Online Learning
State of the Field Survey

Summary Findings Report

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Introduction

The AVI CHAI Foundation, in October 2010, began work on a new initiative: online/blended learning. To that end, the Foundation established a two-fold motivation and goal: 1) to improve the quality of education by increasing individualized instruction and enabling students to develop skills and ways of thinking needed in the 21st century; and 2) to bring down the cost of education. Furthermore, AVI CHAI's work to promote the adoption of online learning by day schools is three-pronged: 1) supporting the adoption of online courses at established Jewish day schools; 2) supporting entrepreneurs who are willing to experiment with the model of a day school in service of both educational and cost-saving goals via the incorporation of online learning (and other 21st century learning ideals); and 3) to stimulate the development of Judaic studies offerings online at both the middle and high school levels. In order to gain a better understanding of the status of the field in regard to online learning, the Foundation launched an initiative in the fall of 2011 to gather information about the depth and breadth of online course offerings throughout Jewish day schools in North America. The following summary findings report describes the methodology and summary findings discovered through this initial state of the field survey research effort.

Executive Summary

Survey data reveal several key summary findings about the depth and breadth of online course offerings throughout a sample of Jewish schools in North America.

Online course adoption is slow, and has occurred recently, impacting few students across Jewish schools. However, Internet use to access resources is prevalent across all schools. While the clear majority of these schools use the Internet to access Judaic resources to provide faculty professional development (83%) or for networking purposes (60%), less than one-quarter (23%) offer online courses to their students. Even among the few schools that do offer online courses, relatively few of their enrolled students are **actually taking** these courses. Put in the perspective of the entire respondent population (241 schools), only 2% (5) of these schools report that "most" of their students are enrolled in the online courses.

Even among the few schools that do offer online courses, relatively few of their enrolled students are **actually taking** these courses.

Most of those who are offering online courses are "new adopters;" more than half (57%) just started offering the online courses this year or last. Only 16 schools (6% of all respondents) have been offering online courses for five or more years. Finding online course resources that fit the schools' values and mission provided the most challenging obstacle to adopting the online courses.

Steady growth is projected in the number of schools offering online courses in the near future, with as many as 15% of these schools adopting each year for the next few years. If these projections continue, 60% of these schools could be offering online courses in the near future. Still, 25% of these schools have no interest or plan to offer online learning. For those who do plan to adopt online courses, resources needed to get their offerings "up and running" fall into three consistent categories: a) more funding (67%); b) more technical expertise on staff (50%); and c) finding content providers (50%) top the list as the most critical issues, significantly ahead of all other needs.

If these projections continue, 60% of these schools could be offering online courses in the near future.

Schools not considering online courses now or in the near future stem from three primary issues: a) concern that online learning is not as effective as face-to-face; b) their students are too young to effectively benefit from online courses (primary grades); and c) the perceived lack of funds or technology infrastructure.

Motivations to offer online courses stem from meeting individual student learning needs. Meeting individual student learning needs appears to be the primary motivator to offer online courses (81% of those offering online courses). Expanding course offerings beyond faculty expertise followed closely (77%). Respondents cite individualization, whether for remediation or challenge, and the opportunity to meet all students' needs as the overwhelming value of their current online offerings.

Some difference noted in online course offering by school size. Larger schools appear to be more likely to be offering online courses; schools with 750 or more students were almost twice as likely to offer online courses than the whole respondent population.

Project Methodology

The independent assessment and survey research consultant worked collaboratively with The AVI CHAI Foundation staff members to design the survey instrument that best captured the intended outcomes of the state of the field survey project. Basic school descriptive demographics (school size, school type, enrollment status, state, and locale) were included to allow for cross-tabulation of data and descriptive profiling. To assess online course status, the survey was structured with a simple two-tiered branching logic that allowed for a descriptive profile of the schools' current status in offering (or not offering) online courses. For those schools offering courses, survey items probed for rationale, course topics, course enrollment, perceived value/benefits, growth projections, and perceived obstacles in establishing their online offerings. For those schools not offering online courses, the survey items addressed rationale, plans for future adoption, needed resources, and perceived obstacles to implementation.

The survey was administered online using the SurveyMonkey platform and facilitated independently by the assessment consultant. The AVI CHAI Foundation created an original distribution list of 529 Jewish schools across the United States and Canada (including the name, email address and phone number of the Head of School). In early November 2011, all heads of schools on the distribution list were sent a dedicated email invitation to complete the survey. Respondents were invited to reply early in order to participate in an incentive raffle for one of two video cameras. Reminder emails were sent to all non-responders each week until December 2011. In early January, when the response rate (at that time, at 35%) was lower than hoped for (particularly for a state of the field survey), the Foundation launched a phone-calling campaign to encourage all non-responders to participate. All non-responders were telephoned and encouraged to complete the survey "live" with the phone caller, or to login and complete the survey online. This phone campaign resulted in a few additional responses (52 in total), increasing the final response rate to **47.7%** as of the official closing date of May 18, 2012. The Foundation expressed initial concern that this response rate was lower than hoped, having targeted an 85 – 90% rate. This target was abandoned when it appeared evident that after two separate emailing campaigns (both from the external consultant and then from within the Foundation) and a phone campaign, 85% was not attainable. Nonetheless, the respondents present in this 47.7% are a robust and representative sampling of all regions, sizes and school types across the United States and Canada. Portions of respondents by state and school grade levels mirror the same portions of schools present in AVI CHAI's school database (see Appendix for comparative tables).

Nonetheless, the respondents present in this 47.7% are a robust and representative sampling of all regions, sizes and school types across the United States and Canada.

Some caution must be exercised in generalizing this sample to all of North America as few Canadian responses were received. Response rate tracking and respondent-to-total population are described below:

Type of School	All Schools in Database	Survey Respondents
Community	20.1%	25.3%
Conservative	9.6%	12.0%
Orthodox	67.4%	53.1%
Reform	2.9%	3.7%
Other	NA	5.8%

Survey data were analyzed for frequency and descriptive statistics using Excel and SPSS (statistical analytics) software by the independent assessment and survey research consultant. Cross-tabulations and content analysis of open-ended comments added to the analysis as well. Graphs and frequency tables for all survey items and cross-tabulations follow in the Appendix.

Response Rate/Population Calculation	
529	Original names on the database
189	Email responses – not phoned
44	Responses from phoning
8	Responses from second email campaign conducted from AVI CHAI
11	Bounced email
3	Opt-out of survey/No response on calling
10	School closed/Merged
14	Wrong phone numbers
220	Unresponsive
38	Canada numbers to phone (emailed but never phoned)
505	Final population total after removing school closures, opt-out names and bounced names

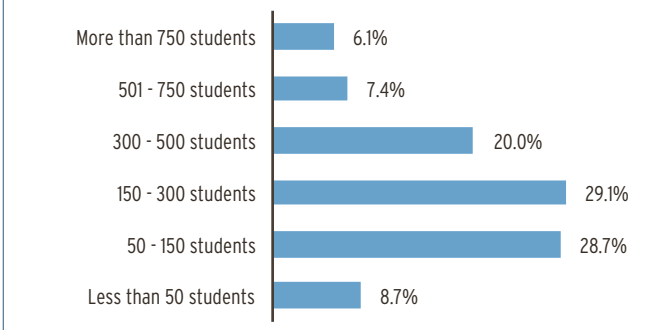
Survey Respondent School Profile Summary

The largest portion (29%) of survey respondents came from mid-sized schools enrolling 150 – 300 students, followed closely (28%) by smaller schools enrolling 50 – 150 students. Almost all (80%) of the respondents fall in the 50 – 500 student population range. Just over half of these schools characterize themselves as Orthodox, and 25% are community schools. Few (12%) are Conservative and 3% are Reform schools. Enrollment growth was almost evenly split between growing (47% – and the largest portion) and staying about the same (40%). Only 13% describe their enrollment as shrinking. New York (55), California (35), Florida (19), New Jersey (18) and Massachusetts (11) top the list in school locations. Few rural schools are represented; most (57%) are suburban and 42% are urban.

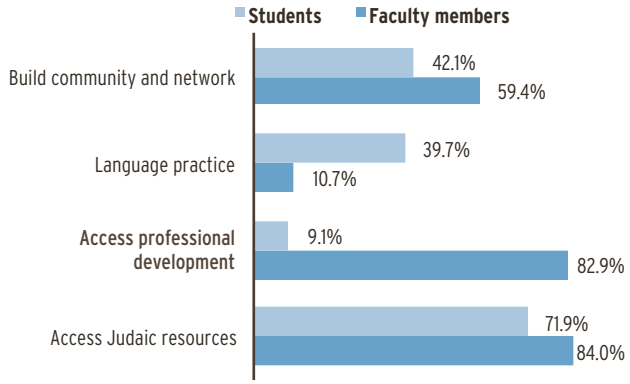
Three in four of the survey respondents (75%) **do not** currently offer online courses to their students, yet most use the Internet to engage faculty and students online in accessing professional development, building community and general resource access. Almost all (84%) say their faculty members utilize Judaic resources on the Internet and 83% access professional development online. Nearly half (45%) say they utilize online enrichment resources.

