

Table of Contents

Section	Page Number
Study Overview.....	1
Study Administration.....	1
Overall Ratings.....	2
Elementary Students.....	2
Secondary Students.....	3
Teachers/Staff.....	3
Parents.....	3
Recommendations: Priorities for Change.....	3
Curriculum/Instructional.....	4
Computer Technology.....	5
Equipment and Facilities.....	5
School Atmosphere.....	5
Communications/Involvement.....	6
Parental Support/Involvement.....	6
Other Issues.....	6
Summary.....	7
Next Steps.....	7
Detailed Table of Contents.....	Tab

1999 DoDEA Customer Satisfaction Survey

Executive Summary

STUDY OVERVIEW

The Customer Satisfaction Survey has been instituted by the Department of Defense Education Activity (DoDEA) to help provide information about the experiences and satisfaction levels of key school and district stakeholders (students, teachers and staff members, and parents). DoDEA leaders first undertook this survey process in 1998 in approximately half of the DoDEA schools worldwide to develop a data-enriched environment for decision making and to provide stakeholders with the opportunity to present their views. The surveys were administered in spring, 1999, at the locations that were not included in the 1998 measurement. Information provided by the study can highlight areas of strength and help to forge a blueprint for the future continuous improvement of the DoDEA system. **Results contained in this report include all of the sites that participated in the survey research in this wave. Separate reports and data tables can be viewed for each district and school, as well as a variety of subgroups: DoDDS and DDESS, and Pacific and Europe groupings.**

As noted in the DoDEA Community Strategic Plan (CSP) (August 1995, Volume 1), DoDEA “exists to build a world of learning and achievement for all students.” This implementation of the Customer Satisfaction Survey research is a direct result of Goal 9: Accountability, that included the benchmark (4) “By the year 2000, DoDEA will become more service-oriented as measured by quality indicators (e.g., customer support, organizational effectiveness, efficiency, quality management).” Note that throughout this report

and the appendixes, specific goals and/or benchmarks from the DoDEA Community Strategic Plan will be referenced.

DoDEA administered this Customer Satisfaction Survey in 120 schools across all districts in DoDEA. (123 sites were in the original sample, however 3 have deferred administration until October, 1999.) The stakeholders surveyed within these 120 schools were parents, teachers/staff and elementary and secondary students. Major issues addressed through this survey included: Equipment and Facilities, Computer Technology, The School Bus, Communications/Involvement, Teachers, Administration, Curriculum/Training, and Overall Satisfaction. Each stakeholder group was asked to respond to appropriate issues for their experiences (i.e., students were not asked about parental involvement issues).

STUDY ADMINISTRATION

In 1998, DoDEA worked with a contractor, Harris Interactive (formerly known as the Gordon S. Black Corporation), to revise their standard Customer Satisfaction Survey instrument which has been administered in over 150 school districts across the United States so that items pertained to DoDEA schools and districts (i.e., Was your sponsor deployed this school year?). This revised survey instrument was administered in 1999, as well.

The study was conducted in May, 1999. In 1998, a sample of 100 schools was randomly selected by DoDEA Research and Evaluation

to cut across areas and districts; fifteen DoDEA Framework schools were also included. In 1999, the remaining DoDEA schools were included in the research program. Questionnaires were shipped to the school sites directly from the contractor. Actual addresses, rather than APOs were used. Postage-paid business return envelopes were supplied to facilitate the return of parent questionnaires. Student and employee answer documents were collected at each school site and returned directly to the contractor. Of the 120 sites in this sample, 118 sites received, completed, and returned the questionnaires.

The number of questionnaires for each site was based upon February 1999 enrollment figures. Based on these figures, approximately 30,603 students were enrolled and 8,262 teachers and staff were employed at the 120 sites.

Overall, data analyzed included responses from 9,130 elementary students, 13,847 secondary students, 4,228 teachers and staff, and 12,946 parents. Because no actual population counts were provided to the contractor, it is impossible to know exactly how many surveys were actually given to parents, students, and teachers/staff. For example, if a school enrollment was 500 students, the school received 500 parent questionnaires. However, since we cannot be certain that they distributed 500 questionnaires, it would be inappropriate to calculate a response rate. However, for informational purposes, a return rate can be calculated that is based on the number of surveys sent with those returned. Of the student surveys, 78% of those sent were returned, 23% of the parent surveys and 53% of the teachers/staff. Although not a response rate, this rate does reflect positively about DoDEA stakeholders' interest in responding to surveys of this type.

