25-26 Impact Survey — Summary of Results

14 total responses

Respondent Role

14 responses

Response	% of Responses
Administrator	7.1%
Teacher	57.1%
Interventionist	14.3%
Other	21.4%

Students are more engaged in instruction, and attendance has improved.

14 responses

Response	% of Responses
Strongly Agree	0%
Agree	42.9%
Disagree	14.3%
Strongly Disagree	0%
Not Applicable / Unsure	42.9%

Students appear more confident in their academic or social abilities.

14 responses

Response	% of Responses
Strongly Agree	7.1%
Agree	64.3%
Disagree	7.1%
Strongly Disagree	0%
Not Applicable / Unsure	21.4%

Students are more open and receptive to receiving support from staff.

14 responses

Response	% of Responses
Strongly Agree	35.7%
Agree	57.1%
Disagree	0%
Strongly Disagree	0%
Not Applicable / Unsure	7.1%

The level of support provided to students has increased.

14 responses

Response	% of Responses
Strongly Agree	57.1%
Agree	28.6%
Disagree	7.1%
Strongly Disagree	0%
Not Applicable / Unsure	7.1%

Students are showing signs of well-rounded development (e.g., academic, social, and emotional growth).

14 responses

Response	% of Responses
Strongly Agree	7.1%
Agree	50%
Disagree	7.1%
Strongly Disagree	0%
Not Applicable / Unsure	35.7%

Collaboration and partnerships among staff, families, and community members have strengthened.

14 responses

Response	% of Responses
Strongly Agree	35.7%
Agree	35.7%
Disagree	7.1%
Strongly Disagree	0%
Not Applicable / Unsure	21.4%

What other positive impacts have been observed?

8 responses

> *Students and parents are very appreciative of the extra support provided by OMS.*
>
> *I have encountered more students seeking the extra support.*
>
> *The students have a chance to stay on track and keep up in their core classes.*
>
> *It seems the support available is appreciated by students and parents. (I teach a different content area).*
>
> *Ronda has been a huge help with pulling students for reteaching skills that aren't mastered and students that are absent and need teaching and time to take assessments.*
>
> *Students with frequent absences or students that take additional time are able to finish assessments without missing other content. This has been needed since it would normally be done during intervention time at the middle school but we do not have that anymore.*
>
> *My own son has benefited from the more individualized math instruction from both of these programs.*
>
> *More opportunity for tier 1 intervention*

What could have made 23g programming (Intervention Teachers/Math Lab) better?

8 responses

> *I think it has been a great addition to the MS.*
>
> *I think it is great as is.*
>
> *After running math lab at Dix Street for one year, then doing two years of OMS math lab, we have decided to revamp math lab for next year. Under HK, it seems like math lab was very assessment based. Kids don't even try on their assessments in class because they know they can just go to math lab. Next year, we want math lab to be more ELT based and keep students for more than 2 days. 2 days is putting a Band-Aid on the problem to improve 1 test score, keeping them for 1-2 weeks helps solidify their understanding. Then if students want to retake an assessment, they have to put forth the initiative to arrange for their teacher to give a copy of the assessment to after school support.*
>
> *Feel free to come discuss math lab with me any time.*
>
> *Maybe more clearly defined roles (what the position does/doesn't do) and have that shared with teachers, students, and parents.*
>
> *I feel intervention teachers only pull for missing tests and assignments and do not reteach to understand the content. Also, I feel like there is a limited amount of students attending math lab. What can make it better is more reteaching of the content with explicit instruction - not all students respond or understand savvas curriculum. Maybe we can intervene on reading?*
>
> *Better pay*
>
> *2 Interventions would be amazing*