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Executive Summary

Background

In an effort to improve the Dropout Prevention services to students, leadership of the Dropout Prevention program attempted to collect input from Staff, Community, Parents and Students about current services. The collected information is to be used to improve Dropout Prevention services to students.

Methodology

Surveys

Focus groups were conducted by the Dropout Prevention staff at selected dropout prevention locations (Bayside, Intermediate Schools, Harris TIPS, Department of Juvenile Justice locations) in order to gather questions that would comprise the surveys. The surveys were developed by the Dropout Prevention staff and Dropout Committee in conjunction with Research & Accountability. Both the paper and online surveys were developed by Research & Accountability and distributed by Dropout Prevention.

Two different surveying methods were chosen to be used: paper and online. Some respondents did not have access to the online survey. As a result, a paper survey was used to target those individuals.

Various rating scales were used in the surveys. Most questions were on a five point rating scale ranging from Strongly Agree to Strongly Disagree with a middle point of Not Sure. Some questions used a rating scale of Always-Sometimes-Never. Other questions asked respondents to choose as many options that were applicable to the question.

Four different paper surveys were developed. The Elementary Student Survey contains twenty-three questions. The Secondary Student Survey has twenty-eight questions. Both surveys asked students about their school experiences, reasons why they miss school, ideal start times, and describing what type of student they see themselves as. The secondary student survey asked the same questions as the Elementary Student Survey with additional questions regarding skipping school, missing schools, suspensions, what would help to be more successful in school, and the student's perception of being on track for graduation. The Elementary Family Survey and Secondary Family Survey have twelve questions asking parents about Dropout Prevention services, the value of their child's education, factors impacting student attendance, and their opinion on what would help students be more successful in school.

Two different online surveys were developed. The Staff Survey and the Community Survey were both developed online using Survey Monkey, a tool to collect feedback. The staff survey had eleven questions. The community survey had nine questions. Both surveys asked participants to rate Dropout prevention services and their familiarity with those services, factors impacting student attendance, what would help students be more successful. The staff survey also asked what the biggest barriers to on-time graduation. The community survey also asked of the agency's willingness to partner with Pinellas County Schools in counseling, support services, economic, and after-school activities.

Participants

- The elementary student survey was distributed in class to 2,000 students in elementary (4th and 5th graders in 10 schools) in the following schools: Anona, Blanton, Eisenhower, Maximo, Oldsmar, Pinellas Park, Ridgecrest, Sanderlin, Skyview, and Woodlawn.
- The elementary parent survey was distributed with the student's progress report to 7,200 parents of elementary students.
- The secondary student survey was distributed in class to 11,500 students in the following middle and high schools: Clearwater Fundamental Middle, Dunedin Middle, John Hopkins Middle, Pinellas Park Middle, Tyrone Middle, Boca Ciega High, Countryside High, and Pinellas Park High.
- The secondary parent survey was distributed with the student's report card to 11,500 parents of secondary students.
- The online staff survey link was sent by email to all Pinellas County Schools Staff. There are approximately 14,000 staff members on the mailing list. An expected and reasonable number of the audience is 8,000 staff members.
- A community survey was sent to community members selected on the criteria that the represented agencies are working with children. Each Community group was either a current partner with Pinellas County Schools, an agency recommended by committees, as well as other names received from Pinellas County School's Strategic Partnerships department. The information was distributed to the selected agency's leadership with requests to disseminate the link to appropriate parties within their organization.

Results

Response Rate

The following table shows the response rate for each of the surveys.

Survey	Distributed	Responses	Response Rate
Elementary Student	2,000	1,210	60.50%
Elementary Parent	7,200	1,374	19.08%
Secondary Student	11,500	5,889	51.21%
Secondary Parent	11,500	721	6.27%
Staff	8,000	2,570	32.13%
Community	28	9	32.14%

Participants' responses to the survey questions were analyzed, and the summary results are presented in the following pages. The tables are organized for each survey. The tables show the questions being asked, the number and percent of responses for each of the ratings options, and the total number of participants who responded to each of the questions.

