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# What programs have school systems created to support their students?

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By Thomas Arnett and Jonathan Cooney

In partnership with Bay View Analytics



Bay View Analytics®

# Study details

Since its founding in 2008, the Clayton Christensen Institute has studied the varied uses of online learning within K–12 education. Beginning in the fall of 2020, the Institute undertook a two-year series of nationally-representative surveys to track the adoption of online learning in the wake of the COVID-19 global pandemic to better understand its various uses and associated instructional practices. These factsheets share insights from the most recent round of surveys, which collected responses in April of 2022.



# The Sample

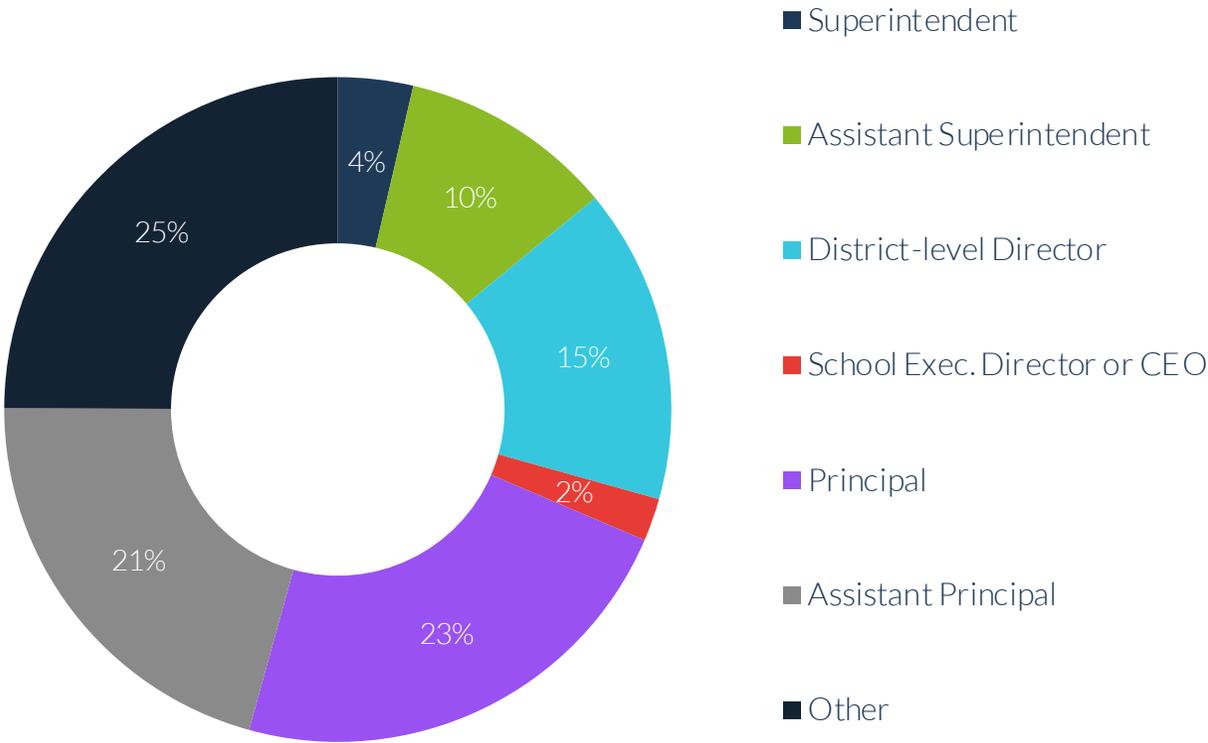
Surveys were sent to nationally-representative lists of teachers and administrators leased from MDR.

