of trustees for the Florida Virtual School as academic administrative and instructional staff may be loaned to, or exchanged with persons employed in like capacities by, public agencies either within or without this state, or by private industry. With respect to public agency employees, the program authorized by this subparagraph shall be consistent with the requirements of part II of chapter 112. The salary and benefits of board of trustees personnel participating in the loan or exchange program shall be continued during the period of time they participate in a loan or exchange program, and such personnel shall be deemed to have no break in creditable or continuous service or employment during such time. The salary and benefits of persons participating in the personnel loan or exchange program who are employed by public agencies or private industry shall be paid by the originating employers of those participants, and such personnel shall be deemed to have no break in creditable or continuous service or employment during such time.

3. The employment of all Florida Virtual School academic administrative and instructional personnel shall be subject to rejection for cause by the board of trustees, and shall be subject to policies of the board of trustees relative to certification, tenure, leaves of absence, sabbaticals, remuneration, and such other conditions of employment as the board of trustees deems necessary and proper, not inconsistent with law.

4. Each person employed by the board of trustees in an academic administrative or instructional capacity with the Florida Virtual School shall be entitled to a contract as provided by rules of the board of trustees.

5. All employees except temporary, seasonal, and student employees may be state employees for the purpose of being eligible to participate in the Florida Retirement System and receive benefits. The classification and pay plan, including terminal leave and other benefits, and any amendments thereto, shall be subject to review and approval by the Department of Management Services and the Executive Office of the Governor prior to adoption.

(g) The board of trustees shall establish priorities for admission of students in accordance with paragraph (1)(b).

(h) The board of trustees shall establish and distribute to all school districts and high schools in the state procedures for enrollment of students in courses offered by the Florida Virtual School.

(i) The board of trustees shall establish criteria defining the elements of an approved franchise. The board of trustees may enter into franchise agreements with Florida district school boards and may establish the terms

and conditions governing such agreements. The board of trustees shall establish the performance and accountability measures and report the performance of each school district franchise to the Commissioner of Education.

(j) The board of trustees shall submit to the State Board of Education both forecasted and actual enrollments and credit completions for the Florida Virtual School, according to procedures established by the State Board of Education. At a minimum, such procedures must include the number of public, private, and home education students served by program and by county of residence.

(k) The board of trustees shall provide for the content and custody of student and employee personnel records. Student records shall be subject to the provisions of s. 1002.22. Employee records shall be subject to the provisions of s. 1012.31.

(l) The financial records and accounts of the Florida Virtual School shall be maintained under the direction of the board of trustees and under rules adopted by the State Board of Education for the uniform system of financial records and accounts for the schools of the state.

The Governor shall designate the initial chair of the board of trustees to serve a term of 4 years. Members of the board of trustees shall serve without compensation, but may be reimbursed for per diem and travel expenses pursuant to s. 112.061. The board of trustees shall be a body corporate with all the powers of a body corporate and such authority as is needed for the proper operation and improvement of the Florida Virtual School. The board of trustees is specifically authorized to adopt rules, policies, and procedures, consistent with law and rules of the State Board of Education related to governance, personnel, budget and finance, administration, programs, curriculum and instruction, travel and purchasing, technology, students, contracts and grants, and property as necessary for optimal, efficient operation of the Florida Virtual School. Tangible personal property owned by the board of trustees shall be subject to the provisions of chapter 273.

(3) Funding for the Florida Virtual School shall be provided as follows:

(a) A "full-time equivalent student" for the Florida Virtual School is one student who has successfully completed six credits that shall count toward the minimum number of credits required for high school graduation. A student who completes less than six credits shall be a fraction of a full-time equivalent student. Half-credit completions shall be included in determining a full-time equivalent student. Credit completed by a student in excess of the minimum required for that student for high school graduation is not eligible for funding.

(b) Full-time equivalent student credit completed through the Florida Virtual School, including credits completed during the summer, shall be reported to the Department of Education in the manner prescribed by the department and shall be funded through the Florida Education Finance Program.

(c) School districts may not limit student access to courses offered through the Florida Virtual School.

(d) Full-time equivalent student credit completion for courses offered through the Florida Virtual School shall be reported only by the Florida Virtual School. School districts shall report full-time equivalent student membership only for courses for which the district provides the instruction.

(e) The district cost differential as provided in s. 1011.62(2) shall be established as 1.000.

(f) The Florida Virtual School shall receive funds for operating purposes in an amount determined as follows: multiply the maximum allowable nonvoted discretionary millage for operations pursuant to s. 1011.71(1) by the value of 95 percent of the current year's taxable value for school purposes for the state; divide the result by the total full-time equivalent membership of the state; and multiply the result by the full-time equivalent membership of the school. The amount thus obtained shall be discretionary operating funds and shall be appropriated from state funds in the General Appropriations Act.

(g) The Florida Virtual School shall receive additional state funds as may be provided in the General Appropriations Act.

(h) In addition to the funds provided in the General Appropriations Act, the Florida Virtual School may receive other funds from grants and donations.

(4) School districts operating a virtual school that is an approved franchise of the Florida Virtual School may count full-time equivalent students, as provided in paragraph (3)(a), if such school has been certified as an approved franchise by the Commissioner of Education based on criteria established by the board of trustees pursuant to paragraph (2)(i).

(5) Under no circumstance may the credit of the state be pledged on behalf of the Florida Virtual School.

(6) The board of trustees shall annually submit to the Governor, the Legislature, the Commissioner of Education, and the State Board of Education a complete and detailed report setting forth:

(a) The operations and accomplishments of the Florida Virtual School.

(b) The marketing and operational plan for the Florida Virtual School, including recommendations regarding methods for improving the delivery of education through the Internet and other distance learning technology.

(c) The assets and liabilities of the Florida Virtual School at the end of the fiscal year.

(d) A copy of an annual financial audit of the accounts and records of the Florida Virtual School, conducted by an independent certified public accountant and performed in accordance with rules adopted by the Auditor General.

(e) Recommendations regarding the unit cost of providing services to students. In order to most effectively develop public policy regarding any future funding of the Florida Virtual School, it is imperative that the cost of the program is accurately identified. The identified cost of the program must be based on reliable data.

(f) Recommendations regarding an accountability mechanism to assess the effectiveness of the services provided by the Florida Virtual School.

(7) The State Board of Education may adopt rules it deems necessary to implement reporting requirements for the Florida Virtual School.

**History.**--s. 102, ch. 2002-387; s. 19, ch. 2003-391.

Published in 1994 and recently updated, *Prisoners of Time* represents the vision behind Florida Virtual School (FLVS) and is the very research we were founded upon. The document has paved the way for FLVS to be a model of change in educational practices and instructional environments, ensuring students are the driving force behind every decision we make. Here we summarize some salient portions of the report.

Learning in America is a prisoner of time. As children in the 21<sup>st</sup> Century hold higher aspirations, we must be willing to battle traditional structures and practices to achieve higher learning. Our students' well-being depends on high expectations and quality education with fewer time constraints and more seamless learning opportunities. By relying on time as the metric for school organization and curriculum, we have built a learning enterprise on a foundation of sand, on five premises educators know to be false.

**Myth #1: Students arrive at school ready to learn in the same way, on the same schedule, all in rhythm with each other.**

Our time-bound mentality leads us to believe that schools can educate all children in the same timeframe. No matter how challenging the subject matter, classes average 51 minutes each. The fact is, people learn at different rates and in different ways with different subjects. Under today's practices, the brightest students in the class become bored, unmotivated and frustrated in a curriculum developed for students of moderate ability. Struggling students are forced to move with the class, and penalized with poor grades. Average students get caught in the time trap as well, when teachers focus their efforts on motivating the high-ability students and helping those in difficulty. Students deserve an education that matches their needs every hour of the school day.

**Myth #2: Academic time can be used for nonacademic purposes with no effect on learning.**

The time available in a uniform six-hour day and a 180-day year is the unacknowledged design flaw in American education. The traditional school day, originally intended for core academic learning, must now fit into what now has been called "the new work of the schools" including traditional nonacademic activities and extracurricular activities. The school day is easily reduced to about three hours of time for core subjects. Most Americans believe that these aforementioned activities are worthwhile, but how much academic time can be stolen?