OVERALL RATINGS

The results from this customer satisfaction survey were positive. Parents, teachers/staff and students identified many strengths within

their schools. These ratings (e.g., 8.4 out of 10) should be treated as baseline data.

Although satisfaction was rated highly, DoDEA will continue to strive to improve in all areas, thus, some priorities for change will be similar to the key strengths reported here. These data should be reviewed from the standpoint of helping to set goals within the school, district or system.

Key Strengths: (all ratings on a 0 to 10 scale):

Elementary Students

 Elementary students provide relatively high ratings for their main teacher (Goal 3, Benchmark 10.5) – 8.4 out of 10 and computer technology (Benchmark 10.8) – 8.1 out of 10.

- 93% of elementary students reported that their main teacher asked them to answer questions in class.
- 96% of elementary students noted that their parents knew their main teacher.
- 97% of elementary students said that they used a computer at school: 11% of the students said that they used a computer every day; 36% of the students said that they used a computer several times a week; 29% of the students said that they used a computer once a week; and, 25% of the students indicated that they used a computer less than once a week at school.
- 86% of the elementary students felt that school computers helped them learn.
- 85% of the DoDEA elementary students said that they used a computer at home.

Secondary Students

✍ Secondary students are most satisfied with computer technology (Benchmark 10.7) – 7.1 out of 10 and their school counselor (Benchmarks 10.5, 3.11) – 7.6 out of 10.

- 86% of the secondary students reported that their School Counselor helped them with scheduling.
- 86% of the secondary students felt that their School Counselor treated their conversations as confidential.
- 90% of secondary students said that they used a computer at school. While 23% of the students reported using a computer every day at school, 31% of the students indicated that they used a computer less than once a week at school.
- 87% of the secondary students reported that they used a computer at home.

Teachers/Staff

✍ Teachers and staff are most satisfied with their career (Benchmarks 10.4, 10.5) – 8.0 out of 10, the school atmosphere (Benchmarks 6.1, 10.5) – 7.6 out of 10, and various levels of administration (Benchmarks 10.1, 10.4): their Direct Supervisor – 7.8 out of 10, the Assistant Principal – 7.8 out of 10, their Principal - 7.7 out of 10.

- 94% of employees indicated that they enjoyed their work.
- 96% of teachers said that their classrooms were characterized by students actively engaged in learning.
- 93% of teachers said that there is frequent monitoring of student progress at their school.
- 90% of employees reported that their Principal provided direction for the building, treated their conversations as confidential, and showed confidence in them.

- 93% of teachers and staff said that Assistant Principal made him/herself available during the day.
- 93% of teachers and staff felt that their Direct Supervisor treated them with respect.

Parents

✍ Parents are most satisfied with their child's teachers (Goals 3 & 4, Benchmarks 8.1, 10.5, 10.7) – 7.7 out of 10, computer technology (Benchmarks 10.7, 10.8) – 7.5 out of 10, and Principals/Administrators (Benchmarks 8.1, 10.5) – 7.5 out of 10.

- 95% of parents felt teachers treated them with respect.
- 90% of parents said teachers were available when they needed to speak with them.
- 92% of parents reported that school computers helped their child learn.
- 90% of parents noted that their child received training on how to use the computer.
- 93% of parents indicated that they were treated with respect by administrators.
- 87% of the parents said building administration provided opportunities for parental involvement.

RECOMMENDATIONS: PRIORITIES FOR CHANGE

Continuous improvement is at the heart of the Customer Satisfaction Survey -- all areas of a school or district or system can be improved. The Customer Satisfaction Survey program is designed to ensure that a system, district or building focus on items which will make the most difference and have the greatest impact on performance and satisfaction. Some issues have a stronger relationship with overall satisfaction than other issues. **This relationship between**

educational issues and satisfaction is the focus of these results.

Thus a stakeholder group may be highly satisfied with an issue, but if this issue has a strong relationship with satisfaction this issue may be a priority of change as well as key strength. In other words, an issue that has a strong relationship with satisfaction as well as a high rating of satisfaction by the stakeholder group may also become a system-wide priority.

The recommendations within this section summarize the findings identified from survey groups at the school. The results from each of these issues include responses from stakeholders who were included in the sample.

