

# Virtual Learning Inventory Survey Executive Summary

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December 2004

During fall 2004, MASA/MAISA Virtual Learning Opportunity Inventory survey was conducted. The survey had representation from all ten regions of the state, representing 221 respondents.

On the following pages are various charts that summarize respondent answers. Where necessary, separate but similar narrative responses were combined (e.g. 'connectivity cost' and 'cost of equipment' were combined into a 'cost' category). This was a subjective process for these narrative answers.

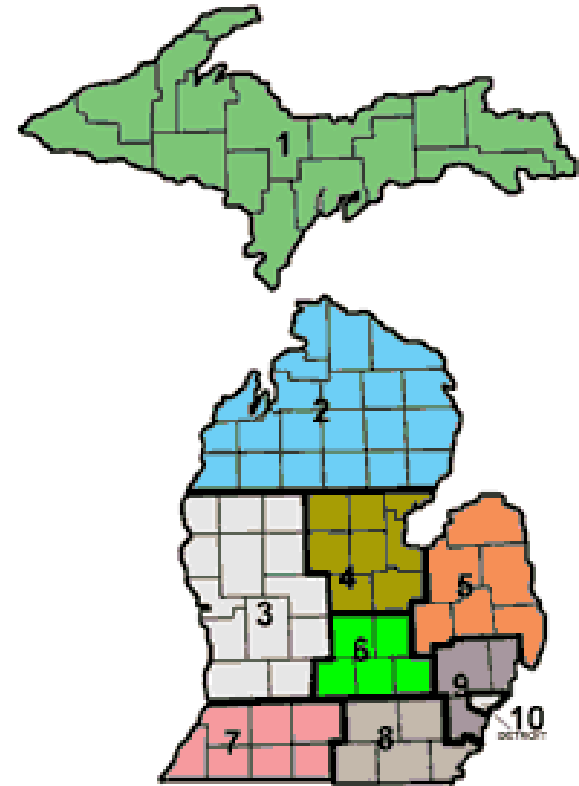
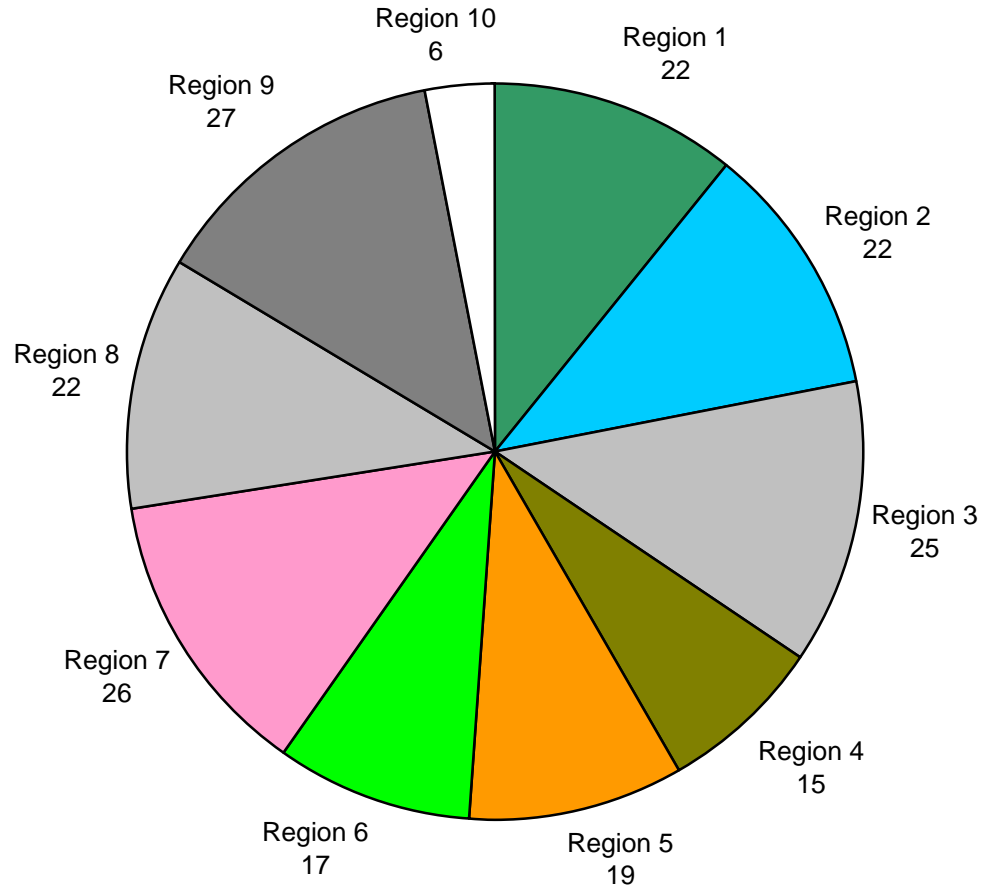
Key observations:

- Virtual learning of some form is occurring in all regions
- While less than half of those offering some form of virtual learning have evidence that there is a need to increase the current two credit limit on virtual learning, more than half of the same group feel it should be increased
- 41% of those who do not provide virtual learning do support the credit increase
  - It should be noted that after the survey was distributed, clarification was given that the credit increase was for online credit taken outside of the school; there is currently no limit on the number of online credits that a school district can offer a student during the school day.
- 45% of the students who take virtual learning are either advanced placement or academically advantaged
- While those that offer virtual learning for direct instruction have offerings in all grade levels, there is a dramatic difference for high school. 40% or less of elementary, middle, and adult education students have some form of virtual learning for direct instruction, compared to 93% of high school students who have some form of virtual learning experience.
- 60% or more of those that provide virtual learning for direct instruction felt that it has a moderate to significant impact on student involvement, achievement and motivation. Just over 40% of the same group felt it has a moderate to significant impact on teacher motivation and involvement.
- 60% or more of those that responded (mix of those that do and don't provide virtual learning for students) felt that virtual learning for curriculum enhancement has a moderate to significant impact on student motivation, achievement and involvement. Nearly 50% of the same group felt it has a moderate to significant impact on teacher motivation and involvement.
- Approximately two-thirds of the virtual learning opportunities for curriculum enhancement at elementary, middle and high school involve a computer and Internet connection (nearly three quarters in high school).
- 42% of the professional development offered to staff involves two-way interaction (either through the Internet or video conferencing equipment)
- 39% of respondents felt that the virtual professional development provided to staff is good; slightly less felt that the availability was also good
- Of the content providers listed as 'beneficial for direct instruction,' 41% chose MVU/MiVHS and 17% chose ISDs/REMCs.
- Of the content providers listed as 'beneficial for curriculum enhancement,' 19% chose ISDs/REMCs and 13% chose MVU/MiVHS.
- Of the content providers listed as 'beneficial for professional development,' 20% were ISDs/REMCs, 14% were colleges/universities, and 9% was MVU
- Of the identified impediments that have limited virtual learning opportunities, 24% related to cost (e.g. cost of equipment or lack of finances) and 16% related to technology issues (e.g. lack of high speed connection or technical issues)

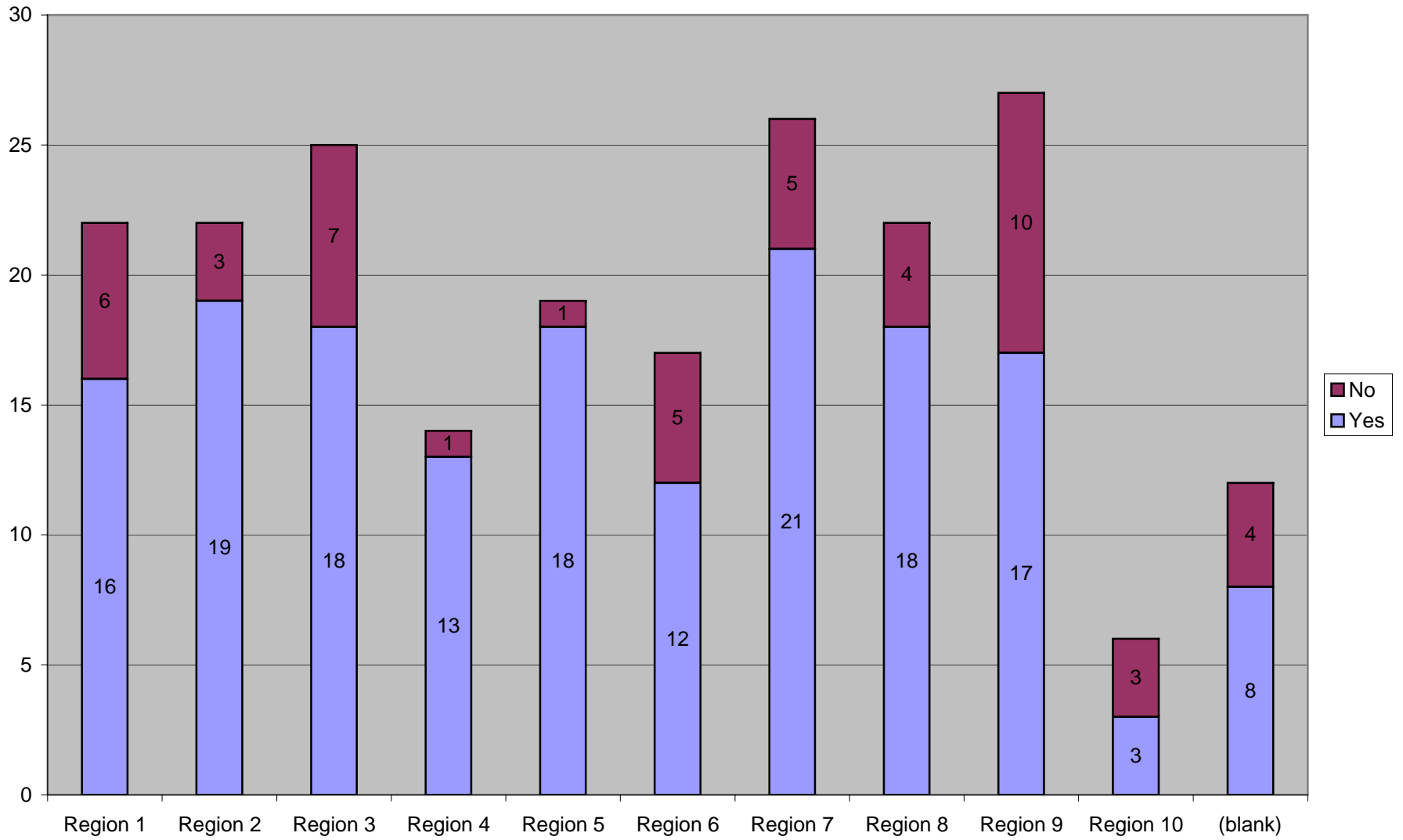
*Respectfully submitted,*

*Mike Oswalt, Assistant Superintendent of Regional Technology Services, Calhoun ISD*