Tables: Results of Surveys

Staff Survey

Question 1		
Instructional level:		
Answer Options	Response Percent	Response Count
Elementary School	35.4%	909
Middle School	16.0%	411
High School	28.3%	728
Adult Education	3.9%	100
Multi-Grade Level	5.4%	140
Non-School Based	11.0%	282
<i>answered question</i>		2570

Question 2		
I am a/an:		
Answer Options	Response Percent	Response Count
Administrator	7.5%	194
Core Subject Teacher	37.8%	972
Dropout Prevention Support	1.6%	40
Elective Subject Teacher	7.8%	200
ESE Teacher	11.3%	290
Student Services	5.4%	140
Instructional Support Staff	11.2%	289
Non-instruction Support Staff	17.3%	445
<i>answered question</i>		2570

Question 3						
Please rate each of the following:						
Answer Options	Strongly Agree (5)	Agree (4)	Not Sure (3)	Disagree (2)	Strongly Disagree (1)	Response Count
This school has effective options for at-risk students.	17.73%	42.21%	13.14%	20.17%	6.74%	1720
Our school district has effective options for at-risk students.	8.91%	36.19%	22.36%	23.46%	9.08%	1807
I am satisfied with the support received from Dropout Prevention Services.	8.62%	32.23%	32.23%	20.42%	6.50%	1508
School hours have an impact on student attendance.	40.78%	37.37%	8.20%	10.79%	2.86%	1817
Transportation has an impact on student attendance.	35.45%	41.73%	9.26%	11.30%	2.26%	1814
I am confident that most students in this school will graduate from high school.	8.97%	39.20%	22.48%	21.37%	7.98%	1717
There is sufficient technology available in this school to meet our student needs.	18.30%	41.87%	7.59%	21.76%	10.48%	1765
There are sufficient resources to help students make up courses that they failed.	13.55%	37.42%	21.14%	21.26%	6.62%	1646
Students have a good feeling about attending school.	9.77%	43.51%	19.09%	21.92%	5.72%	1802
There are sufficient extracurricular activities to meet students' interest.	14.55%	43.53%	15.03%	19.44%	7.45%	1677
The term "Dropout Prevention" has a negative connotation in working with parents and/or students.	16.36%	41.77%	21.30%	15.96%	4.61%	1779
answered question						1857
skipped question						713

Question 4 Pinellas County Schools prepares students for:		
Answer Options	Response Percent	Response Count
College	79.4%	1347
Vocational Training	49.4%	839
Military	33.1%	561
World of Work	42.8%	727
Other post-secondary plans	36.4%	617
answered question		1697
skipped question		873

Question 5 Are you familiar with the following AND have you ever used these services?					
Answer Options	Familiar With	Never Used	Used Once	Used More Than Once	Response Count
Harris Tips	29.06%	82.42%	1.66%	7.02%	1325
School based services for teen parents	46.18%	64.19%	3.62%	17.12%	1466
Intermediate Schools	54.86%	56.14%	3.89%	17.97%	1491
STARS	59.90%	52.91%	3.59%	16.85%	1531
ALPHA	31.55%	79.26%	2.13%	5.68%	1268
MSAP	45.31%	61.45%	2.77%	15.93%	1406
High School Educational Alternatives - GOALS	55.47%	53.56%	3.94%	19.21%	1473
DELTA	30.68%	79.25%	4.07%	4.96%	1229
Pinellas Secondary School	57.77%	54.63%	3.07%	14.71%	1468
Teleschool	46.96%	64.47%	3.22%	9.67%	1365
Truancy Center	42.18%	67.80%	3.17%	10.28%	1323
Homeless Education Assistance Team	42.74%	65.48%	6.07%	11.48%	1350
Department of Juvenile Justice programs	56.85%	53.79%	5.01%	14.68%	1437
Referral process for Dropout Prevention	49.09%	50.91%	4.71%	23.32%	1381
Qualification criteria for dropout prevention services	44.45%	53.40%	3.60%	22.26%	1307
answered question					1780
skipped question					790