**Myth #3: Yesterday's calendar was good enough for us; it should be good enough for our children-despite major changes in the larger society.**

For the past 150 years, U.S. public schools have held time constant and let learning vary. In terms of time, our schools are unchanged despite a transformation in the world around them. With so many changes in students' lives, including the way they access information, the structure of their families, and the future of employment in a global economy they are entering, we must be willing to use time as a resource, not a barrier. Today, a new standard is required that suits the 21<sup>st</sup> century, geared toward the demands of a new age and different world. All of our citizens, not just a few, must be able to think for a living, as today's economy provides few decent jobs for the poorly educated. According to a Maine mathematics teacher, "The problem with our schools is not that they are *not* what they used to be, but that they *are* what they used to be."

**Myth #4: Schools can be transformed without giving teachers the time they need to retool them and reorganize their work.**

Today, the school clock governs how teachers work their way through the curriculum, giving them less time to plan, collaborate and perform research. Above all, it governs how material is presented to students and the opportunity they have to comprehend it. There must be a complete transformation in attitudes about education. We must also allow time for teachers, principals and administrators to reform, as professional development needs will be broad. Both learners and teachers need more time-not to do more of the same, but to use time in new, different, and better ways.

**Myth #5: It is reasonable to expect "world-class academic performance" from our students within the time-bound system that is already failing them.**

As a people, we are obsessed with international economic comparisons. We fail to acknowledge that a nation's economic power often depends on the strength of its' education system. In the constrained school day and year, American children spend less of their school day receiving substantial academic instruction than students in other nations across the world. Students abroad protect time by distinguishing between the "academic day" and the "school day," supplementing formal education with significant out-of-school learning time, and receive twice as much instruction in core academic areas during high school. Therefore, we are asking our American students to learn the same amount of information in half the time as our counterparts abroad while keeping them captive of the clock and calendar.

The transformation we seek requires a widespread conviction in our society that *learning matters*. Learning matters, not simply because it leads to better jobs or produces national wealth, but because it enriches the human spirit and advances social health. We must call not only for more learning time, but for all time to be used in new and better ways. But where will we find the time?

**Recommendations in the Report:**

- I. **Reinvent schools around learning, not time.**  
Commit to bring every child in the United States to world-class standards in core academic areas.
- II. **Fix the design flaw: Use time in new and better ways.**  
State and local boards should work with schools to redesign education so that time becomes a factor supporting learning, not a boundary marking its limits.
- III. **Establish an Academic Day.**  
Schools should provide additional academic time by reclaiming the school day for academic instruction.
- IV. **Keep schools open longer to meet the needs of children and communities.**  
Schools should respond to the needs of today's students by remaining open longer during the day and that some schools in every district remain open throughout the year.

- V. Give teachers the time they need.**  
Teachers should be provided with the professional time and opportunities they need to do their jobs.
- VI. Invest in technology.**  
Schools should seize on the promise of new technologies to increase productivity, enhance student achievement, and expand learning time.
- VII. Develop local action plans to transform schools.**  
Every district should convene local leaders to develop action plans that offer different school options and encourage parents, students, and teachers to choose among them.
- VIII. Share the responsibility: Finger pointing and evasion must end.**  
All of our people should shoulder their individual responsibilities to transform learning in America.

Americans can justifiably take pride in all they have accomplished and are trying to accomplish through their schools. We have built a remarkable system of public education through 12<sup>th</sup> grade, universally available to all. We have provided access to postsecondary education at levels matched by no other nation. We have led the world in attending to the needs of the disadvantaged. We are in the midst of the longest, sustained educational reform movement since the common school was created in the 19<sup>th</sup> century. Today, a new challenge beckons: we must face the test of time.

The entire Prisoners of Time report is available at  
<http://www.sevenstaracademy.org/downloads/Resources/NEC%20Time%20and%20Learning.pdf>

## Student Achievement

WHAT are the teacher accountability measures?	HOW do Instructional Leaders ensure accountability?	FREQUENCY
Completion Rate Goals	Review and Analyze Virtual School Administrator reports	Weekly for each instructor
Credit Expectations	Monitor class loads and student progression	Weekly for each instructor
Student Progress [Percentage Complete and learning measures]	Analyze student progress data in collaboration with instructor	Twice monthly
Integrity of Grade Reporting	Review Learning Management System grade books	Twice monthly

## Effective Instructional Strategies

WHAT are the teacher accountability measures?	HOW do Instructional Leaders ensure accountability?	FREQUENCY
High Quality Feedback, Effective Learning Environment, and Assessment	Complete <b>Classroom Walkthroughs</b> including but not limited to: <ul style="list-style-type: none"> <li>Use of announcement page</li> <li>Email correspondence</li> <li>Assessment feedback</li> <li>Discussion boards</li> <li>Communication strategies and tone</li> <li>Evidence of appropriate individualized instructional decisions</li> </ul>	Twice monthly
Teacher facilitated learning opportunities <ul style="list-style-type: none"> <li>Tutoring sessions</li> <li>Collaborative projects</li> <li>Discussion boards</li> <li>Conference call discussions</li> <li>Individualized instruction promoting student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Observe and/or participate in teacher facilitated learning opportunities</li> <li>Provide specific feedback on use of effective teaching and learning strategies</li> </ul>	A minimum of once a month
Effective Communication <ul style="list-style-type: none"> <li>Phone calls to parents and students</li> <li>Accurate record keeping in the Virtual School Administrator</li> <li>Availability</li> <li>Timely responses</li> <li>Clear communication in line with FLVS principles</li> </ul>	<ul style="list-style-type: none"> <li>Review and analyze Virtual School Administrator Reports</li> <li>Review and share customer satisfaction survey data</li> <li>Maintain resolutions in a customer service database</li> <li>Random customer satisfaction phone calls</li> </ul>	A minimum of twice monthly

## Commitment to Culture

WHAT are the teacher accountability measures?	HOW do Instructional Leaders ensure accountability?	FREQUENCY
Commitment to teamwork <ul style="list-style-type: none"> <li>Schoolhouse meeting attendance</li> <li>Content team meeting attendance</li> <li>Committee participation</li> <li>Participation in content design and/or review in line with FLVS beliefs</li> <li>Supporting the FLVS marketing effort through participation in community events</li> <li>Sharing of best practices</li> <li>Successful Co-teaching</li> </ul>	Documentation and reflection on performance appraisal*	<p>Teacher participation in events occurs a minimum of once a month</p> <p>Reflection with the Instructional Leader occurs a minimum of 3 times a year</p>

## Professional Growth and Thought Leadership

WHAT are the teacher accountability measures?	HOW do Instructional Leaders ensure accountability?	FREQUENCY
Conference attendance and/or presentations Action research Authorship Representing FLVS in community groups Professional development	Documentation and reflection on performance appraisal*	Reflection with the Instructional Leader occurs a minimum of 3 times a year

\*The performance appraisal process includes a preplanning conference, midyear reflection, and final evaluation. Each employee is evaluated on the completion of business goals, evidence of effective leadership skills, and completion of a professional development portfolio.

### Why Do Students Cheat?

Research reveals that cheating is on the rise because grades have become the focus instead of the education itself. Students are under pressure from themselves, parents, and society to have high grades so that they will be admitted to a top college. As a result there is more competition to get into a university, and students are willing to cheat to get the grades needed. Students don't tell when others are cheating because it would be viewed as tattling. The non-cheating students feel they are at a disadvantage when the cheating students receive the high grades and accolades. The pressure for high grades increases the number of cheaters and the number of incidents of cheating. At FLVS, we are changing the focus to be on education and not on grades.

Consider the facts.

**Fact #1: June 2000** - Cheating is a national epidemic in schools across the country at all levels.

The statistics are shocking:

- 80% of high school students admit to having cheated
- 67% say they have copied homework
- 98% say they have let others copy their work
- 95% of those who cheated avoided getting caught
- 34% said their parents never talked to them about cheating

(Student Cheating and Plagiarism in the Internet Era: A Wake-Up Call <http://www.bookflash.com/releases/100285.html>)

**Fact #2:** "Academic dishonesty in a single online class is not greater than estimates of cheating in a traditional class." Research estimates that a rate of 3% to 4% is consistent among online and brick-and-mortar students.