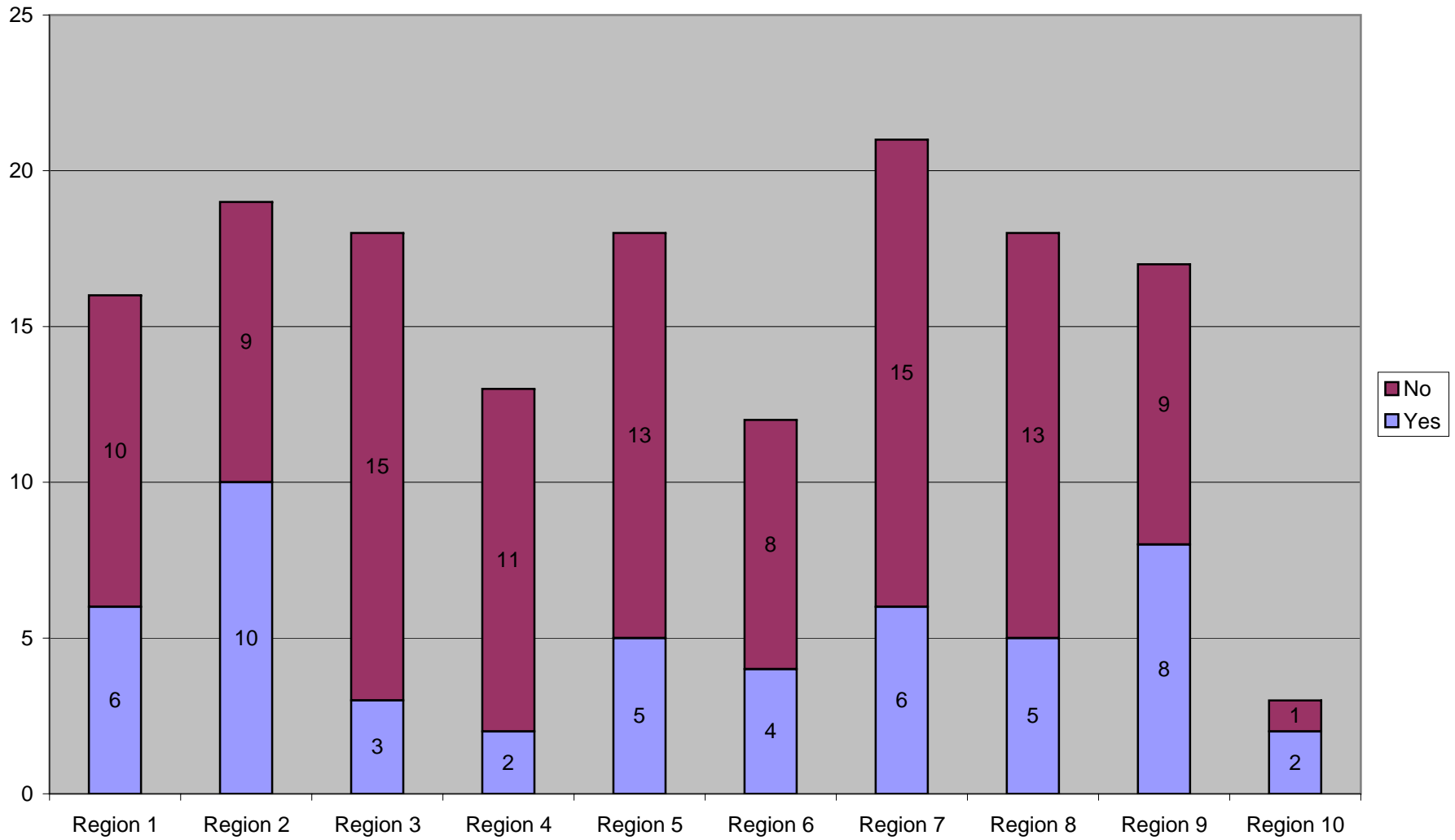
# Responses by Region



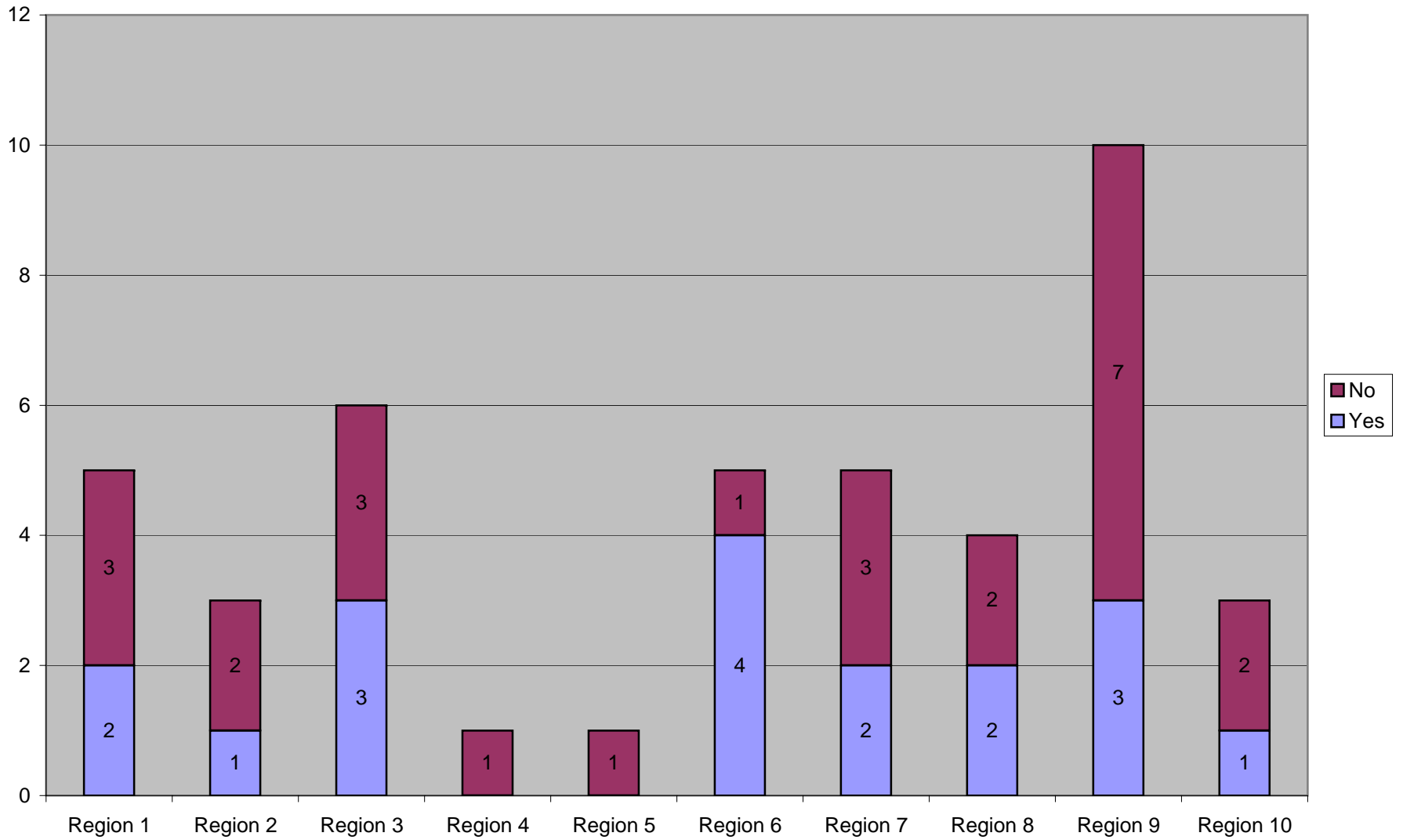
### Providing Virtual Learning of Any Kind



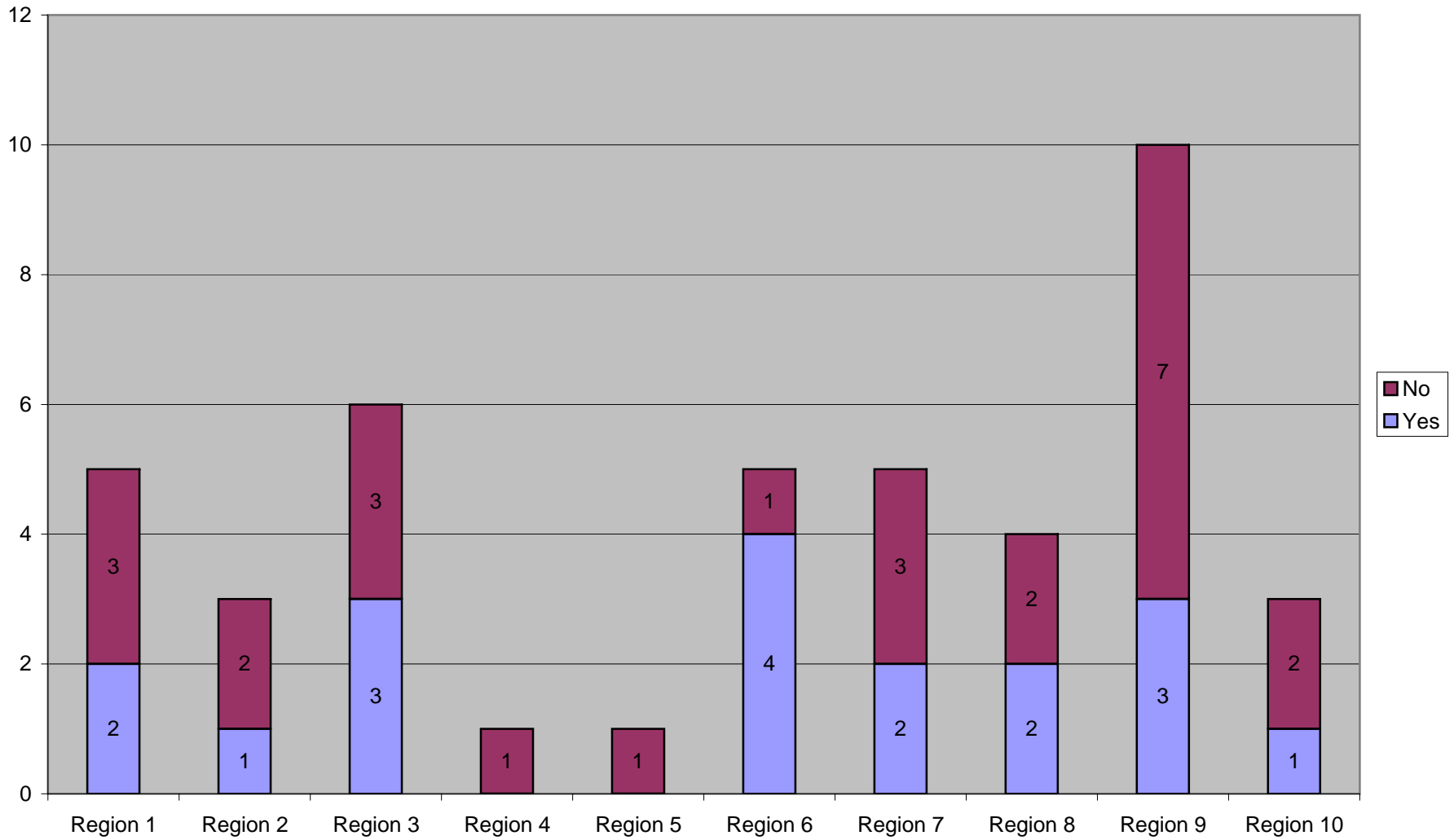
**Those that Provide Virtual Learning  
Claiming they have Evidence of Need to Increase Limit**



