

TTO Parent Survey

Responses

CR – 58

GR – 129

TTO matches the needs of my student?

Crittenden	Graham
Yes – 52%	Yes – 33%
No – 48%	No – 67%

TTO has improved ability in math

Crittenden	Graham
Yes – 54%	Yes – 38%
No – 46%	No – 62%

Effectiveness of modalities (somewhat – most effective)

	Crittenden	Graham
Math Advisory	57%	40%
Teacher Led Instruction	81%	71%
Virtual Instruction	57%	41%
Virtual Reinforcement	54%	26%
Small Group Collab	31%	21%
Peer to Peer	34%	20%
Independent Practice	58%	30%
Task	58%	40%

TTO improved ability across content areas

	Crittenden	Graham
4- agree	24%	12.5%
3	20%	12.5%
2	15%	16%
1	15%	19%
0	27%	40%

Attitude before and after TTO

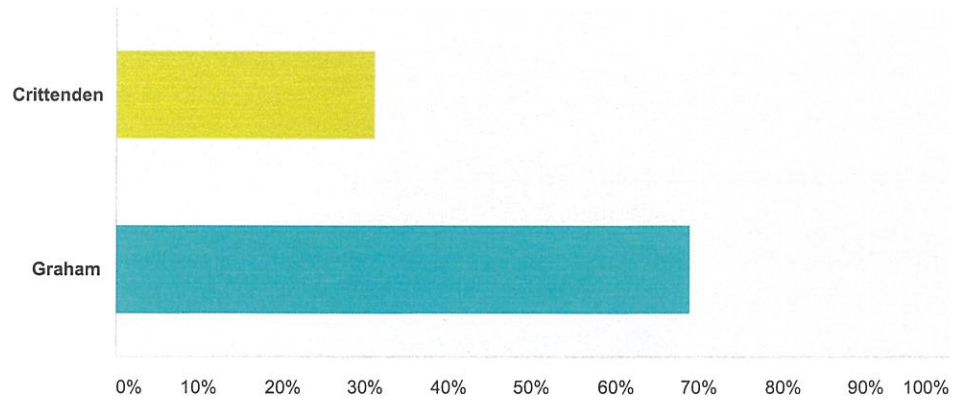
	CR Before	CR After	GR Before	GR After
4	49%	23%	53%	18%
3	42%	50%	38%	49%
2	7%	23%	7%	31%
1	2%	4%	2%	2%

Satisfaction with support

	Crittenden	Graham
4- agree	29%	13%
3	25%	19%
2	5%	10%
1	21%	21%
0	20%	37%

**Q1 What school does your child attend?/¿A qué escuela asiste su hijo?**

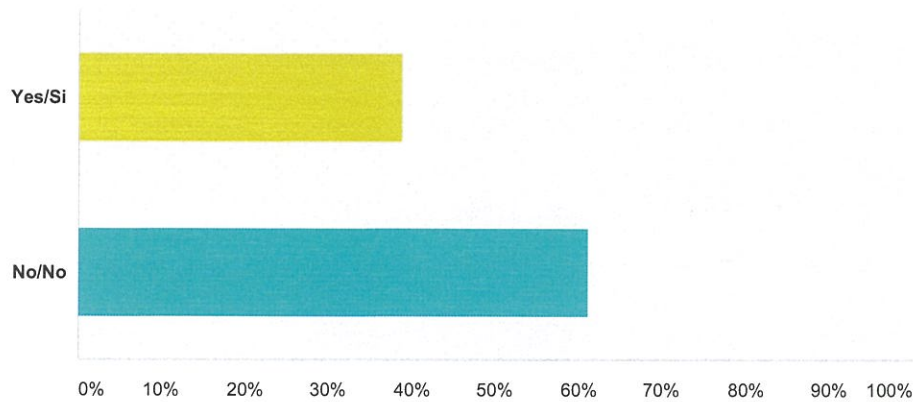
Answered: 187 Skipped: 0



Answer Choices	Responses	
Crittenden	31.02%	58
Graham	68.98%	129
<b>Total</b>		<b>187</b>

**Q2 I believe that overall the TTO math program matches the needs of my child in math/Creo que en general el programa de matemáticas TTO coincide con las necesidades de mi hijo en matemáticas**

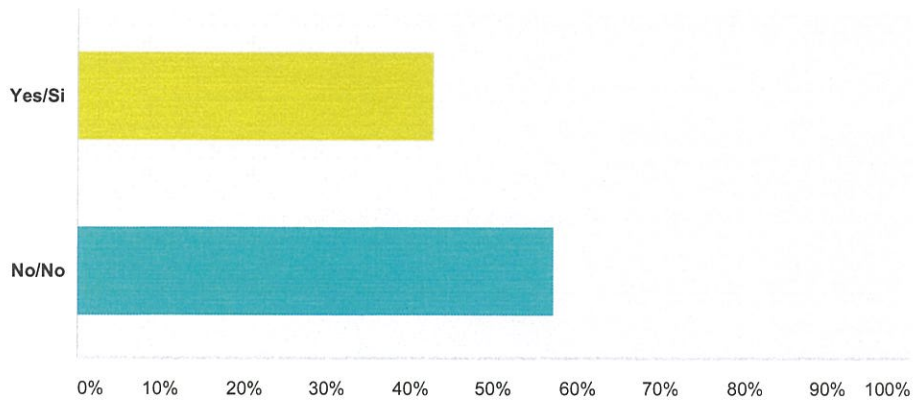
Answered: 183 Skipped: 4



Answer Choices	Responses	
Yes/Si	38.80%	71
No/No	61.20%	112
<b>Total</b>		<b>183</b>

**Q3 Do you think the math instruction my child receives in the TTO program has improved his/her ability in math?/Creo que la instrucción en matemáticas que recibe mi hijo en el programa TTO ha mejorado su habilidad en matemáticas**

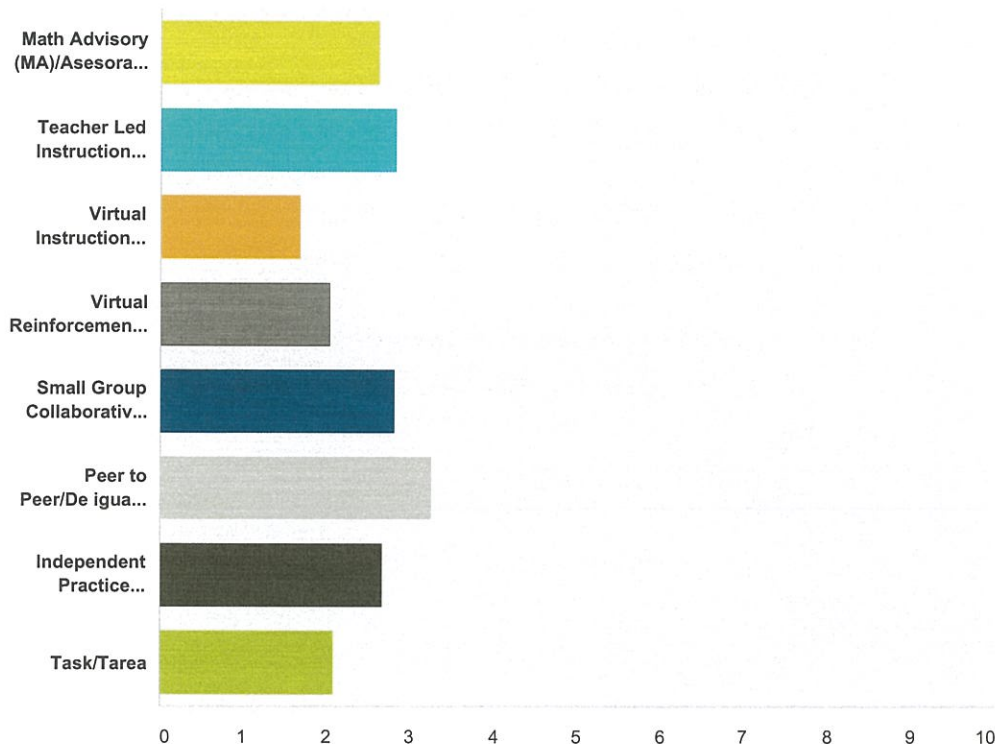
Answered: 182 Skipped: 5



Answer Choices	Responses	
Yes/Si	42.86%	78
No/No	57.14%	104
<b>Total</b>		<b>182</b>

**Q4 Please rank your child's frequency with each modality (how often did your child experience each? (with 4 being the most often, and 0 being never.)/Por favor, califique la frecuencia de su hijo con cada modalidad (¿Qué tan seguido su hijo experimentó cada una? 4 significa con mucha frecuencia, y 0 nunca.)**

Answered: 173 Skipped: 14



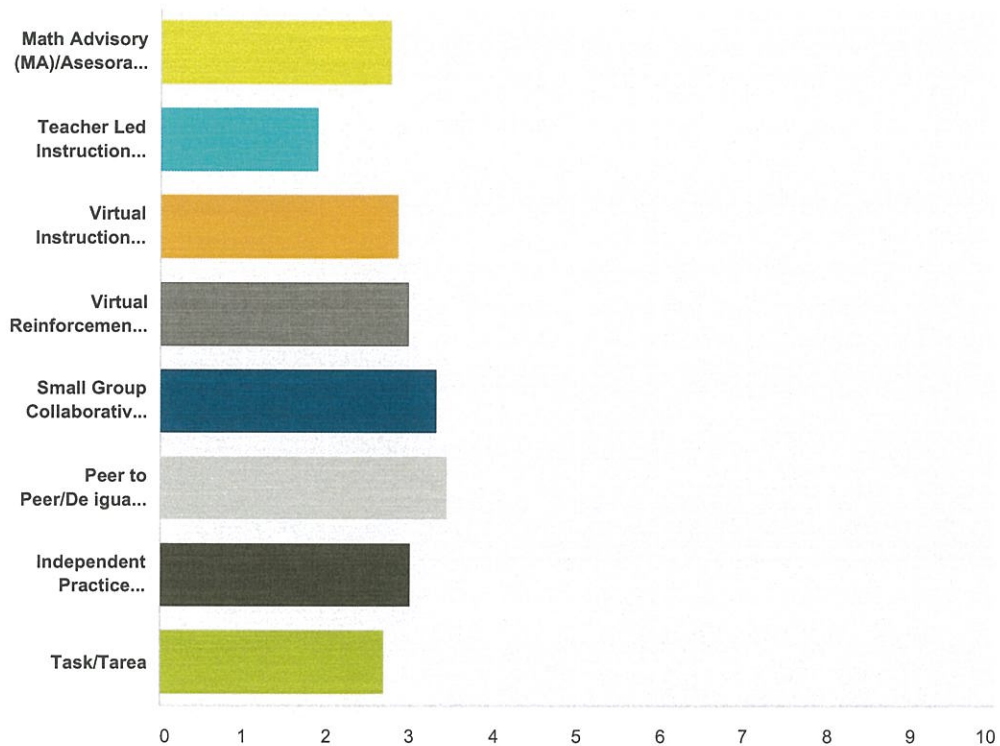
	4 (often/a menudo)	3 (sometimes/a veces)	2 (neutral/don't know/Neutral/No sé)	1 (rarely/pocas veces)	0 (never/nunca)	Total	Weighted Average
Math Advisory (MA)/Asesoramiento matemático	20.00% 34	26.47% 45	22.94% 39	30.59% 52	0.00% 0	170	2.64
Teacher Led Instruction (LIN)/Instrucción dirigida por un profesor	13.95% 24	28.49% 49	21.51% 37	32.56% 56	3.49% 6	172	2.83
Virtual Instruction (VI)/Instrucción virtual	54.07% 93	24.42% 42	19.19% 33	1.74% 3	0.58% 1	172	1.70
Virtual Reinforcement (VR)/Apoyo virtual	37.28% 63	29.59% 50	24.26% 41	8.28% 14	0.59% 1	169	2.05
Small Group Collaborative (SGC)/Colaboración en pequeños grupos	8.82% 15	31.76% 54	32.35% 55	23.53% 40	3.53% 6	170	2.81

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

Peer to Peer/De igual a igual	6.02% 10	16.87% 28	30.12% 50	39.16% 65	7.83% 13	166	3.26
Independent Practice (IP)/Práctica independiente	14.29% 24	29.76% 50	31.55% 53	22.02% 37	2.38% 4	168	2.68
Task/Tarea	33.53% 57	31.18% 53	28.82% 49	6.47% 11	0.00% 0	170	2.08

**Q5 Please rank the effectiveness of each modality as a learning strategy for your child. (with 4 being the most effective, and 0 being not at all effective). Por favor, califique la eficacia de cada modalidad como una estrategia de aprendizaje para su hijo (4 significa que es la más eficaz, y 0 la menos eficaz).**

Answered: 176 Skipped: 11



	4 (most effective/más eficaz)	3 (somewhat effective/algo eficaz)	2 (neutral/don't know/Neutral/No sé)	1 (not that effective/No tan eficaz)	0 (not at all effective/Nada eficaz)	Total	Weighted Average
Math Advisory (MA)/Asesoramiento matemático	23.70% 41	21.39% 37	24.28% 42	15.03% 26	15.61% 27	173	2.77
Teacher Led Instruction (LIN)/Instrucción dirigida por el profesor	50.86% 89	22.86% 40	16.00% 28	5.14% 9	5.14% 9	175	1.91
Virtual Instruction (VI)/Instrucción virtual	12.35% 21	33.53% 57	22.35% 38	18.82% 32	12.94% 22	170	2.86
Virtual Reinforcement (VR)/Apoyo virtual	11.63% 20	22.67% 39	33.14% 57	20.35% 35	12.21% 21	172	2.99

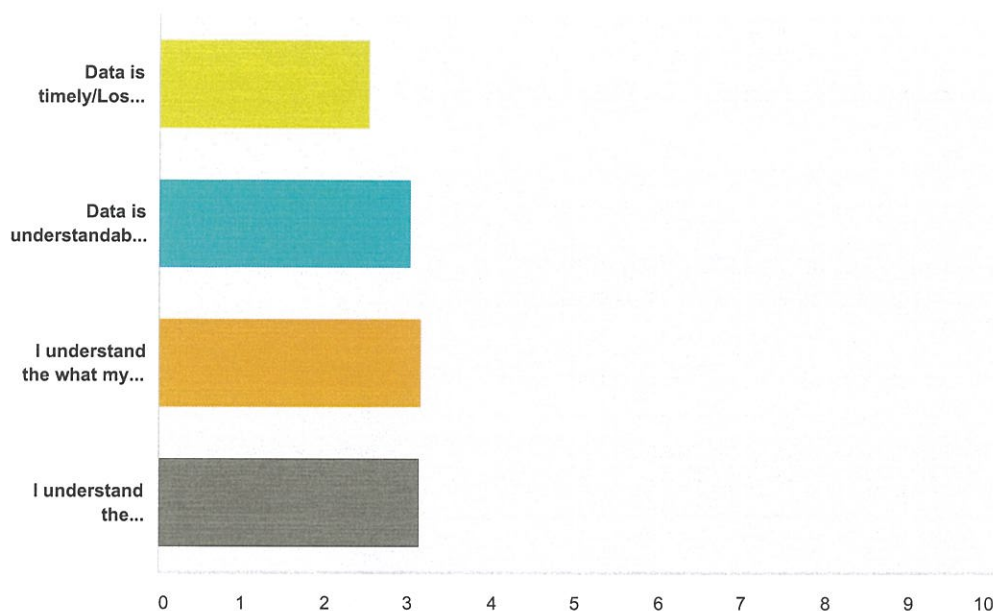
Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

Small Group Collaborative (SGC)/Colaboración en pequeños grupos	9.25% 16	14.45% 25	29.48% 51	28.32% 49	18.50% 32	173	3.32
Peer to Peer/De igual a igual	5.92% 10	15.38% 26	29.59% 50	27.22% 46	21.89% 37	169	3.44
Independent Practice (IP)/Práctica independiente	11.63% 20	26.74% 46	25.58% 44	21.51% 37	14.53% 25	172	3.01
Task/Tarea	18.71% 32	26.32% 45	30.99% 53	14.62% 25	9.36% 16	171	2.70



**Q6 Please rate your satisfaction with the data you receive in your child's portal/Por favor, califique su satisfacción con los datos que recibe en el portal de su hijo**