(**CheatingMadeEasy**- By Tamar Snyder <http://encarta.msn.com/encnet/Departments/eLearning/?article=CheatingMadeEasy>)

Maintaining academic integrity is a focus for all FLVS personnel. Multiple layers of education and monitoring exist, and each student signs an integrity agreement during the registration process.

- A full time Academic Coordinator oversees all issues relating to questionable academic practices and is available to teachers to assist in and coach teachers to be aware of academic integrity issues.
- Content specific to academic integrity is embedded in each course and discussed during the Welcome Call with the teacher.
- Schools, parents, and other staff investigate, track, and communicate with all stakeholders impacted by each incident.

FLVS maintains an academic integrity database to track repeat offenders. Multiple incidents of academic integrity results in escalating punishment up to and including an F in the course.

All FLVS instructors use myriad technologies to check student work for authenticity.

- Establishing and maintaining rapport with students is an integral step. Instructors who know their students and the caliber of their work will recognize discrepancies in student performance.
- Every FLVS course contains test banks so that questions rotate for each measured standard. Two students taking a test at the same time have different versions of the test.
- Uploading student work to TurnItIn.com allows instructors to compare student work to previously submitted work as well as to internet resources.
- Oral assessments are conducted periodically throughout all courses. Instructors may choose to conduct an oral assessment at any time.
- FLVS staff randomly proctor face-to-face exams. Any student may be assigned to a proctored exam at any time.

Issues of academic dishonesty are addressed in different ways.

- Instructors will speak to both the student and parent and use the teachable moment to discuss citing sources, putting information in one's own words, etc. The student will be placed in the FLVS Academic Integrity database.
- Academic Integrity Coordinator is notified for second-time offenders or first-time offenders with serious integrity issues. All assignments submitted by students are compared. Data points support examination include the following: log in/out dates and times, IP addresses, dates and times assignments are submitted, comparison of student work, etc.
- Academic Integrity Module completed
- Administrator contacts family
- Alternative assessments to be completed
- High school counselor contacted
- Letter/email apology
- Oral assessment completed
- Parent/student/administrative conference
- Proctored exam
- Teacher contacts family
- Withdrawn from course
- 0 on assignment with option to take over for full, partial or zero credit
- 0 on assignment without option to take over
- Other

Possible Academic Integrity incidents:

- |  |  |
|--|--|
| -Inappropriate collaboration with others | -Plagiarism                            |
| -Inappropriate course discussions        | -Submission of previous student's work |
| -Inappropriate email                     | -Other                                 |

Our centralized development leverages internal and external resources and Subject Matter Experts to provide new content, enhance existing content with new features and technologies such as blogging, wikis, gaming, and mobile learning.

## **Intentional Focal Areas of Course Content and Pedagogy**

- Student Engagement
- Flexible and Dynamic
- Sunshine State Standards
- Gagne's Nine Events of Instruction
- Schlechty's Working on the Work
- 21st Century Skills

Partnerships with organizations that provide research and development for cutting edge instructional technologies such as the Academic ADL co-lab, Discovery Education, SAS in Schools, 360ED, Partnership for 21st Century Schools, Schlechty Center for School Reform and Universities, help us to keep our content as the model for online learning in the US.

## **Award Winning Curriculum Offerings**

116 semesters of middle and high school courses, including 29 honors and 10 Advanced Placement courses:

- English/Language Arts
- Mathematics
- Social Studies
- Science
- Art
- Business and Computer Technology
- Family & Consumer Science
- Foreign Language
- Physical Education

Although Florida Virtual School uses the Educator learning management system for its courses and for the franchises, the Curriculum Services division also works with Global Services clients across multiple Learning Management Systems (Educator, Blackboard, eCollege, Angel, Desire2Learn, and WebCT).

## **722 Staff Members**

- 82% Teachers
- 96 hold National Board Certification
- 48% Advanced Degrees
- 91% Staff Retention

## **Recruitment and Hiring**

- Automated applicant tracking, focusing on highly qualified applicants for all positions.
- Expansive recruitment advertising efforts include partnerships with DOE at national recruiting events.
- Approximately 15% of our teachers would have left the profession if not for the opportunities FLVS offers.

## **Supervision of a Remote Workforce**

### **Collaboration with Instructional Team for Performance Appraisal**

- Setting goals and teacher accountability metrics
- Monitoring leadership behaviors

All FLVS employees serve students and parents. Our in-depth orientation program for new hires is the foundation for success, but the learning does not end when the induction program is complete. Ongoing professional learning is an expectation for everyone. We continually strive to maintain our place as the national learning organization model, annually offering over 800 hours per employee of professional learning opportunities.

## **Staff Induction**

Starting to teach online has been likened to the first year of classroom teaching all over again. The goal at FLVS is to prepare the new online teacher both emotionally and mentally for a successful first year. Once hired, employees complete an orientation program designed to teach the technical skills necessary to perform the job tasks as well as to absorb our culture.

### *Modeling Best Practices for Work with Students*

An FLVS Learning Specialist and an experienced FLVS instructor / mentor support all new hires with course information, instruction, and collegial relationships through the entire first year of employment. Induction activities include:

- Receive a sample welcome email and welcome phone call
- Complete an online course "The FLVS Adventure" delivered in our students' system, mastering topics such as FLVS history and principles, communication expectations, and virtual teaming
- Attend a three day face-to-face orientation, practicing every activity necessary for the first two weeks: checking voice and email, calling new students, documenting contact, accountability
- Engage in "just in time" information sessions, learning only what they need to be successful until the next training session
- Participate in six follow-up training webinars, introducing new topics and advanced concepts
- Shadow an online instructor for a minimum of half a day

Non-instructional staff also attends a New Employment Orientation and shadows a current instructor. They experience much of the same training as the instructional staff, helping them connect their work to the overall school mission of serving students and better understand the demands and diversity of working online.

## **Continuous Professional Development**

The annual evaluation of all employees includes professional learning goals. Employees create a portfolio to account for their professional learning and growth. Learning Specialists assist all staff in finding appropriate opportunities and in creating the portfolios.

### *Offering Choices for Growth*

- Annual FLVS Staff Conference: Three days of professional learning opportunities
- Monthly BITES (1 hr. mini training webinars) on a variety of topics for all FLVS and franchise staff: Average 80 sessions per month
- Regular book studies for FLVS and franchise staff
- Technical training for new technologies
- Periodic trainings offered online and face-to-face by the Professional Learning staff, FLVS instructors and outsourced experts
- Budget to send staff to professional conferences held by educational organizations
- Training for required specializations, including ESOL and Reading endorsements
- Staff wide subscriptions to online periodicals and technical tutorial services (Element K)
- New Hire orientation for clients and franchises
- Mentoring for clients and franchises

FLVS began its franchise program to help districts interested in working in online environments replicate the success FLVS demonstrates with curriculum design and instructional delivery. FLVS Franchises, offered as a cost recovery program, provides districts flexibility to use district teachers to serve district students.

The FLVS-to-Franchise relationship is designed as a mentoring relationship at all levels. Support is offered in a variety of ways, including the following:

## **Administrative Support**

- Franchise Manager assigned to support the Franchising districts full time
- Conducts monthly conference calls for all district franchise managers
- Managers or Mentors attend face-to-face staff meetings at each franchise four times / yr

## **Technical Support**

- Provide access, training, and hosting of courses in the Learning Management System (Educator)
- Provide access and training on the Student Information System (VSA)
- Provide online and phone support (help desk) for technical questions from students, teachers and others

## **Curriculum Support**

- Provide dynamic online course content and course updates
- Provide inventory control and fulfillment for student course materials
- Provide a method for managers to track teacher performance
- Facilitate online dissemination of cross-franchise information and cross-franchise subject area meetings
- FLVS staff set up contact with subject area teachers when necessary
- Provide syllabus documents for AP courses for use in AP audit process

## **Training and Development**

- Provide FLVS teacher trainer contact information, course content training, and mentoring
- New teachers: receive virtual training, face-to-face training (6hrs), and follow-up training Elluminate (5)
- Veteran teachers: (all staff more than one year) access to any of the above training plus FLVS Professional Development sessions monthly along with FLVS staff at no additional cost
- Mentors communicate with teachers weekly by email, by instant message, by phone, and face-to-face at franchise staff meetings
- Provide Virtual Leadership Training to franchise leader and franchise instructional leadership team
- Leadership training in July and January
- Franchise Managers attend FLVS Annual Staff Conference