Those offering online courses use online instructors from an outside provider the majority of the time (79% of those offering courses), and only 6% utilize their own instructor. Students typically access the course in a computer lab at the school (44%), in the classroom (23%), or at home (19%). Generally speaking, even among those 25% offering online courses, few students overall are taking the online courses. The largest portion (35%) say a "handful" (less than 5%) are enrolled online, and only 9% say "most" of their students are taking the online courses. Providing differentiated learning to meet individual needs (remediation; challenge gifted students; earn college credit; make up missed courses) tops the list as the most significant reason online courses are offered, followed closely by the need to offer courses that are beyond the scope of their faculty expertise. Integrating 21st century technology and connecting students to new resources were cited ***half*** as much as the need to differentiate and expand offerings. AP courses and high school courses for missed/failed courses are the most common types of courses offered. Math, in particular, was cited as the content area offered most frequently.

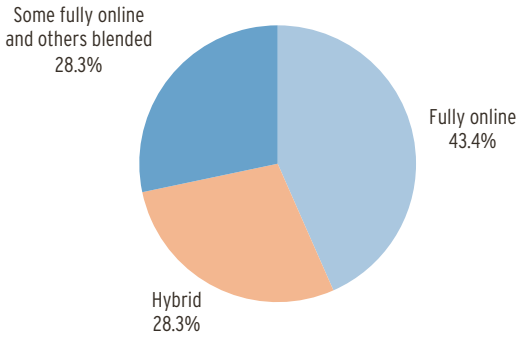
School Size



How students and faculty engage online



How online courses are conducted



	Course Offerings		
Course Title	Among only those offering online courses	Among all respondents	(N) Number of respondents
Math	82.6%	15.8%	38
History	41.3%	7.9%	19
Spanish	37.0%	7.1%	17
English/Language Arts	28.3%	5.4%	13
Judaic Studies	28.3%	5.4%	13
Biology	26.1%	5.0%	12
Chemistry	21.7%	4.1%	10
Physics	15.2%	2.9%	7
French	15.2%	2.9%	7
Hebrew	8.7%	1.7%	4
ACT/SAT Test Preparation	8.7%	1.7%	4
Economics	6.5%	1.2%	3
Computers	6.5%	1.2%	3
Chinese	4.3%	0.8%	2
German	2.2%	0.4%	1
Study Skills	2.2%	0.4%	1
Italian	0.0%	0.0%	0

Only 28% of those currently offering online courses offer Judaic studies courses. Most (72%) intend to expand their offerings in the near term, and none are considering decreasing or eliminating offerings. School funds are used significantly more (65%) than any other resource to fund their online offerings and 15% currently have a grant from AVI CHAI for this purpose. One-third suggest they are "actively looking for resources" to fund their online course efforts. Generally speaking, these adopters cite "finding resources that fit our values and mission" as the primary obstacle faced in implementing online courses. Almost half find challenges in their staff's IT skills. Among the 75% of respondents who are not currently offering online courses, three distinct and relatively equally sized sub-groups emerge: those who are unsure, those who plan to offer online courses soon, and those who remain wholly opposed to the idea. For those who are pending or unsure, funding (90%) and technical expertise (85%) are cited by almost all (80%) as critical in the plan to get the online courses up and running.

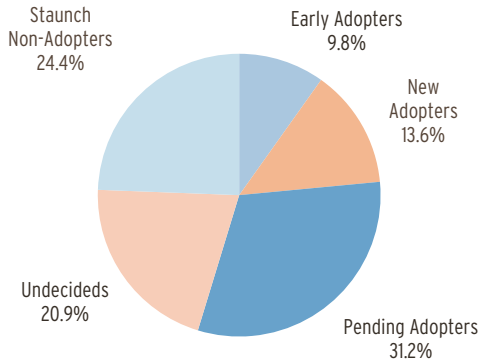
Among the 75% of respondents who are not currently offering online courses, three distinct and relatively equally sized sub-groups emerge: those who are unsure, those who plan to offer online courses soon, and those who remain wholly opposed to the idea.

Specific profile analysis, including courses offered, obstacles and future plans are more fully described by respondent cluster in the detail sections that follow.

Summary Findings Detail

Facilitating an in-depth understanding of the status of online learning in Jewish schools throughout North America is best accomplished through a cluster analysis. Essentially, all survey respondents can be categorized into five clusters descriptive of their online course offerings from "early adopters" to "staunch non-adopters." Fostering growth in online learning lies strategically in better understanding the obstacles, needed resources and concerns of those who either intend to launch or grow their online courses. These distinct clusters can be represented graphically on a continuum from early adopters with growth interest to non-adopters with no plans to change. A comparison of how each cluster differs from the others and from the respondent population as a whole provides greater insight into the status of online learning. Cluster descriptions include: 1) early adopters: schools who have offered online courses for three or more years; 2) new adopters: schools who have begun offering online courses within the past year; 3) pending adopters: schools who do not currently offer online courses but plan to do so soon; 4) non-adopters/undecideds: those who do not currently offer online courses and are unsure about doing so in the future; and 5) staunch non-adopters: those who do not offer online courses and have no intention to do so. The figure below represents these clusters graphically and illustrates how the non-adopters outnumber the adopters, making up over three-quarters of the respondents. Graphical representations of all cross-tabulated survey items by these clusters are also included in the Appendix.

Respondent Clusters



Cluster 1: Early Adopters. The smallest cluster includes those schools that have been offering online courses for three or more years and generally speaking are fully invested in delivering instruction online. This cluster represents just 9.8% of all respondents and just under half (42%) of all of the "adopters." The early adopters tend to be smaller schools than the whole population; likely evidence of their interest in expanding course offerings beyond the range of their faculty's expertise and their number of traditional course offerings. The early adopter schools are ten percentage points more likely to be growing in enrollment and more than half less likely to have shrinking enrollment. Here, 57% of early adopter schools report growing enrollment, compared to 47% of the whole respondent population, and only 5% of the early adopters have shrinking enrollment compared to 13% in the whole population. Almost all are Orthodox schools (79%) – an increase of over 22 percentage points from the general population.

The early adopters entered the online course venture almost entirely to "expand their course offerings beyond what our faculty can provide" (95%). Again, their school sizes could be a factor here – as 76% have 300 or fewer students (in the general population, only 33% were of that size). Early adopters conduct their online courses evenly as either fully online (27%), in a blended/hybrid manner (33%), or a combination of the two (38%). Most students access the courses through school computers (43%), and only 15% access the course fully from home.

Consistent with the general population, only a small portion enroll "many" or "most" of their students in these online course offerings. Among the early adopters, 9% say most of their students take online courses, and 5% say "many." Collectively, 87% report less than 40% of their students take online courses. They use school funds most often (67%) to facilitate offering online courses and less than 10% have grants from other donors. Having established these online offerings for several years now, the early adopters are less likely than the other adopters to be actively seeking additional funding sources or to be relying on start-up grant funding.

Overwhelmingly, the early adopters utilize instructors from outside providers to provide the primary instruction (81%) and only a small few use their own instructors (9%).

Course Title	Among Early Adopters (N = 21)	Among all those offering online courses	Among all respondents
Math	85.0%	82.6%	15.8%
History	50.0%	41.3%	7.9%
Spanish	25.0%	37.0%	7.1%
English/Language Arts	40.0%	28.3%	5.4%
Judaic Studies	9.5%	28.3%	5.4%
Biology	30.0%	26.1%	5.0%
Chemistry	25.0%	21.7%	4.1%
Physics	25.0%	15.2%	2.9%
French	10.0%	15.2%	2.9%
Hebrew	9.1%	8.7%	1.7%
ACT/SAT Test Preparation	15.0%	8.7%	1.7%
Economics	8.0%	6.5%	1.2%
Computers	0.0%	6.5%	1.2%
Chinese	0.0%	4.3%	0.8%
German	0.0%	2.2%	0.4%
Study Skills	5.0%	2.2%	0.4%
Italian	0.0%	0.0%	0.0%

As the table above indicates, the early adopters are highly likely (more so than the other adopters) to offer math, history, Hebrew, English and biology or chemistry courses online. Nearly two-thirds (64%) offer AP courses (with a range of topics) and just two (9.5%) offer Judaic studies, suggesting that online offerings remain a largely secular venture.