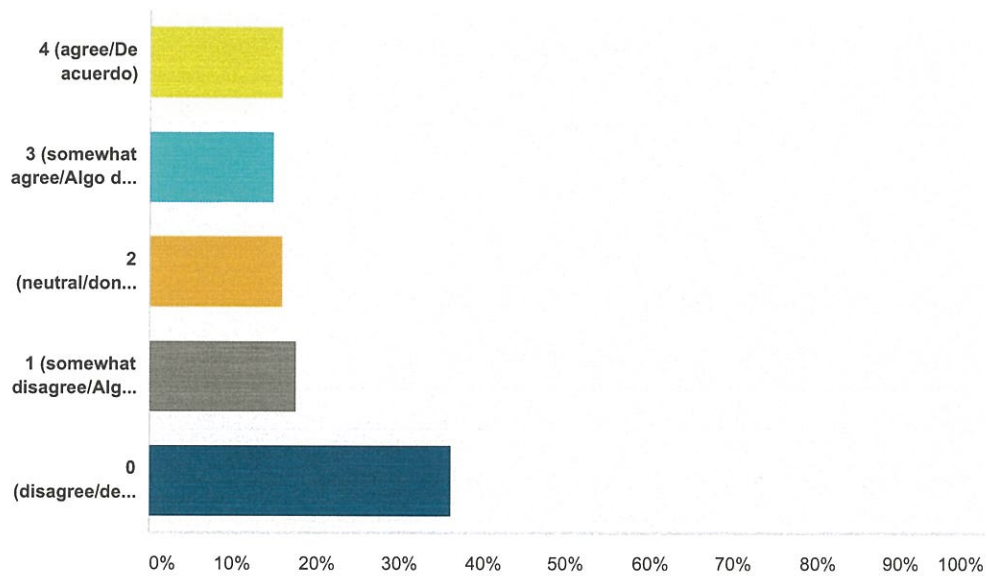
Answered: 180 Skipped: 7



	4 (very satisfied/muy satisfecho)	3 (somewhat satisfied/algo satisfecho)	2 (neutral/don't know/Neutral/No sé)	1 (not very satisfied/no muy satisfecho)	0 (not at all satisfied/nada satisfecho/nada satisfecho)	Total	Weighted Average
Data is timely/Los datos están actualizados	27.22% 49	28.33% 51	23.33% 42	7.78% 14	13.33% 24	180	2.52
Data is understandable/Los datos son comprensibles	16.67% 30	22.22% 40	24.44% 44	16.11% 29	20.56% 37	180	3.02
I understand the what my child learned/Entiendo lo que mi hijo aprendió	13.89% 25	22.78% 41	19.44% 35	22.22% 40	21.67% 39	180	3.15
I understand the standards/skills that are a struggle for my child/Entiendo los estándares/las habilidades que le cuestan a mi hijo	16.38% 29	19.21% 34	20.90% 37	20.90% 37	22.60% 40	177	3.14

**Q7 I think the math instruction, through various modalities (small group collaboration, virtual instruction etc) has improved my child's ability across different subject areas/classes./Creo que la instrucción de matemáticas, a través de diversas modalidades (colaboración en pequeños grupos, instrucción virtual, etc.) ha mejorada la habilidad de mi hijo en diferentes áreas/clases.**

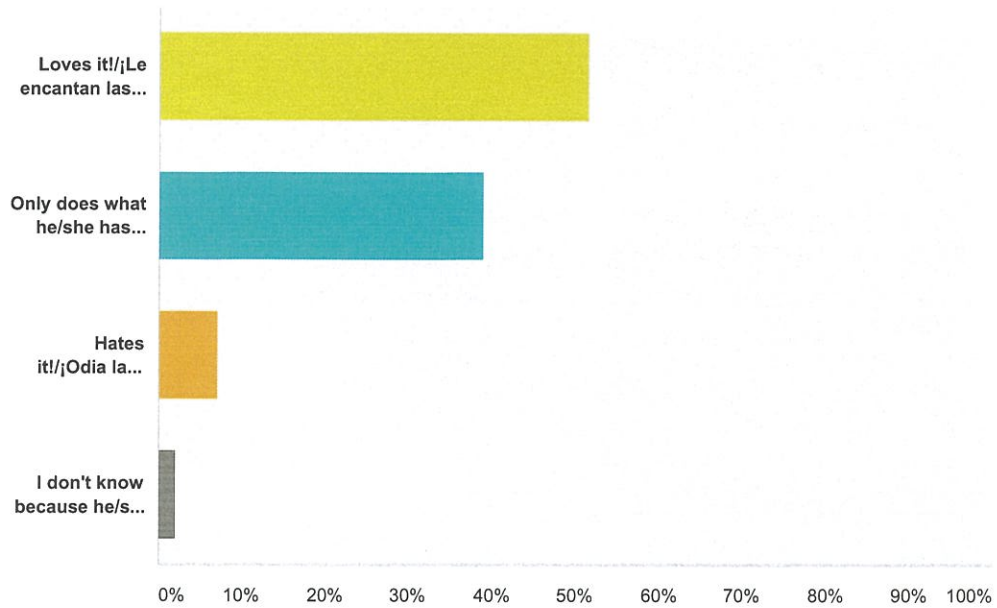
Answered: 183 Skipped: 4



Answer Choices	Responses	
4 (agree/De acuerdo)	15.85%	29
3 (somewhat agree/Algo de acuerdo)	14.75%	27
2 (neutral/don't know/Neutral/No sé)	15.85%	29
1 (somewhat disagree/Algo en desacuerdo)	17.49%	32
0 (disagree/desacuerdo)	36.07%	66
<b>Total</b>		<b>183</b>

**Q8 The following best describes your child's attitude toward math before TTO./La siguiente frase describe mejor la actitud de su hijo hacia las matemáticas antes del programa TTO.**

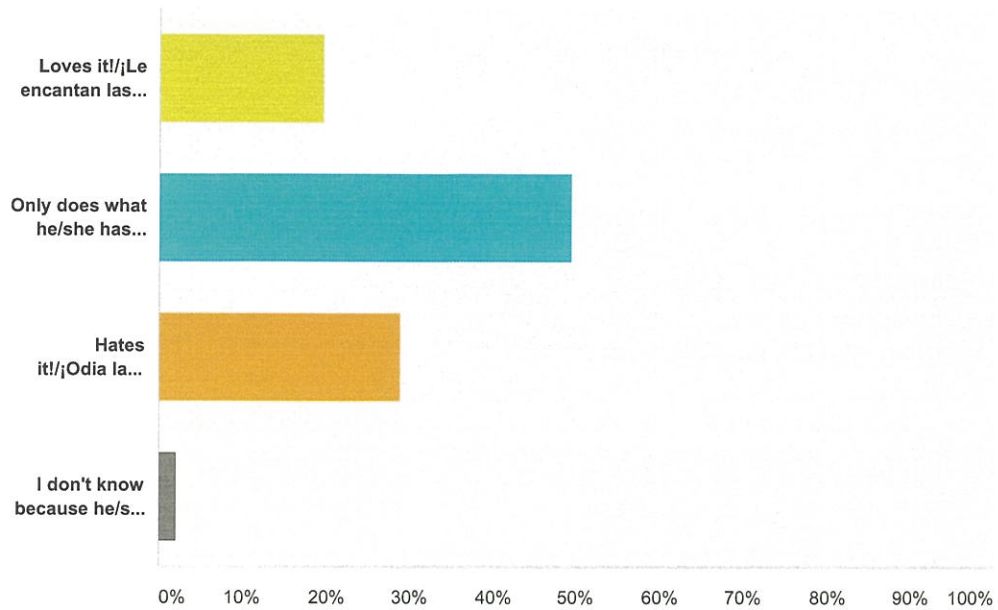
Answered: 184 Skipped: 3



Answer Choices	Responses	
Loves it!/Le encantan las matemáticas!	51.63%	95
Only does what he/she has to./Sólo hace lo que tiene que hacer.	39.13%	72
Hates it!/Odia las matemáticas!	7.07%	13
I don't know because he/she never talks about it./No sé porque nunca habla sobre el tema.	2.17%	4
<b>Total</b>		<b>184</b>

**Q9 The following best describes your child's attitude toward math after starting TTO./ La siguiente frase describe mejor la actitud de su hijo hacia las matemáticas después de haber comenzado el programa TTO.**

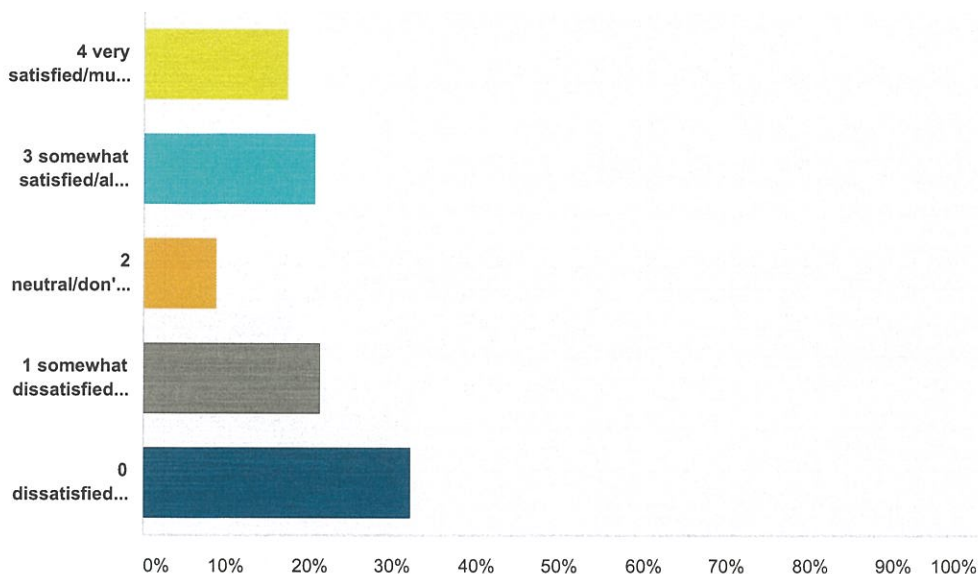
Answered: 184 Skipped: 3



Answer Choices	Responses	
Loves it! / ¡Le encantan las matemáticas!	19.57%	36
Only does what he/she has to. / Sólo hace lo que tiene que hacer.	49.46%	91
Hates it! / ¡Odia las matemáticas!	28.80%	53
I don't know because he/she never talks about it. / No sé porque nunca habla sobre el tema.	2.17%	4
<b>Total</b>		<b>184</b>

**Q10 Overall, rank your satisfaction with the support and math program instruction your child has received this school year./En general, clasifique su satisfacción con la instrucción del programa de matemáticas y apoyo que ha recibido mi hijo este año.**

Answered: 184 Skipped: 3



Answer Choices	Responses	
4 very satisfied/muy satisfecho	17.39%	32
3 somewhat satisfied/algo satisfecho	20.65%	38
2 neutral/don't know/Neutral/No sé	8.70%	16
1 somewhat dissatisfied/no muy satisfecho	21.20%	39
0 dissatisfied/nada satisfecho	32.07%	59
<b>Total</b>		<b>184</b>

**Q11 What do you like about what happens in your child's math program? Please be as specific as you can./¿Qué le gusta sobre lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

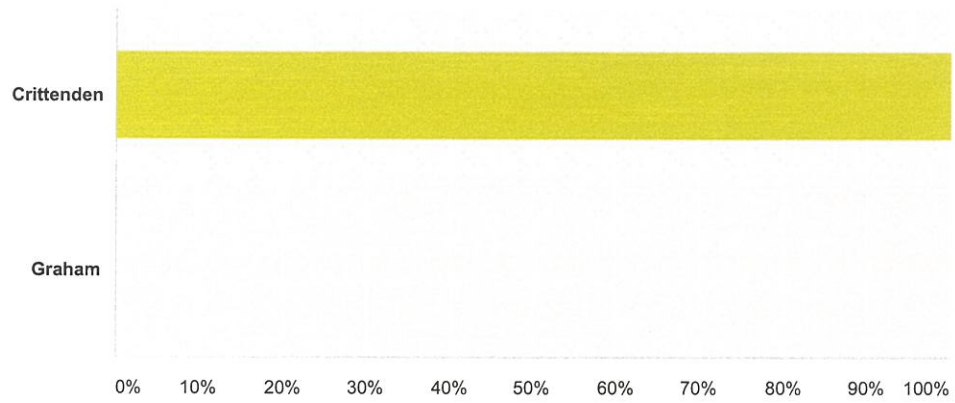
Answered: 155 Skipped: 32

**Q12 What would you like to see different about what happens in your child's math program? Please be as specific as you can./¿Qué le gustaría que sea diferente en lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 156 Skipped: 31

**Q1 What school does your child attend?/¿A qué escuela asiste su hijo?**

Answered: 58 Skipped: 0

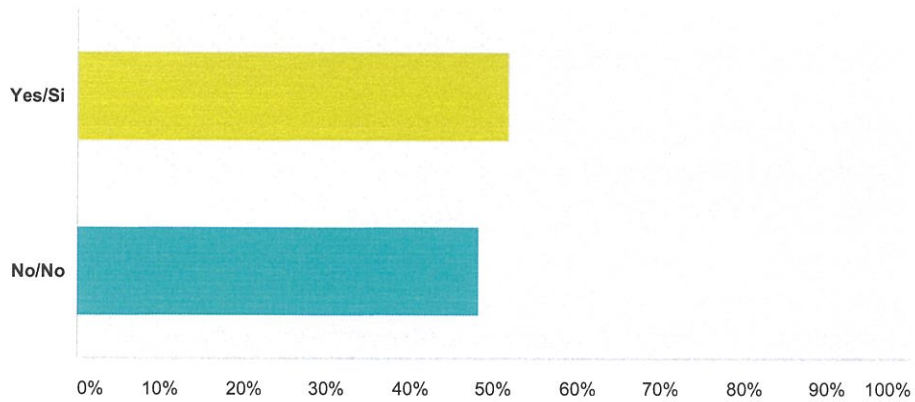


Answer Choices	Responses
Crittenden	100.00% 58
Graham	0.00% 0
<b>Total</b>	<b>58</b>



**Q2 I believe that overall the TTO math program matches the needs of my child in math/Creo que en general el programa de matemáticas TTO coincide con las necesidades de mi hijo en matemáticas**

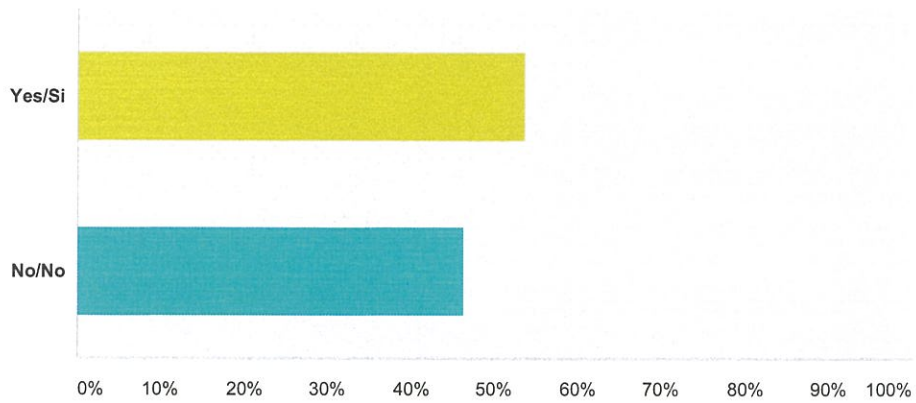
Answered: 56 Skipped: 2



Answer Choices	Responses
Yes/Si	51.79% 29
No/No	48.21% 27
<b>Total</b>	<b>56</b>

**Q3 Do you think the math instruction my child receives in the TTO program has improved his/her ability in math?/Creo que la instrucción en matemáticas que recibe mi hijo en el programa TTO ha mejorado su habilidad en matemáticas**

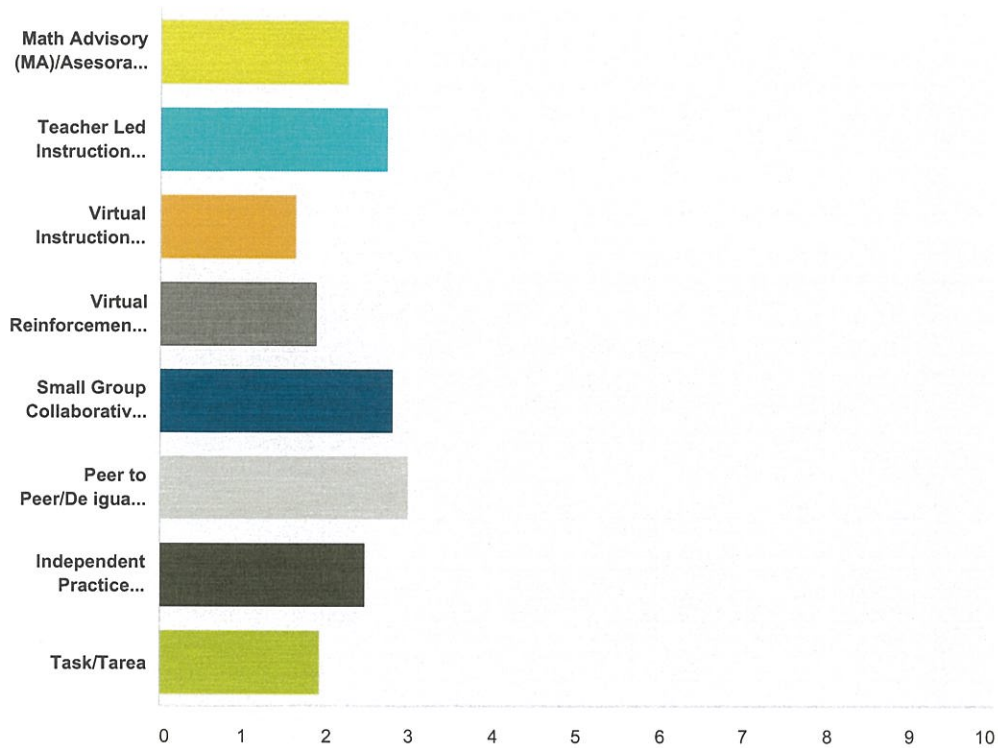
Answered: 54 Skipped: 4



Answer Choices	Responses	
Yes/Si	53.70%	29
No/No	46.30%	25
<b>Total</b>		<b>54</b>