Responses were collected from 385 administrators representing:

- 380 schools
- 317 school systems
- 45 states



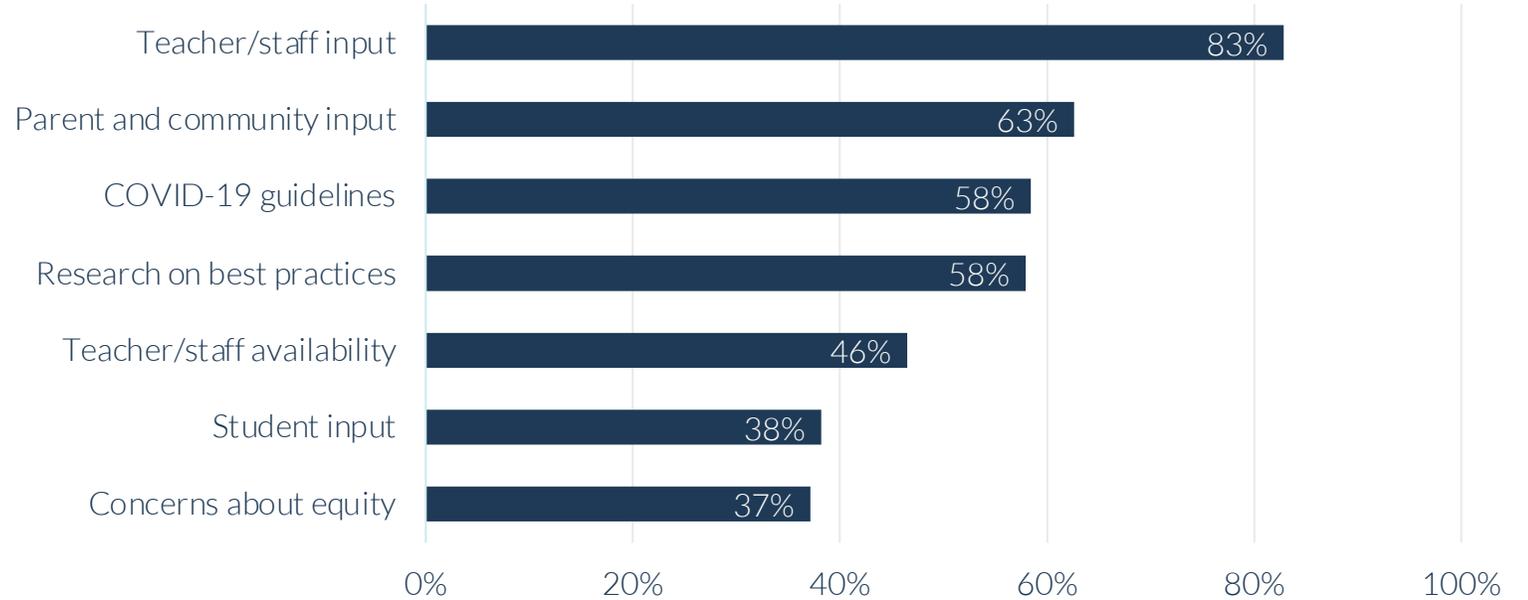
Administrator roles



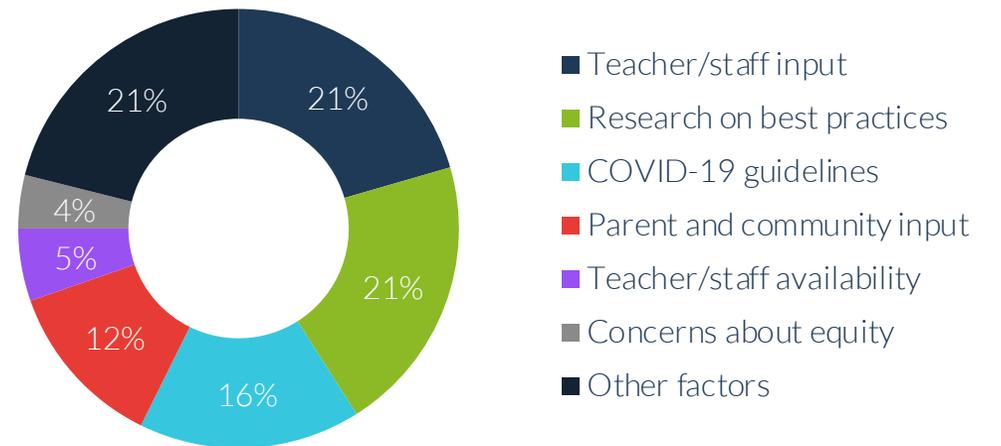
Administrators reported that teacher and staff input were often the most important factor influencing instructional programs.