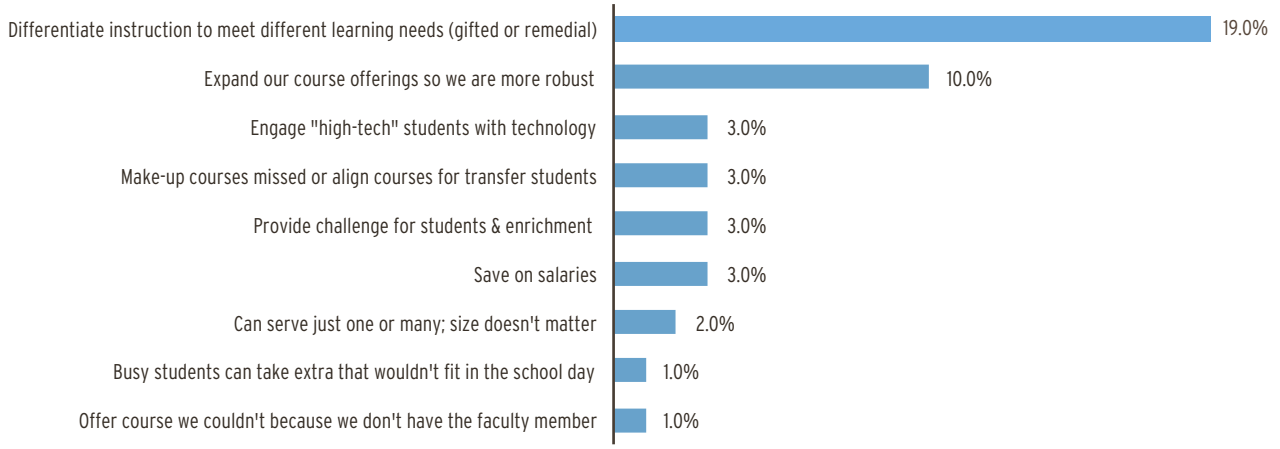
Offering online courses appears to be highly valued by these early adopters as evidenced by those who indicate an interest in expansion (65%) and none indicate a move to decrease or eliminate these opportunities. The early adopters are highly consistent in reporting the perceived benefit of the online courses: providing differentiated instruction for their students.

Said one respondent, "Differentiating for gifted or learning challenged students is critical." Credit recovery for transfer or failing students was cited as well. Few obstacles have been substantial enough to halt the growth of online offerings among these early adopters.

The early adopters are highly consistent in reporting the perceived benefit of the online courses: providing differentiated instruction for their students.

However, respondents indicate that "finding resources that fit with our values and mission" was cited by almost all as a barrier – twice as significant as all other obstacles. Resistance from faculty (11%) and parents/community (27%) were relatively minor concerns. Equipment and IT expertise were of moderate concern, cited by just under half of these early adopters (44%).

Benefits perceived from online courses *(# of responses)*



Cluster 2: New Adopters. The largest portion of online course adopters (58% of all those offering courses) is the "new adopters:" those schools who have only recently (within this year) begun offering online courses to their students. These new adopters represent only 12% of the total survey population – still a relative "minority" across the surveyed schools. Like the early adopters, the new adopters represent more Orthodox schools (69%) than the whole population, and 24% are community schools. Enrollment growth at these schools reflects the same as the whole, with almost half (46%) reporting growing enrollment and only 11% with shrinking enrollment. These new adopters have school leaders encouraging use of online courses, but suggest that adoption is slow (60%). However, this leader encouragement is twenty percentage points higher than the overall population, where only 39% say school leaders are encouraging use.

The new adopters enter the online course environment most importantly (83%) "to provide differentiated learning to meet individual student needs." Respondents cite the perceived efficiency of online offerings, such as a respondent who noted value in "customized instruction delivery; students may register for one of a large number of college level classes. Unlike a traditional class, there is no minimal enrollment number, a class can be offered for one or two, just as easily as for ten."

Yet despite the value perceived in these courses, the new adopters still report a relatively small portion of students enrolled in these courses. Seventy-two percent say less than 10% of their enrollment is involved – twice as few as their "early adopter" counterparts.

Like the early adopters, the new adopters are offering similar secular courses online: math, history, foreign languages. Yet the new adopters appear to be venturing into offering Judaic studies courses more frequently than their early adopter peers, and less heavily into the AP course offering. For example, 38% of the new adopters are offering Judaic studies courses including: Hebrew, *Chumash*, *Navi*, Bible, *Brachot* and *Pirkei Avot*; and only 32% of the new adopters are offering AP courses compared to 63% of the early adopters. Further study is required to see whether or not the new adopters change the type of courses offered over time.

Clearly in growth mode, expansion is already anticipated among the new adopters, as 75% intend to offer more courses and 21% are still evaluating their status. Here, too, these schools are utilizing school funds primarily to fund these efforts (62%) and one-quarter (24%) have a current grant from The AVI CHAI Foundation. Other funding sources include family donations, the Jewish Education Project and the Kohelet Foundation.

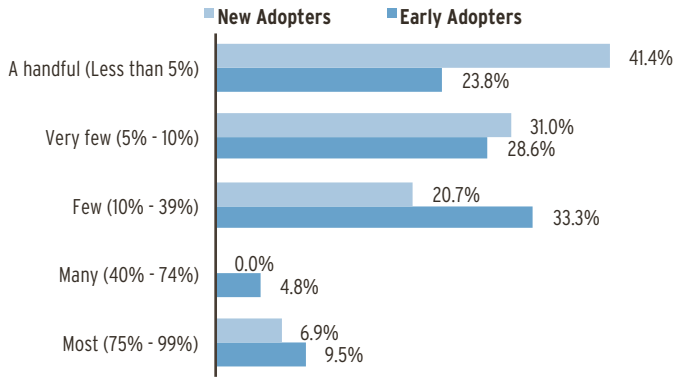
Resistance from parents and the community emerged as a more challenging obstacle among the new adopters than in the early adopters. Here, 30% cite parent/community resistance as the most challenging obstacle, compared to only 12% in the early adopters – perhaps evidence of a community reluctant to change, yet convinced over time. Finding resources that fit with the schools' values and mission remains a common and consistent obstacle for both clusters of adopters.

Cluster 3: Pending Adopters. The largest cluster can be named the "pending adopters:" those who are not currently offering online courses, but hope and intend to do so very soon. This subgroup represents 28% (67) of all survey respondents and 41% of all non-adopters. Again, pending adopters represent a diversity of school sizes, yet slightly skewed to the smaller schools enrolling 300 or fewer students (65% of this cluster). More community schools are present here (31%) compared to 24%, on average, in the adopter clusters; and fewer Orthodox schools (51%) compared to 75% on average. More stable enrollment is observed in this profile, with the largest portion (48%) "staying about the same."

These pending adopters are interested in establishing online course offerings for the same reasons as their peers who have already begun the process: providing differentiated learning (83% say it is very important) and integrating 21st century skills and technology into the school (80% say it is very important). Said one "pending adopter" respondent, "(We believe it is important to be) . . . moving Jewish education to the cutting edge as opposed to being 30 years behind the times." Increasing enrollment and saving faculty hiring costs appear to hold less importance overall among this cluster.

Funding appears to be the primary critical issue in assisting the pending adopters with their plans to implement online courses. Almost two-thirds (63.5%) indicate funding as a critical issue, followed closely by the 57.6% who say that finding content providers is a critical concern. IT expertise on staff and technology infrastructure rated highly critical as well. School leadership is not an issue; faculty cooperation appears to be moderately concerning.

Comparison of enrollment in online courses: Early Adopters vs. New Adopters

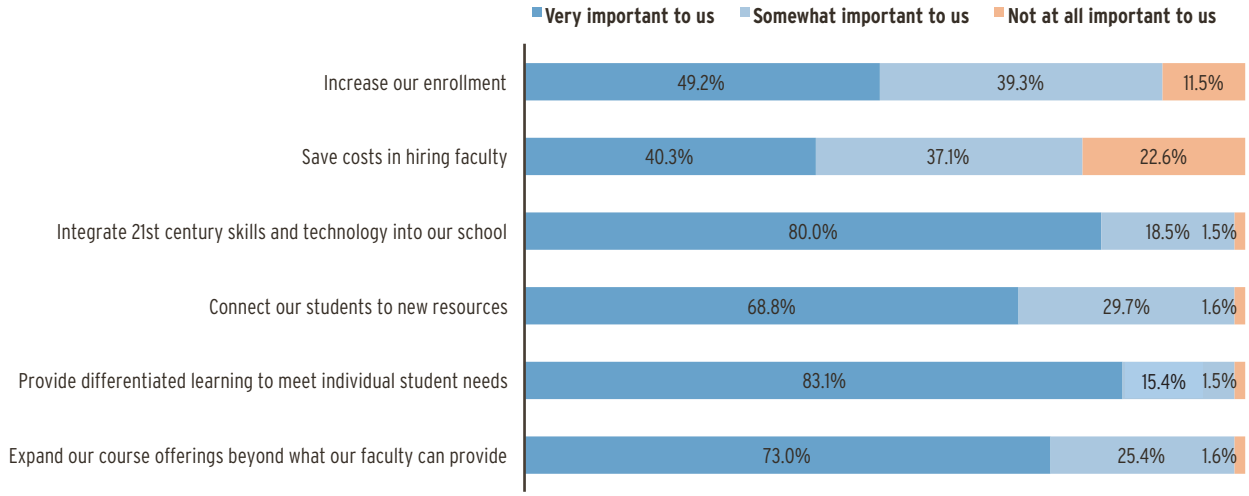


Cluster 4: Non-Adopters – Undecideds. Nearly 20 percent (18.6%, N = 45) of all respondents are simply unsure about future ventures into online course offering. Schools in this cluster, the "undecideds," are not currently offering online courses, and while they do not express direct objection to offering online courses, they remain unsure and have made no plans to consider such options. About one-third (30%) of the undecideds are community schools, 14% are Conservative and one is Reform. Enrollment in these schools is growing at a slower pace than the early, new and pending adopters. Although no action has yet been taken, several factors are reported as very to somewhat important to this cluster in considering an interest in offering online courses. Differentiated learning options and integrating 21st century technology, like their "adopter" counterparts, are equally important here.