**Q4 Please rank your child's frequency with each modality (how often did your child experience each? (with 4 being the most often, and 0 being never.)/Por favor, califique la frecuencia de su hijo con cada modalidad (¿Qué tan seguido su hijo experimentó cada una? 4 significa con mucha frecuencia, y 0 nunca.)**

Answered: 53 Skipped: 5



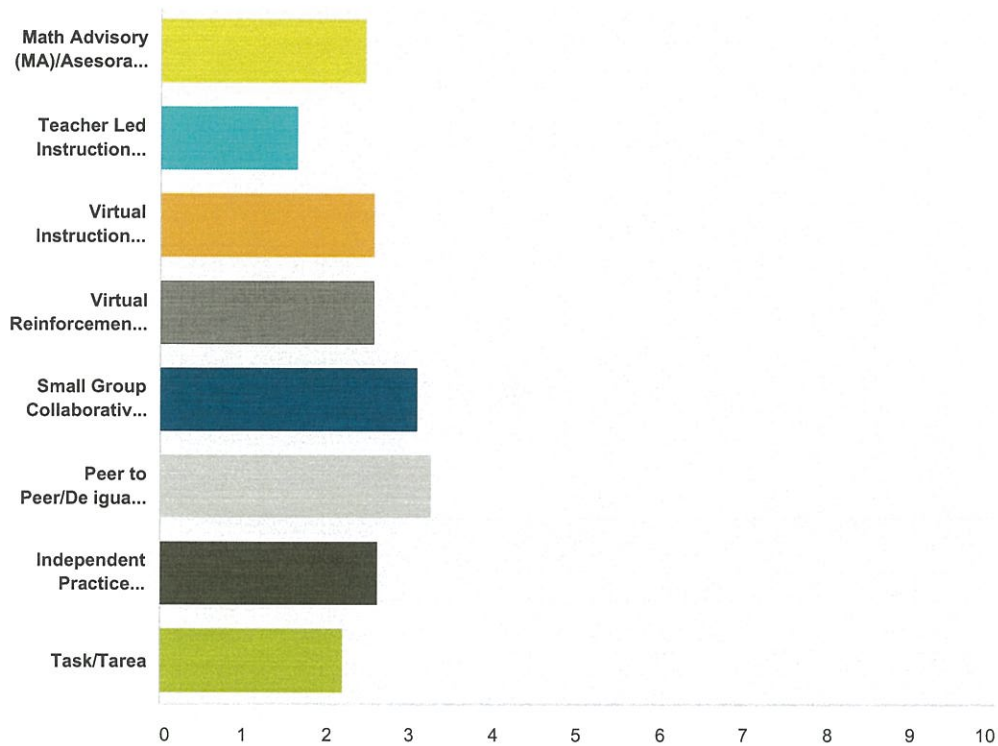
	4 (often/a menudo)	3 (sometimes/a veces)	2 (neutral/don't know/Neutral/No sé)	1 (rarely/pocas veces)	0 (never/nunca)	Total	Weighted Average
Math Advisory (MA)/Asesoramiento matemático	28.85% 15	28.85% 15	30.77% 16	11.54% 6	0.00% 0	52	2.25
Teacher Led Instruction (LIN)/Instrucción dirigida por un profesor	15.38% 8	28.85% 15	25.00% 13	28.85% 15	1.92% 1	52	2.73
Virtual Instruction (VI)/Instrucción virtual	57.69% 30	21.15% 11	21.15% 11	0.00% 0	0.00% 0	52	1.63
Virtual Reinforcement (VR)/Apoyo virtual	45.10% 23	25.49% 13	25.49% 13	3.92% 2	0.00% 0	51	1.88
Small Group Collaborative (SGC)/Colaboración en pequeños grupos	5.88% 3	37.25% 19	31.37% 16	21.57% 11	3.92% 2	51	2.80

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

Peer to Peer/De igual a igual	6.12% 3	24.49% 12	36.73% 18	30.61% 15	2.04% 1	49	2.98
Independent Practice (IP)/Práctica independiente	22.00% 11	32.00% 16	28.00% 14	14.00% 7	4.00% 2	50	2.46
Task/Tarea	41.18% 21	27.45% 14	29.41% 15	1.96% 1	0.00% 0	51	1.92

**Q5 Please rank the effectiveness of each modality as a learning strategy for your child. (with 4 being the most effective, and 0 being not at all effective). Por favor, califique la eficacia de cada modalidad como una estrategia de aprendizaje para su hijo (4 significa que es la más eficaz, y 0 la menos eficaz).**

Answered: 53 Skipped: 5



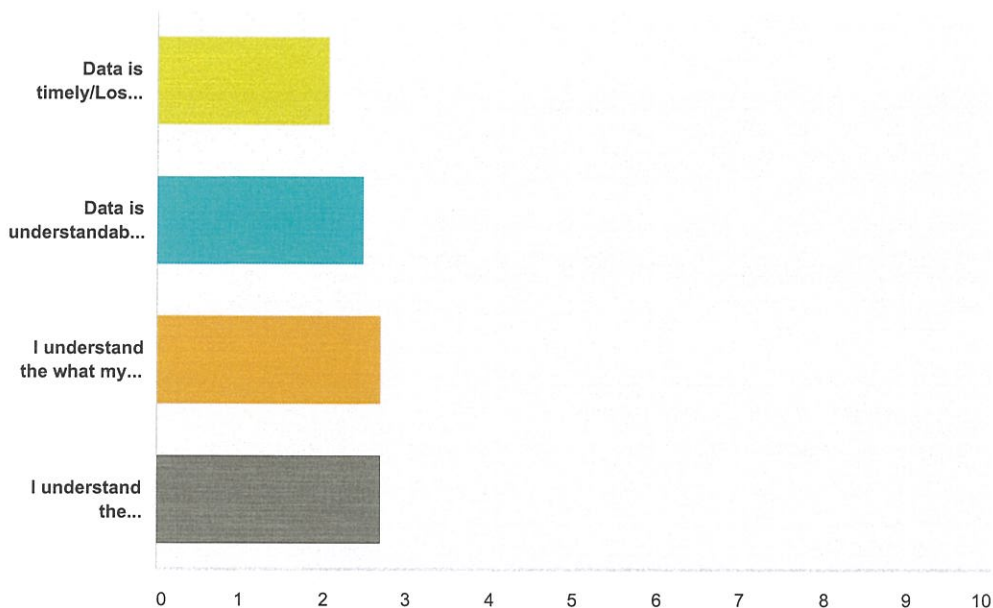
	4 (most effective/más eficaz)	3 (somewhat effective/algo eficaz)	2 (neutral/don't know/Neutral/No sé)	1 (not that effective/No tan eficaz)	0 (not at all effective/Nada eficaz)	Total	Weighted Average
Math Advisory (MA)/Asesoramiento matemático	30.19% 16	26.42% 14	24.53% 13	3.77% 2	15.09% 8	53	2.47
Teacher Led Instruction (LIN)/Instrucción dirigida por el profesor	59.62% 31	21.15% 11	15.38% 8	1.92% 1	1.92% 1	52	1.65
Virtual Instruction (VI)/Instrucción virtual	16.33% 8	40.82% 20	20.41% 10	14.29% 7	8.16% 4	49	2.57
Virtual Reinforcement (VR)/Apoyo virtual	19.23% 10	34.62% 18	23.08% 12	17.31% 9	5.77% 3	52	2.56

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

Small Group Collaborative (SGC)/Colaboración en pequeños grupos	7.69% 4	23.08% 12	34.62% 18	23.08% 12	11.54% 6	52	3.08
Peer to Peer/De igual a igual	9.80% 5	13.73% 7	33.33% 17	27.45% 14	15.69% 8	51	3.25
Independent Practice (IP)/Práctica independiente	15.38% 8	42.31% 22	17.31% 9	15.38% 8	9.62% 5	52	2.62
Task/Tarea	40.00% 20	18.00% 9	30.00% 15	6.00% 3	6.00% 3	50	2.20

**Q6 Please rate your satisfaction with the data you receive in your child's portal/Por favor, califique su satisfacción con los datos que recibe en el portal de su hijo**

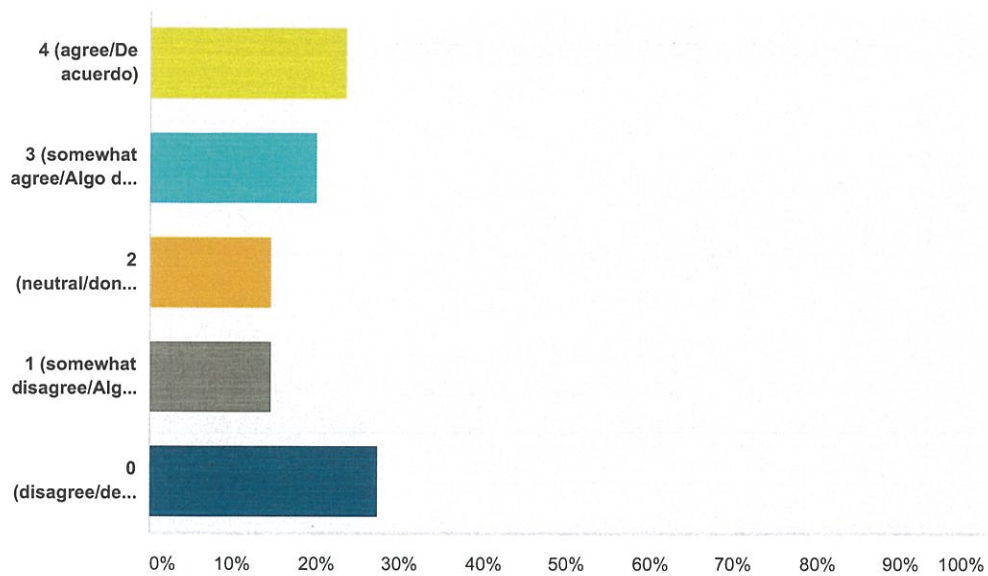
Answered: 54 Skipped: 4



	4 (very satisfied/muy satisfecho)	3 (somewhat satisfied/algo satisfecho)	2 (neutral/don't know/Neutral/No sé)	1 (not very satisfied/no muy satisfecho)	0 (not at all satisfied/nada satisfecho/nada satisfecho)	Total	Weighted Average
Data is timely/Los datos están actualizados	33.33% 18	37.04% 20	22.22% 12	5.56% 3	1.85% 1	54	2.06
Data is understandable/Los datos son comprensibles	27.78% 15	25.93% 14	22.22% 12	18.52% 10	5.56% 3	54	2.48
I understand the what my child learned/Entiendo lo que mi hijo aprendió	25.93% 14	25.93% 14	14.81% 8	20.37% 11	12.96% 7	54	2.69
I understand the standards/skills that are a struggle for my child/Entiendo los estándares/las habilidades que le cuestan a mi hijo	25.93% 14	24.07% 13	18.52% 10	18.52% 10	12.96% 7	54	2.69

**Q7 I think the math instruction, through various modalities (small group collaboration, virtual instruction etc) has improved my child's ability across different subject areas/classes./Creo que la instrucción de matemáticas, a través de diversas modalidades (colaboración en pequeños grupos, instrucción virtual, etc.) ha mejorada la habilidad de mi hijo en diferentes áreas/clases.**

Answered: 55 Skipped: 3

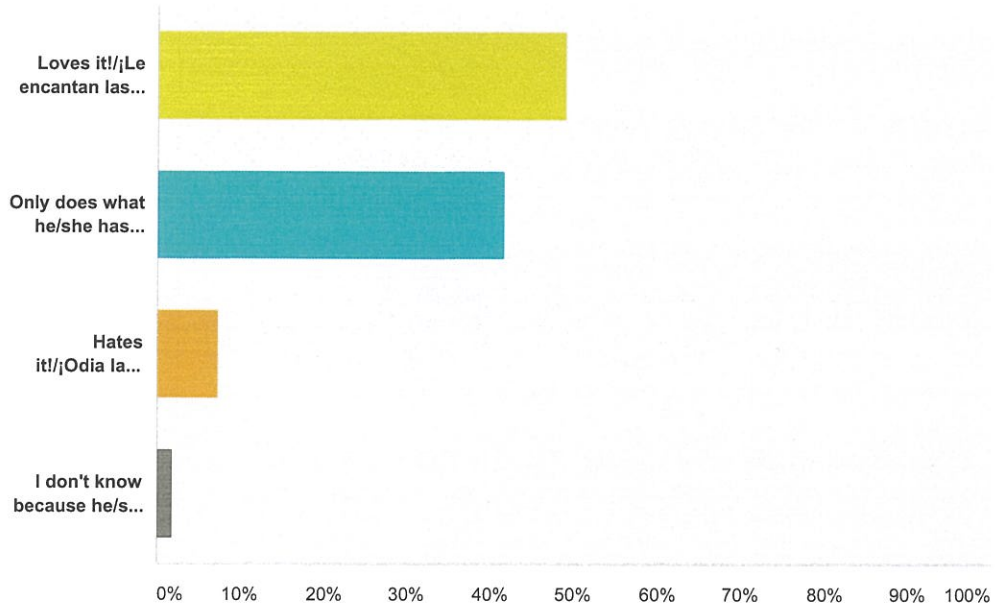


Answer Choices	Responses	
4 (agree/De acuerdo)	23.64%	13
3 (somewhat agree/Algo de acuerdo)	20.00%	11
2 (neutral/don't know/Neutral/No sé)	14.55%	8
1 (somewhat disagree/Algo en desacuerdo)	14.55%	8
0 (disagree/desacuerdo)	27.27%	15
<b>Total</b>		<b>55</b>



**Q8 The following best describes your child's attitude toward math before TTO./La siguiente frase describe mejor la actitud de su hijo hacia las matemáticas antes del programa TTO.**

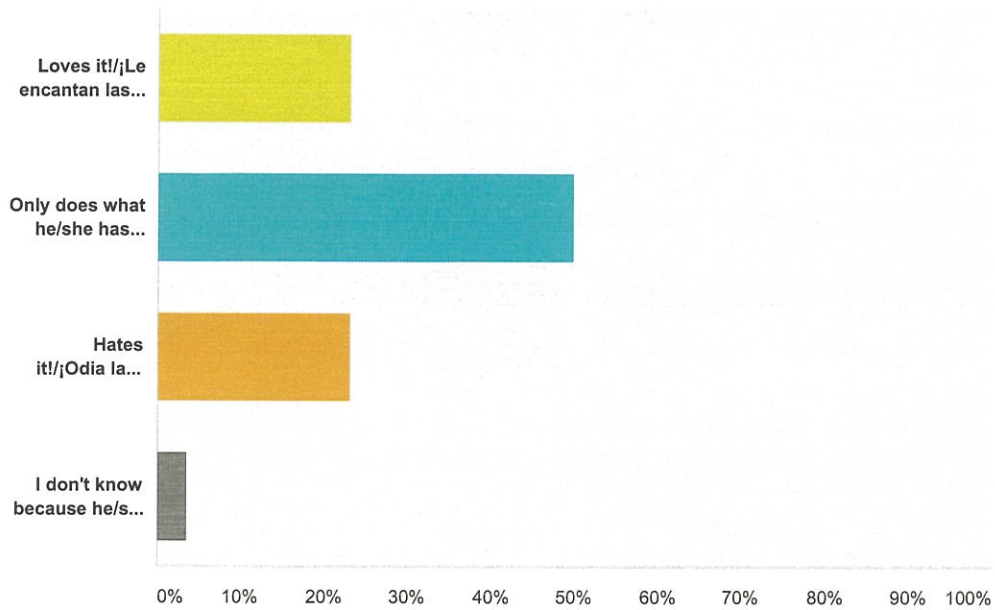
Answered: 55 Skipped: 3



Answer Choices	Responses	
Loves it!/¡Le encantan las matemáticas!	49.09%	27
Only does what he/she has to./Sólo hace lo que tiene que hacer.	41.82%	23
Hates it!/¡Odia las matemáticas!	7.27%	4
I don't know because he/she never talks about it./No sé porque nunca habla sobre el tema.	1.82%	1
<b>Total</b>		<b>55</b>

**Q9 The following best describes your child's attitude toward math after starting TTO./ La siguiente frase describe mejor la actitud de su hijo hacia las matemáticas después de haber comenzado el programa TTO.**