- Offer webinars throughout the year to Franchise Managers to share information on the industry standards

## **Data Management**

- Provide a mid-point and year-end evaluation of each program, including data from surveys both students and parents from the FLVS third party customer satisfaction survey vendor
- Quality control data, showing areas for improvement and helping managers set annual
- Access to specific data so that franchise managers may review certain populations of their students
- Comparisons to FLVS data, assisting franchise managers in making decisions about courses offerings

## **Other Services and Support Mechanisms**

- Provide annual accountability report to DOE
- Franchises Managers, staff, and students have full access to the following:
  - Elluminate online conference program
  - Subscriptions that FLVS has purchased
  - FLVS Thought Leadership activities
  - FLVS student webinars such as College Hub, SHOCK, and Internet Safety are made available to their students

## **Franchise Fee Structure**

- The franchise fee is \$20,000 for new franchises and \$15,000 for returning franchises.
- The per enrollment fees are listed below on a sliding scale:

600 – 1000 half-credit enrollments:	\$75.00 per half-credit enrollment
1001 – 2000 half-credit enrollments:	\$50.00 per half-credit enrollment
2001 – 5000 half-credit enrollments:	\$35.00 per half-credit enrollment
5001 + half-credit enrollments:	\$25.00 per half-credit enrollment

The total contract value will include the franchise fee (\$20,000 for new franchises or \$15,000 for returning franchises) and additional per half-credit enrollment fees.

The minimum number of allowable half-credit enrollments is 600 annually. Franchises that produce less than 600 half-credit enrollments will be billed at the minimum of 600 half-credit enrollments.

## **Franchising Districts Include:**

Broward, Hillsborough, Marion, Miami-Dade, Okaloosa, Palm Beach, Polk, St. Johns

**Soaring enrollment marks Florida Virtual School's first decade**  
**Virtual campus drew skepticism at launch 10 years ago -- now it's mainstream**

By Leslie Postal

The Latin teacher at Lyman High School never sets foot on the school's Longwood campus. She lives in Wisconsin and works from home. Most of her 100 or so students are in Florida, though one girl lives in Japan.

They all do lessons, submit homework and take tests via computer or telephone.

"I think it's the wave of the future," said Latin teacher Gail Holiday, who now lives in DeForest, Wis., but used to teach at Lake Highland Preparatory School in Orlando. "I feel like I'm on the cutting edge."

Holiday teaches at Florida Virtual School, an Orlando-based online school that celebrates its 10th anniversary this fall. In the past decade, it has grown from a small pilot project to a public school that has put Florida at the forefront of online learning.

Enrollment has shot up from about 75 students to more than 54,000 from around the state and beyond.

"Ten years ago, I don't think anyone quite imagined it would grow as fast as it has and be as successful as it is," said Frank Brogan, Florida's education commissioner when the school started in 1997.

Once controversial, the school is now seen as a fixture on the educational landscape, and good preparation for the increasing number of online options in college.

"It's been very exciting watching it grow," said Brogan, now president of Florida Atlantic University.

Home-schooling parents have latched on to the free classes, as have students with unusual schedules.

For now, most virtual-school students are moonlighters enrolled full time in traditional schools. They use the virtual school to get ahead, catch up or free up time in their daily schedules for classes such as band.

They like the one-on-one interaction with teachers and that the school with the motto "Any time, any place, any path, any place" lets them take courses when they want.

Jade Budowski started taking virtual-school classes because they accommodated her family's travel plans. Last year, she did some of her middle-school work from Guatemala.

Now Jade is taking a full load at Dr. Phillips High School in Orlando, plus extra courses at the virtual school.

"It made it a lot easier to do the things I wanted to do."

But not everyone would do well left alone in front of a computer, she said.

"There are some kids who would just do MySpace all day."

The virtual school started as a partnership between Orange and Alachua county schools, with the thought it could help ease crowding, teacher shortages and access problems for rural students.

Julie Young, the school's chief executive officer, said some people had another thought: "You're crazy."

But Young and other advocates saw the appeal.

"It can be a very rich experience," she said. "We see students really blossom and excel."

#### An array of classes

Nationally, some 700,000 students in kindergarten to 12th grade took online courses last year, double the number from three years earlier, according to a think tank called Education Sector.

This year, Florida Virtual School offers more than 90 middle- and high-school classes, from algebra to Advanced Placement literature to American history.

All meet Florida standards and are taught by certified teachers.

Students usually need just a computer with Internet access to enroll. Teachers call students and parents at least once a month and are available daily by e-mail or phone.

Parent LaJuana Malloy said she has been impressed with how much information she can access about her daughter's virtual work -- online she can see assignments, grades and notes from teachers -- and with the course quality.

"The amount of knowledge she's retaining is unbelievable," said Malloy, who lives in the Panhandle town of Chipley.

The school caters to a wide range of academic abilities, but students do best with a good dose of self-discipline. About 10 percent to 15 percent of the students who start at the virtual school drop out, often because they find it requires too much work.

#### Self-motivation a must

"I believe you have to be very independent," said Olivia Schmitt, 14, a home-schooled student in Deltona.

Tiffanie Brunson, 16, finished eight virtual-school classes and feels better-prepared for the dual-enrollment courses she is taking at Valencia Community College.

At the virtual school, "you don't have anyone to stay on you about your school work," said the Winter Garden teenager. "College professors are not going to stay on you to get your schoolwork done. If you're not prepared, tough."

Brandi Welch, a Lyman student taking virtual-school Latin, said she is more comfortable talking to her teacher in Wisconsin than speaking up in regular classes.

During a recent call, the two chatted about pronunciation and about her homecoming dress, she said.

That personal touch is what makes virtual learning work, Holiday said.

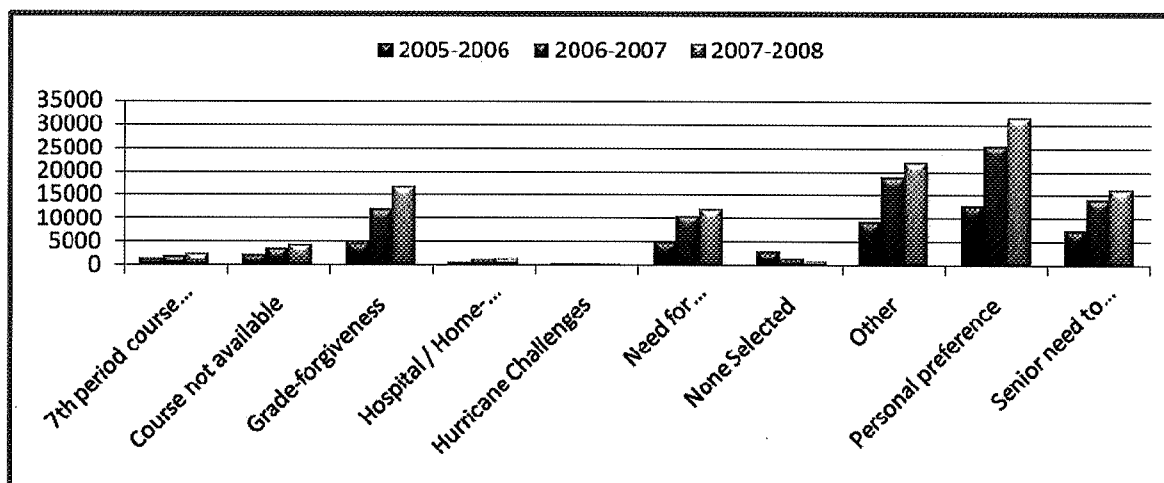
"I'm not the Latin robot."