Question 6						
The following factors impact student attendance:						
Answer Options	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree	Response Count
Transportation	40.15%	40.37%	7.35%	10.48%	1.65%	1823
School hours	43.29%	35.45%	8.38%	11.40%	1.48%	1825
Caring for parent / siblings / children	39.86%	46.44%	9.59%	3.78%	0.33%	1824
Sense of hopelessness	43.91%	45.28%	7.79%	2.52%	0.49%	1822
Drug / alcohol involvement	47.78%	42.36%	7.01%	2.58%	0.27%	1825
Negative peer pressure	45.39%	44.51%	6.42%	3.35%	0.33%	1822
Student medical condition / illnesses	33.72%	49.07%	11.07%	5.92%	0.22%	1824
Student does not feel that s/he "fits in"	35.13%	49.07%	9.82%	5.71%	0.27%	1822
Discipline issues	49.44%	42.56%	4.68%	2.93%	0.39%	1774
Other (please specify): Open-ended responses for this question can be found in the Appendix						366
<i>answered question</i>						1839
<i>skipped question</i>						731

Three most common factors impacting student attendance for "Other":

1. Parental support / responsibility
2. Parental involvement
3. Attendance policy

Question 7		
What would help students be more successful in school?		
Answer Options	Response Percent	Response Count
Opportunities for real-world learning	83.4%	1537
Better teachers	28.9%	533
Smaller classes	63.6%	1173
More individualized instruction	61.2%	1129
Better communication with parents	57.0%	1051
Better communication with teachers	45.8%	844
Less freedom and more supervision from parents	72.7%	1341
Less freedom and more supervision from school officials	32.0%	591
A different starting and ending time	45.2%	834
More freedom and less supervision from school officials	6.8%	125
Opportunity to make up courses	48.2%	888
	<i>answered question</i>	1844
	<i>skipped question</i>	726

Question 8						
Interventions should be:						
Answer Options	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Response Count
School based	47.99%	40.54%	6.48%	3.94%	1.05%	1142
Alternative location	31.80%	35.84%	23.42%	7.24%	1.69%	1063
Community based	35.14%	42.12%	16.50%	5.13%	1.12%	1073
All of the above	57.84%	30.54%	8.12%	2.41%	1.10%	1454
						<i>answered question</i>
						1822
						<i>skipped question</i>
						748

Question 9 Are you the parent of a school aged student?		
Answer Options	Response Percent	Response Count
Yes	37.1%	678
No	62.9%	1150
<i>answered question</i>		1828
<i>skipped question</i>		742

Question 10 What do you see as the biggest barriers to on-time graduation? (On-time graduation means graduating in 13 years from K-12)	
Open-ended responses for this question can be found in the Appendix	Response Count
	1355
<i>answered question</i>	1355
<i>skipped question</i>	1215

Biggest barriers to on-time graduation:

1. Lack of parental involvement and support
2. Lack of student interest and motivation
3. Lack of other options for students (ex: vocational training, career training, ability to make up failed courses)
4. Too much testing
5. Discipline issues / absences
6. Social promotion of students without requisite skills
7. Cookie-cutter mentality of educational curriculum (not all students will go to college or learn the same way)

Question 11		
What name would you suggest to replace Dropout Prevention?		
Answer Options	Response Percent	Response Count
Graduation Enhancement Program	22.0%	399
Graduation Options-Alternatives to Leaving School	9.9%	180
Academic Intervention and Support	12.3%	223
Graduation Support and Services	27.3%	494
Student Engagement and Support	6.6%	119
No Change	13.5%	245
Other (please specify) Open-ended responses for this question can be found in the Appendix	8.4%	152
<i>answered question</i>		1812
<i>skipped question</i>		758

“Other” suggestions to replace Dropout Prevention:

1. Student Success (Program or Initiative)
2. Graduation (Options or Alternatives)

“Other” notes:

1. Most respondents said to focus more on students and identifying the correct ones rather than change the name.
2. Have other options, such as vocational training, for students.
3. Name should be positive in connotation.