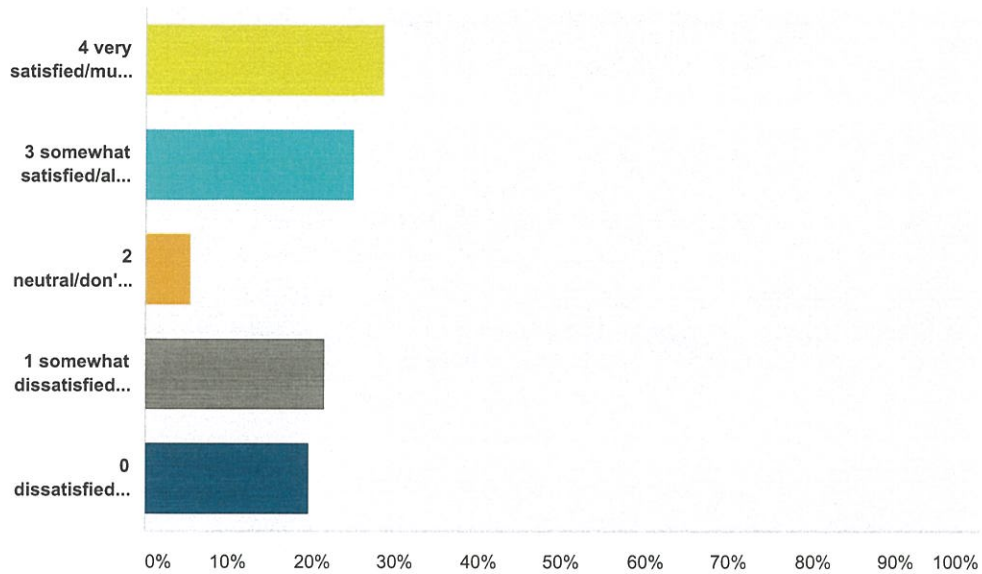
Answered: 56 Skipped: 2



Answer Choices	Responses	
Loves it! / ¡Le encantan las matemáticas!	23.21%	13
Only does what he/she has to. / Sólo hace lo que tiene que hacer.	50.00%	28
Hates it! / ¡Odia las matemáticas!	23.21%	13
I don't know because he/she never talks about it. / No sé porque nunca habla sobre el tema.	3.57%	2
<b>Total</b>		<b>56</b>

**Q10 Overall, rank your satisfaction with the support and math program instruction your child has received this school year./En general, clasifique su satisfacción con la instrucción del programa de matemáticas y apoyo que ha recibido mi hijo este año.**

Answered: 56 Skipped: 2



Answer Choices	Responses	
4 very satisfied/muy satisfecho	28.57%	16
3 somewhat satisfied/algo satisfecho	25.00%	14
2 neutral/don't know/Neutral/No sé	5.36%	3
1 somewhat dissatisfied/no muy satisfecho	21.43%	12
0 dissatisfied/nada satisfecho	19.64%	11
<b>Total</b>		<b>56</b>

**Q11 What do you like about what happens in your child's math program? Please be as specific as you can./¿Qué le gusta sobre lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 48 Skipped: 10

**Q12 What would you like to see different about what happens in your child's math program? Please be as specific as you can./¿Qué le gustaría que sea diferente en lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 48 Skipped: 10

**Q11 What do you like about what happens in your child's math program? Please be as specific as you can./¿Qué le gusta sobre lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 48 Skipped: 10

#	Responses	Date
1	I like the variety of modules and the fact that he can excel at his own pace. He is exceptional at Math and we hope he has every opportunity to excel and exceed.	12/15/2016 9:17 AM
2	Advisory & teacher led instruction that can gauge understanding and address any gaps. Virtual reinforcement helps with practice.	12/15/2016 1:54 AM
3	do math problems and practice	12/14/2016 11:04 PM
4	Our child is very unhappy with TTO, says he doesn't learn at all	12/14/2016 9:03 PM
5	There is sufficient time in the academic schedule devoted to math.	12/14/2016 9:02 PM
6	He gets enough time on math	12/14/2016 8:48 PM
7	Nothing	12/14/2016 7:03 PM
8	I like when he can get direct feedback and instruction from his awesome teacher. I like that he is also learning how to adapt to different learning modalities but not sure yet which one really speaks to his style of learning.	12/14/2016 6:21 PM
9	Students can have there own pace	12/14/2016 11:11 AM
10	Me gustaria que me cada mes, el nivel de mi hijo para saber si está progresando o no.	12/13/2016 7:54 PM
11	Good	12/13/2016 6:27 PM
12	aprende cosas nuevas cada clase.	12/13/2016 6:01 PM
13	She learns more.	12/13/2016 4:48 PM
14	I cannot say there is anything I particularly like. The modules seem all over the place, there is no continuity or reinforcement of topics.	12/13/2016 10:25 AM
15	Individualized instruction	12/13/2016 9:47 AM
16	Yo creo que a el en general le gustan mucho las matemáticas.	12/13/2016 4:19 AM
17	I like the CONCEPT behind it and the ideas behind how it is Supposed to work.	12/13/2016 12:45 AM
18	I like the fact that this program teaches to each child's needs in various ways.	12/12/2016 10:31 PM
19	He has an opportunity to receive feedback.	12/12/2016 10:22 PM
20	Nothing	12/12/2016 9:59 PM
21	Working with multiple teachers.	12/12/2016 9:51 PM
22	The high math achievers have opportunities to be challenged rather than being left to "plateau" and wait for lower performing students.	12/12/2016 9:10 PM
23	Frequent updates, lots of options for my child to follow up on learning. Self paced learning (seems like)	12/12/2016 8:23 PM
24	Que tiene diferentes maestros.	12/12/2016 8:18 PM
25	cuando mueven clases porque aprende nuevas cosas	12/12/2016 7:53 PM
26	No le entiendo mucho lo k tiene k hacer	12/12/2016 7:45 PM

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

27	My son prefers to do his work independently when he needs it and together with a teacher if he wants however he said that he would prefer not to do reflections and instead just do normal homework because he finds it as to much of hassle to deal with	12/12/2016 7:31 PM
28	He is performing well	12/12/2016 6:50 PM
29	His doing good	12/12/2016 5:05 PM
30	I like that it's fitting for her specifically	12/12/2016 4:48 PM
31	Independent Learning -- Rely on their own devices	12/12/2016 3:32 PM
32	nothing	12/12/2016 3:14 PM
33	Like that it gives everyone the chance to learn at their own level.	12/11/2016 6:48 PM
34	She likes LIN's and tasks best with TTO. The others don't work for her because frequently during 'group practice', other kids don't participate because the teachers don't collect and see the wrk so kids know that and don't work in the group. Also in some VR and Vi, she says the kids mute the videos and loop watch them, so it looks like they're doing stuff but not really	12/10/2016 8:47 AM
35	Absolutely NOTHING!	12/9/2016 6:48 PM
36	Constantly evolving modalities; lots of opportunities for small group work with friends.	12/9/2016 11:26 AM
37	I don't know what happens in the math program. I am not there, my child does not talk about it and I don't hear anything from the teachers.	12/8/2016 10:50 PM
38	That she can move at her pace.	12/8/2016 10:08 PM
39	Child can above the class level	12/8/2016 8:53 PM
40	Nothing. TTO is a scam. Incredibly poor content, lots of errors, no consistent curriculum, no role for teacher, very little positive interaction among kids, wasteful time management, confusing or meaningless feedback.	12/8/2016 7:53 PM
41	I appreciate that district is working hard to improve STEM education. My child specifically liked Teacher Led Instructions.	12/8/2016 5:04 PM
42	I like the independent learning though he is missing the personal instruction and the collaboration session is not very effective according to him - the kids don't focus.	12/8/2016 4:56 PM
43	Using multiple modalities to learn math.	12/8/2016 3:34 PM
44	I like that she seems to really enjoy this program; she feels rewarded and engaged. I like that it moves at her pace and verifies that she masters a skill before moving on.	12/8/2016 3:29 PM
45	My child has really enjoyed the sessions with [REDACTED] She like the teacher interactions though they are few. I like the khan academy practice videos that are connected to the topic on a day to day basis.	12/8/2016 3:28 PM
46	Teacher's direct instruction	12/8/2016 3:14 PM
47	I have never seen grades as good as what my child is currently getting! This TTO program needs to be implemented everywhere possible. I never thought I would see the day that my son actually enjoys going to Math class. He has struggled with Math over the last several years.	12/8/2016 3:14 PM
48	Instant gratification when passing	12/8/2016 3:07 PM

**Q12 What would you like to see different about what happens in your child's math program? Please be as specific as you can./¿Qué le gustaría que sea diferente en lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 48 Skipped: 10

#	Responses	Date
1	I think there needs to be more teacher contact. Even when kids are excelling they should continue to get traditional teacher instruction.	12/15/2016 9:17 AM
2	Not relying on a one-shot virtual instruction that leaves my child stressed if he doesn't "get it" on the first pass. Use teacher-led instruction as the first step. Have a back-up learning plan for when the internet is down for unknown & sometimes excessively long periods. Don't present new material when the foundation for learning it has not been taught. Moderate peer-to-peer & collaborative work. Include Challenge Math work for "stretch" goals (e.g. math olympics, complex problems, etc.)	12/15/2016 1:54 AM
3	more review for the kids who need more help with math	12/14/2016 11:04 PM
4	Bring back the TEACHER!!	12/14/2016 9:03 PM
5	My son really misses having a connection with a teacher who works with him daily. Learning off of videos has really dampened his interest in math. There doesn't seem to be a clear scope and sequence of the program. It is very challenging to support this program as a parent. My son's math advisory teacher is very nice to him and supportive when she has time. We appreciate her kindness. But, we are very concerned that TTO is really hurting his overall progress. There seem to be a lot of technical glitches. It is the first year he has ever complained about math. We are already planning to find tutoring support to recover what we sense he has lost this year. Thanks for seeing our feedback. We are happy with so many aspects of the school but are so concerned about the math situation.	12/14/2016 9:02 PM
6	My child needs more time with the teachers. He is lacking the warmth of human interaction and it is killing his math interest. Working alone on a screen is not working to help him learn. We also see the curriculum as scattered, unfocused, and anything but linear, sequential learning that we can track and add our help to.	12/14/2016 8:48 PM
7	Go back to regular teaching and stop using TTO	12/14/2016 7:03 PM
8	More instruction from <del>Mr. [redacted]</del> and <del>Ms. [redacted]</del> . This is what my my son has told me. I take that as the utmost importance. Perhaps that can be the majority of teaching with other types supplemented.	12/14/2016 6:21 PM
9	Teacher lead learning / introduction of new material	12/14/2016 11:11 AM
10	My student reports that the pace is "really bad." Too much time is spent on reviewed material and not enough on new material.	12/13/2016 10:08 PM
11	Que les den más tiempo para el examen.	12/13/2016 7:54 PM
12	More help in lin	12/13/2016 6:27 PM
13	estoy satisfecha con el programa	12/13/2016 6:01 PM
14	Go back to traditional instruction model with differentiated classes. Provide more information to parents.	12/13/2016 10:25 AM
15	More confidence that she has thoroughly learned the skills she's completed and that she hasn't forgotten skills learned earlier.	12/13/2016 9:47 AM
16	En álgebra se le complica un poco y me gustaría que recibiera más ayuda en esa materia.	12/13/2016 4:19 AM



Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

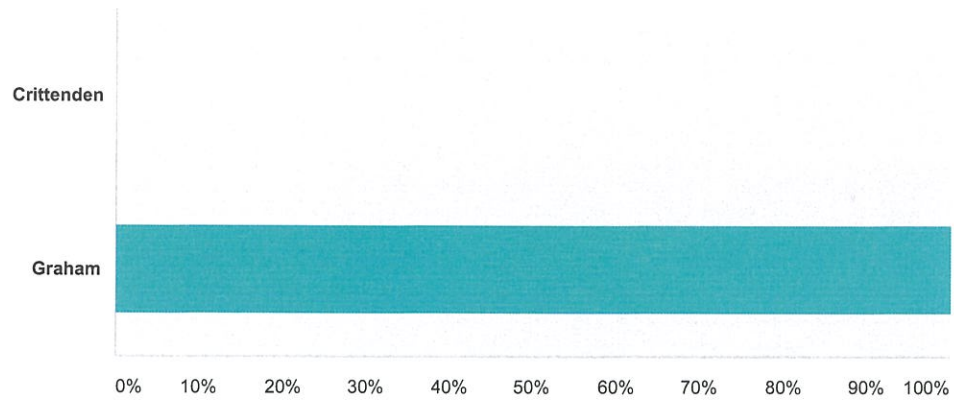
17	There needs to be more instructional interaction with an actual teacher and a little less reliance on the technology. The videos STINK at helping a student understand Where they went wrong and WHY. Staring at a problem you know you got wrong and are supposed to correctly redo it at home, when you've no idea WHY you got it wrong ... this leads to discouragement and frustration and doesn't help the student learn. Program works well if you don't have a comprehension gap - not so great if you do. So far, Peer-to-peer has a similar lack of "useful" feedback. Videos suck at explaining if you don't understand the recorded explanation - finding an explanation that "clicks" is difficult if your "teacher" doesn't actually interact with you but is just a recording. And getting an actual person isn't necessarily easy, when they are assuming the technology has them covered. Additionally, how to deal with student absences needs work - exit tickets etc are only at school but if a student is out sick or otherwise excused...	12/13/2016 12:45 AM
18	I would like to see more actual teacher instruction with TTO. I also think that it would be good to integrate TTO with Khan Academy videos, which I think are excellent. Also, the teachers should be accessible to students should they have any questions	12/12/2016 10:31 PM
19	I would like my child to interact with the teacher more consistently. I would like my child to receive more emotional/affective support so he can strength resolve to move through challenges. My child does not talk about math at all. We hear about all other classes.	12/12/2016 10:22 PM
20	Dont want TTO	12/12/2016 9:59 PM
21	less computer time,more interaction/instruction by the teacher. We are losing the personal contact.	12/12/2016 9:51 PM
22	Less virtual instruction, less computer programs, less screen time, more interaction with a trained math teacher, more quality time with peer groups of same math abilities, more real - life experiences in the classroom of collaborating and problem solving, more project-based learning.	12/12/2016 9:10 PM
23	More parent explanation of what the kids are learning and how we can help.	12/12/2016 8:23 PM
24	Que no hicieran un Exit slip	12/12/2016 7:53 PM
25	Más números	12/12/2016 7:45 PM
26	I would like to see normal math instead of reflections because it seems unnecessary	12/12/2016 7:31 PM
27	I do not know how much time he spends with each modality and which are more/ less effective	12/12/2016 6:50 PM
28	His so good	12/12/2016 5:05 PM
29	Just be sure to spend one on time w her bc she is shy to ask for help at time	12/12/2016 4:48 PM
30	Nothing - My son thoroughly enjoys	12/12/2016 3:32 PM
31	Stop giving homework on topics she hasn't learned yet.	12/12/2016 3:14 PM
32	Would like to see more teacher instruction or varied modalities.	12/11/2016 6:48 PM
33	See above, and more teacher led learning, and teacher led project group work.	12/10/2016 8:47 AM
34	More teacher led instruction and personal interaction. New and challenging material (has not learned anything new yet this year.) Eliminate TTO!	12/9/2016 6:48 PM
35	Easier access to TTO portal (no password?)	12/9/2016 11:26 AM
36	I would like regular child specific updates from a teacher, not a website. I would like to see some old fashion homework. Not too much but just enough to get them ready for the crazy amount of (home)work they will need to do in high school. Not having any math homework is not good (at least for my kid).	12/8/2016 10:50 PM
37	More teacher instruction	12/8/2016 10:08 PM
38	Much less computer learning and more tradition teaching	12/8/2016 8:53 PM
39	DROP TTO NOW!!! Return to normal math teaching. It's OK to try out edtech products as optional supplements but adopting an immature product that has not shown proof of performance in efficacy studies for the whole cohort of students was a mistake. District should never to do this again and should be now only concerned with repairing the damage done to student learning and morale by the wild TTO experiment.	12/8/2016 7:53 PM
40	More teacher-led instruction	12/8/2016 7:11 PM
41	TTO's model of teaching math is not suitable for my child. My child learns best from the teacher. I request TTO pilot to be offered to students who opt for it. It's OK even if TTO not offered.	12/8/2016 5:04 PM
42	I would like to see more instruction with a teacher and he says less virtual instruction. A good grounding in math from a teacher cannot be replaced by a computer.	12/8/2016 4:56 PM
43	Better computer interface and visuals showing student progress.	12/8/2016 3:34 PM

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

44	She spends the majority of her time with virtual instruction/reinforcement. By the time of teacher conferences, she had only done another modality 2-3 times. While she seems to learn well with virtual instruction, I want to make sure that she experiences a variety. Also, while the program is customized for her, it is extremely difficult to understand her progression in relation to sixth grade standards.	12/8/2016 3:29 PM
45	More teacher interaction, teacher led instruction being the first thing the child experiences. More consistent homework, ie. Consistent with the lesson and across the year. More written math over gestimated, multiple choice on a screen.	12/8/2016 3:28 PM
46	Remove virtual components	12/8/2016 3:14 PM
47	I would like to see a little less homework and more in class assignments.	12/8/2016 3:14 PM
48	Less Computer work	12/8/2016 3:07 PM