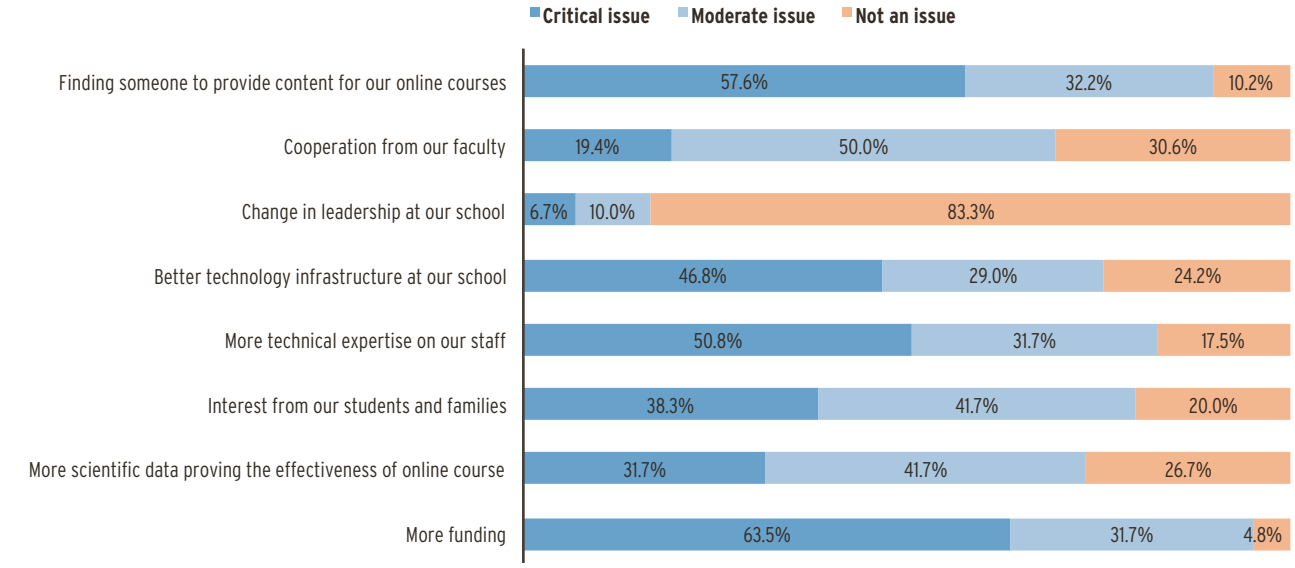
The undecideds remain "in limbo," aware of the value and benefits, yet stalled by critical funding, interest and infrastructure issues.

This group appears, however, more skeptical about the effectiveness of online learning, reporting ten percentage points more critical concern than their peers who intend to start offering online courses soon. Here, 41% report a critical issue in the "need for more scientific data proving the effectiveness of online courses," compared to 31% in the pending cluster. Likewise, 78% of the undecideds suggest funding is a critical issue, and 54% need more technical expertise on staff. These schools also tend to report higher concern over garnering faculty cooperation and have greater concerns over student and family interest in online offerings. Generally speaking, the undecideds remain "in limbo," aware of the value and benefits, yet stalled by critical funding, interest and infrastructure issues.

Pending Adopters: Important factors in their interest in offering online courses



Undecideds: What it will take to get online courses up and running



Cluster 5: Staunch Non-Adopters. Almost one-third (29%) of all schools that currently do not offer online courses (76% of the entire survey respondents) remain strictly opposed to adopting online courses. This cluster is the "staunch non-adopters." More Conservative schools (17% of this cluster) are reported here, and fewer Orthodox schools (48% in this cluster compared to 75% on average among the online adopters). Slightly more non-adopters report shrinking enrollment (19%) than the whole or among the adopter clusters. Internet use for accessing resources, for accessing faculty professional development and for building community is still prevalent among schools in this cluster; however, they remain largely skeptical as to the efficacy and value of online courses compared to face-to-face learning. According to one respondent, "We have not seen the efficacy or evidence of these courses being high quality, and we are a pretty small school in which the student-teacher relationship is very important." Another quoted a recent *New York Times* article that called into question the value of online learning, reporting it as "inferior to classroom learning." Others declared themselves "believers in the Torah being transmitted by a live rabbi."

Internet use for accessing resources, for accessing faculty professional development and for building community is still prevalent among schools in this cluster; however, they remain largely skeptical as to the efficacy and value of online courses compared to face-to-face learning.

For some, opposition was strictly due to the nature of their school population: K – 8th grades; and the perception that online learning was less suited to this age group. Distrust of the Internet and concerns over Internet safety emerged as well. Said one respondent, "We want to make sure that everyone in our community is comfortable, and not all families allow their children to use the Internet." Others simply remain unsure about how to effectively integrate and blend online learning and an overriding sense of "where to begin the investigation."

Implications and Recommendations

The survey content analysis reveals several key implications and recommendations for next steps in The AVI CHAI Foundation's investigation into the status of online learning in Jewish schools across North America. This snapshot provides ample fodder for the strategic planning critical to programmatic efforts to foster learning excellence throughout school systems. Still, as with all survey research, continued data collection through diverse means is recommended to further test and understand the conclusions made using this sample. Schools represented here would also provide an excellent sounding board and focus population to further test new initiatives related to online learning. Next steps might include:

1. AVI CHAI should consider distributing, gathering or sharing current best practice research with Jewish school personnel regarding the quality of online learning and ability to promote student learning outcomes. Alternatively, an additional research study could be launched to study the efficacy and effectiveness of online learning should it be determined through a literature review that current research is inconclusive. Clearly, these study results indicate a hesitation on the part of all non-adopters to believe that online learning can be as effective in promoting student learning as more traditional face-to-face learning.

2. AVI CHAI should consider offering professional development seminars and webinars to foster professional learning communities among Jewish schools on the topic of effective use of online courses in schools, particularly with regard to how to integrate and blend online learning options into a traditional curriculum. These survey respondents tend to see online learning as "all or nothing" and indicate an interest in better learning how to "blend and integrate" new learning options for all students. K–5/Elementary school leaders in this study were particularly unclear about how online courses could benefit a younger population and could benefit from available professional development or shared learning communities within the Jewish school network.

3. Clearly, opportunities for seed funding as fostered or leveraged by AVI CHAI must find a key place among these recommendations. Funding new technology infrastructure remains a key stumbling block for many schools.

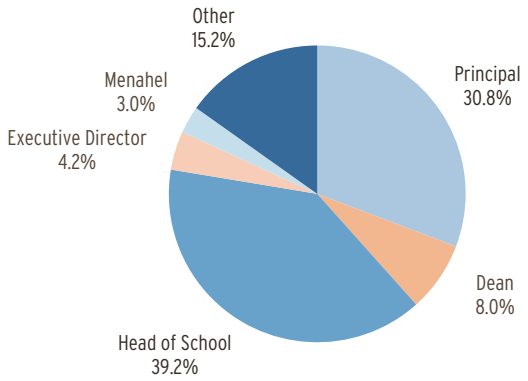
4. Shared best practices and lessons learned regarding online learning could be fostered between the two disparate clusters revealed in this study. Adopters, in this case, could serve as key resources to the non-adopters particularly given the relatively large number of non-adopters who suggest a keen interest in development and expansion of these efforts. This population appears to be excellent fodder for a professional conference or nationwide learning community (in-person or virtual) that could be fostered and facilitated by AVI CHAI.

5. Finding online course resources that fit with the schools' mission and values was cited most often as an obstacle in offering online courses. Consequently, future efforts to nurture, locate and share appropriate resources could be warranted. AVI CHAI, or some subset of the early adopter schools, could serve as a clearinghouse or "recommended" resource directory to streamline the content provider search and selection for the pending adopters.