Community Survey

Question 1						
Please rate each of the following:						
Answer Options	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Response Count
To my knowledge, the school district has enough options to support struggling youth.	0.00%	22.22%	22.22%	33.33%	22.22%	9
To my knowledge, the community has enough options to support struggling youth.	0.00%	11.11%	11.11%	66.67%	11.11%	9
To my knowledge, the school system and community organizations work together to support struggling youth and families.	0.00%	33.33%	44.44%	22.22%	0.00%	9
The graduation rate has an economic impact on our community.	77.78%	22.22%	0.00%	0.00%	0.00%	9
The dropout rate impacts our community well-being.	77.78%	22.22%	0.00%	0.00%	0.00%	9
Finding alternatives to out of school suspension is important.	55.56%	44.44%	0.00%	0.00%	0.00%	9
The support of the community is necessary to attack the dropout rate in Pinellas County.	55.56%	44.44%	0.00%	0.00%	0.00%	9
Community agencies would like to support the school system but are not sure how to begin.	22.22%	33.33%	22.22%	22.22%	0.00%	9
Businesses would like to support the school system but are not sure how.	22.22%	22.22%	55.56%	0.00%	0.00%	9
<i>answered question</i>						9
<i>skipped question</i>						0

Question 2 Pinellas County Schools adequately prepares students for:		
Answer Options	Response Percent	Response Count
College	57.1%	4
Post secondary education / Vocational	57.1%	4
Military	14.3%	1
Work force	57.1%	4
<i>answered question</i>		7
<i>skipped question</i>		2

Question 3 Are you familiar with the following AND have you ever used these services?					
Answer Options	Familiar With	Never Used	Used Once	Used More Than Once	Response Count
Harris Tips	44.44%	55.56%	0.00%	11.11%	9
School based services for teen parents	44.44%	55.56%	0.00%	11.11%	9
Intermediate Schools	44.44%	55.56%	11.11%	11.11%	9
STARS	66.67%	55.56%	0.00%	11.11%	9
ALPHA	44.44%	66.67%	0.00%	11.11%	9
MSAP	44.44%	66.67%	0.00%	11.11%	9
High School Educational Alternatives - GOALS	77.78%	33.33%	11.11%	11.11%	9
DELTA	62.50%	50.00%	0.00%	12.50%	8
Pinellas Secondary School	55.56%	55.56%	11.11%	11.11%	9
Teleschool	37.50%	62.50%	0.00%	0.00%	8
Truancy Center	55.56%	44.44%	0.00%	22.22%	9
Homeless Education Assistance Team	44.44%	55.56%	0.00%	22.22%	9
Department of Juvenile Justice programs	66.67%	33.33%	11.11%	22.22%	9
Referral process for Dropout Prevention	55.56%	55.56%	0.00%	22.22%	9
Qualification criteria for dropout prevention services	37.50%	50.00%	12.50%	12.50%	8
<i>answered question</i>					9
<i>skipped question</i>					0

Question 4		
What would help students be more successful in school?		
Answer Options	Response Percent	Response Count
Opportunities for real-world learning	100.0%	9
Better teachers	33.3%	3
Smaller classes	55.6%	5
More individualized instruction	77.8%	7
Better communication with parents	77.8%	7
Better communication with teachers	77.8%	7
Less freedom and more supervision from parents	77.8%	7
Less freedom and more supervision from school officials	22.2%	2
A different starting and ending time	22.2%	2
More freedom and less supervision from school officials	11.1%	1
Opportunity to make up courses	66.7%	6
	<i>answered question</i>	9
	<i>skipped question</i>	0

Question 5		
Is your organization interested in partnering with the school system?		
Answer Options	Response Percent	Response Count
Yes	100.0%	9
No	0.0%	0
	<i>answered question</i>	9
	<i>skipped question</i>	0

Question 6 Organization information:		
Answer Options	Response Percent	Response Count
Name of organization: See below	100.0%	9
Contact person: See below	100.0%	9
Phone number: See below	66.7%	6
<i>answered question</i>		9
<i>skipped question</i>		0