**Q1 What school does your child attend?/¿A qué escuela asiste su hijo?**

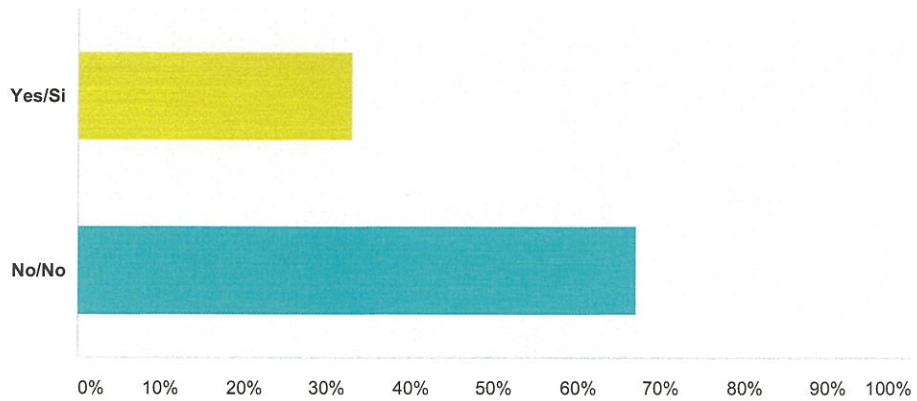
Answered: 129 Skipped: 0



Answer Choices	Responses
Crittenden	0.00% 0
Graham	100.00% 129
<b>Total</b>	<b>129</b>

**Q2 I believe that overall the TTO math program matches the needs of my child in math/Creo que en general el programa de matemáticas TTO coincide con las necesidades de mi hijo en matemáticas**

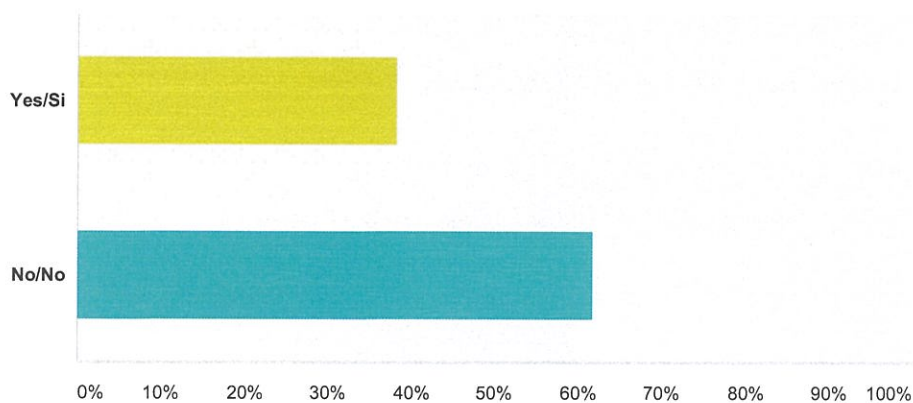
Answered: 127 Skipped: 2



Answer Choices	Responses	
Yes/Si	33.07%	42
No/No	66.93%	85
<b>Total</b>		<b>127</b>

**Q3 Do you think the math instruction my child receives in the TTO program has improved his/her ability in math?/Creo que la instrucción en matemáticas que recibe mi hijo en el programa TTO ha mejorado su habilidad en matemáticas**

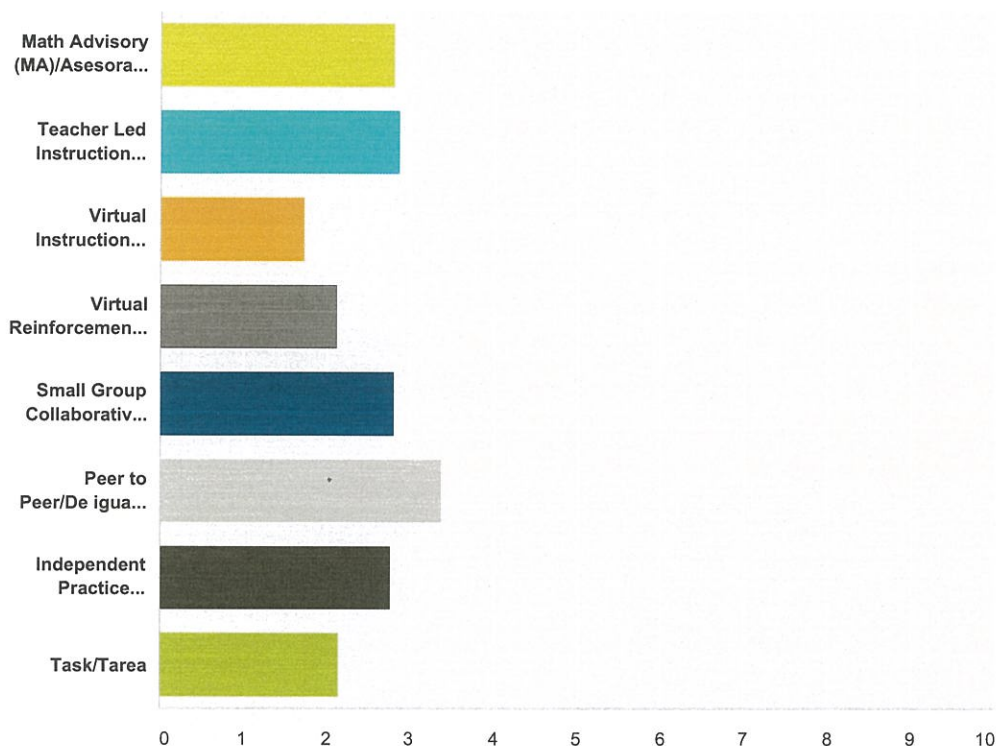
Answered: 128 Skipped: 1



Answer Choices	Responses	
Yes/Si	38.28%	49
No/No	61.72%	79
<b>Total</b>		<b>128</b>

**Q4 Please rank your child's frequency with each modality (how often did your child experience each? (with 4 being the most often, and 0 being never.)/Por favor, califique la frecuencia de su hijo con cada modalidad (¿Qué tan seguido su hijo experimentó cada una? 4 significa con mucha frecuencia, y 0 nunca.)**

Answered: 120 Skipped: 9



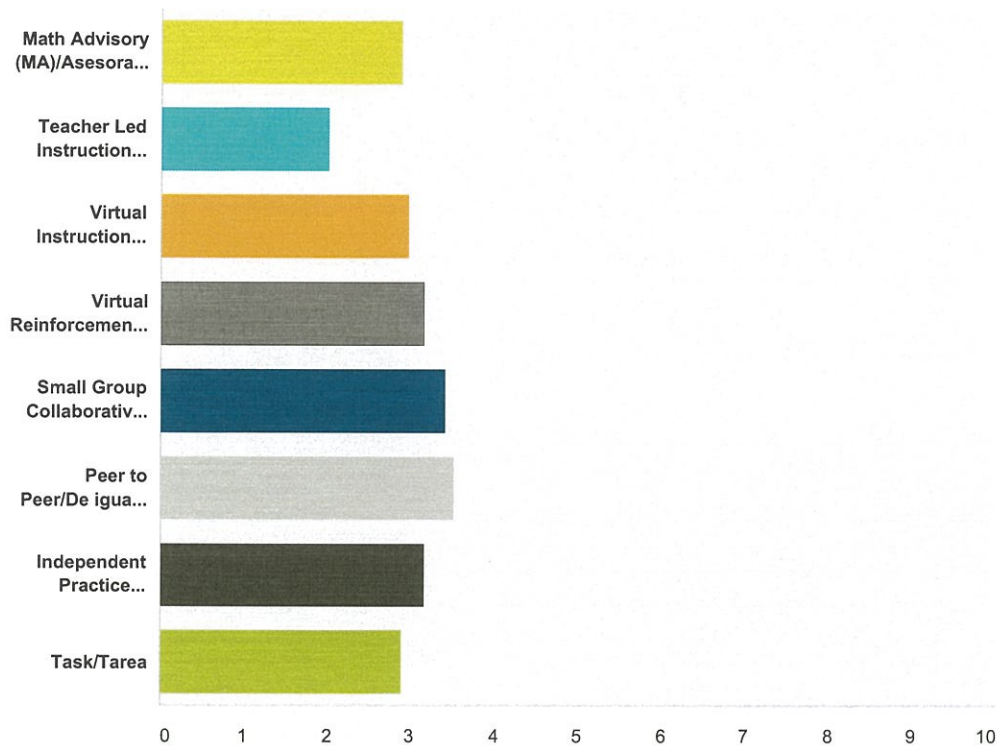
	4 (often/a menudo)	3 (sometimes/a veces)	2 (neutral/don't know/Neutral/No sé)	1 (rarely/pocas veces)	0 (never/nunca)	Total	Weighted Average
Math Advisory (MA)/Asesoramiento matemático	16.10% 19	25.42% 30	19.49% 23	38.98% 46	0.00% 0	118	2.81
Teacher Led Instruction (LIN)/Instrucción dirigida por un profesor	13.33% 16	28.33% 34	20.00% 24	34.17% 41	4.17% 5	120	2.88
Virtual Instruction (VI)/Instrucción virtual	52.50% 63	25.83% 31	18.33% 22	2.50% 3	0.83% 1	120	1.73
Virtual Reinforcement (VR)/Apoyo virtual	33.90% 40	31.36% 37	23.73% 28	10.17% 12	0.85% 1	118	2.13
Small Group Collaborative (SGC)/Colaboración en pequeños grupos	10.08% 12	29.41% 35	32.77% 39	24.37% 29	3.36% 4	119	2.82

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

Peer to Peer/De igual a igual	5.98% 7	13.68% 16	27.35% 32	42.74% 50	10.26% 12	117	3.38
Independent Practice (IP)/Práctica independiente	11.02% 13	28.81% 34	33.05% 39	25.42% 30	1.69% 2	118	2.78
Task/Tarea	30.25% 36	32.77% 39	28.57% 34	8.40% 10	0.00% 0	119	2.15

**Q5 Please rank the effectiveness of each modality as a learning strategy for your child. (with 4 being the most effective, and 0 being not at all effective). Por favor, califique la eficacia de cada modalidad como una estrategia de aprendizaje para su hijo (4 significa que es la más eficaz, y 0 la menos eficaz).**

Answered: 123 Skipped: 6



	4 (most effective/más eficaz)	3 (somewhat effective/algo eficaz)	2 (neutral/don't know/Neutral/No sé)	1 (not that effective/No tan eficaz)	0 (not at all effective/Nada eficaz)	Total	Weighted Average
Math Advisory (MA)/Asesoramiento matemático	20.83% 25	19.17% 23	24.17% 29	20.00% 24	15.83% 19	120	2.91
Teacher Led Instruction (LIN)/Instrucción dirigida por el profesor	47.15% 58	23.58% 29	16.26% 20	6.50% 8	6.50% 8	123	2.02
Virtual Instruction (VI)/Instrucción virtual	10.74% 13	30.58% 37	23.14% 28	20.66% 25	14.88% 18	121	2.98
Virtual Reinforcement (VR)/Apoyo virtual	8.33% 10	17.50% 21	37.50% 45	21.67% 26	15.00% 18	120	3.17

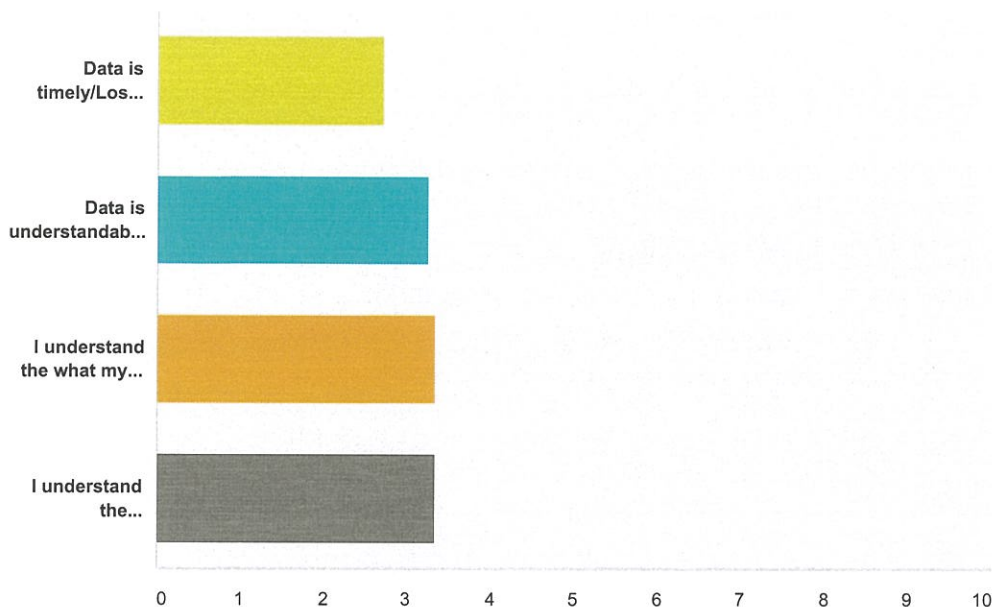


Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

Small Group Collaborative (SGC)/Colaboración en pequeños grupos	9.92% 12	10.74% 13	27.27% 33	30.58% 37	21.49% 26	121	3.43
Peer to Peer/De igual a igual	4.24% 5	16.10% 19	27.97% 33	27.12% 32	24.58% 29	118	3.52
Independent Practice (IP)/Práctica independiente	10.00% 12	20.00% 24	29.17% 35	24.17% 29	16.67% 20	120	3.17
Task/Tarea	9.92% 12	29.75% 36	31.40% 38	18.18% 22	10.74% 13	121	2.90

**Q6 Please rate your satisfaction with the data you receive in your child's portal/  
Por favor, califique su satisfacción con los datos que recibe en el portal de su hijo**

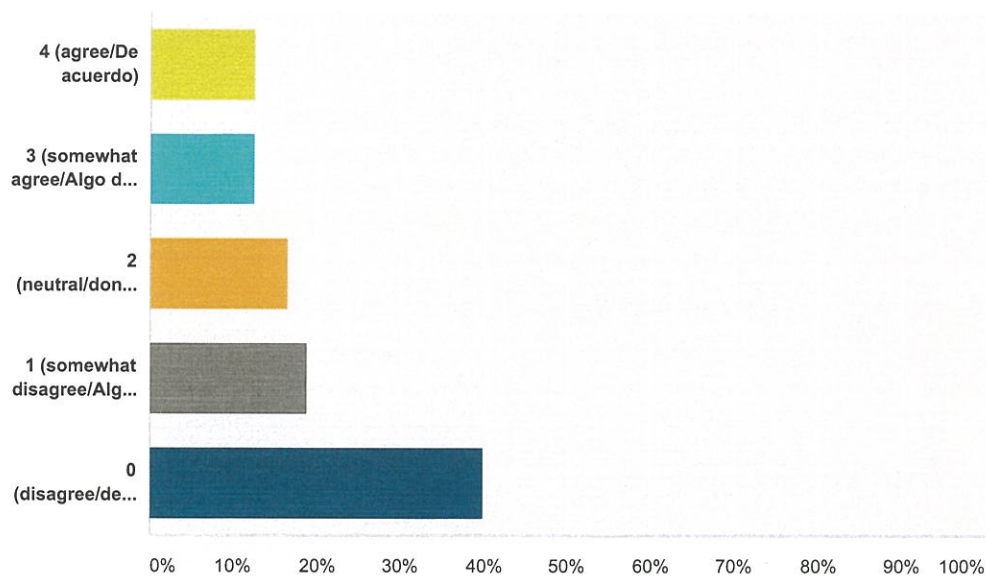
Answered: 126 Skipped: 3



	4 (very satisfied/muy satisfecho)	3 (somewhat satisfied/algo satisfecho)	2 (neutral/don't know/Neutral/No sé)	1 (not very satisfied/no muy satisfecho)	0 (not at all satisfied/nada satisfecho/nada satisfecho)	Total	Weighted Average
Data is timely/Los datos están actualizados	24.60% 31	24.60% 31	23.81% 30	8.73% 11	18.25% 23	126	2.71
Data is understandable/Los datos son comprensibles	11.90% 15	20.63% 26	25.40% 32	15.08% 19	26.98% 34	126	3.25
I understand the what my child learned/Entiendo lo que mi hijo aprendió	8.73% 11	21.43% 27	21.43% 27	23.02% 29	25.40% 32	126	3.35
I understand the standards/skills that are a struggle for my child/Entiendo los estándares/las habilidades que le cuestan a mi hijo	12.20% 15	17.07% 21	21.95% 27	21.95% 27	26.83% 33	123	3.34

**Q7 I think the math instruction, through various modalities (small group collaboration, virtual instruction etc) has improved my child's ability across different subject areas/classes./Creo que la instrucción de matemáticas, a través de diversas modalidades (colaboración en pequeños grupos, instrucción virtual, etc.) ha mejorada la habilidad de mi hijo en diferentes áreas/clases.**