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[www.orlandosentinel.com/orl-virtual1907oct19,0,2268144.story?coll=orl-realestate-headlines](http://www.orlandosentinel.com/orl-virtual1907oct19,0,2268144.story?coll=orl-realestate-headlines)

- 2007 – EdNet Pioneer Award
- 2007 – USDLA 21st Century Awards Best Practices in Distance Learning
- 2007 – NetDay Speak Up 100 School
- 2006 – EdNet Impact Award
- 2006 – Chief Learning Officer, Pam Birtolo, wins Wagner Award
- 2005 – USDLA 21st Century Best Practices Award
- 2005 – Mathematics Teacher, Nathan Putney, wins USDLA Gold Award for Exemplary Online Teaching
- 2004 – ITFlorida Excellence in IT Leadership for Central Florida
- 2004 – Finalist EdNET HERO Award
- 2003 – Named one of Business Week magazine’s Web Smart 50 top organizations
- 2003 – USDLA Excellence in Distance Learning Programming
- 2003 – President and Chief Executive Officer, Julie Young, inducted into USDLA Hall of Fame
- 2003 – Chief Academic Officer, Bruce Friend, USDLA Most Outstanding Achievement by an Individual
- 2003 – Course Developer and Instructor, Mary Mitchell, USDLA Excellence in Distance Learning Teaching
- 2003 – FLVS Board Member and assistant vice president of instructional technology at Florida A&M, Dr. Dhyana Ziegler, named one of the 50 Most Important African Americans in Technology
- 2002 – President and Chief Executive Officer, Julie Young, wins Global Alliance for Transnational Education (GATE) Medallion of the Alliance
- 2002 – FLVS Board Member and assistant vice president of instructional technology at Florida A&M, Dr. Dhyana Ziegler, named one of the 50 Most Important African Americans in Technology
- 2002 – USDLA Excellence in Distance Learning Programming – K-12
- 2000 – President and Chief Executive Office, Julie Young, wins Most Outstanding Achievement by an Individual in K-12 Education
- 2000 – USDLA Excellence in Distance Learning Programming – K-12
- 2000 – Canadian Association for Distance Education (CADE) Award of Excellence

Survey Reason Choices	2005-2006	2006-2007	2007-2008	Grand Total
7th period course credit	1,738	2,738	4,018	<b>8,494</b>
Course not available	3,870	5,050	7,474	<b>16,394</b>
Grade-forgiveness	7,383	16,402	26,427	<b>50,212</b>
Hospital / Home-bound	1,222	2,314	3,352	<b>6,888</b>
Hurricane Challenges	399	278	180	<b>857</b>
Need for acceleration graduation	9,697	17,063	23,884	<b>50,644</b>
None Selected	3,888	1,551	990	<b>6,429</b>
Other	19,271	34,155	49,163	<b>102,589</b>
Personal preference	28,877	47,948	71,661	<b>148,486</b>
Senior need to graduate on-time	11,691	21,005	25,604	<b>58,300</b>
<b>Grand Total</b>	<b>88,036</b>	<b>148,504</b>	<b>212,753</b>	<b>449,293</b>



\*Measured in half-credit course enrollments.

The data below appears as Exhibit 4, Overall Quality, in the FLVS Stakeholder's Survey Executive Summary from June 2007, as pages 8-9.

<b>Exhibit 4 Overall Quality</b>							
<b>Survey</b>	<b>Item</b>	<b>Response</b>	<b>Percent 02-03</b>	<b>Percent 03-04</b>	<b>Percent 04-05</b>	<b>Percent 05-06</b>	<b>Percent 06-07</b>
District	Does FLVS benefit your district?	Yes	96%	100%	97%	100%	100%
		No	4%	0%	3%	0%	0%
District	Does FLVS benefit students?	Yes	100%	100%	97%	100%	100%
		No	0%	0%	3%	0%	0%
School	Please rate the quality of your school's experience with FLVS.	Excellent	44%	36%	33%	47%	48%
		Good	38%	47%	42%	40%	40%
		Fair	9%	11%	9%	8%	6%
		Poor	2%	2%	2%	1%	1%
		NA	7%	4%	13%	4%	5%
School	Does FLVS benefit your school?	Yes	89%	88%	79%	89%	88%
		No	3%	3%	6%	5%	4%
		NA	8%	9%	15%	6%	8%
School	Does FLVS benefit students?	Yes	91%	98%	90%	94%	96%
		No	3%	1%	0%	2%	1%
		NA	6%	1%	10%	5%	3%
Student	I would recommend FLVS to other students.	Strongly agree	56%	58%	60%	54%	59%
		Agree	37%	35%	35%	39%	35%
		Disagree	4%	4%	3%	5%	4%
		Strongly disagree	3%	2%	1%	2%	2%
Parent	Please rate the quality of your child's experience with FLVS.	Excellent	68%	66%	62%	61%	61%
		Good	28%	28%	32%	33%	31%
		Fair	4%	4%	4%	5%	5%
		Poor	1%	2%	1%	1%	2%
Parent	Would you encourage your child to take another FLVS course?	Yes	90%	92%	91%	92%	91%
		No	10%	8%	9%	8%	9%
Parent	Would you recommend FLVS to other parents?	Yes	97%	97%	98%	97%	97%
		No	3%	3%	2%	3%	3%

Review the entire report on our website [www.flvs.net](http://www.flvs.net) under About Us, Annual External Evaluations

<http://www.flvs.net/educators/documents/pdf/current-evals/Executive%20Summaryx.pdf>

**Classroom Assignment** – A part of our automated student information system, classroom assignment places students who have appropriate guidance and guardian approval with an FLVS teacher. As teachers complete one student, a seat opens for another.

**Course Request** – Students use our online student information system to choose courses at FLVS. They have options of taking all or half of a full credit course and later may decide to work toward honors credit (where applicable). After making a course request, students get school counselor and guardian approvals before classroom assignment occurs.

**Elluminate** – FLVS contracts with a third party vendor for online webcast technology, including whiteboard, audio, video, and application sharing features. Elluminate allows for large group interactions with students, parents, and community members.

**Enrollment Statuses** – FLVS students move through a series of enrollment statuses to better help us with data analysis, trend and market measurement, and tracking of student success. Details of these statuses appear in the printed folder of guidance information.

**Grace Period** – FLVS students use a 28 day grace period to help them decide if the online course is the best option for them. Choice is key in Florida, and this grace period allows students to test the waters without fear of a transcript-impacting penalty.

**Instructional Leader (IL)** – Similar to a school principal, ILs directly supervise FLVS co-teaching teams. They monitor teacher accountability and student success and conduct performance evaluations for instructional staff.

**Learning Management System (LMS)** – FLVS contracts with UCompass, a Florida business, for its online classroom, Educator. This is where students and teachers work, including an area for submitting assignments, an online grade book, secure email, and more.

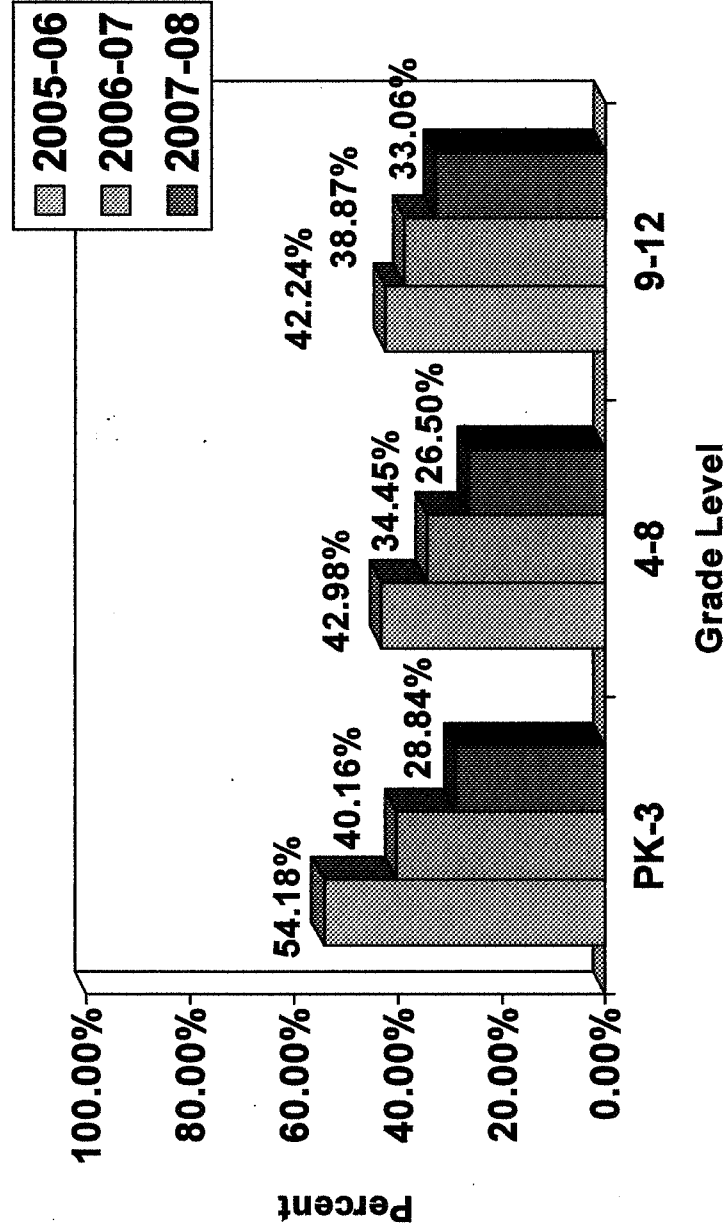
**Public Affairs Liaison (PAL)** – The Public Affairs team works in communities across the state to share information about FLVS with students, parents, and the general tax paying public. They speak at civic groups, host booths at community events and student conferences, and support all outreach efforts.