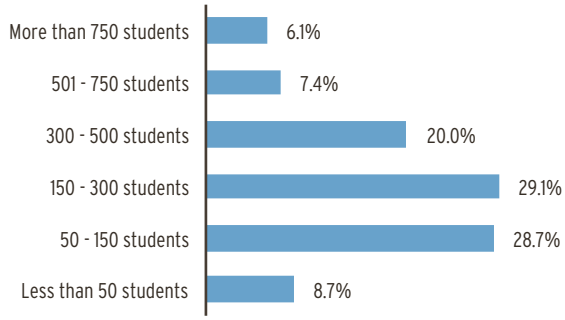
Appendix

Charts from all survey items for the aggregate survey population

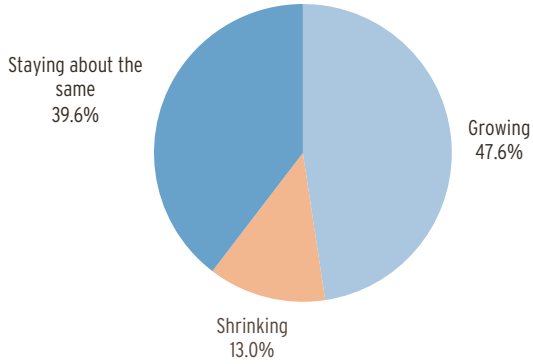
School Title



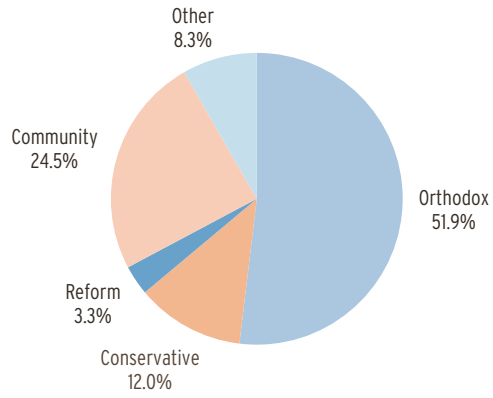
School Size



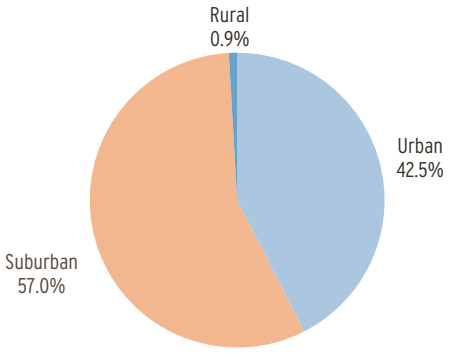
Enrollment Growth



Type of School



School Setting



Comparison of survey respondents to all schools in the database by state

	Portion of survey respondents	Portion of all schools in database
NY	24.0%	28.1%
CA	15.3%	11.1%
FL	8.3%	7.3%
NJ	7.0%	7.9%
Canada	4.8%	8.2%
MA	4.8%	3.4%
MD	4.4%	3.2%
IL	3.1%	3.2%
TN	2.6%	1.1%
TX	2.2%	2.5%
CT	2.2%	2.7%
GA	2.2%	1.6%
NV	1.7%	0.7%
OH	1.7%	2.5%
PA	1.7%	3.6%
VA	1.7%	1.6%
CO	1.3%	1.1%
MI	1.3%	1.4%
MN	1.3%	1.1%
MO	1.3%	1.3%
NC	1.3%	1.3%
WA	1.3%	0.7%
AK	0.9%	0.0%
OR	0.9%	0.4%
WI	0.9%	0.7%
DC	0.4%	0.2%
LA	0.4%	0.4%
ME	0.4%	0.0%
NM	0.4%	0.2%

Comparison of survey respondents to all schools in the database by school grade level

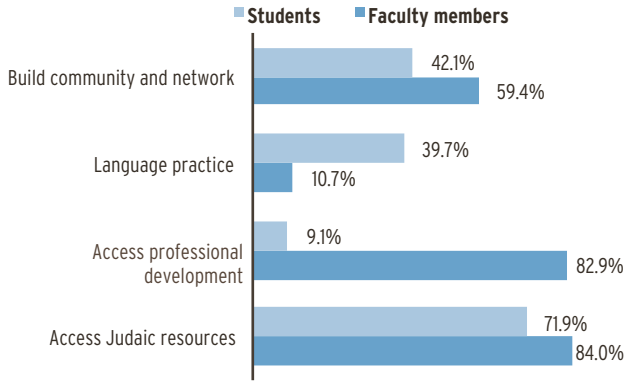
Grade Level	All schools in database	Survey respondents
N; PreK; K	3.3%	0.9%
N; PreK; K; 1	0.4%	0.5%
N; PreK; K; 1; 2	0.4%	0.5%
N; PreK; K; 1; 2; 3	0.7%	0.9%
N; PreK; K; 1; 2; 3; 4	0.5%	0.5%
N; PreK; K; 1; 2; 3; 4; 5	1.8%	1.9%
N; PreK; K; 1; 2; 3; 4; 5; 6	1.3%	0.5%
N; PreK; K; 1; 2; 3; 4; 5; 6; 7	0.7%	0.9%
N; PreK; K; 1; 2; 3; 4; 5; 6; 7; 8	13.9%	18.7%
N; PreK; K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	0.2%	0.5%
N; PreK; K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12	3.3%	4.7%
N; PreK; K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12; Post high school	0.2%	0.0%
N; K; 1; 2; 3; 4; 5; 6; 7; 8	0.2%	0.0%
PreK	0.5%	0.0%
PreK; K; 1; 2	0.2%	0.5%
PreK; K; 1; 2; 3	0.7%	0.9%
PreK; K; 1; 2; 3; 4	0.4%	0.5%
PreK; K; 1; 2; 3; 4; 5	0.7%	0.0%
PreK; K; 1; 2; 3; 4; 5; 6	1.3%	0.5%
PreK; K; 1; 2; 3; 4; 5; 6; 7	0.4%	0.0%
PreK; K; 1; 2; 3; 4; 5; 6; 7; 8	5.6%	0.0%
PreK; K; 1; 2; 3; 4; 5; 6; 7; 8; 9	0.2%	0.0%
PreK; K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10	0.4%	0.0%
PreK; K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12	0.4%	0.0%

Grade Level	All schools in database	Survey respondents
K; 1	0.2%	0.5%
K; 1; 2	0.2%	0.5%
K; 1; 2; 3	0.5%	0.5%
K; 1; 2; 3; 4	0.2%	0.0%
K; 1; 2; 3; 4; 5	1.6%	3.3%
K; 1; 2; 3; 4; 5; 6	4.9%	6.5%
K; 1; 2; 3; 4; 5; 6; 7	1.1%	2.3%
K; 1; 2; 3; 4; 5; 6; 7; 8	13.9%	12.6%
K; 1; 2; 3; 4; 5; 6; 7; 8; 9	0.2%	0.0%
K; 1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12	2.0%	2.3%
1; 2; 3; 4; 5	0.2%	0.5%
1; 2; 3; 4; 5; 6	0.2%	0.5%
1; 2; 3; 4; 5; 6; 7; 8	1.6%	1.4%
1; 2; 3; 4; 5; 6; 7; 8; 9; 10	0.2%	0.0%
1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11	0.2%	0.0%
1; 2; 3; 4; 5; 6; 7; 8; 9; 10; 11; 12	1.1%	0.5%
2; 3; 4; 5; 6	0.2%	0.0%
2; 3; 4; 5; 6; 7; 8	0.2%	0.5%
4; 5; 6; 7; 8	0.2%	0.0%
5; 6; 7; 8	0.2%	0.0%
6; 7; 8	0.7%	1.4%
6; 7; 8; 9; 10; 11; 12	1.8%	2.3%
7; 8	0.2%	0.5%
7; 8; 9; 10; 11; 12	2.4%	1.9%
8; 9; 10	0.2%	0.0%
8; 9; 10; 11; 12	0.5%	0.5%
9	0.9%	1.9%
9; 10	0.7%	0.0%
9; 10; 11	0.7%	0.0%
9; 10; 11; 12	24.8%	27.1%
10; 11; 12	0.2%	0.0%
Post high school	0.5%	0.0%

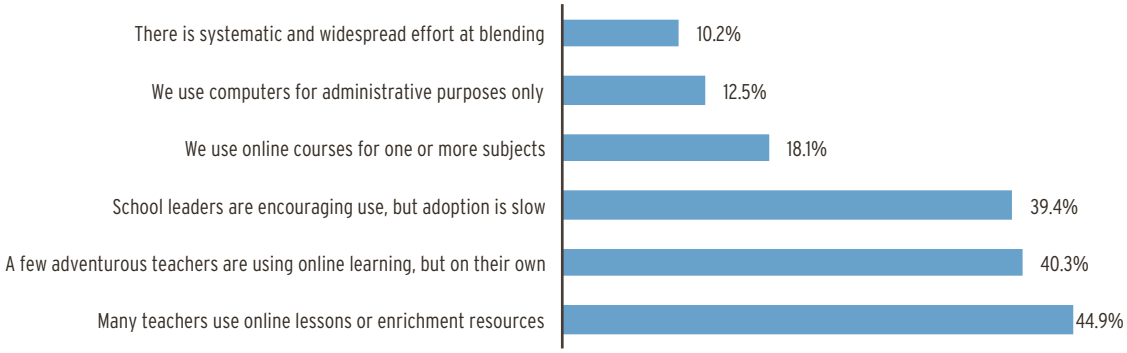
Comparison of survey respondents to all schools in the database by type of school

Type of school	All schools in database	Survey respondents
Community	20.1%	25.3%
Conservative	9.6%	12.0%
Orthodox	67.4%	53.1%
Reform	2.9%	3.7%
Other	0.0%	5.8%