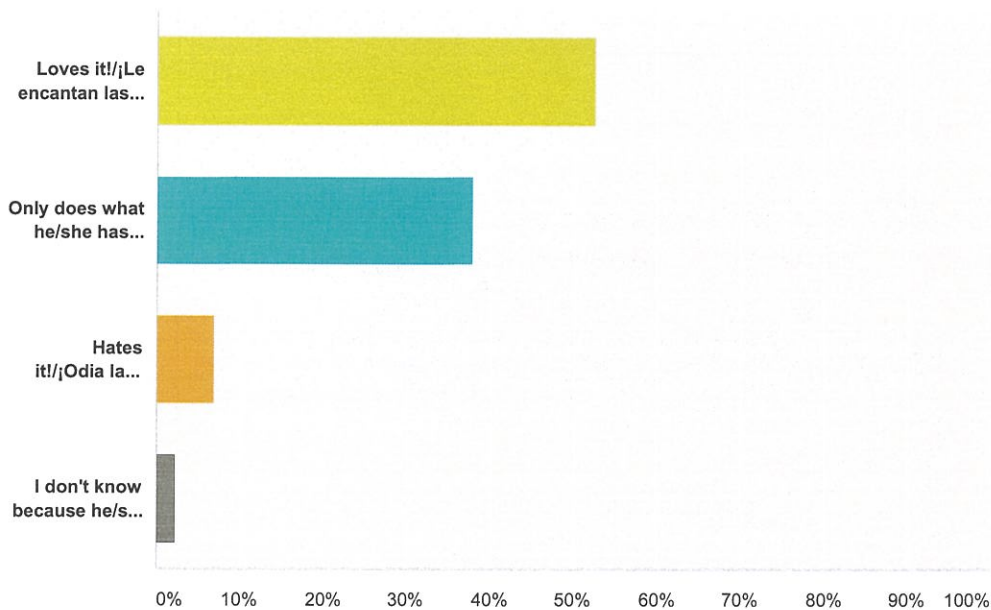
Answered: 128 Skipped: 1



Answer Choices	Responses	Count
4 (agree/De acuerdo)	12.50%	16
3 (somewhat agree/Algo de acuerdo)	12.50%	16
2 (neutral/don't know/Neutral/No sé)	16.41%	21
1 (somewhat disagree/Algo en desacuerdo)	18.75%	24
0 (disagree/desacuerdo)	39.84%	51
<b>Total</b>		<b>128</b>

**Q8 The following best describes your child's attitude toward math before TTO./La siguiente frase describe mejor la actitud de su hijo hacia las matemáticas antes del programa TTO.**

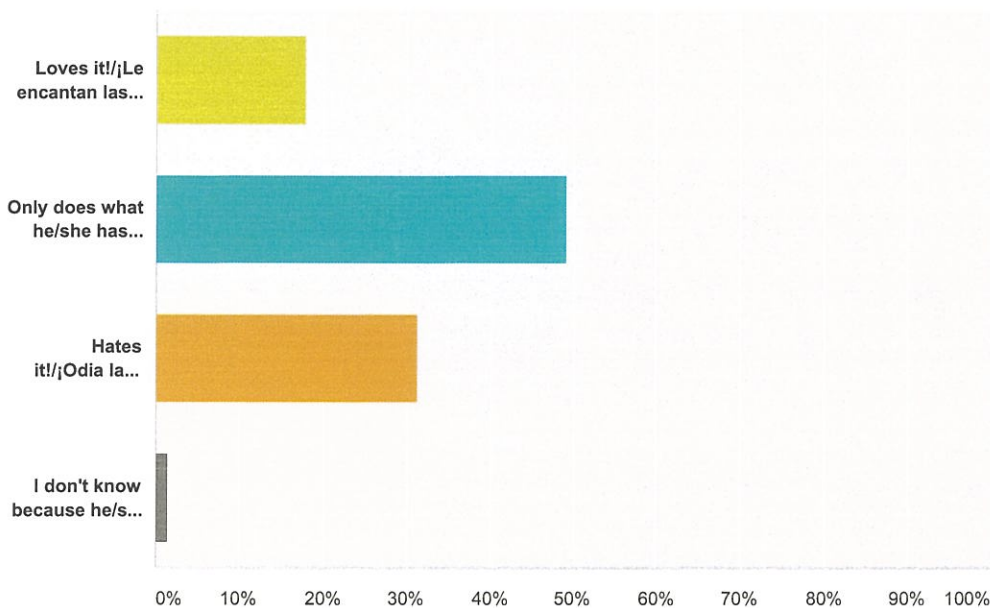
Answered: 129 Skipped: 0



Answer Choices	Responses	
Loves it! / Le encantan las matemáticas!	52.71%	68
Only does what he/she has to. / Sólo hace lo que tiene que hacer.	37.98%	49
Hates it! / Odia las matemáticas!	6.98%	9
I don't know because he/she never talks about it. / No sé porque nunca habla sobre el tema.	2.33%	3
<b>Total</b>		<b>129</b>

**Q9 The following best describes your child's attitude toward math after starting TTO./ La siguiente frase describe mejor la actitud de su hijo hacia las matemáticas después de haber comenzado el programa TTO.**

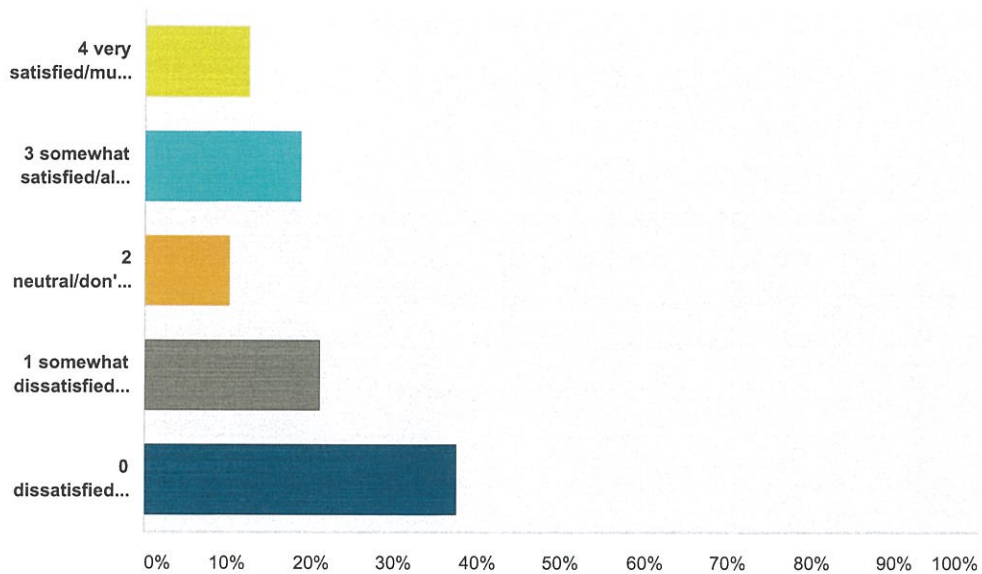
Answered: 128 Skipped: 1



Answer Choices	Responses	
Loves it! / ¡Le encantan las matemáticas!	17.97%	23
Only does what he/she has to. / Sólo hace lo que tiene que hacer.	49.22%	63
Hates it! / ¡Odia las matemáticas!	31.25%	40
I don't know because he/she never talks about it. / No sé porque nunca habla sobre el tema.	1.56%	2
<b>Total</b>		<b>128</b>

**Q10 Overall, rank your satisfaction with the support and math program instruction your child has received this school year./En general, clasifique su satisfacción con la instrucción del programa de matemáticas y apoyo que ha recibido mi hijo este año.**

Answered: 128 Skipped: 1



Answer Choices	Responses	
4 very satisfied/muy satisfecho	12.50%	16
3 somewhat satisfied/algo satisfecho	18.75%	24
2 neutral/don't know/Neutral/No sé	10.16%	13
1 somewhat dissatisfied/no muy satisfecho	21.09%	27
0 dissatisfied/nada satisfecho	37.50%	48
<b>Total</b>		<b>128</b>

**Q11 What do you like about what happens in your child's math program? Please be as specific as you can./¿Qué le gusta sobre lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 107 Skipped: 22

**Q12 What would you like to see different about what happens in your child's math program? Please be as specific as you can./¿Qué le gustaría que sea diferente en lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 108 Skipped: 21



**Q11 What do you like about what happens in your child's math program? Please be as specific as you can./¿Qué le gusta sobre lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 107 Skipped: 22

#	Responses	Date
1	the rare day that he receives teacher led instruction	12/15/2016 6:28 PM
2	My child is able to collaborate with others.	12/15/2016 5:19 PM
3	On paper seems to be a good approach. Does not seem to be working in practice.	12/15/2016 4:07 PM
4	TTO was interesting program, but its implementation is confusing to student and also time to time questions are not clear on exit slip, which cause child lose focus on it and having very different exit slip 5/5 vs 0/5. It is also hard to understand how grading is done for online, offline and homework. since the grading was most time 100% which kind leads to me that either there is no checking of home work and guidance in terms of what is wrong. Home work is assigned weekly basis which also leads to have it finished in day and than nothing for entire week.	12/15/2016 1:21 PM
5	Only have TTO as an option for families that want it. Return to teacher led classes as a default.	12/15/2016 12:47 PM
6	The teacher is very good. Teacher-led instruction is effective.	12/15/2016 10:56 AM
7	I like the online practice tools the program offers. I also like the portal and knowing the different topics they will be covering.	12/15/2016 7:24 AM
8	The teachers are good	12/15/2016 6:01 AM
9	Nothing	12/14/2016 7:24 PM
10	Opportunity to makes quick progress.	12/14/2016 6:00 PM
11	We like that our advanced-skills daughter has been challenged to learn some new things (much more than in the past). We like that there are different mechanisms (aka modalities) of learning. It is good that she is getting a math education that's above the ordinary 6th grade curriculum. I like that there is daily feedback on what she has covered (even if I have some issues with the content-- while much of the marketing for TTO sounded great, in practice, it feels there are some substantial flaws. Some materials (like LearnZillion) are inadequate. Some tweaks in the methodology are strongly desired.)	12/14/2016 5:36 PM
12	le gusta como le enseñan	12/14/2016 5:05 PM
13	Learning mostly through videos. She is not engaged with videos and craves teacher instruction. Very frustrated by being tested on advanced topics without having been introduced to topics at all. The only days she is satisfied is in the rare case that she gets 15 minutes with a teacher.	12/14/2016 8:14 AM
14	Nothing	12/13/2016 10:44 PM
15	Nothing. It has been a disaster.	12/13/2016 10:38 PM
16	My child like working with people that are professionals in the math.	12/13/2016 9:42 PM
17	He doesn't really talk about it	12/13/2016 9:40 PM
18	We like the fact that classes are in the new innovation center.	12/13/2016 7:26 PM
19	Different modalities is good.	12/13/2016 7:19 PM
20	I like being able to see how she does on her exit tickets and be able to access some of the materials she is learning. I also like that she has access to multiple teachers, as she seems to like some of their teaching styles better than others.	12/13/2016 7:15 PM
21	Que trabajan individual cuando lo necesita.Qq	12/13/2016 5:09 PM
22	Que aprenda y le eche muchas ganas	12/13/2016 1:44 PM

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

23	Le encanta hacer cuentas.. como sumar y restar	12/13/2016 9:44 AM
24	Todo	12/13/2016 7:54 AM
25	Timely access to info on lessons and student progress	12/13/2016 12:11 AM
26	Ability to check easily check progress on exit exams	12/12/2016 11:53 PM
27	Primary teacher has been very helpful. He finds the teachers to be agreeable. In theory, I like the individually directed and paced approach. Unfortunately, the execution of it has failed my son. It's not the teachers, it's the program.	12/12/2016 11:03 PM
28	We like that she is allowed to proceed at her pace. We also like the variety of modes of instruction, but would prefer more emphasis on human interaction (math advisory, peer to peer, small group collaboration, live investigation & task)	12/12/2016 9:58 PM
29	Not sure	12/12/2016 9:53 PM
30	Might be working on more advanced topics than if in a class of 30 students.	12/12/2016 8:53 PM
31	El maestro que mi hijo tiene es muy eficaz.	12/12/2016 8:48 PM
32	not happy with the program at all	12/12/2016 8:27 PM
33	Not much. the concept of individualized learning is intriguing, but I don't think it is working.	12/12/2016 8:07 PM
34	He seems to be understanding what he is doing	12/12/2016 8:04 PM
35	Cuando la maestra explica	12/12/2016 6:58 PM
36	moving around classrooms	12/12/2016 6:43 PM
37	I like how he skips around to different topics quickly, it keeps him/us hopping between subjects/interested. I like the Khan Academy videos. He gets to work with all the math teachers' not just one. He gets to do video instruction, which he likes.	12/12/2016 6:04 PM
38	Not happy with any aspect of the program.	12/12/2016 5:58 PM
39	not clear for the sturcture and the material received is too shallow	12/12/2016 5:03 PM
40	My son has expressed a lot of frustration with TTO. He laments that he does not have enough instruction time with his teacher. When he talks about live investigation with he is very eager and interested in math concepts. When he talks about TTO, he is often frustrated with the interface. Please bring back more teacher-lead instruction.	12/12/2016 4:25 PM
41	It's good that it knows what your child needs and practices that.	12/12/2016 4:16 PM
42	i believe there was a website but i can't remember how to get there	12/12/2016 4:10 PM
43	experiences different teaching styles from many teachers	12/12/2016 4:09 PM
44	I want my daughter to be good in math	12/12/2016 4:08 PM
45	Daily feedback	12/12/2016 3:46 PM
46	I support the philosophy, and though i don't (or haven't looked carefully enough) for the data on my own kids relative to some other standard, i believe it has to be more effective than the status quo, where teachers cant possibly have the time (even if they have the visiblity) to customize each student's work. I also see the 'master it first before moving on to more complex subjects' a huge improvement, eliminates one of the biggest barriers to some students' success with math...	12/12/2016 3:39 PM
47	My child does not like any aspect of this program. He really just wants direct instruction.	12/12/2016 3:33 PM
48	He seems happy	12/12/2016 3:20 PM
49	Ability to move faster rather than wait for the whole class.	12/12/2016 3:13 PM
50	mi hijo esta aprendiendo cada dia mas y eso ami me pone feliz.	12/12/2016 2:56 PM
51	I appreciate that he is challenged and exposed to new avenues for learning, but...	12/12/2016 11:30 AM
52	My son is more engaged in math than he has been in a long time. The traditional classroom setting has not been a good fit for him since there was always too much direct instruction time and he struggles with remaining focused for the duration of instruction. The structure of TTO has helped keep him focused on his work and allows me to see how he is doing. The portal provides more information on what he is doing in math than I typically get out of a traditional classroom.	12/12/2016 9:54 AM
53	teacher instruction/interaction was what my kid enjoyed	12/11/2016 10:12 PM

## Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

54	How would I know how much time they spend I. Class in different modalities? This text box is too short!	12/11/2016 10:05 PM
55	We like that our son can move ahead without having to slow down for the slowest student in the class. However our daughter went through the Graham advanced math program for the past three years, and this was not an issue at any point, the classed moved very efficiently.	12/11/2016 8:54 PM
56	The variety of activities and movement throughout the 2 block period.	12/11/2016 7:38 PM
57	Learning with the teacher is the most important. Quite frankly, he did a lot of Kahn Academy himself this year so as not to fall behind. We strongly disliked TTO.	12/11/2016 6:38 PM
58	The computer interaction is fine and a helpful reinforcer. But should not replace an actual teacher who can answer questions.	12/11/2016 12:44 PM
59	mi hijo apenas empenzo en ese programa y ya empenzo aver resultados sobre todo por la tarea espero que siga teniendo el apoyo ami .	12/10/2016 7:19 PM
60	I like that there is interaction with computers at times since they are such a part of their everyday life - there is a bit of variety to keep interest	12/10/2016 4:00 PM
61	He does seem to be more confident in math	12/10/2016 3:39 PM
62	My daughter loves math for the first time! The individualized learning program of TTO is working for her. Thank you!	12/10/2016 8:30 AM
63	The ability to progress beyond assigned grade level	12/9/2016 10:01 PM
64	The minimal interaction with the teacher himself has been good.	12/9/2016 11:22 AM
65	Nothing!	12/9/2016 10:21 AM
66	nothing	12/9/2016 8:29 AM
67	virtual instruction and child having different teachers (not fond of some)	12/9/2016 7:36 AM
68	The program select topics that keeps him challenge and engaged. My son is a fast learner, and in prior years, he was not attentive nor engaged in the lesson. The instructor was not able to keep my son motivated because the teaching focus is to teach a required topic and move on when majority of the students can perform to the expected standard. Whereas, TTO allows my son to go at a pace that fits his learning style and opportunity to learn different topics even when he is not able to master all. I think this is the advantage of TTO in that if a student cannot master a topic after several attempts with various mediums, TTO will switch topics. For example, my son did not master F554 the first time. However, on the second attempt, he earned a 100% on his exit slip. You should see the proud he was showing!	12/9/2016 7:35 AM
69	me gusta,que aprende mas acerca de las matemáticas	12/8/2016 10:38 PM
70	Instructor led/full class teaching/whiteboard sessions/interactions	12/8/2016 9:03 PM
71	Personal instruction	12/8/2016 8:46 PM
72	I haven't seen anything I like about this math program. I see my son is less enthusiastic to math now.	12/8/2016 8:31 PM
73	I have some reservations about TTO but overall I like the program. I think my son is working just above his comfort level and is doing more work that seems to challenge him. He would do better with more live instruction, and I spend a lot of time with him at night going over the topics (like on Khan academy) and practice. He has done much better since we started doing that. I think with more live instruction he would be able to pick up on the topics while actually at school. We go over the topic the night before which has been very helpful. I like the whole idea of differentiated learning a lot. I'm not sure the program has all the kinks worked out. The topics sometimes don't seem very linear in their logic, which perhaps is intentional.	12/8/2016 8:12 PM
74	Toda la ayuda está muy bien gracias..	12/8/2016 7:36 PM
75	Nothing	12/8/2016 7:33 PM
76	Nothing, it's a big waste of time (2 periods)	12/8/2016 7:28 PM
77	I like that my child is challenged with math topics which are a stretch for her. I like the web site overall - it gives a good visibility into the program.	12/8/2016 7:28 PM
78	He can move quickly through topics at times. Other times gets a little stuck until we can teach him at home (when we used to get homework packets -- now I don't know what he is needing re-teaching since we are not getting the packets weekly). I can imagine it is very frustrating when kids get stuck and can't pass. Honestly, I really don't know the answer to the question of #3 -- I don't know what he has learned through TTO -- it is possible that he has learned more than I think?	12/8/2016 6:53 PM