Number	Name of organization:	Contact person:	Phone number:
1	Pinellas County Urban League	Gregory Johnson	727-327-2081
2	R'Club Child Care, Inc.	Arthur O'Hara	727-458-9959
3	Boys & Girls Clubs	Tammy Hillier	727 647 0795
4	NAACP-North	Ray Tampa/Martin Rainey	727-520-4787, 727-420-1326
5	PACE CENTER FOR GIRLS, INC.	MAURA SCANLON OR SALLY ZEH	456-1566
6	NAACP St. Petersburg Branch	Mr. Ray Tampa, President	
7	NAACP	Rev. Martin Rainey	
8	NAACP	Rev. Martin Rainey / Raymond Tampa	
9	Pinellas County Sheriff's Office	Jim Coats	727-582-6250

Question 7			
What Counseling and support services do you provide or would you be interested in partnering to provide?			
Answer Options	Already partner with the school system:	Might be interested in partnering to provide:	Response Count
Mental health	33.33%	66.67%	3
Domestic violence	60.00%	40.00%	5
Drug / alcohol	80.00%	20.00%	5
Family issues	42.86%	57.14%	7
Anger management	80.00%	20.00%	5
Conflict resolution	57.14%	42.86%	7
Leisure time activities	60.00%	40.00%	5
Parenting skills	44.44%	55.56%	9
Mentoring	50.00%	50.00%	8
<i>answered question</i>			9
<i>skipped question</i>			0

Question 8			
What After-school Activities do you provide or would you be interested in partnering to provide?			
Answer Options	Already partner with the school system:	Might be interested in partnering to provide:	Response Count
Recreational	50.00%	50.00%	4
Educational	42.86%	57.14%	7
<i>answered question</i>			7
<i>skipped question</i>			2

Question 9			
What Economic Support for Families do you provide or would you be interested in partnering to provide?			
Answer Options	Already partner with the school system:	Might be interested in partnering to provide:	Response Count
Clothing	40.00%	60.00%	5
School supplies	50.00%	50.00%	6
Transportation	60.00%	40.00%	5
Food	50.00%	50.00%	2
Legal assistance	0.00%	100.00%	2
Financial Planning and Management	0.00%	100.00%	4
Health Care	0.00%	100.00%	3
Social Services Assistance (food stamps, Medicare)	0.00%	100.00%	2
Housing for homeless	0.00%	100.00%	2
Utilities	0.00%	100.00%	2
Housing	0.00%	100.00%	2
<i>answered question</i>			7
<i>skipped question</i>			2

Question 10			
What other services and support do you provide or would you be interested in partnering to provide?			
Answer Options	Already partner with the school system:	Might be interested in partnering to provide:	Response Count
Alternatives to Suspension	28.57%	71.43%	7
Mentoring	33.33%	66.67%	6
Youth Employment Opportunities	0.00%	100.00%	5
<i>answered question</i>			8
<i>skipped question</i>			1

Elementary Parent Survey

	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
To my knowledge, the school district has enough options to support struggling students.	258	19.0%	575	42.4%	337	24.8%	136	10.0%	51	3.8%	1357	100.0%
To my knowledge, the community has enough options to support struggling students.	211	15.6%	483	35.6%	431	31.8%	175	12.9%	55	4.1%	1355	100.0%
It is important that my child will graduate from high school	1310	96.5%	42	3.1%	1	.1%	2	.1%	3	.2%	1358	100.0%
I believe that my child will graduate from high school.	1216	89.5%	115	8.5%	19	1.4%	4	.3%	4	.3%	1358	100.0%
I enjoyed going to school when I was a student.	660	49.1%	453	33.7%	161	12.0%	51	3.8%	19	1.4%	1344	100.0%
There are sufficient resources to help students so they do not get retained.	302	22.5%	532	39.6%	350	26.1%	127	9.5%	32	2.4%	1343	100.0%
My child has a good feeling about attending school.	761	55.8%	475	34.8%	84	6.2%	37	2.7%	7	.5%	1364	100.0%
The term "dropout prevention" has a negative feeling to it.	256	19.1%	358	26.7%	383	28.5%	255	19.0%	90	6.7%	1342	100.0%