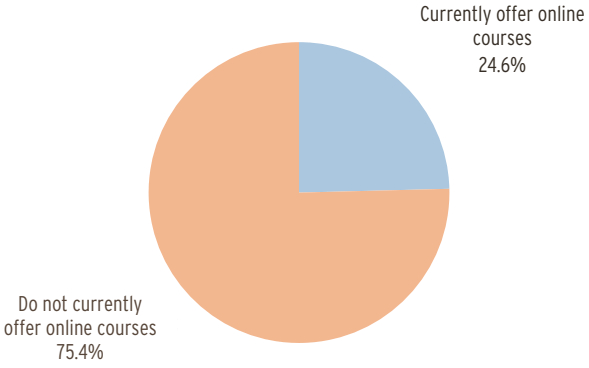
How students and faculty engage online



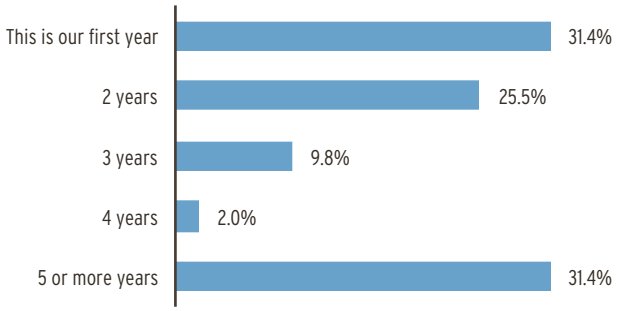
Characterizing the state of online learning in the school



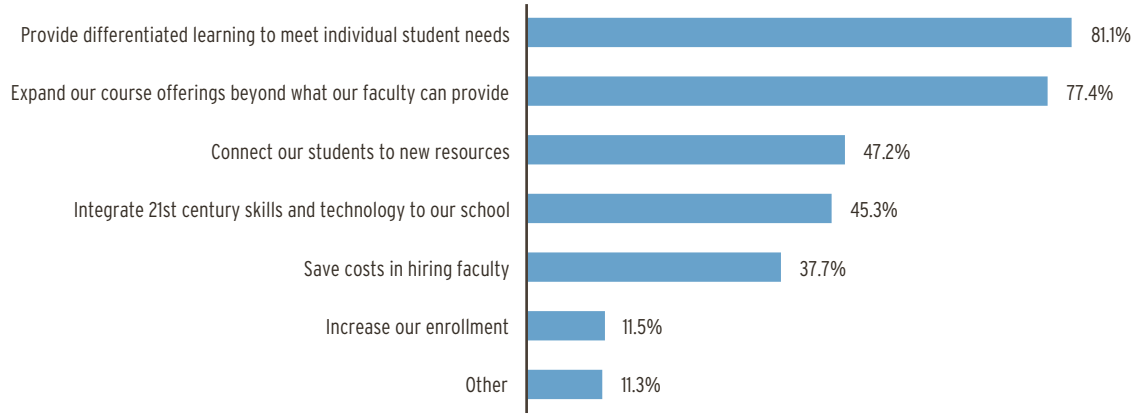
Current status of online course offering



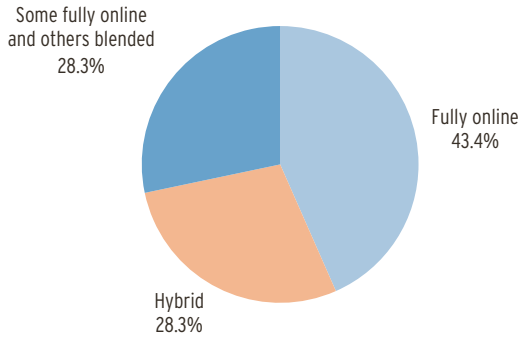
Length of time online courses have been offered



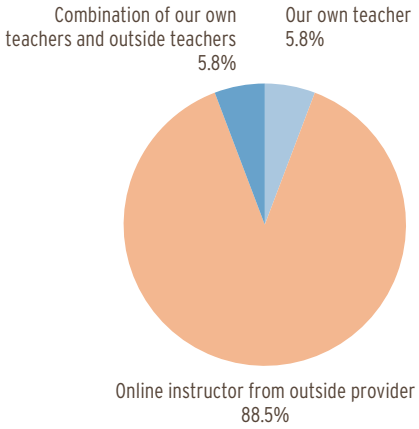
What prompted offering of online courses



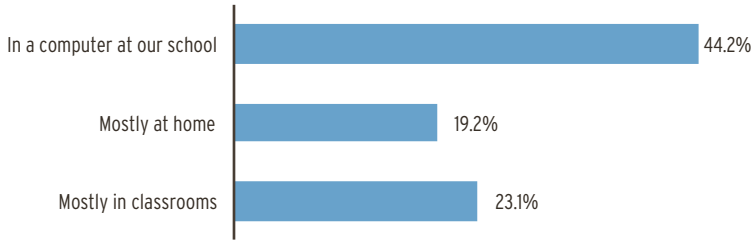
How online courses are conducted



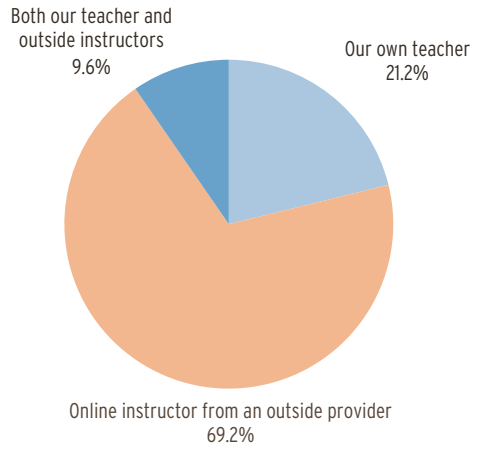
Content provider for the online courses



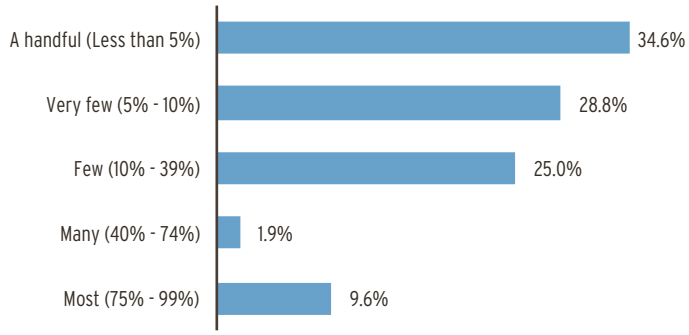
Where students access online courses



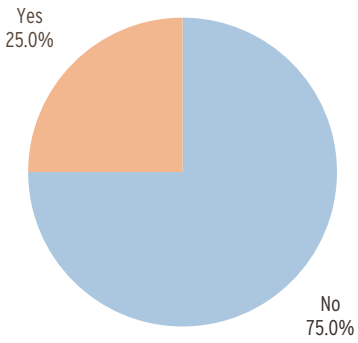
Primary instructor for online courses



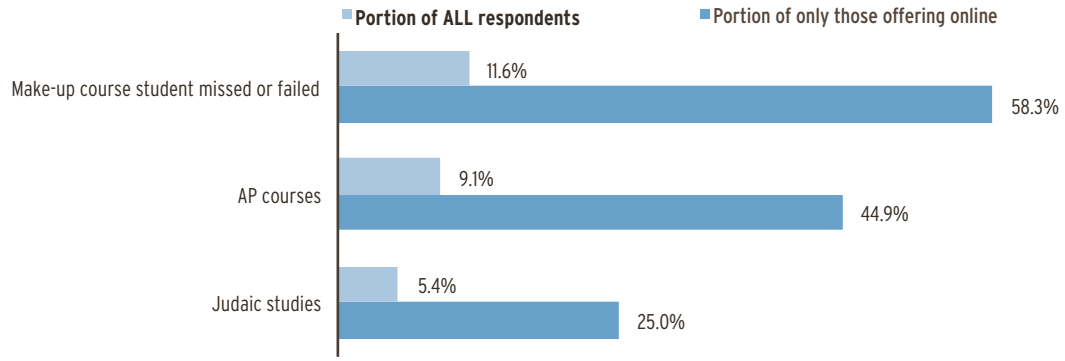
Portion of students taking online courses



Offer Judaic studies online?