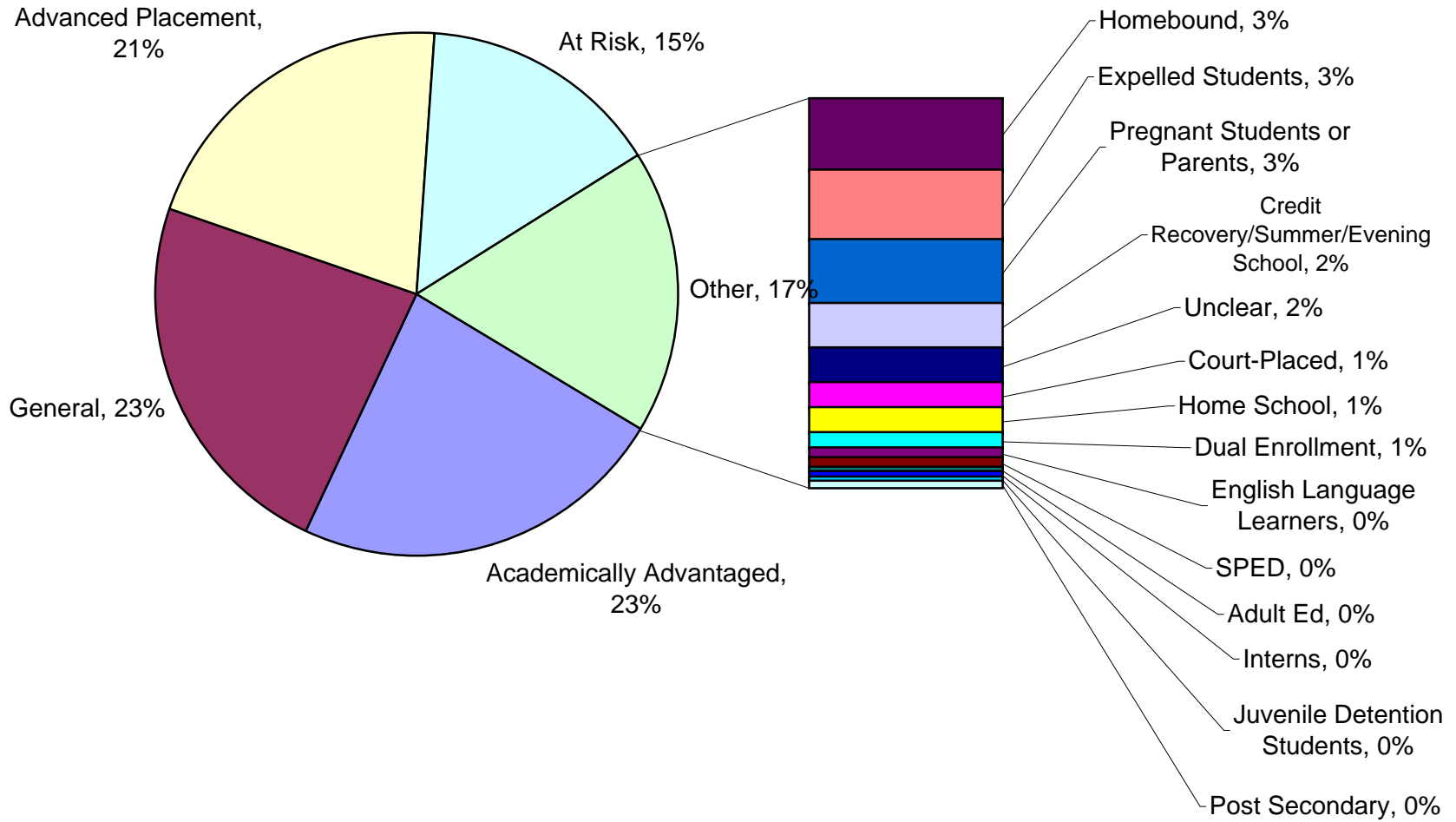
### Those that don't Provide Virtual Learning but Support to Increase Limit



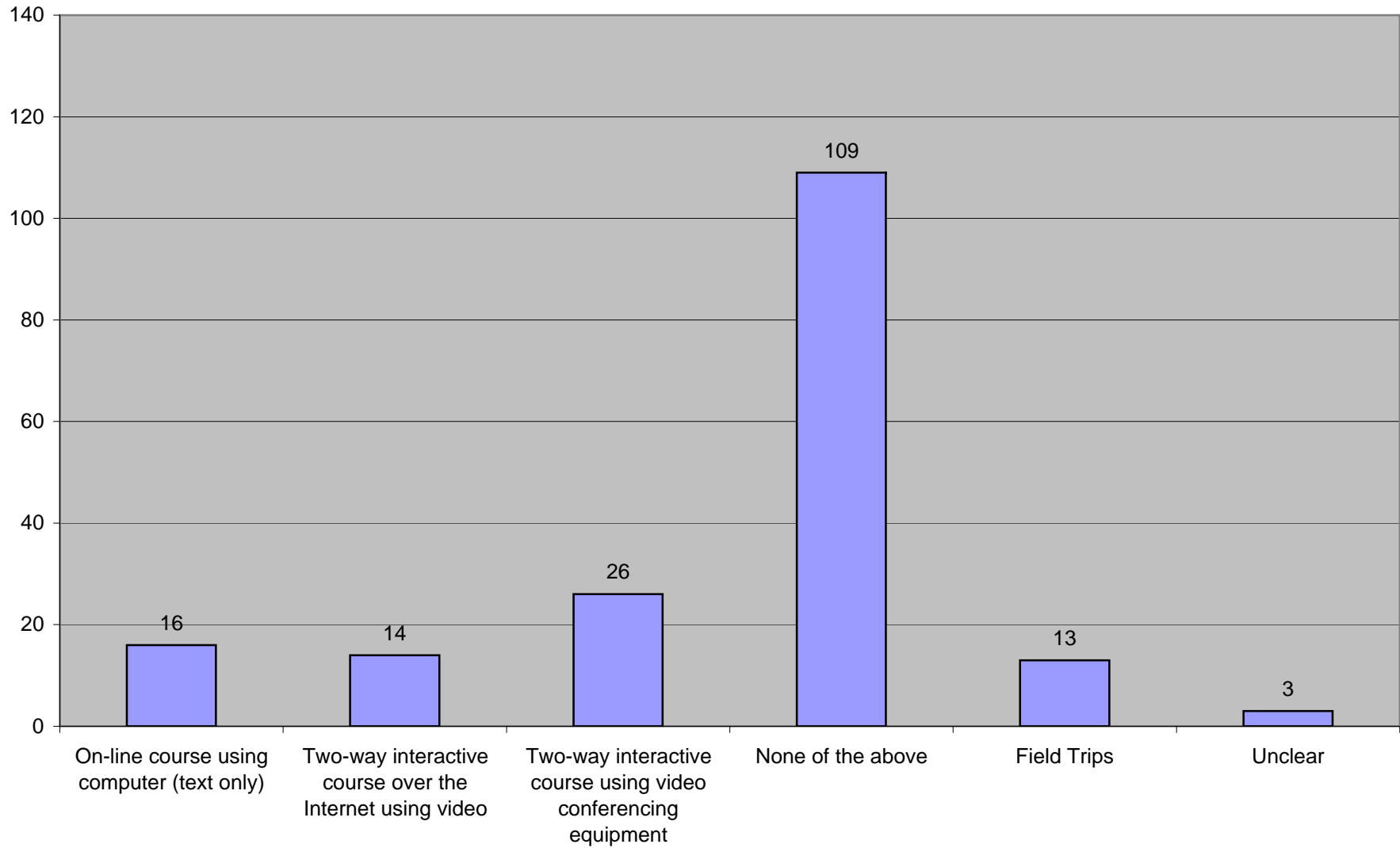
### Those That Provide Virtual Learning who Support Credit Increase