The recommendations have been categorized by major topic area (e.g., Curriculum/Instruction, Computer Technology, Equipment and Facilities, etc.). These recommendations are pulled from a number of different areas of the questionnaires. The priority, or importance, of each specific recommendation can be found in Appendix B. Users of these data should balance these priorities against resources when addressing these recommendations in planning efforts. Each recommendation should be viewed in perspective of what is feasible in terms of resources (i.e., money, time) and training, as well as what may be considered a short-term goal versus what may be considered a long-term goal.

Further explanation pertaining to these areas for improvement is provided in Appendix B.

Curriculum/Instructional:

Elementary Students

- Consider additional ways for teachers to engage children in the classroom. (CSP Goal 3, Benchmark 10.5).

Secondary Students

- Explore means for better preparing students for taking standardized tests. (CSP Goals 3, 4).
- Examine the presentation of curriculum in the core subjects. (CSP Goals 3, 4).
- Determine how the school can modify curriculum to better prepare students for the world of work. (CSP Benchmark 3.11).
- Enhance preparation for college. (CSP Benchmarks 3.11, 5.1).
- Highlight opportunities for students to receive extra help. (CSP Benchmark 10.5).
- Address the concerns expressed by some students regarding their relationship with teachers. (CSP Goals 3, 4).

Teachers/Staff

- Develop additional strategies for helping students master basic skills. (CSP Benchmark 3.1).

Parents

- Review the required academic curriculum. (CSP Goals 3, 4).
- Review extracurricular opportunities to determine which areas, if any, are lacking. (CSP Benchmark 3.6).
- Address concerns that teachers are not challenging students to learn. (CSP Goals 3, 4).
- Determine how the school can better prepare students for college. (CSP Benchmark 5.1).
- Investigate the concern parents have about some teachers. (CSP Benchmark 10.5).

Computer Technology:

Elementary Students

- Continue to integrate computers into the learning process. (CSP Benchmark 10.8).

Parents

- Explore further options for integrating computers in the learning process. (CSP Benchmark 10.8).

Equipment and Facilities:

Elementary Students

- Monitor the quality and quantity of the food served in the lunchroom. (CSP Benchmark 10.5).
- Examine the condition of school buildings and grounds. (CSP Benchmark 10.5).
- Re-evaluate the resources in the library/media center. (CSP Benchmark 10.2, 10.5).

Secondary Students

- Examine the quality and quantity of the food served in the lunchroom. (CSP Benchmark 10.5).
- Monitor the comfort level of the classrooms. (CSP Benchmark 10.5).

Parents

- Investigate the comfort level of the classrooms. (CSP Benchmark 10.5).

School Atmosphere:

Elementary Students

- Review school rules to be certain that students have a clear understanding of the reasons for the rules as well as the application of these rules. (CSP Benchmark 6.1).

Secondary Students

- Review the discipline policies and the process followed by building administration to be certain students have a clear understanding of procedures. (CSP Benchmark 6.1).
- Monitor the concerns regarding student behavior, and take steps to reduce instances of negative behavior. (CSP Benchmark 6.1).
- Determine what additional information students would like to receive from their School Counselor regarding classes. (CSP Benchmark 3.11).

Teachers/Staff

- Determine what changes can be made to the school discipline policy to make it more effective. (CSP Benchmark 6.1).
- Encourage students to support one another. (CSP Benchmark 10.5).
- Provide additional opportunities for employees to participate in training. (CSP Goal 7).
- Monitor the effectiveness of school rules. (CSP Benchmark 6.1).
- Investigate requirements for working space. (CSP Benchmark 10.5).
- Define employee expectations regarding the direction that the Principal provides for the building. (CSP Benchmark 10.7).
- Review the application of school rules that impact employees. (CSP Benchmark 6.1).

- Promote an atmosphere of respect between employees and administration. (CSP Benchmark 10.4).
- Determine if anything can be done to enhance employees' work experience. (CSP Benchmark 10.5).

Parents

- Address concerns regarding school safety. (CSP Benchmark 6.1).

Communications/Involvement:

Teachers/Staff

- Increase the level of influence, as appropriate, that employees have regarding policies that affect students. (CSP Benchmark 10.3).
- Demonstrate appreciation for the work of each employee. (CSP Benchmark 10.4).

Parents

- Improve the channels of communication between teachers and parents. (CSP Benchmarks 8.1, 10.7).
- Highlight opportunities for including parents' views in the decision-making process, as appropriate. (CSP Benchmarks 8.1, 10.1, and 10.7).
- Continue to provide and highlight opportunities for parental involvement. (CSP Benchmarks 8.1, 10.1).