**Rolling Enrollment** – FLVS is open to students all year. Rolling enrollment means that a student can begin an FLVS course at any point in the year, not just at traditional starts of semesters (August, January). Today is someone's first day and someone's last day in an FLVS course.

**Virtual School Administrator (VSA)** – Our web-based student information system, VSA is a robust database providing data at many levels for decision making, planning, and daily work. It contains information on students, guardians and schools. Reports within VSA allow us to monitor student progress in courses, teacher contact records, student official transcripts, course request trends for growth planning, and more.

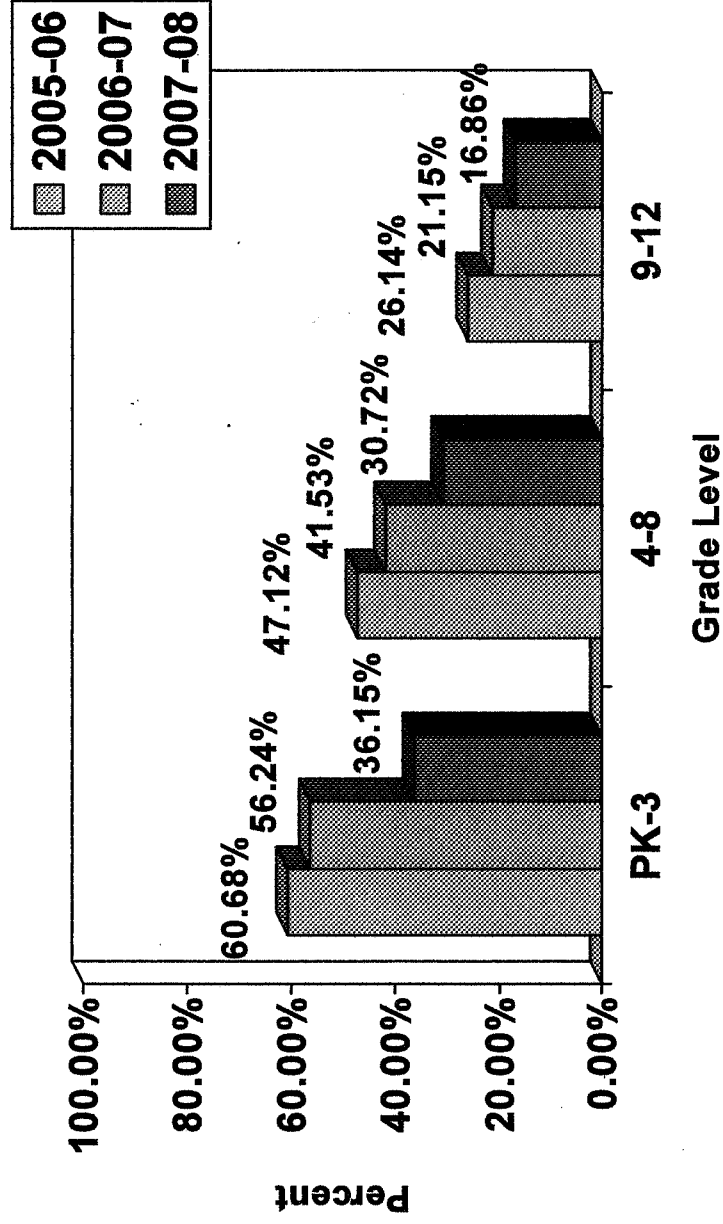
# Percent of Classrooms Over Class Size Cap

## Traditional Schools



# Percent of Classrooms Over Class Size Cap

## Charter Schools



	Grades PK-3 Over Cap by										
	1 Student	2 Students	1 or 2 Students	3 Students	4 Students	3 or 4 Students	5 Students	6+ Students	Classes With 5 or More Students	5 or More Students	Total Classes
ALACHUA	431	265	22%	128	39	5%	8	25	33	1%	3,145
BAKER	4	6	11%	1	1	2%	2	-	2	2%	88
BAY	343	182	20%	88	33	5%	14	5	19	1%	2,671
BRADFORD	96	87	8%	89	68	7%	31	43	74	3%	2,326
BREVARD	1,195	700	25%	420	149	8%	38	37	75	1%	7,585
BROWARD	4,047	2,932	29%	1,651	740	10%	319	517	836	3%	24,297
CALHOUN	5	5	5%	3	3	3%	-	-	-	0%	189
CHARLOTTE	244	116	13%	34	10	2%	-	37	37	1%	2,676
CITRUS	567	274	25%	223	73	9%	-	102	102	3%	3,317
CLAY	251	65	9%	62	2	2%	5	83	88	3%	3,454
COLLIER	1,020	506	18%	318	24	4%	11	24	35	0%	8,683
COLUMBIA	185	153	24%	64	-	4%	-	-	-	0%	1,432
DADE	4,298	3,499	22%	2,596	2,061	13%	1,024	1,355	2,379	7%	35,406
DESOTO	27	34	15%	8	-	2%	-	1	1	0%	397
DIXIE	23	11	13%	9	-	3%	-	2	2	1%	258
DUVAL	1,358	1,062	17%	722	479	9%	210	491	701	5%	14,063
ESCAMBIA	324	82	10%	61	15	2%	10	55	65	2%	4,153
FLAGLER	127	191	28%	135	64	17%	15	31	46	4%	1,139
FRANKLIN	-	-	0%	-	-	0%	2	2	4	7%	61
GADSDEN	42	45	8%	47	13	6%	6	60	66	6%	1,082
GILCHRIST	16	44	20%	6	1	2%	2	18	20	7%	304
GLADES	14	12	15%	-	7	4%	7	7	14	8%	173
GULF	28	25	23%	-	7	3%	-	38	38	17%	226
HAMILTON	8	6	6%	6	4	5%	8	5	13	6%	222
HARDEE	72	112	22%	80	8	11%	-	-	-	0%	831
HENDRY	99	63	15%	27	-	2%	-	9	9	1%	1,093
HERNANDO	222	90	8%	91	45	4%	21	47	68	2%	3,691
HIGHLANDS	104	71	13%	6	5	1%	5	9	14	1%	1,329
HILLSBOROUGH	374	222	11%	49	25	1%	15	63	78	1%	5,268
HOLMES	85	12	24%	9	10	5%	6	-	6	2%	398
INDIAN RIVER	257	28	9%	-	1	0%	1	18	19	1%	3,045
JACKSON	102	99	28%	28	6	5%	-	5	5	1%	707
JEFFERSON	6	-	7%	12	12	26%	-	11	11	12%	91
LAFAYETTE	17	4	16%	-	-	0%	-	-	-	0%	129
LAKE	733	572	28%	298	111	9%	39	44	83	2%	4,617
LEE	661	504	16%	392	255	9%	113	254	367	5%	7,459
LEON	941	571	24%	424	192	10%	79	71	150	2%	6,335
LEVY	131	64	25%	37	5	5%	3	8	11	1%	780
LIBERTY	15	1	9%	7	6	7%	-	41	41	24%	174
MADISON	35	49	26%	27	10	12%	6	1	7	2%	317
MANATEE	1,206	512	25%	526	261	11%	95	140	235	3%	6,993
MARION	1,003	499	20%	222	68	4%	17	106	123	2%	7,476
MARTIN	244	297	22%	214	103	13%	14	10	24	1%	2,451
MONROE	87	74	19%	61	24	10%	33	13	46	5%	843
NASSAU	178	205	27%	54	4	4%	-	12	12	1%	1,405
OKALOOSA	51	25	14%	-	1	0%	-	-	-	0%	536
OKEECHOBEE	122	40	17%	16	13	3%	4	18	22	2%	971
ORANGE	2,400	1,223	15%	564	310	4%	65	423	488	2%	23,517
OSCEOLA	781	666	25%	390	282	12%	60	141	201	4%	5,739
PALM BEACH	2,822	1,487	14%	722	349	4%	107	479	586	2%	30,379
PASCO	321	252	20%	168	102	10%	30	16	46	2%	2,820
PINELLAS	2,857	1,417	25%	482	186	4%	94	70	164	1%	17,262
POLK	1,836	747	18%	428	178	4%	65	124	189	1%	14,576
PUTNAM	445	189	20%	198	76	9%	30	25	55	2%	3,144
ST. JOHNS	210	96	14%	39	15	2%	2	31	33	2%	2,171
ST. LUCIE	589	725	30%	287	159	10%	70	42	112	3%	4,443
SANTA ROSA	402	224	22%	72	13	3%	-	37	37	1%	2,872
SARASOTA	868	387	21%	150	71	4%	15	38	53	1%	6,000
SEMINOLE	698	301	18%	72	39	2%	32	40	72	1%	5,706
SUMTER	147	49	14%	10	-	1%	-	2	2	0%	1,447
SUWANNEE	22	10	13%	10	11	9%	2	2	4	2%	238
TAYLOR	28	8	16%	-	-	0%	1	6	7	3%	219
UNION	11	3	29%	1	2	6%	1	1	2	4%	49
VOLUSIA	1,072	541	24%	399	134	8%	41	33	74	1%	6,792
WAKULLA	40	52	15%	34	35	11%	21	1	22	4%	610
WALTON	57	69	19%	55	5	9%	2	3	5	1%	672
WASHINGTON	31	40	18%	29	-	7%	1	2	3	1%	389
FAU LAB SCH	-	27	43%	5	-	8%	11	5	16	25%	63
FSU LAB SCH	1	-	0%	-	8	4%	6	58	64	32%	201
FAMU LAB SCH	-	-	0%	-	-	0%	-	-	-	0%	35
UF LAB SCH	-	-	0%	-	-	0%	-	-	-	0%	72
STATE	37,036	22,929	20%	13,366	6,933	7%	2,819	5,397	8,216	3%	303,702