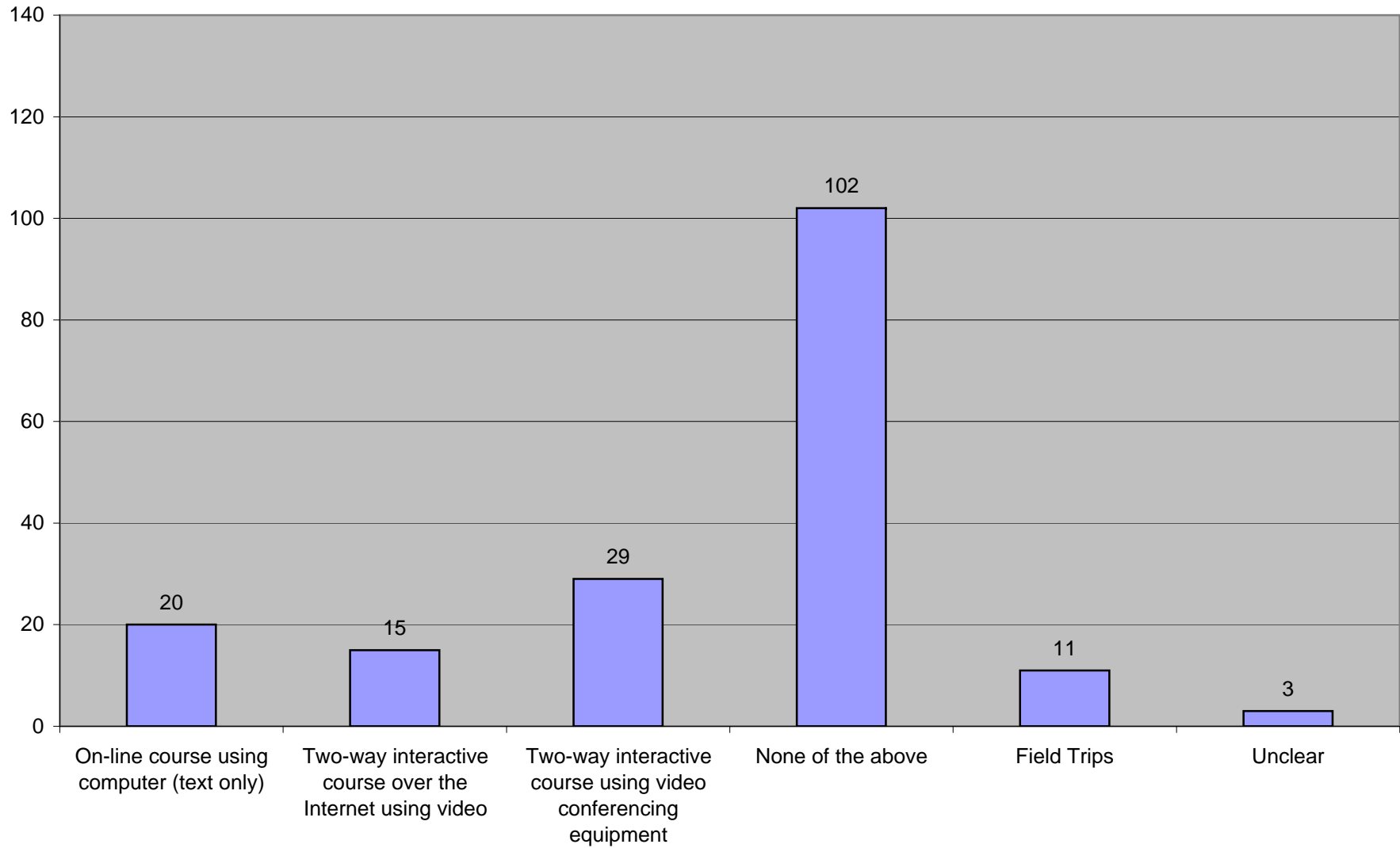
# Types of Students



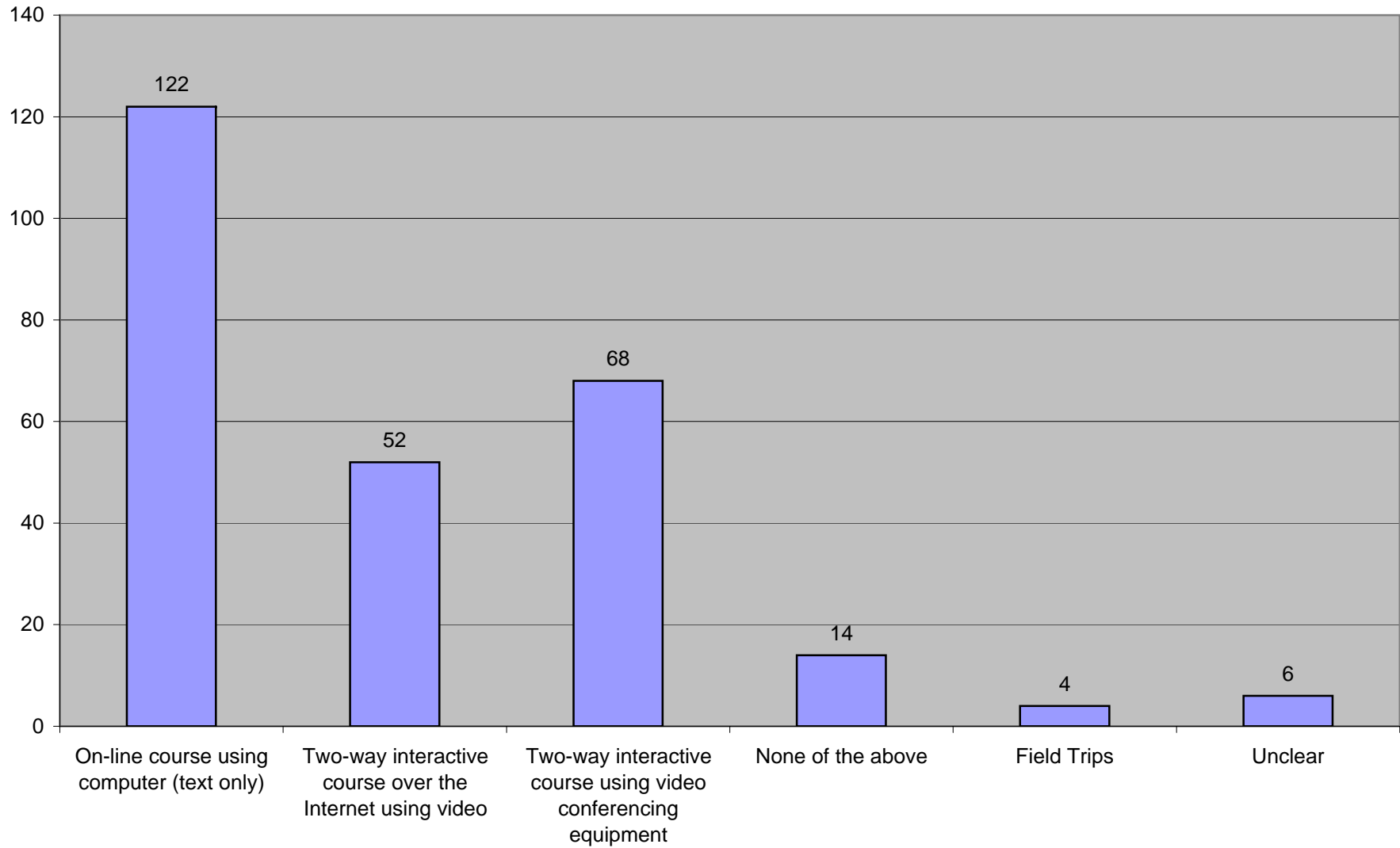
### Virtual Learning, Direct Instruction - Elementary Students



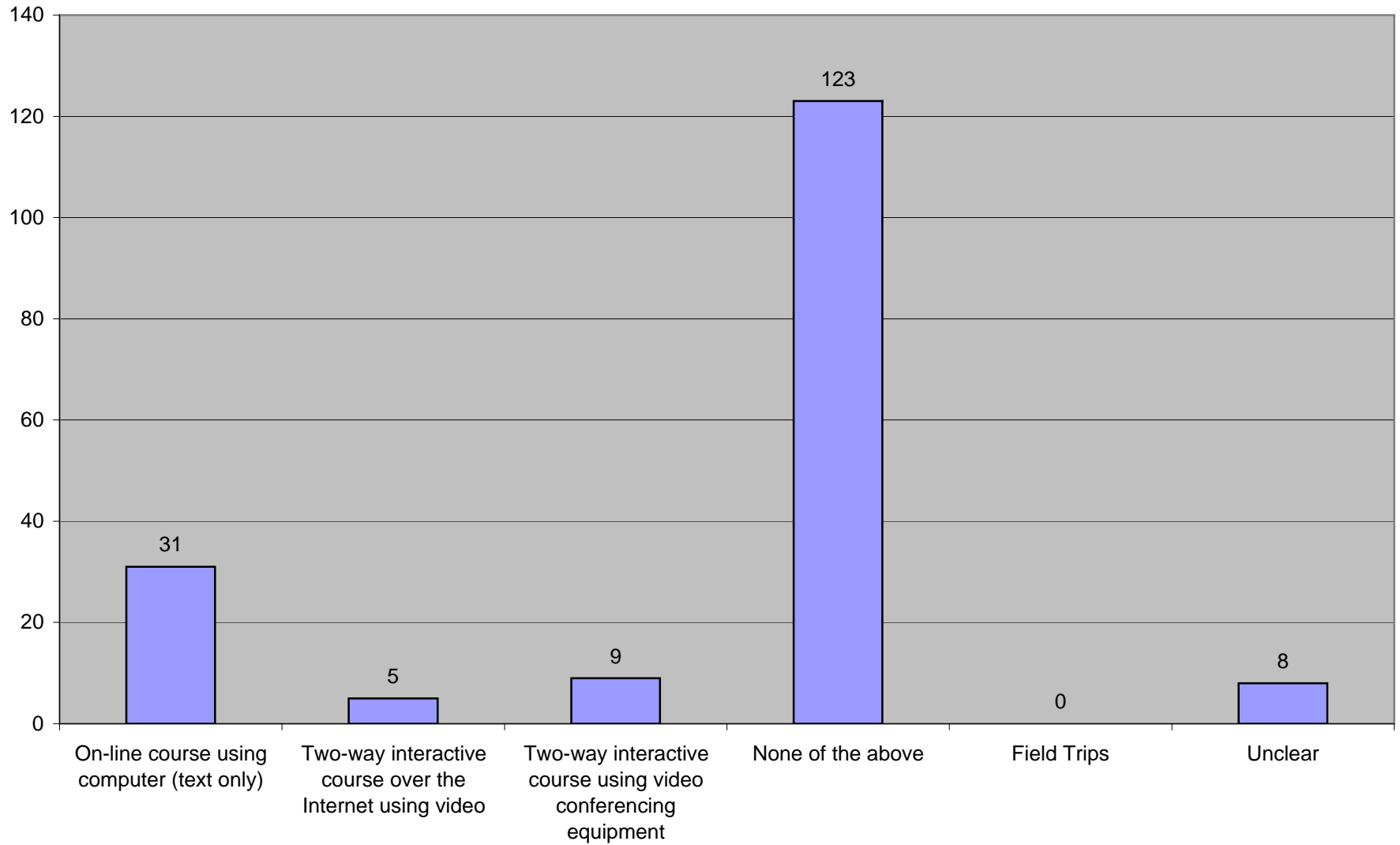
### Virtual Learning, Direct Instruction - Middle School



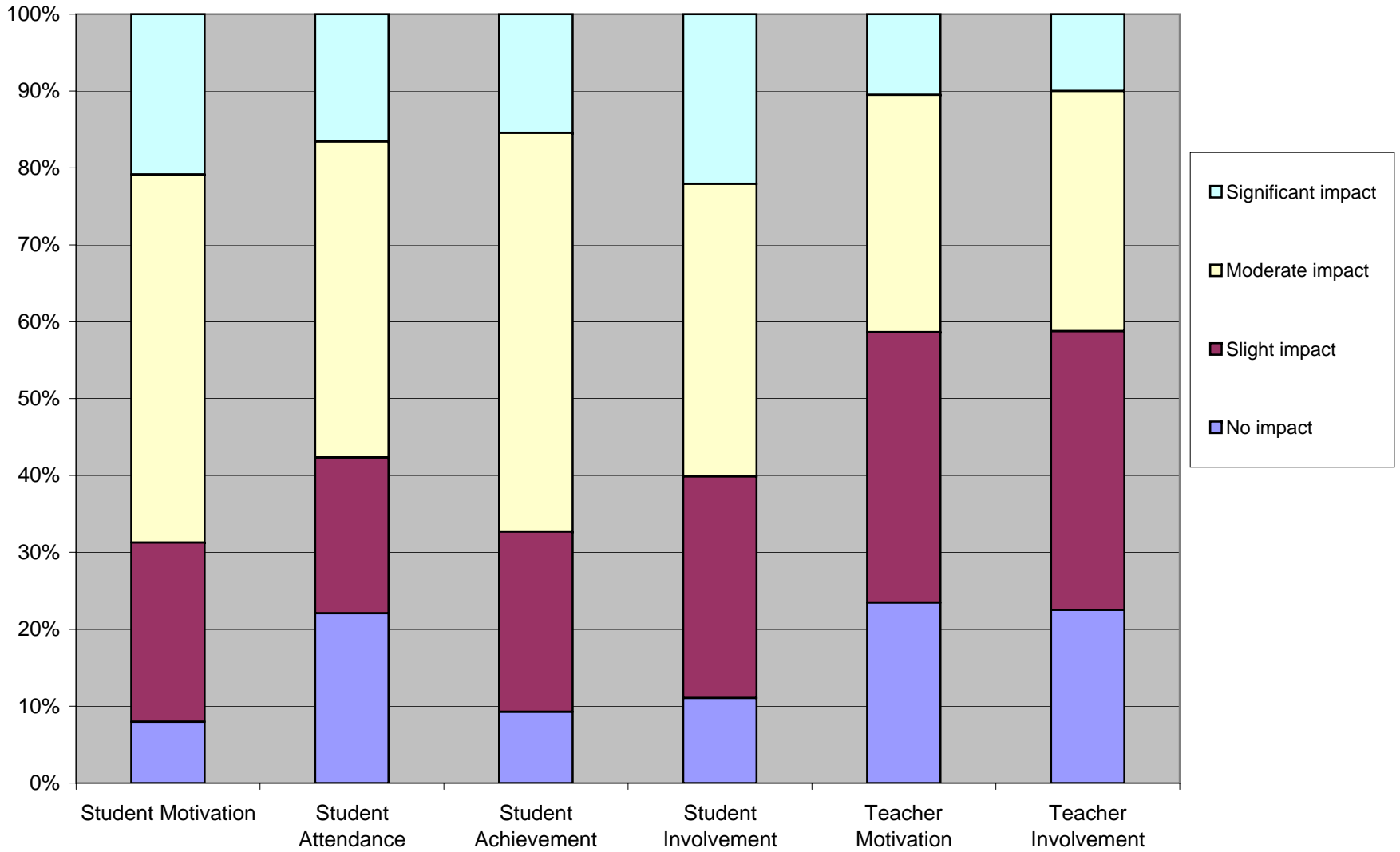
### Virtual Learning, Direct Instruction - High School