## Most-cited factors influencing instructional programs

(select all that apply)

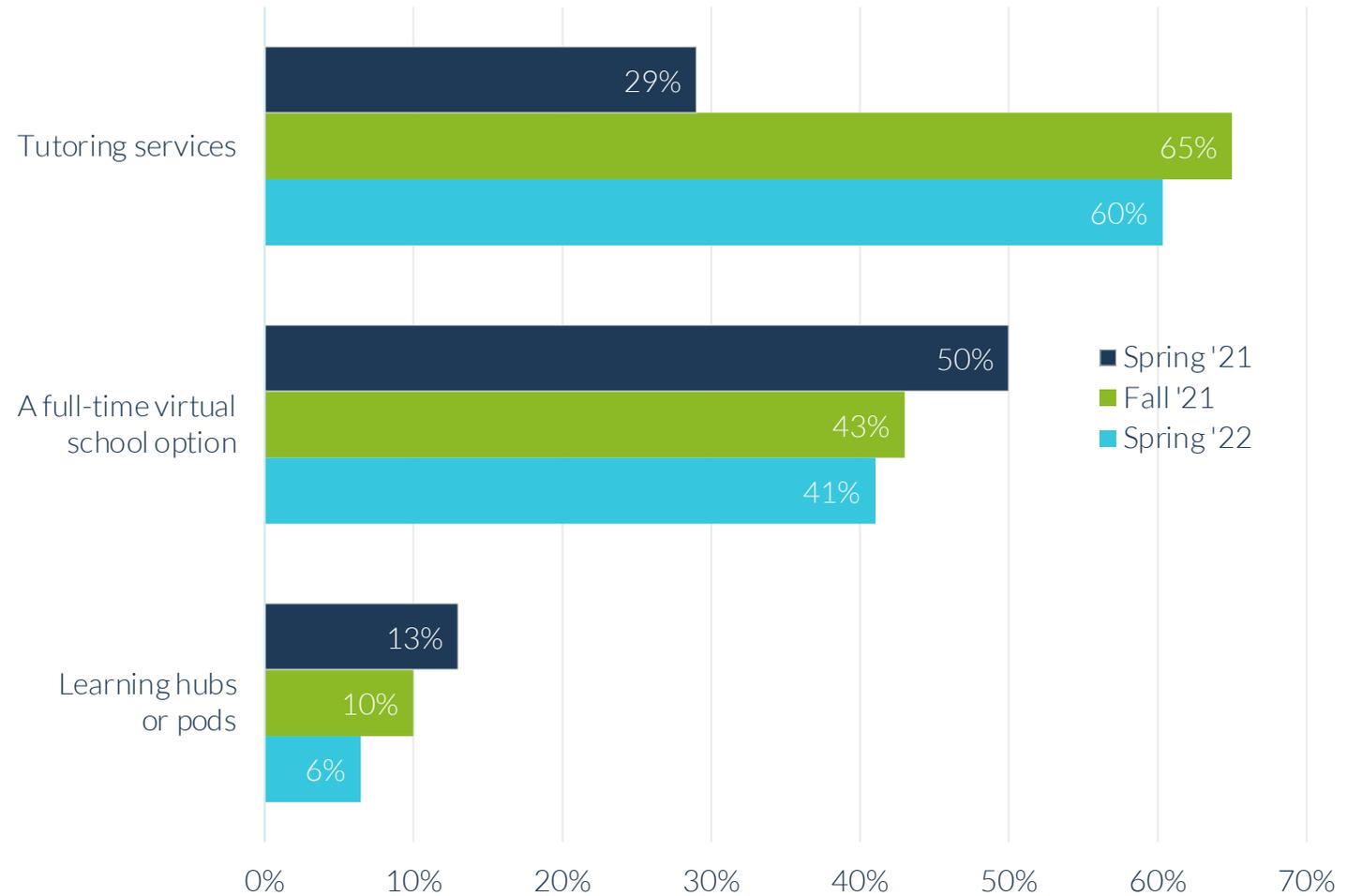


## Proportion of administrators citing a given factor as the primary factor influencing instructional programs



Most school systems had tutoring programs to support their students. Many also offered full-time virtual school options.