	Grades 4-8 Over Cap by										
	1 Student	2 Students	1 or 2 Students	3 Students	4 Students	3 or 4 Students	5 Students	6+ Students	Classes With 5 or More Students	5 or More Students	Total Classes
ALACHUA	182	139	11%	117	72	7%	33	95	128	5%	2,794
BAKER	40	10	17%	22	-	7%	2	21	23	8%	298
BAY	188	150	14%	80	27	4%	12	34	46	2%	2,483
BRADFORD	72	7	8%	29	27	5%	15	23	38	4%	1,036
BREVARD	671	595	17%	416	239	9%	158	251	409	5%	7,473
BROWARD	2,406	2,066	18%	1,543	904	10%	589	866	1,455	6%	24,541
CALHOUN	8	14	9%	2	5	3%	-	1	1	0%	246
CHARLOTTE	139	90	11%	86	57	7%	61	139	200	10%	2,030
CITRUS	292	191	18%	99	56	6%	23	120	143	5%	2,664
CLAY	201	167	10%	111	72	5%	42	92	134	4%	3,727
COLLIER	570	446	18%	303	142	8%	75	137	212	4%	5,535
COLUMBIA	69	25	8%	20	11	3%	12	25	37	3%	1,206
DADE	2,741	2,609	16%	2,073	1,455	11%	932	2,213	3,145	10%	33,013
DESOTO	28	18	11%	14	27	10%	19	15	34	8%	409
DIXIE	17	12	14%	5	3	4%	2	1	3	1%	203
DUVAL	634	592	11%	374	268	6%	217	502	719	6%	11,412
ESCAMBIA	249	188	10%	148	80	5%	64	184	248	6%	4,308
FLAGLER	115	100	18%	57	36	8%	28	72	100	8%	1,201
FRANKLIN	1	-	1%	-	-	0%	-	13	13	14%	92
GADSDEN	55	15	10%	27	5	4%	1	7	8	1%	721
GILCHRIST	17	23	13%	8	5	4%	6	10	16	5%	315
GLADES	5	2	4%	3	7	6%	6	7	13	8%	166
GULF	6	12	8%	5	4	4%	1	21	22	9%	235
HAMILTON	13	2	7%	3	6	4%	2	3	5	2%	217
HARDEE	16	23	6%	24	16	6%	5	39	44	6%	701
HENDRY	45	66	13%	55	10	8%	8	37	45	5%	839
HERNANDO	127	138	8%	92	77	5%	50	169	219	7%	3,148
HIGHLANDS	106	91	12%	42	24	4%	14	7	21	1%	1,590
HILLSBOROUGH	946	656	11%	534	299	6%	154	320	474	3%	14,192
HOLMES	37	13	13%	24	13	10%	8	13	21	5%	386
INDIAN RIVER	202	117	12%	102	61	6%	31	35	66	2%	2,655
JACKSON	50	16	9%	10	9	2%	3	24	27	4%	770
JEFFERSON	1	1	2%	2	2	5%	2	9	11	13%	85
LAFAYETTE	3	3	5%	2	-	2%	4	22	26	24%	110
LAKE	351	266	15%	145	95	6%	48	135	183	4%	4,189
LEE	545	477	13%	410	273	9%	159	335	494	6%	8,017
LEON	374	297	16%	223	114	8%	101	117	218	5%	4,135
LEVY	30	35	10%	22	13	5%	12	25	37	5%	683
LIBERTY	1	2	2%	4	3	5%	1	24	25	16%	152
MADISON	14	14	11%	6	3	3%	4	22	26	10%	261
MANATEE	445	344	15%	209	114	6%	92	184	276	5%	5,103
MARION	350	279	12%	237	167	8%	80	409	489	9%	5,264
MARTIN	122	111	10%	104	80	8%	55	138	193	8%	2,283
MONROE	43	43	9%	23	31	6%	18	46	64	7%	948
NASSAU	112	162	23%	148	58	17%	26	78	104	9%	1,197
OKALOOSA	96	42	7%	19	9	2%	4	9	13	1%	1,849
OKEECHOBEE	43	34	10%	32	24	8%	9	51	60	8%	736
ORANGE	941	816	9%	599	431	5%	338	1,137	1,475	8%	19,225
OSCEOLA	463	356	13%	167	125	5%	74	148	222	4%	6,334
PALM BEACH	1,361	1,012	11%	682	529	5%	408	1,083	1,491	7%	22,257
PASCO	306	260	12%	194	152	7%	104	218	322	7%	4,743
PINELLAS	971	777	14%	521	292	7%	201	409	610	5%	12,227
POLK	883	548	12%	340	233	5%	151	332	483	4%	11,742
PUTNAM	85	113	11%	43	32	4%	9	17	26	1%	1,805
ST. JOHNS	216	157	16%	113	83	9%	52	112	164	7%	2,299
ST. LUCIE	359	364	17%	245	179	10%	160	240	400	9%	4,335
SANTA ROSA	215	209	17%	164	68	9%	29	64	93	4%	2,516
SARASOTA	438	354	16%	261	140	8%	98	133	231	5%	4,942
SEMINOLE	484	267	12%	218	166	6%	110	198	308	5%	6,375
SUMTER	34	22	5%	11	8	2%	6	8	14	1%	1,105
SUWANNEE	26	17	11%	19	7	7%	3	3	6	2%	378
TAYLOR	31	26	17%	24	14	12%	5	24	29	9%	328
UNION	7	9	9%	11	7	10%	4	46	50	27%	188
VOLUSIA	439	345	11%	327	201	8%	158	634	792	12%	6,852
WAKULLA	47	51	16%	23	9	5%	3	4	7	1%	597
WALTON	54	30	12%	23	5	4%	10	18	28	4%	685
WASHINGTON	18	3	5%	-	3	1%	1	3	4	1%	406
FAU LAB SCH	1	-	1%	1	4	6%	-	11	11	14%	77
FSU LAB SCH	17	15	16%	30	9	20%	6	9	15	8%	195
FAMU LAB SCH	-	-	0%	-	-	0%	-	-	-	0%	44
UF LAB SCH	-	-	0%	-	-	0%	-	-	-	0%	105
STATE	20,174	16,454	13%	12,030	7,700	7%	5,118	11,951	17,069	6%	275,378