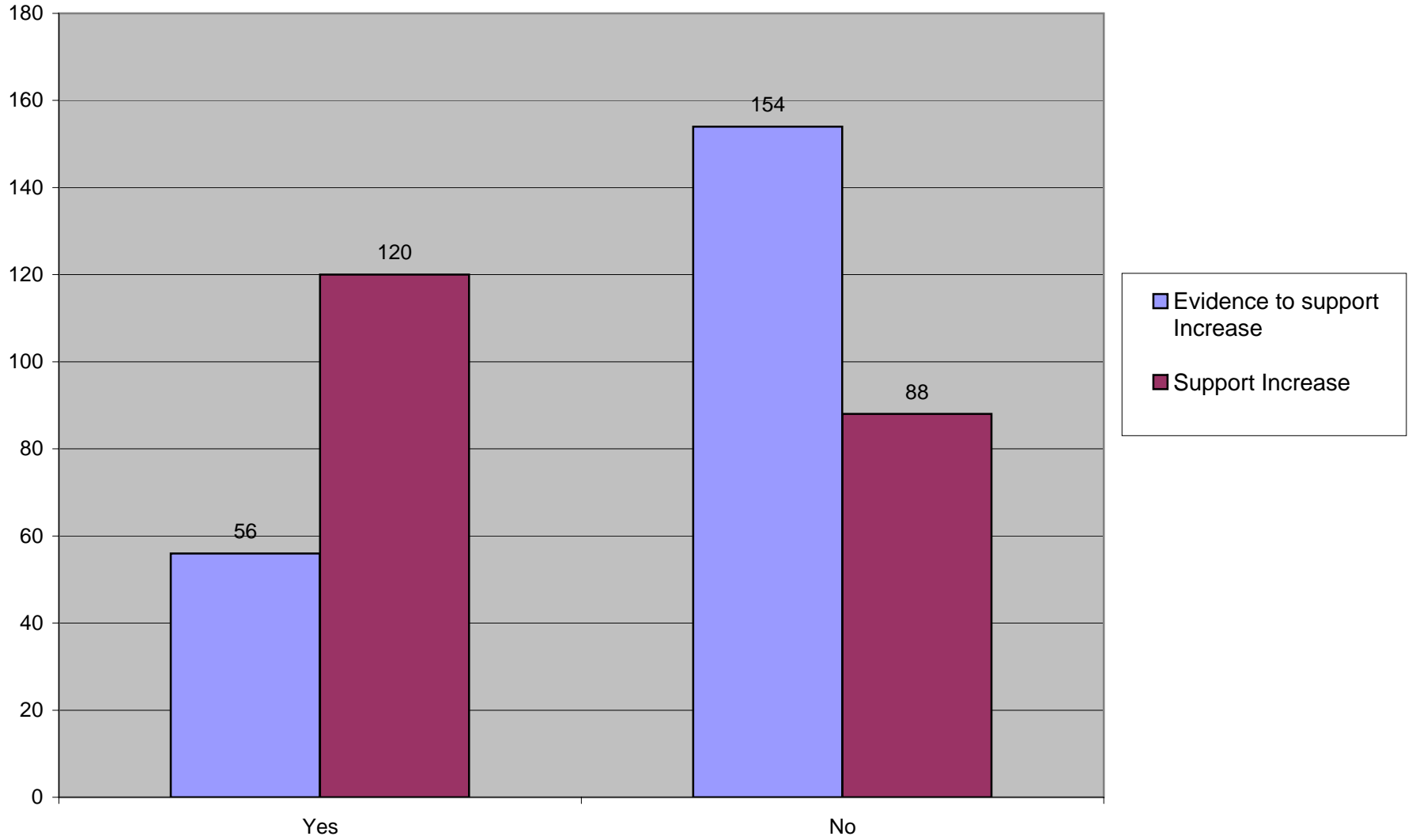
### Virtual Learning, Direct Instruction - Adult Education



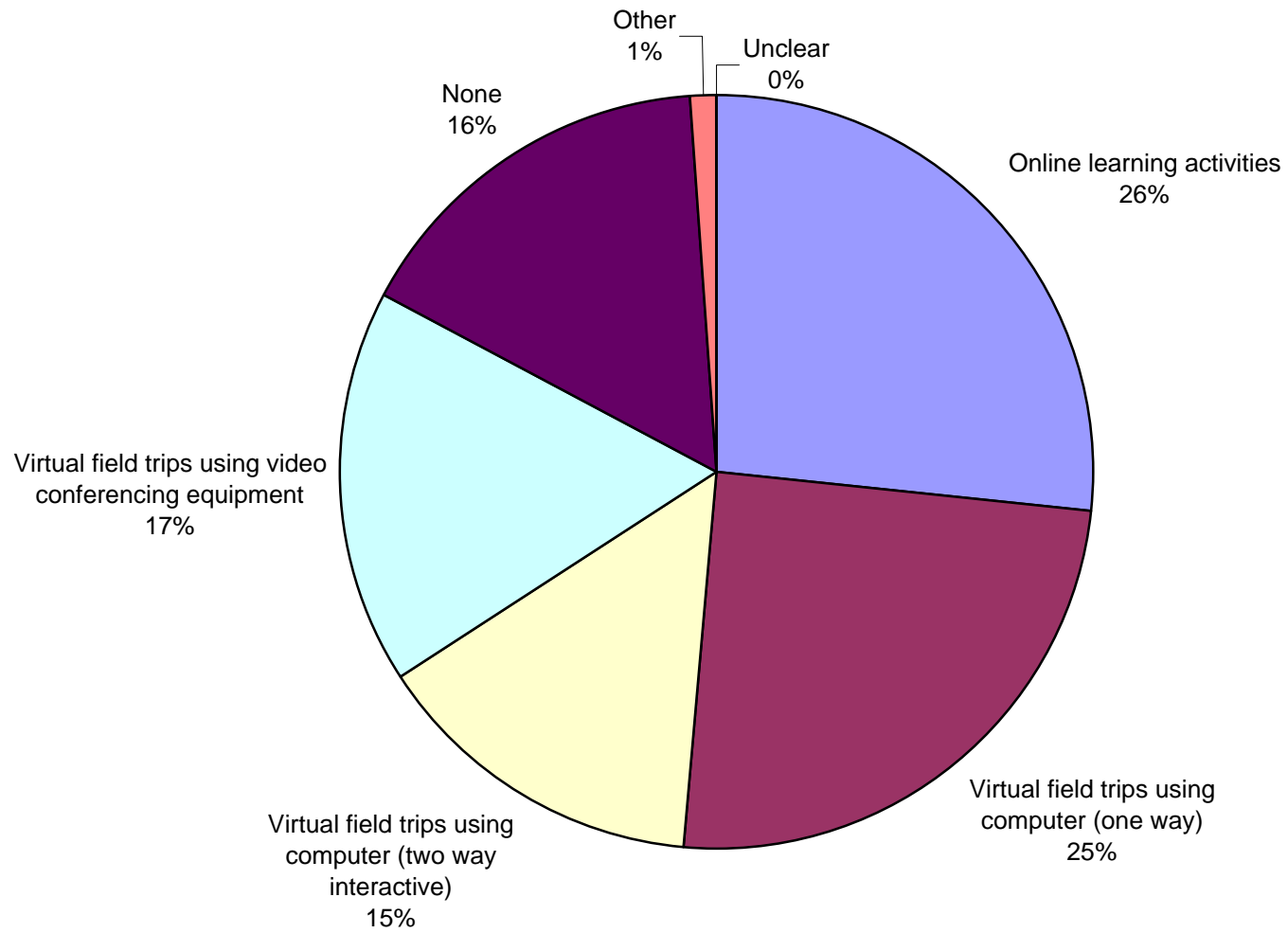
### Impact of Virtual Learning - Direct Instruction



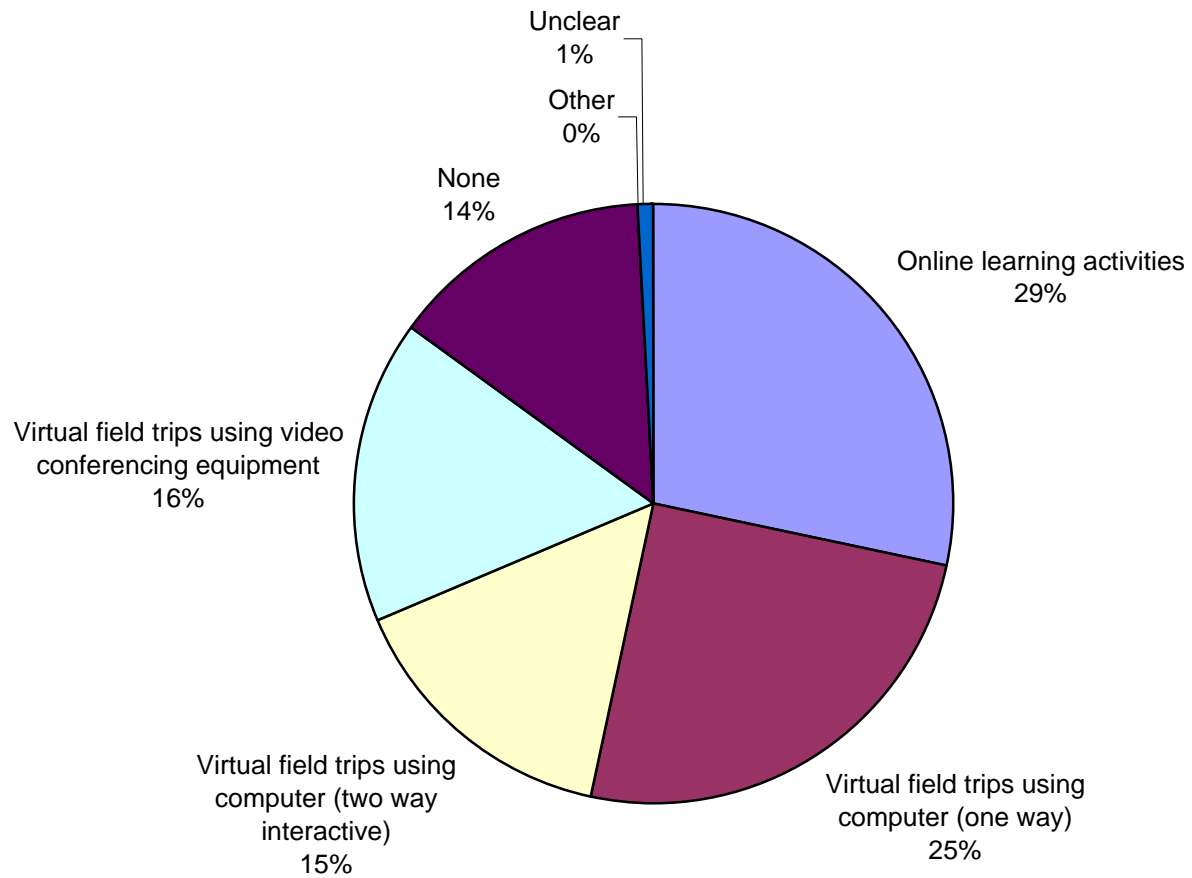
### Increase of Two Credit Limitation of Virtual Learning All Respondents