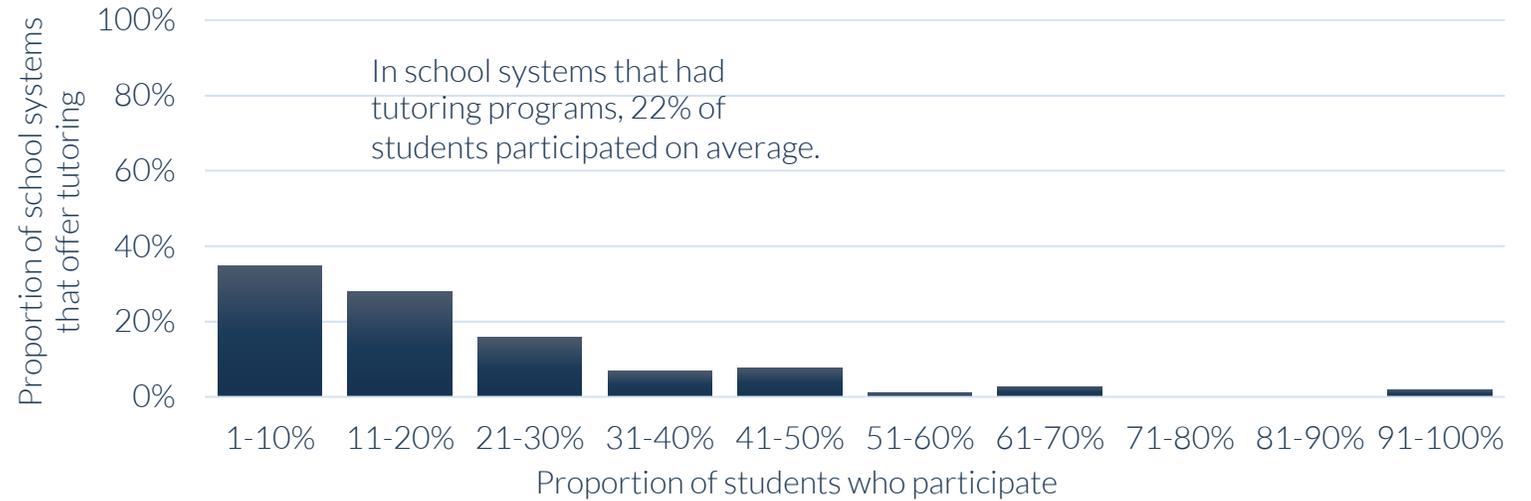
School system programs  
(select all that apply)



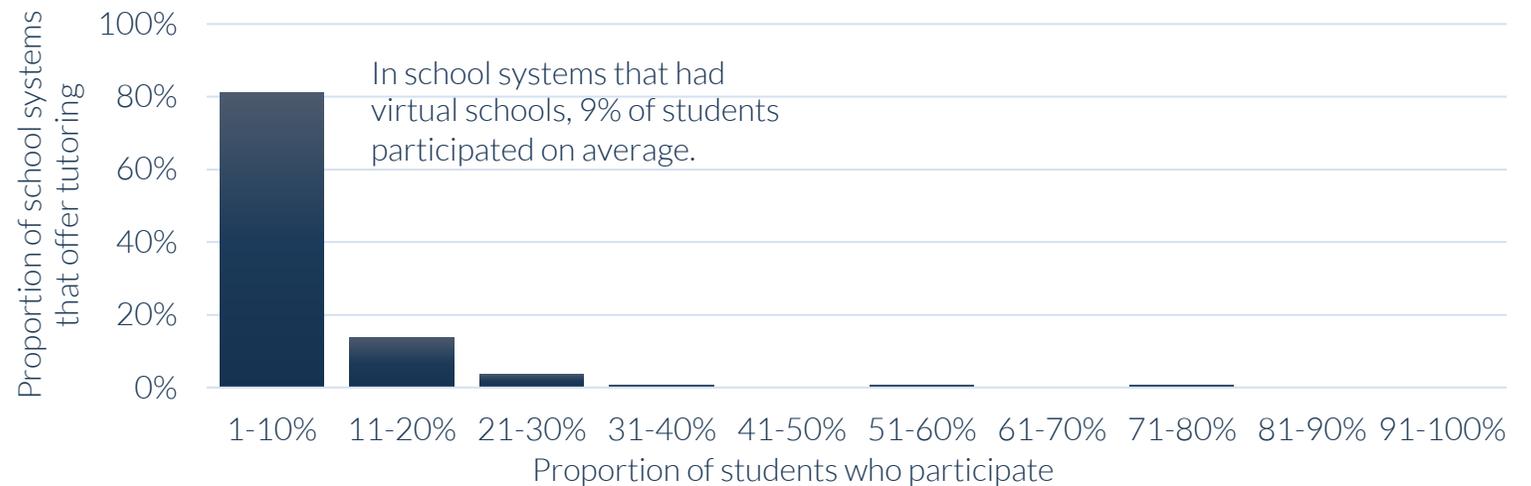
In most school systems offering tutoring or virtual schools, administrators estimated that only a small subset of students participated in these programs.