Parental Support:

Teachers/Staff

- Continue to foster a positive, supporting relationship between schools and parents. (CSP Benchmark 8.1).

Other Issues:

Elementary Students

- Foster and maintain a positive relationship between students and their bus drivers. (CSP Benchmark 10.5).
- Review bus routes. (CSP Benchmark 10.5).

Parents

- Consider additional problem-solving strategies for issues brought before the administration. (CSP Benchmark 8.1).

SUMMARY

The information provided through this project will allow DoDEA, to make decisions in a fact-based context, and allow customer and employee satisfaction to help move the system forward. By addressing the concerns listed above and reviewing the data in the full report, DoDEA will maximize student, teachers/staff, and parent satisfaction and therefore productivity and involvement.

The levels of performance are strong in areas and in need of improvement in others. The key is to keep the improvement process moving forward. **Knowing how to improve matters much more than the absolute performance of DoDEA.**

This study should be viewed as the first step in the total quality improvement process. Armed with reliable data on satisfaction at each school in the entire system, DoDEA can continue to move forward, working towards solutions to the issues surfaced in the study.

Clarification of some issues may be required before a solution can be created. For these, the schools, districts, or DoDEA as a whole, must convene groups of students, staff, or parents to define their concerns and to suggest solutions. Clarification processes have resulted in clearer direction for continuous improvement planning. For example, one district surveyed by Harris Interactive found that the root cause of elementary children reporting that their main teacher did not give interesting homework was that the students had no clear understanding of the purpose behind many of the homework assignments. This explanation is now part of the process.

Once DoDEA has improvement plans in place, it will be important to measure progress. The next wave of this study should occur when enough time has elapsed for the improvements to take hold. The improvements do not need to be large. Continuous improvement is an ongoing process. The objective of a follow-up study would be to document progress, highlight areas where improvement is moving, and to revisit the priorities for change. In summary, DoDEA

stakeholders should be very encouraged by these results and motivated to keep the quality process moving in the entire system.

NEXT STEPS

DoDEA is committed to continuous improvement. Therefore, several things will happen as a result of this survey. Training in the interpretation and use of the results will take place at a time to be determined subsequent to the receipt of results. This will help to ensure that all members of each community understand the results and feel comfortable interpreting the data and incorporating it in future improvement planning efforts.

The training sessions will also be a venue to discuss other issues to be included in the follow-up survey.

Table of Contents

Appendices

Appendix A	Respondent Demographics
Appendix B	Recommendations: Priorities for Change

Appendix A

RESPONDENT DEMOGRAPHICS

Elementary Student Survey Responses

Grade Level	Number of Students
4	4,133
5	3,032
6	1,716
7-8	29
(not indicated)	220
Total	9,130

Secondary Student Survey Responses

Grade Level	Number of Students
5	419
6	1652
7	2418
8	2265
9	1964
10	1781
11	1462
12	1058
(not indicated)	828
Total	13847

Teachers/Staff Survey Responses

Teachers	3,133
Staff	1,048
Total	4,228

Parents Survey Responses

Grade Level of Child	Number of Parents
K	1,728
1	1,728
2	1,547
3	1,365
4	1,233
5	1,051
6	870
7	616
8	495
9	423
10	435
11	363
12	230
(not indicated)	862
Total	12,946

Appendix B

RECOMMENDATIONS: PRIORITIES FOR CHANGE

The recommendations in each stakeholder category are reported in priority order. In other words, the first bulleted item will have the highest impact on satisfaction and the second bulleted item will have the next greatest impact. However, it is *not* necessary to address the issues in this order. Each group of issues should be viewed in perspective of what is feasible in terms of resources (i.e., money, time), and training, as well as what may be considered a short-term goal versus what may be considered a long-term goal.

Elementary Students

Elementary students' satisfaction would improve if the DoDEA worked on the following actions:

- Consider additional ways for teachers to engage children in the classroom. (CSP Goal 3, Benchmark 10.5) 40% of the students reported that their main teacher did not give interesting homework. Sixth grade students (54%) noted this issue more frequently than 4th (33%) or 5th (45%) grade students did. 22% of the students said that their main teacher did not make class fun. Boys (24%) cited this more often than girls (21%) did. 11% of the students reported that their main teacher did not help them want to learn. Sixth grade students (18%) identified this as a concern more than other students did.
- Monitor the quality and quantity of the food served in the lunchroom. (CSP Benchmark 10.5) 50% of the students indicated that they did not like the food served in the lunchroom. Girls (53%) expressed concern about the food in the lunchroom more frequently than boys (46%) did.
- Review school rules to be certain that students have a clear understanding of the reasons for the rules as well as the application of these rules. (CSP Benchmark 6.1) 26% of the students felt that the rules at their school were not fair. Thirty-eight percent of the 6th grade students identified this as an issue.
- Examine the condition of school buildings and grounds. (CSP Benchmark 10.5) 30% of the students said that their school buildings and grounds were not clean and in good condition. There were no significant differences between genders or grade levels for this issue.
- Re-evaluate the resources in the library/media center. (CSP Benchmark 10.2, 10.5) 25% of the students felt that the library/media center did not meet their needs. Boys (27%) were more apt to identify this resource concern as an issue than girls (23%) were, and 6th grade students (34%) reported this more often than 4th (22%) or 5th (24%) grade students.
- Continue to integrate computers into the learning process. (CSP Benchmark 10.8) 14% of the students indicated that school computers did not help them learn. Twenty percent of the 6th grade students said school computers did not help them learn.
- Foster and maintain a positive relationship between students and their bus drivers. (CSP Benchmark 10.5) 18% of all students (38% of those who rode the bus) felt that their bus driver was not helpful and friendly.
- Review bus routes. (CSP Benchmark 10.5) 10% of the elementary students (21% of those who ride the bus) reported that the bus stop was not close enough to their house.

Secondary Students

Secondary students' satisfaction would improve if DoDEA worked on the following actions:

- Examine the quality and quantity of the food served in the lunchroom. (CSP Benchmark 10.5) 63% of the students indicated that they did not like the food served in the lunchroom. Eighth grade students (69%) were most concerned about the food served in the lunchroom.
- Explore means for better preparing students for taking standardized tests. (CSP Goals 3, 4) 35% of the students said that their school did not do a good job of preparing them for taking standardized tests. There was a wide range of responses based on grade level – 18% of 6th graders cited this as an issue, while 50% of 12th graders identified this as a concern.
- Examine the presentation of curriculum in the core subjects. (CSP Goals 3, 4) 36% of the students reported that they did not like what was taught in Math class. 20% of the students reported that their Foreign Language teacher did not make the class interesting.
- Determine how the school can modify curriculum to better prepare students for the world of work. (CSP Benchmark 3.11) 40% of the students felt that their school was not preparing them for the world of work. Twelfth grade student (50%) noted this concern more frequently than students in any other grade did.
- Monitor the comfort level of the classrooms. (CSP Benchmark 10.5) 39% of the students reported that, other than temperature, their classrooms were not comfortable. Male students (44%) reported this issue more often than female students (35%) did.
- Review the discipline policies and the process followed by building administration to be certain students have a clear understanding of procedures. (CSP Benchmark 6.1) 33% of the students felt that their Principal did not handle discipline fairly. Forty percent of twelfth grade students indicated that this was a concern.
- Monitor the concerns regarding student behavior, and take steps to reduce instances of negative behavior. (CSP Benchmark 6.1) 43% of the students said that students were not well-behaved while in school. Seventh grade students (53%) had the highest incidence of this issue.
- Enhance preparation for college. (CSP Benchmarks 3.11, 5.1) 31% of the students felt that their school was not doing an adequate job of preparing them for college. Thirty-six percent of 8th grade students cited this as a concern.
- Highlight opportunities for students to receive extra help. (CSP Benchmark 10.5) 25% of the students said that there was not extra help available when they needed it. Male students (27%) were more inclined to report this item than female students (23%) were.
- Determine what additional information students would like to receive from their School Counselor regarding classes. (CSP Benchmark 3.11) 18% of the students said that their Counselor did not give good advice about classes.
- Address the concerns expressed by some students regarding their relationship with teachers. (CSP Goals 3, 4) 17% of the students felt that their English teacher did not treat them with respect.