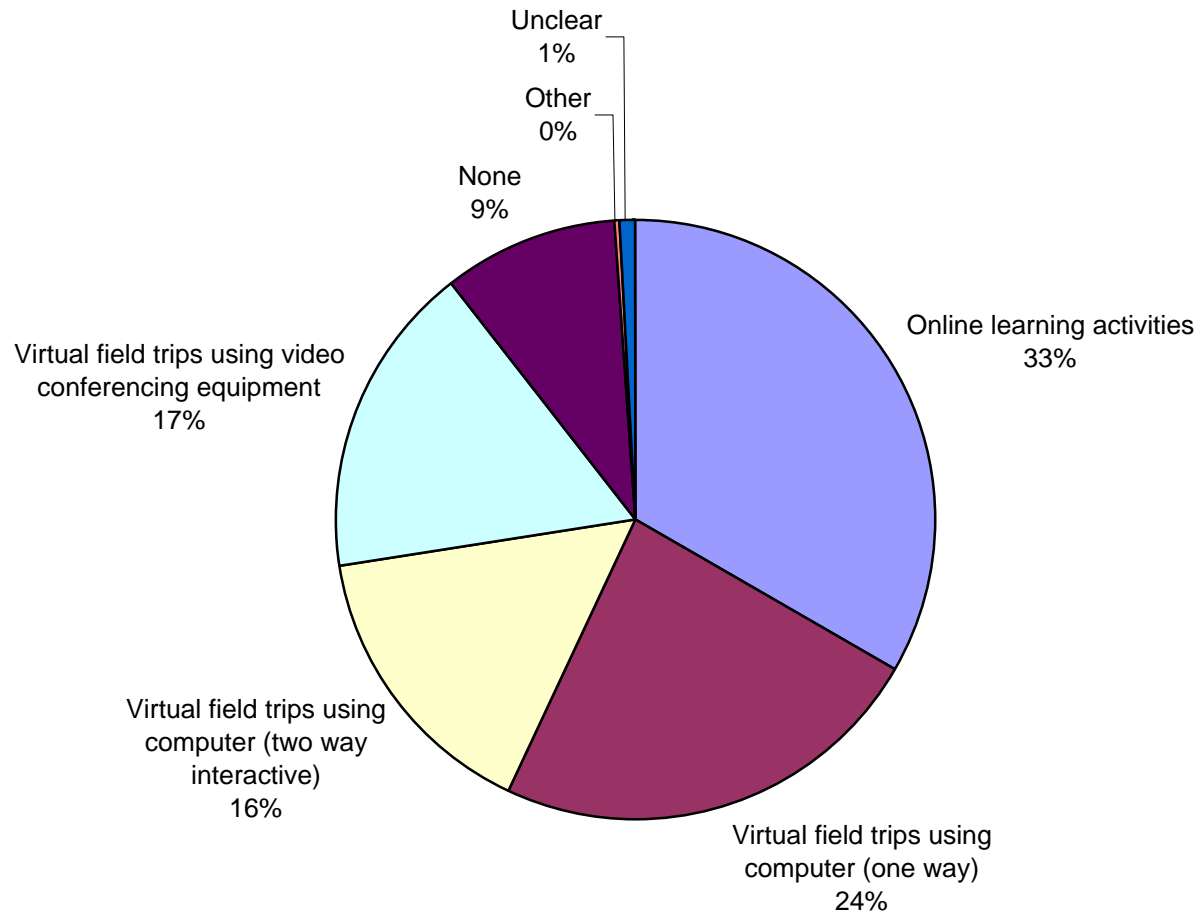
Question 11: What virtual learning opportunities do you provide for elementary students in the area of curriculum enhancement?



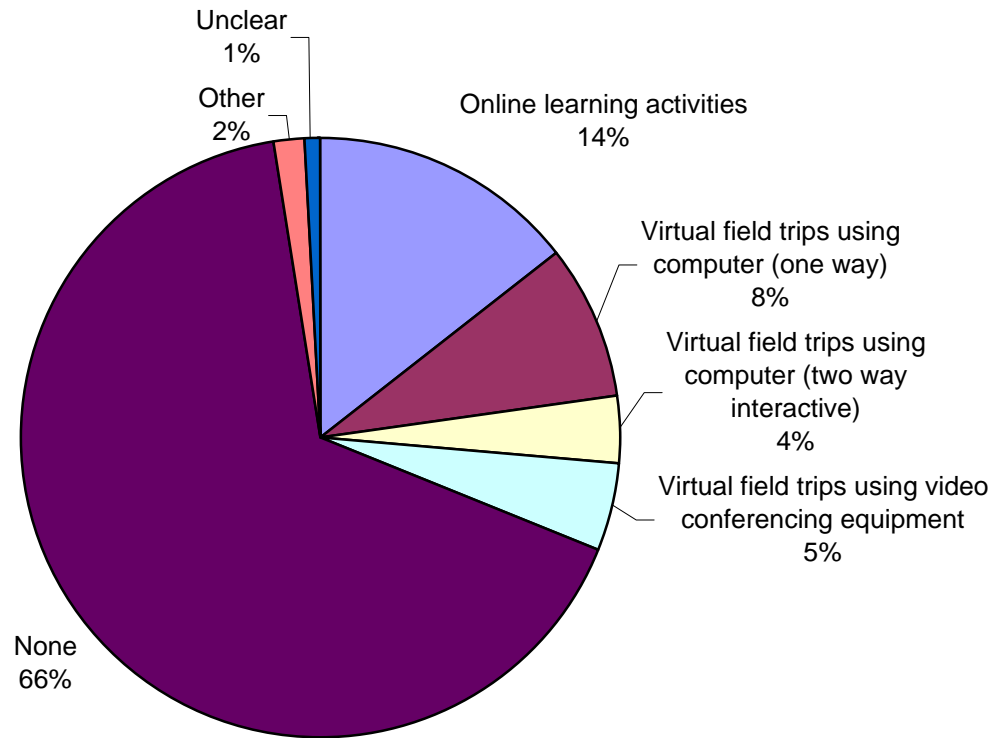
Question 12: What virtual learning opportunities do you provide for middle school students in the area of curriculum enhancement?



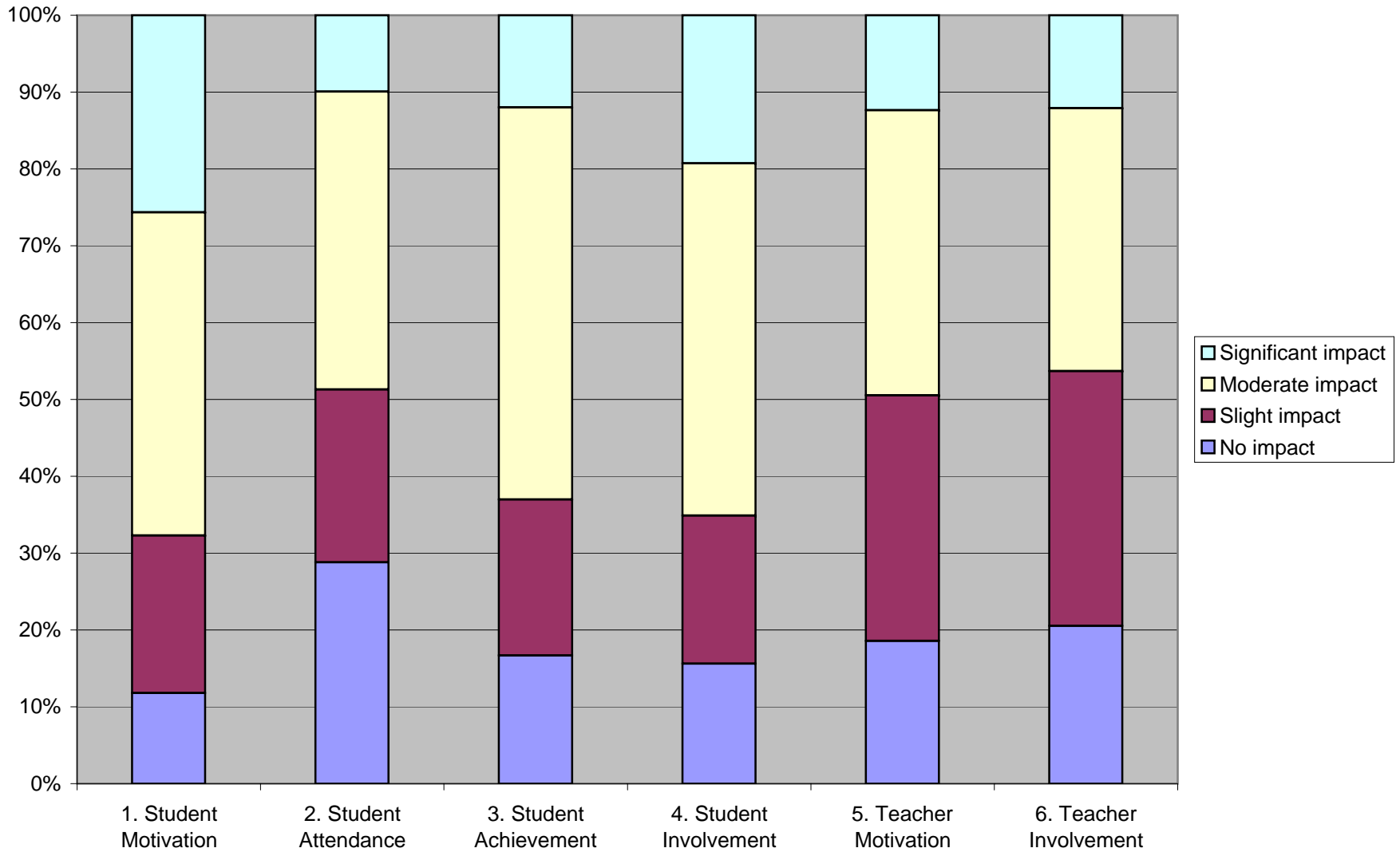
Question 13: What virtual learning opportunities do you provide for high school students in the area of curriculum enhancement?



