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
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 chart]

- Superintendent
- Assistant Superintendent
- District-level Director
- School Exec. Director or CEO
- Principal
- Assistant Principal
- Other
Administrators reported that teacher and staff input were often the most important factor influencing instructional programs.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Proportion of Administrators Citing as Primary Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/staff input</td>
<td>83%</td>
</tr>
<tr>
<td>Parent and community input</td>
<td>63%</td>
</tr>
<tr>
<td>COVID-19 guidelines</td>
<td>58%</td>
</tr>
<tr>
<td>Research on best practices</td>
<td>58%</td>
</tr>
<tr>
<td>Teacher/staff availability</td>
<td>46%</td>
</tr>
<tr>
<td>Student input</td>
<td>38%</td>
</tr>
<tr>
<td>Concerns about equity</td>
<td>37%</td>
</tr>
</tbody>
</table>

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

**Tutoring participation**

In school systems that had tutoring programs, 22% of students participated on average.

**Virtual school participation**

In school systems that had virtual schools, 9% of students participated on average.
School systems tended to offer tutoring and virtual school programs using their own staff and resources.
Acknowledgments

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

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