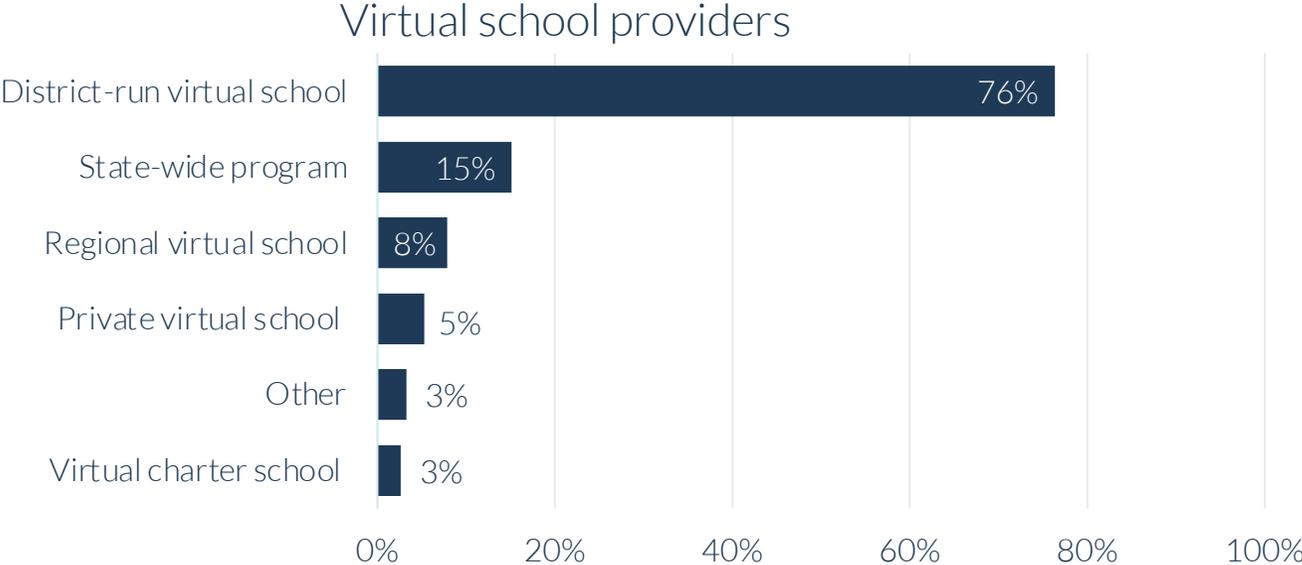
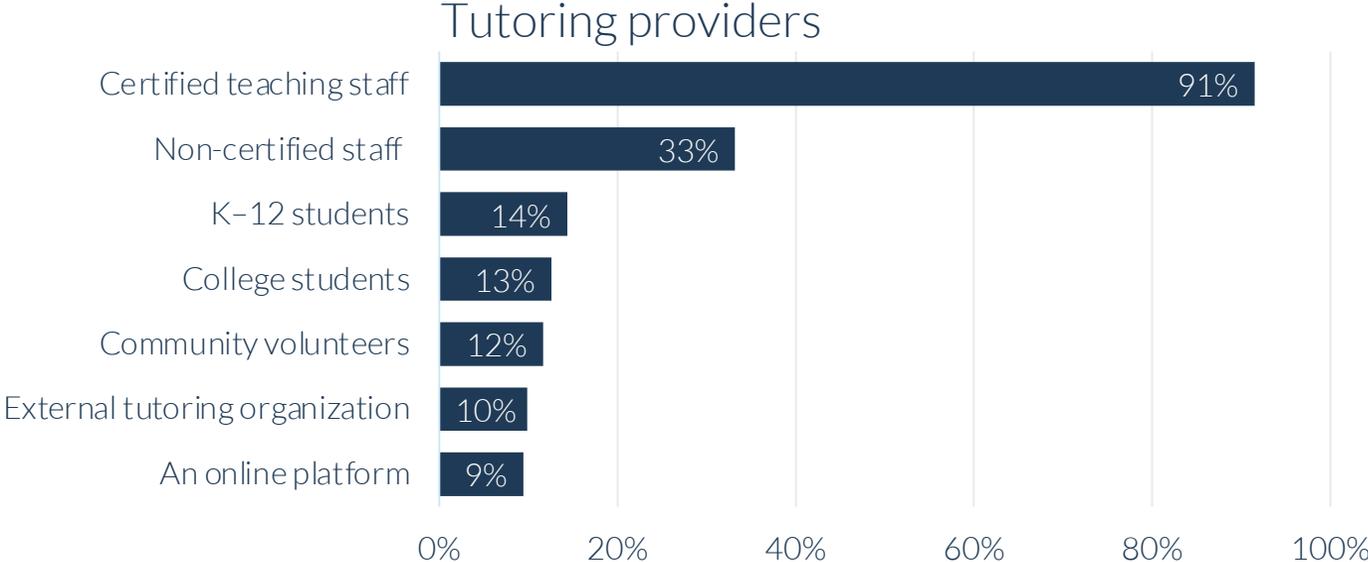
### Tutoring participation