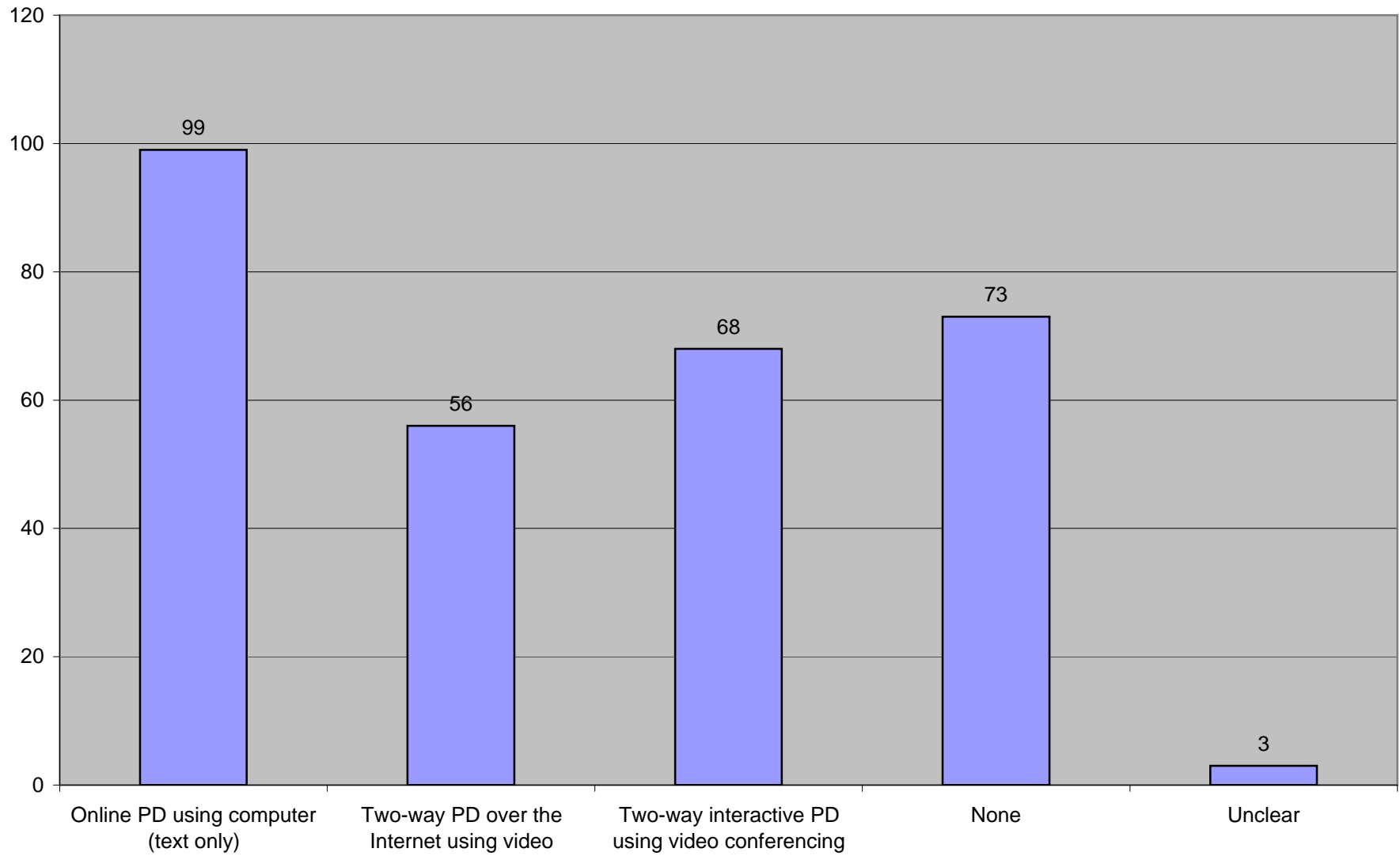
Question 14: What virtual learning opportunities do you provide for adult education students in the area of curriculum enhancement?



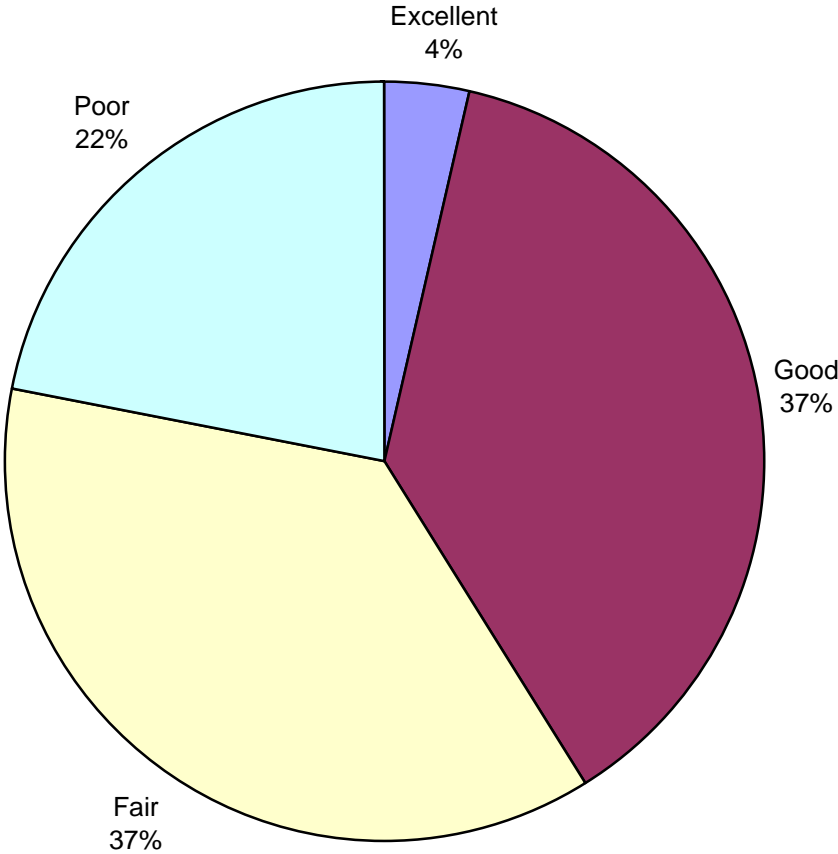
### Impact of Virtual Learning - Curriculum Enhancement



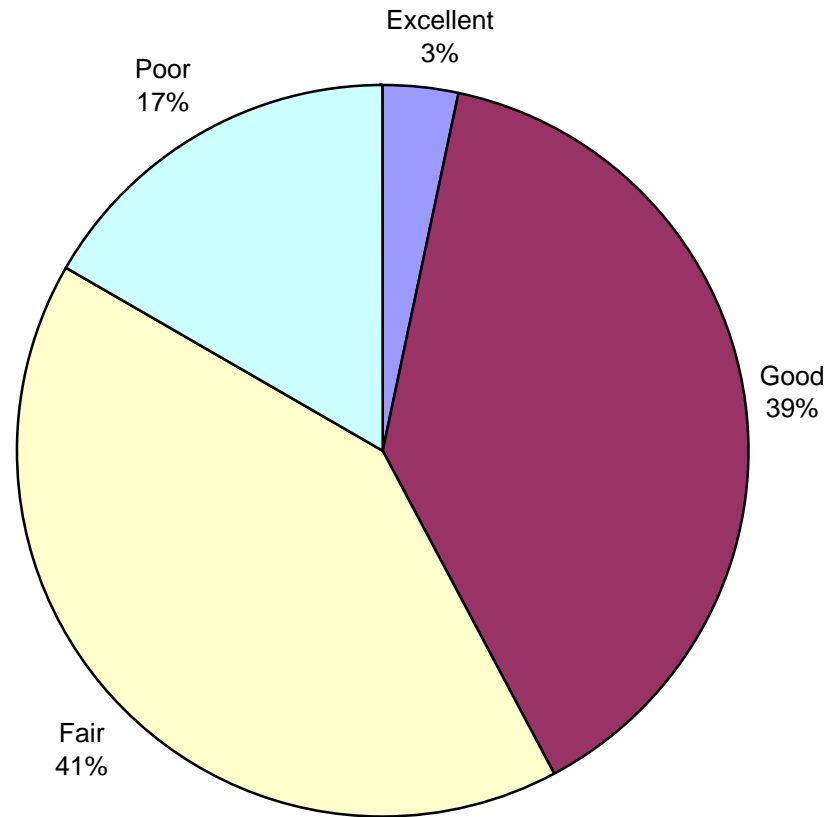
Question 16: What virtual professional development opportunities do you provide to district employees?



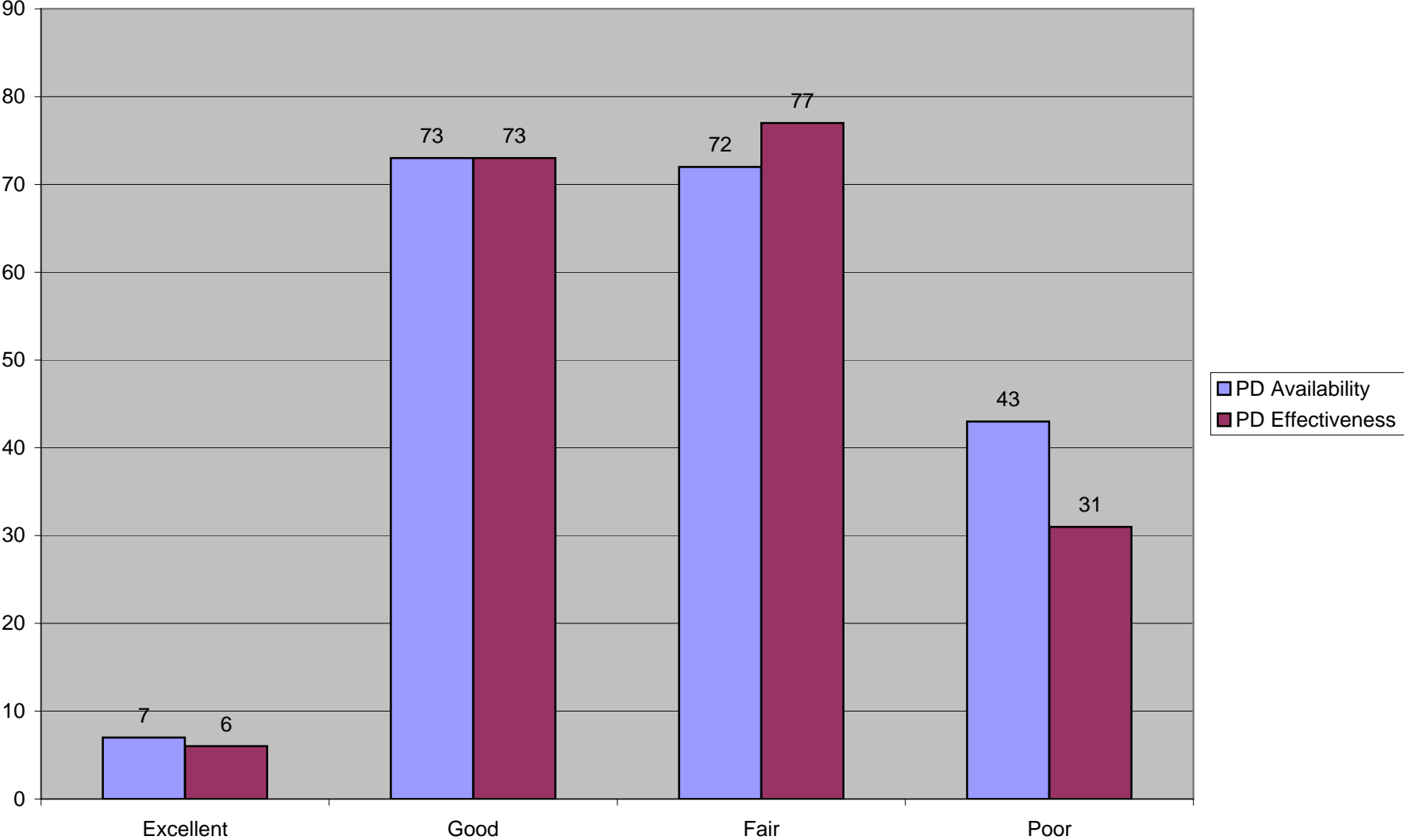
Question 17: How would you rate the availability of quality virtual professional development for your employees?