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79	Frankly I was very disappointed w/ feed back during conference. The teacher was not able to answer simple questions ex) the level my child was in. Math is very straight toward subject, as a parent I would like to see if she is going the right direction or if we need to seek extra help outside school. I have an order child who when through Graham math before common core changes and now in high school. Seeing what my older child is going through I don't know TTO will get them ready for high school.	12/8/2016 6:41 PM
80	She is (we are) very happy when she has teacher-led instruction. She learns best with human interaction, especially direct instructional time from a teacher. She really likes [REDACTED] and [REDACTED]	12/8/2016 5:30 PM
81	There is really nothing that I like. It's overly complicated, inconsistent, confusing, subject matter coverage is shallow. The portal seems as though it is designed to confound.	12/8/2016 5:07 PM
82	I like the idea that differentiation is possible for each child's level	12/8/2016 5:05 PM
83	i wish I could say that I like something but I can't. I had an open mind to the program but quickly saw that my son was not learning and getting my a solid foundation.	12/8/2016 4:58 PM
84	All lessons from Graham's teaching staff have been great, from what I hear. Unfortunately, my child gets live instruction rarely (a total of 14 times this school year).	12/8/2016 4:49 PM
85	Like the instructional time with [REDACTED]	12/8/2016 4:48 PM
86	Nico enjoys math advisory time.	12/8/2016 4:25 PM
87	The teacher is great but the program makes no sense	12/8/2016 4:23 PM
88	I liked the idea of an individualized approach.	12/8/2016 4:15 PM
89	We like teacher led instruction. My daughter really enjoys interacting with the teacher. Her support from him has been great. The computer instruction is not so good.	12/8/2016 4:11 PM
90	My child really loves [REDACTED] who is an inspiring teacher.	12/8/2016 4:05 PM
91	My child is being given very advanced concepts and is excelling with them. This is very exciting for him. The non-traditional format is more engaging than a "sit and get" of a traditional classroom.	12/8/2016 4:02 PM
92	He is challenged, as he should be.	12/8/2016 3:55 PM
93	More traditional math	12/8/2016 3:53 PM
94	nothing at all.	12/8/2016 3:49 PM
95	I do not like anything with my child's math program. It's a complete joke. I do not like my son being a beta tester for a product that is half baked. Whoever backed this program without parental involvement should be fired.	12/8/2016 3:41 PM
96	My child had an opportunity to learn from all the teachers	12/8/2016 3:41 PM
97	I like that she can get instruction from several different teachers.	12/8/2016 3:39 PM
98	Teachers were responsive to complaints and worked to accommodate us.	12/8/2016 3:37 PM
99	I like the few times she comes home excited because she had time with her teacher and was excited about actually learning a concept. On those days she felt encouraged and inspired.	12/8/2016 3:37 PM
100	nothing. the ineffectiveness of the program discourages my child on a daily basis and has forced us to hire a tutor to actually teach her 6th and 7th grade math, so that this year isn't a complete waste of time. she has faced 9th grade math topics without any foundation and usually without instruction (only VI). the program presents topics in a scattered manner, with shallow learning materials/videos, poorly written exit tests that don't check deep knowledge and retention, my child rarely gets a LIN with a teacher and now hates math (she used to be one of the top students in her class and scored above 98% in the state tests).	12/8/2016 3:37 PM
101	I have no clue what is going on in the classroom. I emailed the teacher to make sure she is on par since everyone is working at a different pace. The said she is doing well but I disagree. I don't think she has improved at all. She had an A- in class but I believe it's a soft A.	12/8/2016 3:33 PM
102	Nothing at all. Math was my child's favorite subject. He now hates it.	12/8/2016 3:31 PM
103	Nothing.	12/8/2016 3:30 PM
104	LINs with [REDACTED]	12/8/2016 3:26 PM
105	I like being able to check his exit tickets and review the results with him. It gives me great feedback as to what he is working on and where he is struggling.	12/8/2016 3:23 PM
106	The teacher, [REDACTED] is fantastic.	12/8/2016 3:13 PM

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107	Flexibility, personalization.	12/8/2016 2:58 PM
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**Q12 What would you like to see different about what happens in your child's math program? Please be as specific as you can./¿Qué le gustaría que sea diferente en lo que ocurre en el programa de matemáticas de su hijo? Por favor, sea lo más específico posible.**

Answered: 108 Skipped: 21

#	Responses	Date
1	orderly, logical progressing curriculum	12/15/2016 6:28 PM
2	There needs to be more teacher instruction. The kids need to be taught all the standards needed for the year.	12/15/2016 5:19 PM
3	More parent orientation. The "newsletters" that go home do not help a parent engage with what is happening in the classroom. Instruction modalities don't seem to be working for my child. He hates math this year after loving it.	12/15/2016 4:07 PM
4	1. Teach lead class 2. Daily or alternate day homework 3. Online education is supplement to teacher. 4. If it is online than not TTO which is confusing to kids at their age. Khan academy or IXL or other program which is more detailed video tutorial	12/15/2016 1:21 PM
5	I want a program that closely and clearly tracks to state standards. I believe the process of figuring out what TTO is up to is beyond a reasonable expectation for parents. I would also like to comment that in questions 4 & 5 that option "2" is both "neutral" and "don't know", these are very different things and phrasing the options this way introduces serious issues with validity of the data collected.	12/15/2016 12:47 PM
6	Get rid of TTO. We will switch out of Graham to private school if necessary, and many other parents are considering the same thing.	12/15/2016 10:56 AM
7	I'd like to increase the teacher instruction. I'd also like the kids to be encouraged to show their work versus choosing from multiple choice as a lot of times it's just a lucky guess. I'd like for the homework to be corrected. Right now the behaviour being reinforced is to just submit the work and not care if the answers are right or wrong. My child complained that once he clears an exit test he is moved to the next topic and asked questions - even if he hasn't been taught it. He is missing the teacher instruction part.	12/15/2016 7:24 AM
8	Less kids, less noise, clear idea what he is learning, more teacher time, more time to master a skill,	12/15/2016 6:01 AM
9	My child needs to work on the same topic and master it. Math has to learnt by doing	12/14/2016 7:24 PM
10	More teacher instruction. Less confusion of what to do/how to do it.	12/14/2016 6:00 PM
11	My daughter really desires more of a human component. The fact that she does not usually have a human-interaction component is not ideal. (Just because she does well with computer-based instruction doesn't mean that she shouldn't have groups or classroom time.) We would value more quality instructor time and time with fellow advanced peers, for instance. Less "virtual whatever" (Parenthetically, the acronym soup of modalities is unhelpful and feels like obfuscation. I get LIN= classroom (even in long form, "live investigation" doesn't sound like "classroom") and I still couldn't explain how a VI, VR and IP materially differ.) When I look at the TTO playlist/dashboard, until recently I felt there was no cohesive plan for education. Lesson sequencing appeared random. I appreciate some "mixing it up", but until this month, it felt the assignments were random and plan was non-existent. And lastly, I want all the instructions to be of very high quality. Sometimes the lectures and the "exit ticket" tests seem very inadequate. (While the common core material was overly thorough, you did have to apply thought and could never guess your way out of a topic.) I love that I get insight into what she is learning, but I find the presentation favors "fashion" over "function" (for instance. many "big sparkly circles" overwhelm the tiny subject text around them) I am glad that the district is trying innovation, and TTO sounds great, even though the actual product is good-to-fair. I do wish for continued engagement with the parents in next steps. I'm glad you issued a survey (some questions/answers oversimplified the situation. A "on a scale of 1 to 5, rate your agreement with these statements" might have been better?) and I hope you will continue. I think the movement to throw out TTO could have been avoided with earlier outreach to the parent community. It might be good to reach out again before deciding to expand or eliminate it.	12/14/2016 5:36 PM

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

12	I would like to see her moved completely out of TTO into a traditional math learning environment so that she can build a strong middle school math foundation for success in high school, the SATs and college. Right now this TTO experiment is compromising her education, putting her at a disadvantage with neighboring peers. I did not ask to have my child used as a lab rat in the district's experiment.	12/14/2016 8:14 AM
13	End TTO, let the teachers teach, not administer a computer program	12/13/2016 10:44 PM
14	I would like his teacher to be able to teach him. I would like to be able to find out how my son is doing compared to others in the class and compared to 6.2 students in previous years. I could go on and on, but I signed the letter with all the other parents objecting to this programs and the complaints in there reflect my opinion.	12/13/2016 10:38 PM
15	He would like to be more with a teacher, less with computer. He would like to get more explanations from the teacher before specific unit start..	12/13/2016 9:42 PM
16	I want to see a more funnier way of learning	12/13/2016 9:40 PM
17	We would like TTO to be replaced with a traditional classroom/learning environment. My student is very unhappy and stressed with the program. We are very concerned due to the fact that our child used to love math and now it's the class that he likes least. Thank you for working on a solution!	12/13/2016 7:26 PM
18	Frequency of each modality is completely out of psych with what is most effective. Feedback on the portal on progress and assessment is poor. There is no good simple overall assessment appropriate for parents to monitor. There is no evaluation for progress against grade level. There is no feedback from human teachers. This portalk is overly complicated for the use as parents. A simple one or two page interface should be made if this program continues. Tests need to come home, even electronically. Communication with parents needs to greatly improve. Teacher interaction with students needs to significantly increase for this program to be more effective.	12/13/2016 7:19 PM
19	My daughter likes math and seems to have a natural ability for it, so I want to make sure that she is learning all the common core standards well so that she is prepared for higher level math. I want to make sure that she continues to compete well with other high-ability math students, including those from Los Altos, whom she will be in math class with in high school. As this is my first experience with middle school math as a parent, it is difficult for me to know whether her needs are being met. My daughter does like the program, but I don't know if that is enough to ensure that she is learning the material to a deep enough level. She seems to not always understand all of the material she is learning, even though she is passing the exit tickets, and I worry whether she will remember what she is learning at a later date. I would like to see more teacher-led learning (although she seems to also do very well with some VI), more depth, a more logical approach to the material, more transparent alignment with common core standards, and more repetition (as well as more dense exit tickets) to ensure the kids understand and will retain what they learn.	12/13/2016 7:15 PM
20	Que a los padres nos den información en Español.	12/13/2016 5:09 PM
21	Todo bien gracias	12/13/2016 1:44 PM
22	1. Map modules to common core to show student skill level relative to grade level standards 2. Less multiple choice 3. More required demonstration of understanding 4. Teacher knowledge of child's ability to effectively motivate, engage, and challenge each student 5. Need greater confidence that teachers have a logical lesson plan/rationale to build solid math foundation	12/13/2016 12:11 AM
23	More time spent with real instructors, more in depth coverage of subjects instead of current superficial approach, find better ways to let parents monitor progress wrt core curriculum. Overall I would really like to scrap TTO altogether and switch back to traditional teaching methods including a teacher, a class and a curriculum.	12/12/2016 11:53 PM
24	My child has not thrived in TTO. He needs more detailed teacher attention and explanations. Self-directed study is hard for him at this age, because he needs more hand holding and clarification than the program provides him. With that, he thrives, without it, he's falling through the cracks. Math has been a struggle for him this year. In the past, it's been a strength. He did small groups throughout elementary school. They helped him there, but they're not in this environment. With help at home, he can learn the material, but the program this year is not reaching him at school in ways that make sense to him and help him to understand what's being presented. Because of this, he's needlessly lost interest and confidence. I'm all for innovation. But this is not helping him. To be clear, his primary math teacher has been very helpful and he likes all the math teachers. It's not them. It's the general system and environment. Let's let software be a tool to help the teachers, not the other way around. Very disappointing.	12/12/2016 11:03 PM
25	We wish there was a clearer framework of concepts to ensure she gets the breadth and depth of coverage needed. We hope she can continue learning with other advanced peers. Human interaction with the instructor and others at her level is important to continue. Some of the multiple choice questions in the survey are not nuanced enough. For example, #2, I'm not confident that TTO matches my child's need for depth and breadth, but I do appreciate that she isn't held back repeating the same material. I'm concerned enough about the former not to give a "Yes" but glad enough about the latter not to give a "No"	12/12/2016 9:58 PM

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26	I wish it was less frustrating. My child continually gets frustrated with the shifting topics being taught. Sometimes after two whole sessions, feels like nothing was learned. Exit slips are testing on things that weren't even taught today/recently. There is a lack of cohesiveness in subject matter. Worksheets are ineffective or just plain wrong. Some VI sessions don't seem to cover the intended topic. Small group is a waste of time. When one or more students don't keep focus, they feel like goofing around more than being serious and no one learns. Teachers seem to be enforcers of the system, rather than teachers of math - what they are trained to do. I think teachers should feel under utilized. When I contact a teacher about my concerns, I get a generic answer about the system. If action is taken, it is just to pass my feedback along to the TTO folks local and in New York. More teacher led sessions are needed.	12/12/2016 8:53 PM
27	Que usen menos la computadora para matemáticas y usen más la cabeza.	12/12/2016 8:48 PM
28	more teacher lead learning, less computer based learning	12/12/2016 8:27 PM
29	I'd like to see a text book that she can refer back to regularly. I'd like to see topics reviewed regularly as taught in Saxon Math Books. Teaching needs to be leveled, so that kids are in classes with kids of the same caliber. I'd like to see a lesson plan, and building blocks to skills. TTO is jumping around all over. There is no cohesion. I really do hope that you remove this program, and go back to the teacher led instruction. I'm disappointed that my daughter is learning mostly by computer. I could have her work on software at home if I wanted her taught by a computer. Very disappointing.	12/12/2016 8:07 PM
30	I would have like to see it in action. Unfortunately I went to the wrong class room at BTS night.	12/12/2016 8:04 PM
31	Gue le den mas explicacion	12/12/2016 6:58 PM
32	better made sites and exit slips. Preferred Eureka math program	12/12/2016 6:43 PM
33	1. I don't feel that he is being challenged, I think he may have made some multiple choice errors on the online evaluation, at the beginning of the year by not looking at details/ units etc. and is now doing the same math concepts that he covered in 5th grade. 2. I would like the kids to know that they should use scratch paper during demo playlist tests, my son thought he couldn't use a piece of paper and he had to do all of the work in his head. I would like them to be able turn in their "steps" for each problem so the teachers can see where they may have gone wrong on the test question and address them; I think that would give the teachers a better sense of where the student is in learning the skill. Did they not understand the concept or was it a calculation error that made them get a wrong answer for the multiple choice question. 3. For us parents a "how to" site with step by step videos for the parents to see what the kids are learning/how they are learning the watch and practice didn't give me enough information when my son told me that one of the (VI) videos told him not to do something I had showed him how to do. I wanted to see the video because I couldn't believe it. I had to email the teacher to find out how to see the video my son had viewed in class and the teacher had to do research to figure out how I could see that video. 4. I don't know if the VI or VR videos are pre-screened, if yes, by who? My son's teachers or some programmer who created TTO? Some of the videos are low quality and creating technical issues with my son's chrome book. I would like the classroom/tech or teachers to have additional computers/chrome books for the kids to use as a loaner during class for the time that the tech is fixing the kid's chrome book during class time. The kids shouldn't be wasting their math class time due to technical issues or if this happens, alert the teacher or coach so they can run through the details of the VI that the kid was to have learned that day. 5. I would like to see any research that shows that TTO is a proven teaching technique for a student population like ours. I'm willing to keep trying it, but I am really worried that my son won't be able to take advantage of the advanced Math and Science classes available in High School if TTO can't get him there.	12/12/2016 6:04 PM
34	I would like to see it go back to teacher led instruction.	12/12/2016 5:58 PM
35	No TTO; more teacher time	12/12/2016 5:41 PM
36	I'd like to see a clear track and big picture to my kid's math learning, and I'd like to prepare my child for high school in depth and I'd like my child challenge enough which keep the interest in math.	12/12/2016 5:03 PM
37	Let's go back to the old system in which "teacher led instructions" was the essential piece of the math program	12/12/2016 4:55 PM
38	When I 1st heard about TTO, I liked the concept, but I think it takes a lot of discipline for an 11-12 year old kid to move through the individualized, computer-based program. Also, the collaborative modules also assume that kids have the maturity to focus on the material. Since I have not been in the classroom to observe any of the actual interaction with TTO, I can only rely on what my son has expressed and the few times that I have had the time to go on TTO with him at home. For kids with parents who work full-time, it is very difficult to devote the time necessary to really understand the TTO product. My son would really like to see more "live investigation" with his teacher [REDACTED]	12/12/2016 4:25 PM
39	My daughter would like to have more teacher involvement, and less moving around. She doesn't see the point in the notes she has to take (but I can't personally comment on them). She would like the "tasks" to be longer.	12/12/2016 4:16 PM
40	I would like him to go back to classroom instruction like the maty classes use to be.	12/12/2016 4:12 PM
41	i dont know how to check on his learning	12/12/2016 4:10 PM



Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

42	It needs a sequence. Should NOT be jumping around all over the place. Algebra one day, geometry the next. Terrible!!!!	12/12/2016 4:09 PM
43	I want math will be easy for my daughter	12/12/2016 4:08 PM
44	More teacher instruction and teacher knowing my child and his learning style .Challenging his advanced skills.	12/12/2016 4:05 PM
45	Teacher improvement, and teacher data re: the modalities to see where they are doing well, need improvement, as levers on continuous improvement. Reporting out of that status to parents (even if it is in aggregate to protect teachers' privacy)...and if that ISN'T part of the program already, it had better be.	12/12/2016 3:39 PM
46	Please get rid of TTO.	12/12/2016 3:33 PM
47	Very very few LIN - no teacher instruction	12/12/2016 3:13 PM
48	me gustaria que lo que mi hijo no entienda se lo expliquen y se lo dejen de tarea	12/12/2016 2:56 PM
49	There is no continuity or connection from module to module. My son does not gain mastery of a subject before he moves on, and the new subject does not build on the foundation of previous lessons. The teachers provide little support to my son because he is so often assigned to modalities that are generally independent of teachers. The saddest part is that my son's genuine enthusiasm and excitement for math has been completely extinguished at Graham.	12/12/2016 11:30 AM
50	It is difficult to understand the path that my student is taking through the program and what the system thinks he has mastered previously. I can look at the concept maps and see how he is moving through the skills, but it is still difficult to understand what will be coming up. I have significant concerns that some of his foundational skills are not strong enough to be working at the advanced level he is at since he tends to test higher than his effective skills are. While he has an understanding of most of the 6th grade concepts, he lacks the fluency in some key areas like multiplication and division of fractions. He ends up being able to do 7th and 8th grade standards in ratios and proportions and linear functions but it is difficult for him without strong fluency in his foundational skills. There is a significant lack of oversight with his teacher [REDACTED] and I do not think that she is able to effectively analyze the data and determine what each individual student needs. There needs to be more teacher contact time built into the system and better tracking of the data with teacher interventions to improve weak skills for students at all levels. I do support blended learning models, but think that TTO would need to be heavily modified if used in a blended model. At the very least there needs to be more time connecting with the teacher. I think this is the idea of math advisory, but it either is not implemented correctly or [REDACTED] does not have the skills to utilize the time correctly. I think a model where students cycle through individual teacher meetings during the week to review their work and progress would be a good first step (think Lucy Caulkins Readers/Writers workshop model applied to math). Overall, I feel like my student is moving through the system quickly and not building the depth of understanding that he will need in the future and that the teachers are not aware how what he needs or where he is in his learning.	12/12/2016 9:54 AM
51	I would like the teachers to be more engaged and checking whether students are on task. A plan of action is needed for children that are routinely disruptive and taking away from instructional time and group focus.	12/11/2016 10:41 PM
52	I would like the teachers to be more active and aware, and monitoring what the kids are doing.	12/11/2016 10:40 PM
53	have concepts taught like before, and increase rigor via more practice exercise	12/11/2016 10:12 PM
54	More small group time with a teacher, more noticing when she is failing exit slips, I can't tell if she is on track, ahead or behind or how she is doing compared to standards.	12/11/2016 10:05 PM
55	Our daughter has just completed 8th grade at Graham, and she had a wonderful math education experience in the advanced math track. She is now doing well in honors math in high school. The Graham math teachers are outstanding and the program is very strong. We would very much like our son to have the same opportunity with the teacher-led advanced math classes. We would also like to have our son follow a predictable curriculum so that we can evaluate where he stands with respect to that curriculum, and with respect to the high-school expectations.	12/11/2016 8:54 PM
56	More access to teachers; more teacher support during group work as students are learning to work in groups.	12/11/2016 7:38 PM
57	More learning with the teacher.	12/11/2016 6:38 PM
58	Instruction from a trained human being should be primary. Computer instruction should be secondary, a a reinforcer.	12/11/2016 12:44 PM
59	more instruction by teacher, less relying on the internet (as it crashes, and I, as a parent, am not checking in on this each day - I look at her written homework packet and see how she shows her work that still requires pen and paper with math! - I would like to see her math follow a clearer path vs jumping around so much and reinforcement of what they learn rather than quickly moving on to a new topic	12/10/2016 4:00 PM
60	I would like this program to be more of a supplement. I don't think having 2 periods of math is effective either.	12/10/2016 3:39 PM
61	My daughter would like more IPs because she says she likes them	12/10/2016 8:30 AM
62	More teacher instruction and more exit-slip time	12/9/2016 10:01 PM

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

63	I would like to see my child work with an actual teacher, rather than a computer program that doesn't do what it's supposed to do. The deficiencies of the computer program have been well documented. It's time to cut this experiment and try to salvage what remains of this year and let our students learn math in a meaningful way--that is, get rid of the computer program and let them learn from a competent teacher.	12/9/2016 11:22 AM
64	Fire whoever approved/selecting this program! Return to 6.0/6.2	12/9/2016 10:21 AM
65	go back to classroom teaching with a textbook supported by software	12/9/2016 8:29 AM
66	Reduce the number of modalities but keep virtual instruction, teacher led instruction and independent practice. TTO is a good support/assessment tool but teacher led/independent instruction should be a focus. Had high hopes for TTO. It sounded great in theory but I cannot ignore what my child tells me. She feels like she can't learn things she doesn't understand (needs a deep dive) and she can complete skills by guessing questions. I don't think you can count on parent portal and assume child's learning is supplemented at home with extra practice on skills. My child only does the weekly sheet homework.	12/9/2016 7:36 AM
67	One improvement I like to see is more examples to go along with the lessons. Another change is to have a committee to do quality review to ensure the videos are relevant, and answers are correct. Lastly, I think it would help adoption if we can engage the faculty to make videos and incorporate that into the students' lessons. These videos would be similar to something that was published by Mrs. Hennisforth (not sure if I spelled her name correctly, but she was there about 4 years ago). Also, <del>there was</del> a wonderful teacher with a lot of creativity. She can use the video making creativity to make a math video with real world application.	12/9/2016 7:35 AM
68	Tracks to current math standards and prepares them for HS	12/8/2016 10:54 PM
69	Have less/reduced computer/virtual lessons, less peer/group sessions; would like to see more instructor/advisory led/whiteboard problem-solving, would like to see more traditional-style to teaching approach, more repetitive/iterations/reinforcement cycles, less use of technology, more focus on the "core" fundamentals.	12/8/2016 9:03 PM
70	More physical teaching	12/8/2016 8:46 PM
71	A teacher teaches class with text books. Using less computers during the classroom and homework. I want to see my son write down equations and pictures instead of clicking on the screen.	12/8/2016 8:31 PM
72	I would prefer to revert back to previous system of teacher led instruction (6.0, 6.1, 6.2) rather than having my child be taught virtually with a math program that appears to have not been fully tested.	12/8/2016 8:18 PM
73	The interface for parents should be better - I am logging onto my child's account and it's not always obvious where he should be. I'd like to understand some kind of relationship between the topics he is "passing" and what that means for "grade level" - I have no idea where he is in relationship to where he "should" be. I would definitely like him to have more live instruction - I feel like I am picking up that slack at home. I think his engagement has varied over the course of the year and he would get discouraged if he couldn't pass an exit ticket after several attempts (me spending time with him and pre-teaching has helped.) Honestly, I have an 8th grader and 6th grader and regardless of the differences in the curriculum, I have spent so much time teaching and re-teaching 6th grade math I feel like I could have a second career as a tutor after I retire. I'm not sure if that's just my kids, or the first year in middle school, or maturity..overall I prefer this year with TTO to my daughter's 6th grade 6.2 class. At least when I am helping my son, I have a clear topic and content to use.	12/8/2016 8:12 PM
74	Favor de explicar con más detalle..	12/8/2016 7:36 PM
75	Bring back the old program	12/8/2016 7:33 PM
76	More live instruction, with timely feedback	12/8/2016 7:28 PM
77	I'd like to see more homework. After some time we figured out a strategy of watching the tutorial videos before the next day math, that worked really great. But at the beginning it was unclear what work needs to be done in the class and what exactly is the homework.	12/8/2016 7:28 PM
78	I miss the teacher contact/thoughtful lessons/connection with the teacher. Instruction seems to fall on parents (not review, but instruction). No fault of the teachers -- they seem wonderful! We just really miss them and hope this program does NOT extend to 7th and 8th grade...	12/8/2016 6:53 PM
79	My child has expressed wanting more teacher interaction. It is difficult as a parent to assess how my child compares to the standard. We have a tutor. At this time, the TTO modality is not what my child will primarily experience in high school or college.	12/8/2016 6:43 PM
80	Accelerate math program is wonderful and I am all for it, but I don't think TTO fulfills the need for them. Exit slip concept is not enough practice for our 11 year olds. I think it takes more to master a concept. I was quite pleased with our traditional math program. I have an older child who is thriving math student at MVHS with Graham's past math program. I am sure nothing is perfect and teachers and the district worked hard to seek best for our kids, but	12/8/2016 6:41 PM

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

81	I would like the teachers to be the primary math instructors the majority of the time. I would like the homework to match the school work. Most weeks my child cannot do her math homework until Thurs. or Fri. because she hasn't learned the concepts until the end of the week. Then she is stuck doing homework on weekends, which is not good for her or our family. I would also like her to work on math concepts for longer periods of time, and go more in-depth. It seems like she is skimming the surface of several concepts, and not getting a solid understanding of any of them. I also have concerns that TTO does not align with common core standards. I don't see the kids having to explain their work, or show their work the way they had to in 4th and 5th grade. I think the process is just as important as the product (answer.)	12/8/2016 5:30 PM
82	My ideal math program would include a period of teacher instruction and a period of practice and group work supplemented by Khan Academy and minimal homework.	12/8/2016 5:07 PM
83	I would like the students to have more interaction with teachers, I would like them to spend more time with other students at least at the beginning of 6th grade so that they can make connections, a parent portal, more information about how this system maps to previous math program, more information about how they are progressing, my child has had homework assigned several days before he received the lesson causing a lot of anxiety, my son feels that he isn't supposed to ask the teacher for help - he should get everything from the computer (he also didn't know that he could ask for scratch paper for exit tickets!), my son left 5th grade enjoying math and now says that he hates it.	12/8/2016 5:05 PM
84	Immediately stop TTO, level the classes and have the teachers directly instruct the kids.	12/8/2016 4:58 PM
85	Ideally, I would like no more video instruction. I would like for my child to have instruction from a teacher every day. I would like for my child to have to show work and explain answers, and to revisit all problems missed.(With TTO my child passes exit slips without fully understanding.) I would like for my child to develop good habits with presenting her written work (showing all steps, highlighting the solution), in preparation for high school math. (Computer tests do not develop these habits.)	12/8/2016 4:49 PM
86	Would prefer to have more direct instructional time with the excellent math teachers at Graham. Am open to some time being spent on computers for review like Khan Academy or a system that has a proven track record.	12/8/2016 4:48 PM
87	Nico is skilled at math and enjoys time with his teacher and other students at his level.	12/8/2016 4:25 PM
88	Hire more teachers and less automation of math teaching- which is too difficult at this level- you guys should be smart enough to know this already. You can't automate the instruction of math or pass it off on "peer groups" either.	12/8/2016 4:23 PM
89	The quality offered by TTO seems to fall short, and I'm concerned that my son is not being pushed enough.	12/8/2016 4:15 PM
90	More in depth instruction from the teacher and just use technology as an exercise tool or support. Paper demonstration of work and thinking, so errors can be corrected wherever the thought process when astray.	12/8/2016 4:11 PM
91	I'd like less virtual instruction, and for the VI that occurs, much higher quality videos. I would like him to be challenged much more than he is, would like the sequence of topics studied to be more coherent, and would like a better understanding of how he is progressing relative to state standards.	12/8/2016 4:05 PM
92	I feel that there are gaps in his instruction that are not being kept track of, and that his homeroom math teacher has no sense of his progress or how to help him when he is experiencing difficulty. He has no working relationship with his homeroom teacher, and doesn't seem to have much access to teachers for when he needs help. Even though he is working at an advanced level, I worry about the depth in which he has covered some foundational concepts of 6th grade math.	12/8/2016 4:02 PM
93	Get the bugs worked out of the system.	12/8/2016 3:55 PM
94	Stop testing on my child.	12/8/2016 3:49 PM
95	Teachers should actually teach math instead of being internet police. It is unacceptable when my son comes home and says all his teacher does is makes sure no kids are playing games on the computer. I would like to see TTO as an optional math homework program that is used to reinforce concepts taught in a traditional class.	12/8/2016 3:41 PM
96	I will be very happy if he can learn math concepts from teachers.	12/8/2016 3:41 PM
97	I would like to see a map of where she is in the program, and where she is going in the program. I also want some pacing guidance to help her understand how much of the curriculum she has mastered. I would also like it to be more on task on their Chromebooks, too many students are goofing off.	12/8/2016 3:39 PM

Teach to One Parent Survey/Encuesta para padres del programa TTO (del inglés, Teach To One)- Dec 2016

98	This box is too small but here are a few: 1. Homework does not correlate to what child has learned. It took me months (and much stress and crying about math homework) to discover that the homework tracks what will be taught in the future and it assumes that the child will not have good time management, doing homework at the last possible time before it's due. I'm afraid that this has doomed my child who was previously luke-warm to now hate math forever. My child's teacher says that Crittenden doesn't even have math homework due to this problem. 2. Internet outages (campus-wide or individual classroom) prevent progress. 3. The only way for me to really know what is going on is to sit down with child every day at the computer rather than having a separate parent portal to be able to see what has happened in the last few days or week. I have a good idea about what's going on with other classes through powerschool (by logging in and via occasional personalized email reports that I've set up) but I have very limited information about TTO. How does my child have an A in powerschool but the exit slips show a general lack of comprehension? It's crazy. 4. Working in small groups encourages students who now hate math to just copy answers from friends.	12/8/2016 3:37 PM
99	I would like to see her have more time with her teacher. I would like her to follow a more linear math pathway that builds on concepts and then allows her to practice concepts. There should be a small amount of homework that reinforces topics learned in class, to help build momentum for the next topic. I would like to see her solve problems with equations, and be forced to write her work out, vs selecting an answer. I do not believe that selecting an answer is in alignment with upper level math and common core standards. I would like to see her with a solid text book, that teaches materials that were covered in class, serving as a reference point for both her and us if she needs support outside of school. Right now, she has to google. I don't think that's the best method. I would like to see tests returned and not only see what she selected (wrong or right), but also see her logic and thinking to understand how to help her.	12/8/2016 3:37 PM
100	go back to the traditional classroom setting, especially for the more advanced kids, who will get to actually have lessons and LEARN the foundational materials they need in order to further succeed in highschool.	12/8/2016 3:37 PM
101	Better communication. I have no clue if the parents have own sign in to check work. Nothing is on Graham's website. Mistral has Konstella and does a very good job of keeping the parents in the loop. But the jump to middle school the communication sucks.	12/8/2016 3:33 PM
102	Much more teacher-led instruction. This is the one thing my son has highlighted repeatedly.	12/8/2016 3:31 PM
103	Go back to the normal way of teaching math, with a text book & teacher.	12/8/2016 3:30 PM
104	Teacher lead instruction	12/8/2016 3:29 PM
105	Drop TTO and return to old program	12/8/2016 3:26 PM
106	I don't get many reports of what he actually does in class day to day.	12/8/2016 3:23 PM
107	I would like to see Graham get rid of TTO and revert to a traditional teacher-led curriculum. TTO is not teaching my child fundamental math skills and her attitude toward math is now very negative. TTO requires a huge investment of parent time to make the lessons comprehensible. Even then, I am not in a position to teach her the foundational skills that she should be getting from a teacher. Please get rid of TTO (or make it optional). We are looking at other schooling options for next year because of our dissatisfaction with TTO.	12/8/2016 3:13 PM
108	A more clear understanding of expectations and connection to 7th grade math. Additionally, the grading schema is way off - if this is a competency based program, why are we even assigning letter grades? Seems really hard to be progressive AND implement archaic grading practices.	12/8/2016 2:58 PM