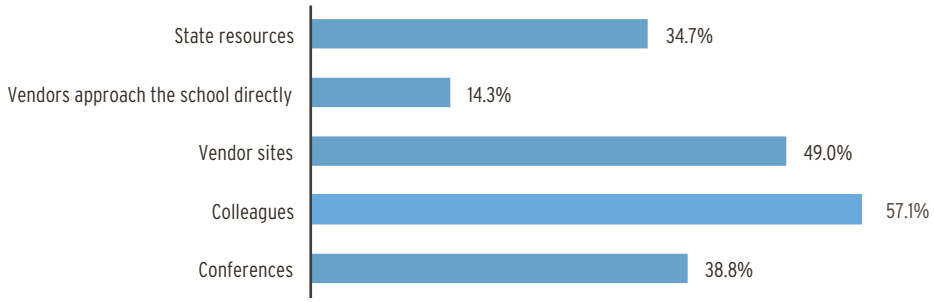


Types of courses offered online

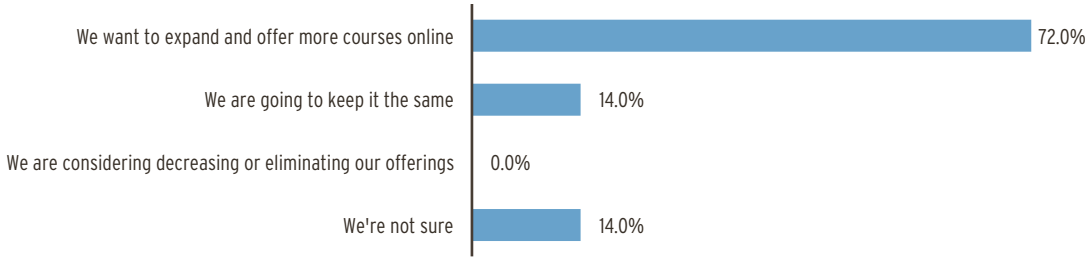


Course Offerings			
Course Title	Among only those offering online courses	Among all respondents	(N)
Math	82.6%	15.8%	38
History	41.3%	7.9%	19
Spanish	37.0%	7.1%	17
English/Language Arts	28.3%	5.4%	13
Judaic Studies	28.3%	5.4%	13
Biology	26.1%	5.0%	12
Chemistry	21.7%	4.1%	10
Physics	15.2%	2.9%	7
French	15.2%	2.9%	7
Hebrew	8.7%	1.7%	4
ACT/SAT Test Preparation	8.7%	1.7%	4
Economics	6.5%	1.2%	3
Computers	6.5%	1.2%	3
Chinese	4.3%	0.8%	2
German	2.2%	0.4%	1
Study Skills	2.2%	0.4%	1
Italian	0.0%	0.0%	0

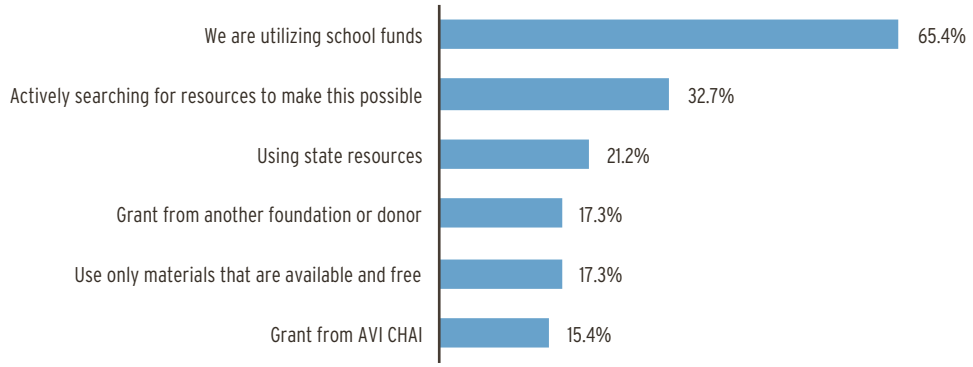
Methods used to learn about online course availability



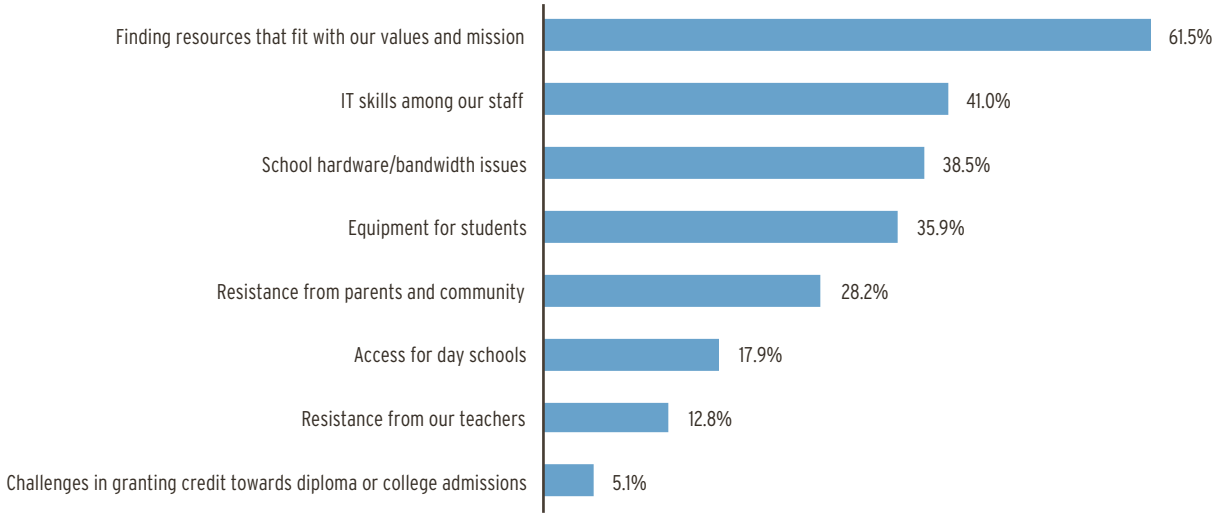
Current status of those offering online courses



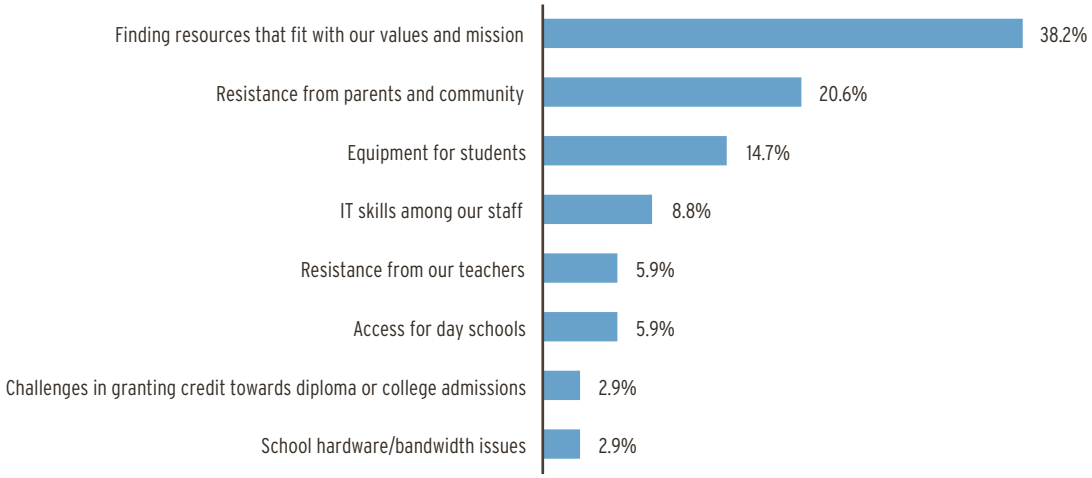
Resources used to fund online courses



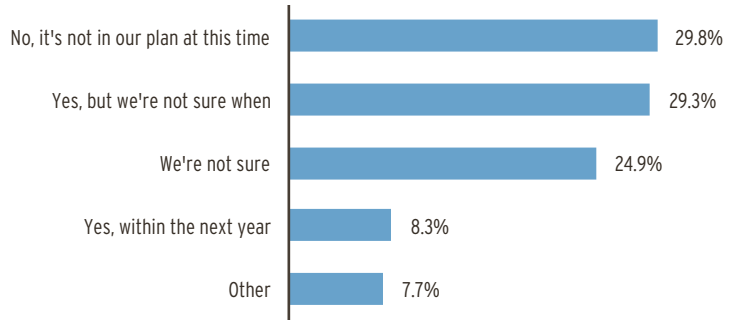
All obstacles faced by those currently offering online courses



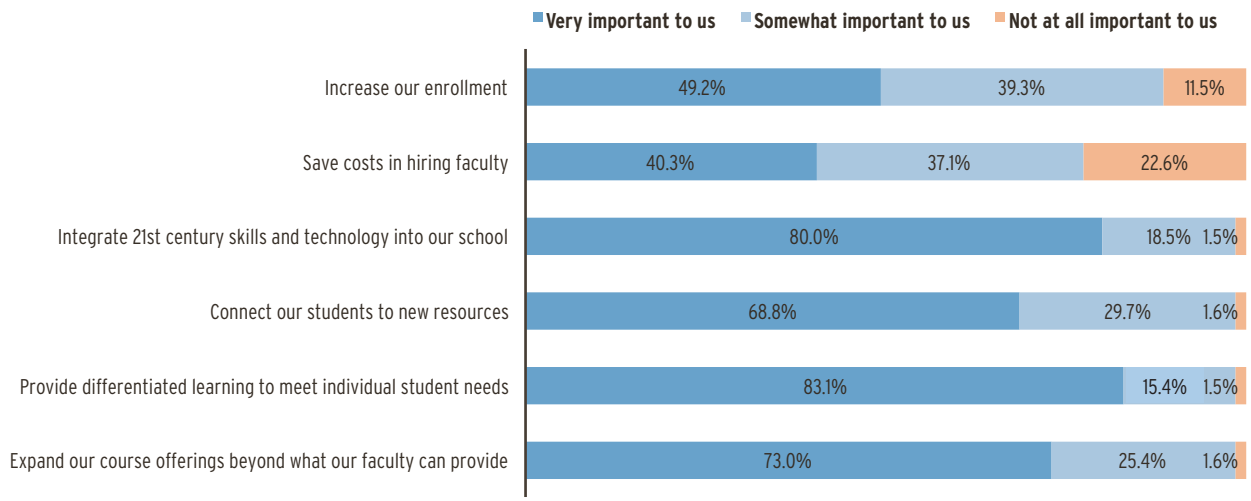
Most challenging obstacle faced by those currently offering online courses