Grades 9-12 Over Cap by											
	1 Student	2 Students	1 or 2 Students	3 Students	4 Students	3 or 4 Students	5 Students	6+ Students	Classes With 5 or More Students	5 or More Students	Total Classes
ALACHUA	156	110	15%	84	55	8%	54	47	101	6%	1,832
BAKER	5	6	7%	4	3	4%	6	18	24	15%	164
BAY	68	82	12%	79	43	10%	56	41	97	8%	1,236
BRADFORD	17	13	15%	10	4	7%	2	4	6	3%	194
BREVARD	315	304	14%	331	250	13%	265	426	691	15%	4,484
BROWARD	1,197	1,187	18%	1,094	774	14%	579	709	1,288	10%	13,181
CALHOUN	5	7	7%	3	6	5%	2	5	7	4%	180
CHARLOTTE	72	70	13%	44	45	8%	51	119	170	15%	1,136
CITRUS	49	42	9%	33	37	7%	24	45	69	7%	964
CLAY	143	110	10%	87	77	6%	47	65	112	4%	2,605
COLLIER	144	150	10%	167	181	12%	163	478	641	21%	3,013
COLUMBIA	33	46	15%	27	24	10%	11	4	15	3%	533
DADE	1,461	1,315	12%	1,245	975	10%	903	2,727	3,630	16%	23,056
DESOTO	11	9	14%	6	5	8%	4	10	14	10%	139
DIXIE	7	6	9%	5	4	6%	6	4	10	7%	152
DUVAL	193	172	9%	180	138	7%	141	496	637	15%	4,280
ESCAMBIA	191	163	12%	132	79	7%	47	51	98	3%	3,026
FLAGLER	31	25	11%	34	23	11%	11	7	18	4%	505
FRANKLIN	2	-	3%	1	1	3%	-	6	6	8%	71
GADSDEN	29	23	14%	17	18	9%	9	14	23	6%	371
GILCHRIST	4	4	5%	6	5	7%	4	6	10	7%	152
GLADES	1	1	3%	-	-	0%	-	-	-	0%	72
GULF	5	7	7%	4	1	3%	3	6	9	5%	175
HAMILTON	10	7	15%	7	5	10%	3	4	7	6%	117
HARDEE	17	15	11%	10	11	7%	10	17	27	9%	285
HENDRY	26	19	12%	15	12	7%	22	39	61	16%	377
HERNANDO	83	87	11%	66	28	6%	34	22	56	4%	1,482
HIGHLANDS	27	8	4%	1	1	0%	1	10	11	1%	828
HILLSBOROUGH	958	795	14%	440	227	5%	148	146	294	2%	12,385
HOLMES	5	6	4%	4	1	2%	-	2	2	1%	248
INDIAN RIVER	63	41	10%	41	34	8%	29	45	74	7%	994
JACKSON	17	15	6%	7	3	2%	5	4	9	2%	521
JEFFERSON	-	-	0%	-	2	3%	-	4	4	6%	68
LAFAYETTE	2	4	8%	3	3	8%	-	5	5	7%	74
LAKE	123	85	14%	52	50	7%	42	94	136	9%	1,436
LEE	333	231	11%	202	153	7%	104	335	439	8%	5,260
LEON	151	127	14%	134	88	11%	39	97	136	7%	2,048
LEVY	16	18	9%	13	16	8%	12	30	42	11%	375
LIBERTY	-	4	5%	2	-	3%	1	6	7	9%	79
MADISON	14	7	11%	3	7	5%	-	5	5	3%	198
MANATEE	200	160	15%	151	105	10%	79	107	186	8%	2,468
MARION	82	62	7%	34	36	4%	15	30	45	2%	1,941
MARTIN	120	76	14%	64	71	10%	64	117	181	13%	1,390
MONROE	34	33	11%	33	27	10%	12	48	60	10%	625
NASSAU	26	37	9%	34	28	9%	22	39	61	9%	665
OKALOOSA	71	47	6%	30	12	2%	1	16	17	1%	1,916
OKEECHOBEE	32	21	13%	13	9	5%	8	3	11	3%	410
ORANGE	672	595	12%	629	537	11%	489	992	1,481	14%	10,225
OSCEOLA	179	181	13%	153	141	11%	110	328	438	16%	2,787
PALM BEACH	768	749	13%	644	614	11%	473	1,060	1,533	13%	11,357
PASCO	238	190	12%	194	171	10%	136	280	416	11%	3,667
PINELLAS	408	431	14%	470	291	12%	215	277	492	8%	6,166
POLK	269	295	13%	271	243	12%	201	339	540	12%	4,345
PUTNAM	46	31	13%	15	19	6%	9	26	35	6%	590
ST. JOHNS	98	130	10%	135	110	11%	93	204	297	13%	2,211
ST. LUCIE	127	144	10%	120	111	8%	82	174	256	9%	2,730
SANTA ROSA	116	93	16%	93	72	13%	53	123	176	14%	1,271
SARASOTA	88	117	10%	94	87	9%	66	235	301	15%	2,040
SEMINOLE	286	246	13%	236	176	10%	149	220	369	9%	3,948
SUMTER	20	22	9%	20	14	7%	1	16	17	3%	490
SUWANNEE	18	17	10%	9	6	4%	5	14	19	5%	350
TAYLOR	9	6	7%	6	11	8%	5	16	21	10%	212
UNION	6	3	7%	1	-	1%	1	2	3	2%	136
VOLUSIA	140	120	9%	102	94	7%	96	231	327	11%	2,985
WAKULLA	13	7	6%	1	-	0%	-	1	1	0%	324
WALTON	11	9	6%	4	2	2%	6	15	21	7%	314
WASHINGTON	13	9	9%	11	4	6%	1	9	10	4%	257
FAU LAB SCH	2	-	40%	-	-	0%	-	1	1	20%	5
FSU LAB SCH	5	6	8%	3	3	4%	4	12	16	12%	134
FAMU LAB SCH	-	-	0%	1	-	2%	-	-	-	0%	42
UF LAB SCH	-	-	0%	-	-	0%	-	-	-	0%	83
STATE	10,081	9,158	12%	8,164	6,383	9%	5,234	11,088	16,322	11%	154,380

**District Office:**  
410 South Ware Blvd. Suite 105  
Tampa, Florida 33619  
(813) 740-7655 P  
(813) 740-7657 F



**Tallahassee Office:**  
214 Capitol  
402 South Monroe Street  
Tallahassee, FL 32399  
(850) 488-9910 P  
Trey.Traviesa@myfloridahouse.gov

# FLORIDA HOUSE OF REPRESENTATIVES

***A. Trey Traviesa***  
Representative, District 56

March 4, 2008

State Representative David Simmons, Chairman  
Committee on 21<sup>st</sup> Century Competitiveness  
212 The Capitol  
402 South Monroe Street  
Tallahassee, Florida 32399-1300

Dear Chairman Simmons:

Please excuse Representative Trey Traviesa from today's 21<sup>st</sup> Century Competitiveness Committee Meeting. There was a funeral in his district he was intending to attend.

Thank you for your kind attention to this matter.

With kindest regards,

A handwritten signature in cursive script, reading "Ruth C. Beckman".

Ruth C. Beckman  
District Assistant to  
Representative Trey Traviesa

Cc: Celeste Camm, Administrative Assistant

- Vice Chair, Schools & Learning Council • Jobs & Entrepreneurship Council
- Policy & Budget Council • Committee on 21<sup>st</sup> Century Competitiveness