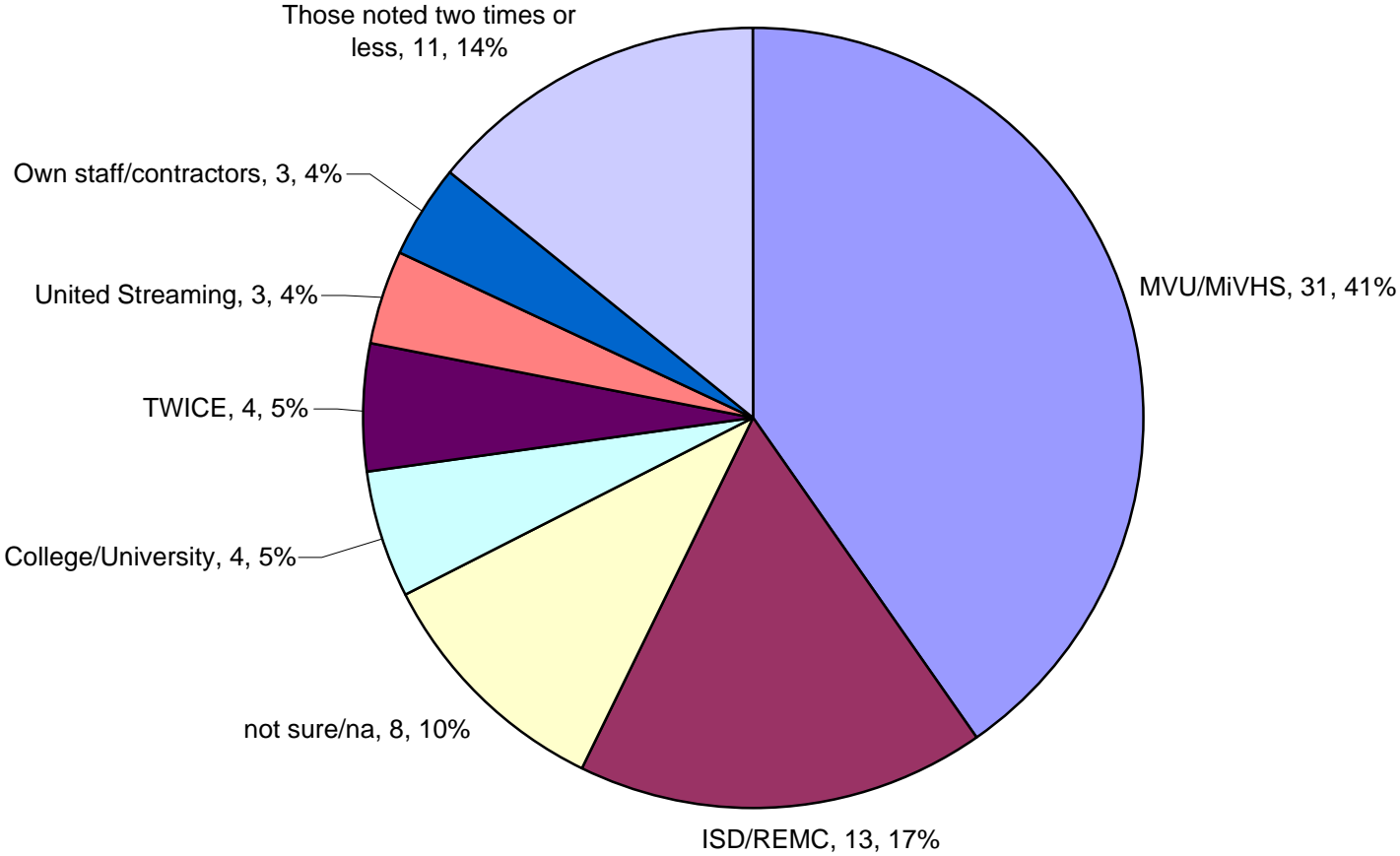
Question 18: How would you rate the effectiveness of the virtual professional development that is provided for your employees?



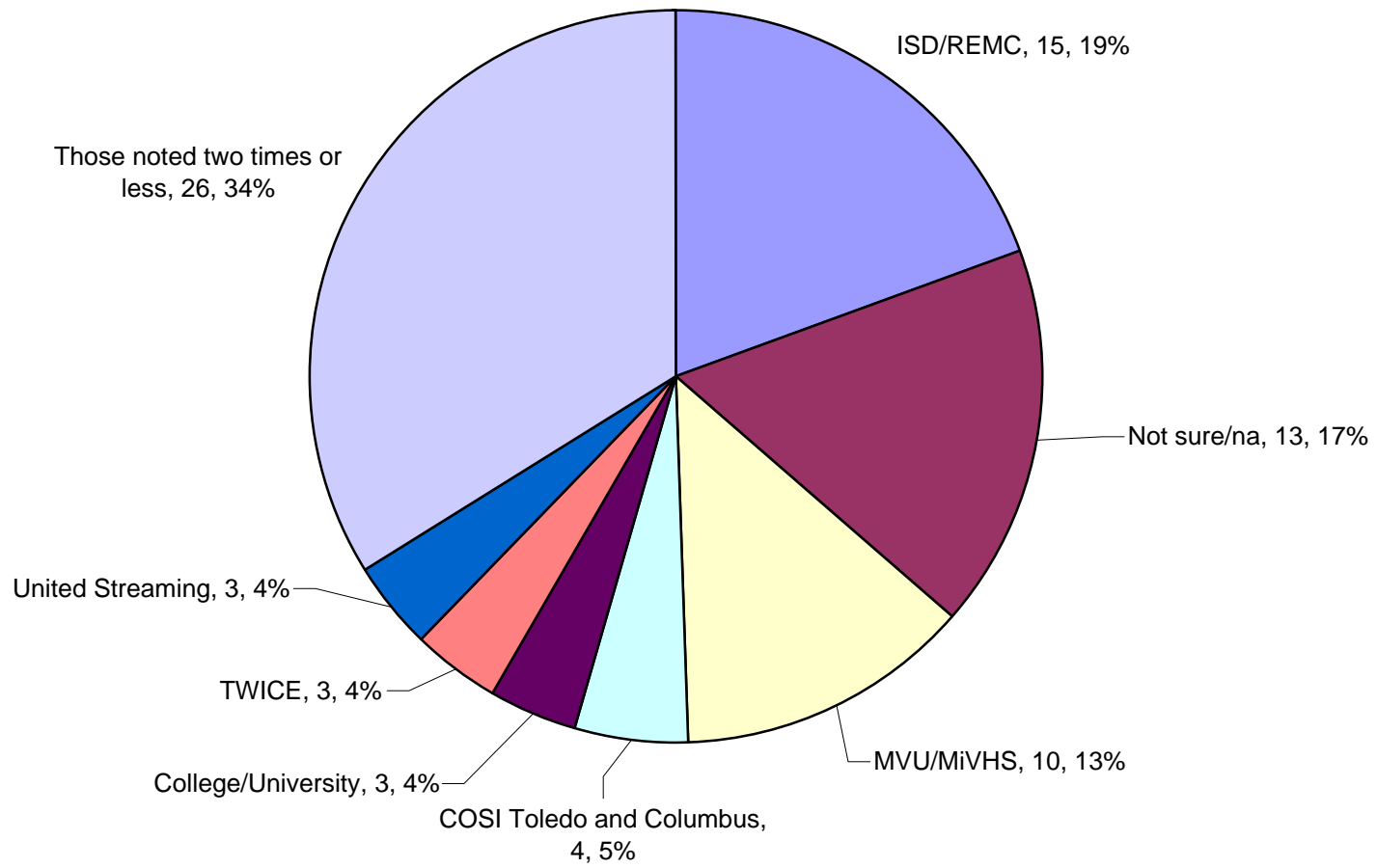
### Virtual Professional Development for Employees



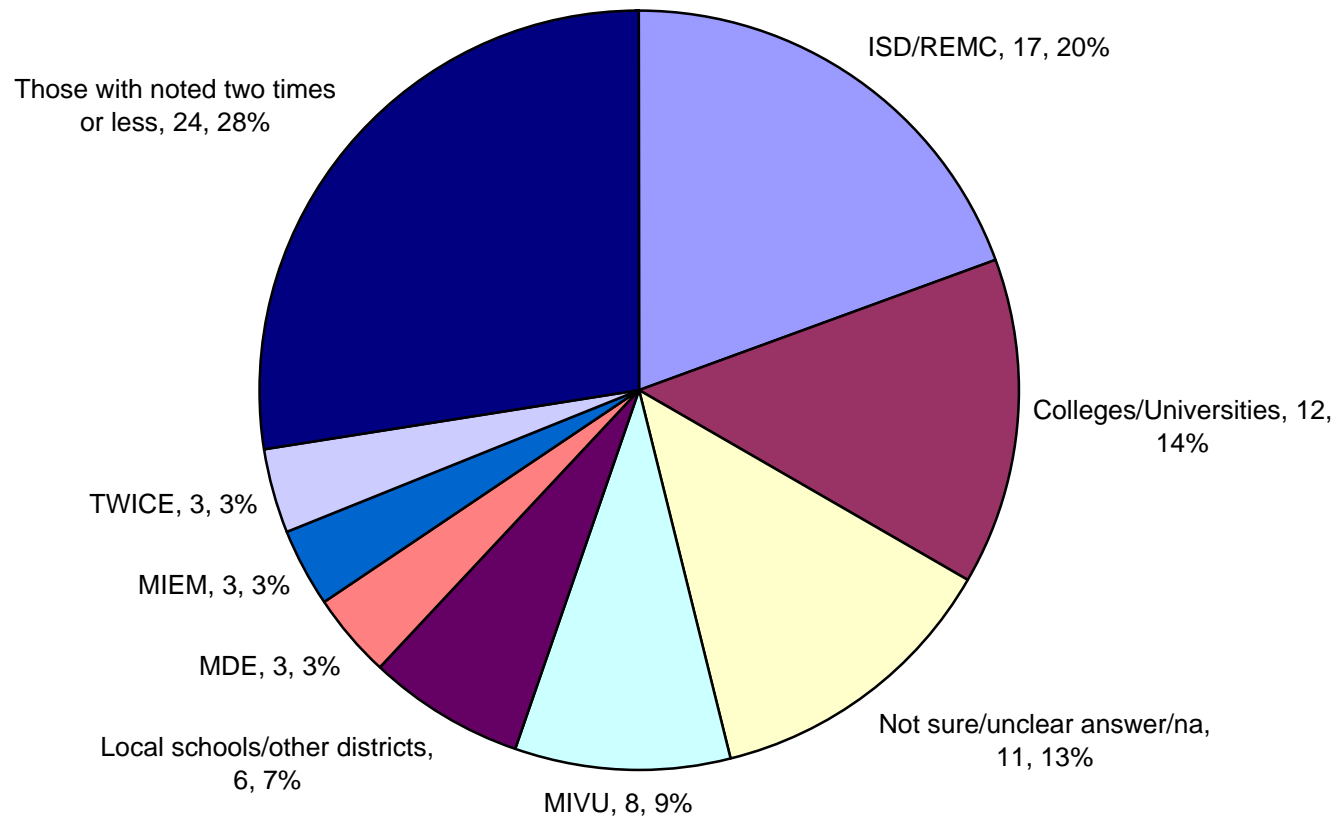
Question 19: Please list the content providers that your district has found to be beneficial for direct instruction.



Question 20: Please list the content providers that your district has found to be beneficial for curriculum enhancement.



Question 21: Please list the content providers that your district has found to be beneficial for professional development.



Question 22: Please list any impediments that have limited virtual learning opportunities for students and staff in your district.