### Virtual school participation



School systems tended to offer tutoring and virtual school programs using their own staff and resources.



# Acknowledgments

This factsheet and the associated survey were made possible with generous support from the Jaquelin Hume Foundation, the Chan Zuckerberg Initiative, the NewSchools Venture Fund, and Stride.

The research underlying these factsheets was conducted in partnership with Bay View Analytics. We are grateful to Dr. Jeff Seaman, director, and Dr. Julia Seaman, research director, for their thought partnership and meticulous attention to detail. We would also like to thank Clever, IMS Global, Next Generation Learning Challenges, The Learning Accelerator, Transcend, and XQ Institute for helping encourage responses from our survey recipients. Lastly, this report would not have been possible without the support of the Christensen Institute's director of communications, Meris Stansbury.

Photographs included in this report come from Allison Shelley for EDUimages.

**Chan  
Zuckerberg  
Initiative** 

**newschools**  
venture fund

**Jaquelin Hume  
Foundation**

**Stride**



**Bay View Analytics**



# About

The **Clayton Christensen Institute** is a nonprofit, nonpartisan think tank dedicated to improving the world through Disruptive Innovation. Founded on the theories of late Harvard professor Clayton M. Christensen, the Institute offers a unique framework for understanding many of society's most pressing problems. Its mission is ambitious but clear: work to shape and elevate the conversation surrounding these issues through rigorous research and public outreach.

**Bay View Analytics**, formerly known as the Babson Survey Research Group, is a survey design, implementation, and analysis organization. Bay View Analytics partners with and conducts research for universities, businesses, foundations, and agencies including the London School of Business, Hunter College, the College Board, the Alfred P. Sloan Foundation, The William and Flora Hewlett Foundation, The Gates Foundation, and Tyton Partners. Bay View Analytics' activities cover all stages of projects, including initial proposals, sample selection, survey design, methodological decisions, analysis plan, statistical analyses, and production of reports.



**Thomas Arnett** is a senior research fellow in education for the Christensen Institute. His work focuses on instructional models enabled by online learning and the role of Disruptive Innovation in transforming K-12 education. His work in education includes teaching middle school math for Kansas City Public Schools and serving as a board member for various school systems.



**Dr. Jonathan Cooney** has been an educator for the past 24 years. After 23 years serving K-12 students and families as a teacher and school principal, he is now an assistant professor in the Department of Educational Leadership and Policy Studies at the University of Northern Colorado. He has earned degrees from the University of Virginia, Colorado State University, and the University of Northern Colorado.





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