Teachers and Staff

Teachers/staff's satisfaction would improve if DoDEA worked on the following actions:

- Increase the level of influence, as appropriate, that employees have regarding policies that affect students. (CSP Benchmark 10.3) 37% of the employees identified this as an opportunity for improvement. Teachers (43%) cited this as a concern more frequently than Staff (27%) did.
- Determine what changes can be made to the school discipline policy to make it more effective. (CSP Benchmark 6.1) 39% of the employees felt that their school did not have an effective discipline policy. Teachers (44%) reported this item more often than Staff (29%) did.
- Encourage students to support one another. (CSP Benchmark 10.5) 30% of the teachers and staff felt that a lack of student support for one another was a problem at their school. Male employees (39%) were more apt to report this than female employees (29%) were.
- Develop additional strategies for helping students master basic skills. (CSP Benchmark 3.1) 37% of the employees (50% of teachers) felt that students were lacking basic skills. Sixty-eight percent of the teachers at the high school level identified this as an issue.
- Provide additional opportunities for employees to participate in training. (CSP Goal 7) 28% of the teachers and staff (38% of teachers) felt that the school did not provide adequate opportunities in this area. High school teachers (46%) cited this more often than elementary (36%) or middle school (39%) teachers did.
- Continue to foster a positive, supporting relationship between schools and parents. (CSP Benchmark 8.1) 26% of the employees felt that parental support of the school was inadequate. The perceived parental support for the school declines by grade level, with 23% of elementary teachers, 33% of middle school teachers, and 44% of high school teachers identifying this as an issue.
- Monitor the effectiveness of school rules. (CSP Benchmark 6.1) 24% of the employees felt that school rules did not keep order and discipline. Teachers (27%) were more apt to identify this as an issue, with high school teachers (40%) especially concerned with this item.
- Investigate requirements for working space. (CSP Benchmark 10.5) 23% of the employees said that their needs for working space were not met. Concern about this issue was consistent across grade, gender, and job classification.
- Define employee expectations regarding the direction that the Principal provides for the building. (CSP Benchmark 10.7) 10% of the employees identified this as an opportunity for improvement. Teachers (11%) were slightly more concerned about this issue than Staff (7%) were.
- Review the application of school rules that impact employees. (CSP Benchmark 6.1) 13% of the employees felt that the rules for teachers and staff at their school were not fair. Concern about this issue was consistent across gender and job classification, with elementary teachers (14%) reporting this concern more than high school teachers (9%) did.
- Promote an atmosphere of respect between employees and administration. (CSP Benchmark 10.4) 8% of the employees felt that their Principal did not treat them with respect. Concern

about this issue did not vary significantly by grade, gender, or job classification.

- Determine if anything can be done to enhance employees' work experience. (CSP Benchmark 10.5) 6% of the employees indicated that they did not enjoy their work. Male employees (8%) were slightly more likely than female employees (5%) were to note this concern.
- Demonstrate appreciation for the work of each employee. (CSP Benchmark 10.4) 6% of the teachers and staff felt that their Direct Supervisor did not show appreciation for their work.

Parents

Parents' satisfaction would improve if DoDEA worked on the following actions:

- Improve the channels of communication between teachers and parents. (CSP Benchmarks 8.1, 10.7) 33% of the parents indicated that teachers did not communicate to them when their child did something well. 23% of the parents noted that the school did not communicate when their child had a problem.
- Review the required academic curriculum. (CSP Goals 3, 4) 26% of the parents indicated that the current required academic curriculum needed improvement.
- Highlight opportunities for including parents' views in the decision-making process, as appropriate. (CSP Benchmarks 8.1, 10.1, and 10.7) 35% of the parents felt that the school was not including parents' views when making decisions.
- Review extracurricular opportunities to determine which areas, if any, are lacking. (CSP Benchmark 3.6) 27% of the parents would like to see improvement in the extracurricular opportunities available to their child.
- Address concerns that teachers are not challenging students to learn. (CSP Goals 3, 4) 17% of the parents said that teachers did not challenge their child to learn.
- Consider additional problem-solving strategies for issues brought before the administration. (CSP Benchmark 8.1) 14% of the parents who brought problems to the administration felt that the problem was not resolved satisfactorily.
- Determine how the school can better prepare students for college. (CSP Benchmark 5.1) 16% of the parents reported that the school was not doing an adequate job of preparing students for college.
- Investigate the concern parents have about some teachers. (CSP Benchmark 10.5) 14% of the parents reported that they have a serious problem with (any of) their child's teacher(s).
- Continue to provide and highlight opportunities for parental involvement. (CSP Benchmarks 8.1, 10.1) 13% of the parents said that the school did not do enough to allow them to be involved with their child's education.
- Investigate the comfort level of the classrooms. (CSP Benchmark 10.5) 11% of the parents noted that their child's classrooms were not comfortable.
- Address concerns regarding school safety. (CSP Benchmark 6.1) 7% of the parents said that school did not provide a safe environment for their child.
- Explore further options for integrating computers in the learning process. (CSP Benchmark 10.8) 8% of the parents indicated that school computers did not help their child learn.