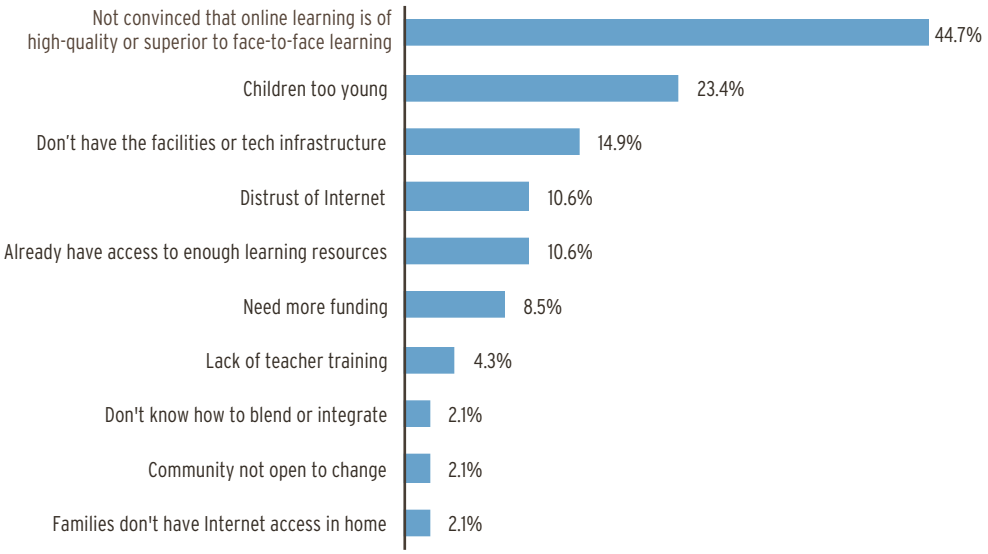
Future plans for those not currently offering online courses



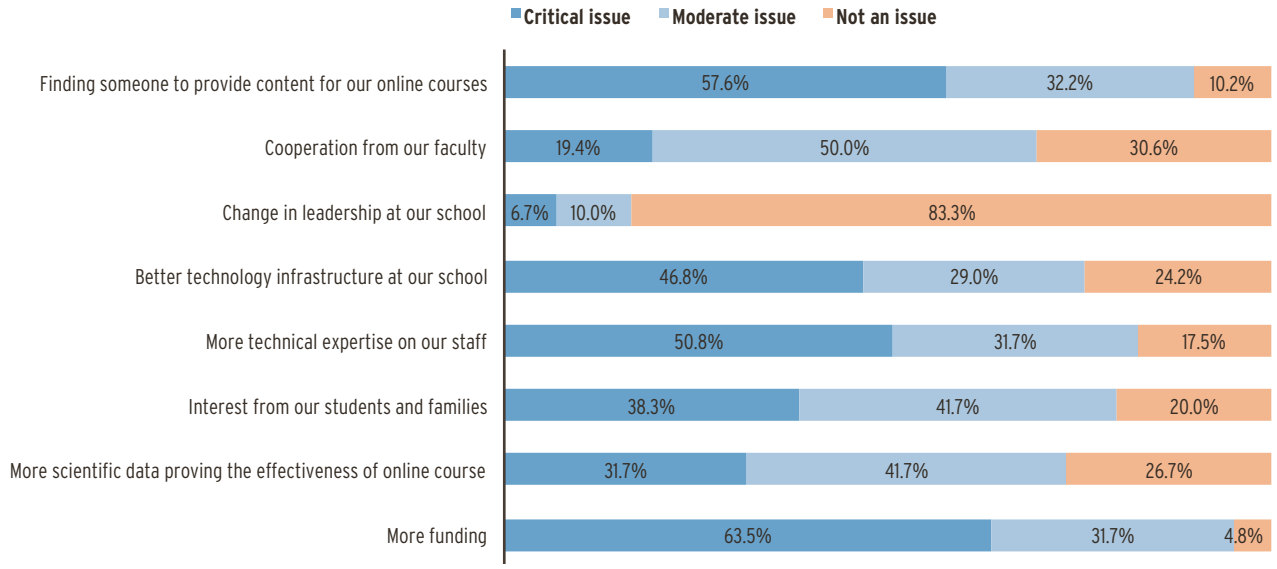
For those not currently offering online courses: Important factors in their interest in offering online courses



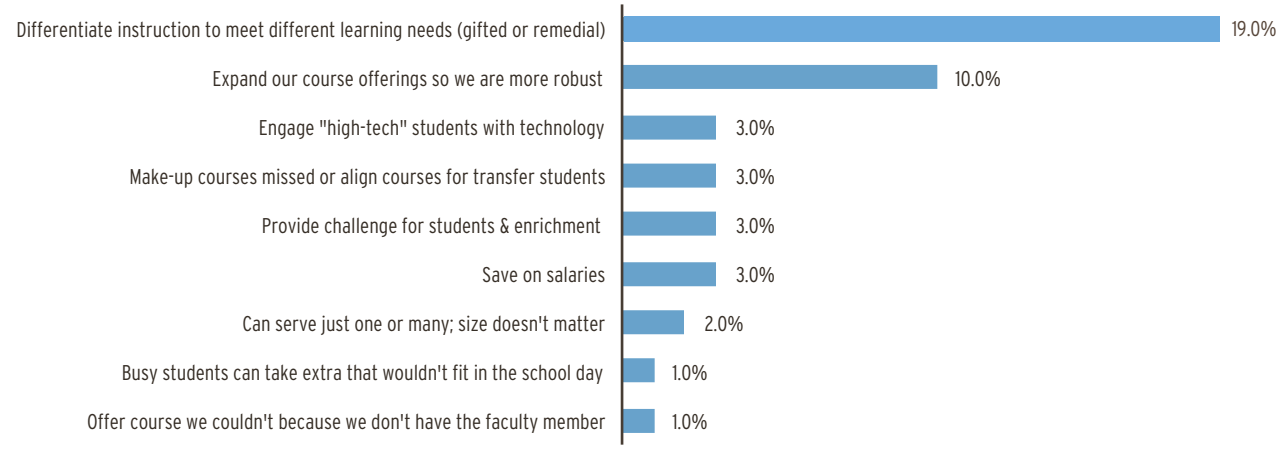
Most prevalent reasons non-adopters are not interested in offering online courses



For those not offering online courses currently: What it will take to get online courses up and running



Benefits perceived from online courses *(# of responses)*



Cross-tabulations

	How large is your school?							
Does your school currently offer online courses for your students?	50 students or less (20)	50-150 students (66)	150-300 students (67)	300-500 students (46)	501-750 students (17)	More than 750 students (14)	All respondents	Response count
Yes, we currently offer online courses.	30.0%	22.7%	23.9%	19.6%	11.8%	42.9%	22.9%	48
No, we do not currently offer online courses.	70.0%	77.3%	76.1%	80.4%	88.2%	57.1%	77.1%	162

	Type of school					
Does your school currently offer online courses for your students?	Orthodox (125)	Conservative (29)	Reform (8)	Community (59)	All respondents	Response count
Yes, we currently offer online courses.	30.4%	10.3%	0.0%	18.6%	23.5%	52
No, we do not currently offer online courses.	69.6%	76.1%	100%	81.4%	76.5%	169

	Type of school					
What prompted you to utilize online courses in the first place?	Orthodox (36)	Conservative (3)	Reform (0)	Community (12)	All	Count
Expand our course offerings beyond what our faculty can provide	80.6%	33.3%	0.0%	75.0%	76.5%	39
Provide differentiated learning to meet individual student needs	83.3%	100.0%	0.0%	66.7%	80.4%	41
Connect our students to new resources	38.9%	66.7%	0.0%	58.3%	45.1%	23
Integrate 21st century skills and technology to our school	47.2%	66.7%	0.0%	41.7%	47.1%	24
Save costs in hiring faculty	38.9%	0.0%	0.0%	50.0%	39.2%	20
Increase our enrollment	11.1%	33.3%	0.0%	8.3%	11.8%	6

	Which best describes your enrollment?				
Does your school currently offer online courses for your students?	Growing (108)	Shrinking (29)	Staying about the same (90)	All respondents	Response count
Yes, we currently offer online courses.	25.0%	13.8%	24.4%	23.3%	53
No, we do not currently offer online courses.	75.0%	86.2%	75.6%	76.7%	174

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