What are some of the things you do to show you value your child's education?	ALWAYS		SOMETIMES		NEVER		Total	
	Count	%	Count	%	Count	%	Count	%
Provide a quiet place to study	1091	81.1%	248	18.4%	6	.4%	1345	100.0%
Make sure my child is on time for the bus	1085	89.4%	57	4.7%	71	5.9%	1213	100.0%
Monitor attendance	1298	96.0%	53	3.9%	1	.1%	1352	100.0%
Monitor grades	1303	96.7%	40	3.0%	4	.3%	1347	100.0%
Help my child with his/her homework	1179	87.1%	171	12.6%	4	.3%	1354	100.0%
Check to see that homework is done before he/she play	1173	86.6%	180	13.3%	1	.1%	1354	100.0%
Read to my child	776	57.7%	529	39.3%	41	3.0%	1346	100.0%
Attend parent conferences when requested	1197	88.7%	136	10.1%	16	1.2%	1349	100.0%
Volunteer at my child's school	229	17.3%	666	50.3%	429	32.4%	1324	100.0%
Attend open house and other school events	712	53.3%	578	43.3%	46	3.4%	1336	100.0%

The following factors impact student attendance:	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Transportation	672	50.6%	356	26.8%	99	7.5%	121	9.1%	80	6.0%	1328	100.0%
School hours	444	33.7%	312	23.7%	176	13.3%	268	20.3%	119	9.0%	1319	100.0%
Caring for family members	426	32.2%	353	26.7%	230	17.4%	198	15.0%	114	8.6%	1321	100.0%
Student medical condition/illnesses	572	43.5%	477	36.3%	112	8.5%	85	6.5%	69	5.2%	1315	100.0%
Student does not feel that (s)he "fits in"	372	28.2%	360	27.3%	214	16.2%	219	16.6%	154	11.7%	1319	100.0%
Student is picked on	426	32.4%	402	30.5%	173	13.1%	184	14.0%	131	10.0%	1316	100.0%
Discipline issues	399	30.3%	386	29.3%	205	15.6%	170	12.9%	156	11.9%	1316	100.0%

Are you familiar with the following?						
I know about:	YES		NO		Total	
	Count	%	Count	%	Count	%
ALPHA	177	13.6%	1124	86.4%	1301	100.0%
DELTA	159	12.2%	1139	87.8%	1298	100.0%
Harris Tips	115	8.9%	1182	91.1%	1297	100.0%
MSAP	128	9.9%	1164	90.1%	1292	100.0%
STARS	393	30.2%	907	69.8%	1300	100.0%
School based services for teen parents	339	26.2%	953	73.8%	1292	100.0%
Intermediate Schools	502	38.9%	789	61.1%	1291	100.0%
Pinellas Secondary School	466	36.1%	826	63.9%	1292	100.0%
High School Educational Alternatives - GOALS	392	30.2%	904	69.8%	1296	100.0%
Teleschool	195	15.0%	1103	85.0%	1298	100.0%
Truancy Center	259	19.9%	1043	80.1%	1302	100.0%
Homeless Education Assistance Team	185	14.2%	1118	85.8%	1303	100.0%
Department of Juvenile Justice programs	400	30.7%	901	69.3%	1301	100.0%
Referral process for Dropout Prevention	256	19.8%	1034	80.2%	1290	100.0%
Qualification criteria for dropout prevention services	98	39.4%	151	60.6%	249	100.0%

Are you familiar with the following?						
I have used:	YES		NO		Total	
	Count	%	Count	%	Count	%
ALPHA	30	3.9%	741	96.1%	771	100.0%
DELTA	22	2.9%	748	97.1%	770	100.0%
Harris Tips	13	1.7%	756	98.3%	769	100.0%
MSAP	24	3.1%	746	96.9%	770	100.0%
STARS	87	11.1%	694	88.9%	781	100.0%
School based services for teen parents	39	5.0%	744	95.0%	783	100.0%
Intermediate Schools	49	6.1%	753	93.9%	802	100.0%
Pinellas Secondary School	48	6.0%	750	94.0%	798	100.0%
High School Educational Alternatives - GOALS	47	6.0%	740	94.0%	787	100.0%
Teleschool	17	2.2%	763	97.8%	780	100.0%
Truancy Center	14	1.8%	763	98.2%	777	100.0%
Homeless Education Assistance Team	12	1.6%	754	98.4%	766	100.0%
Department of Juvenile Justice programs	30	3.8%	755	96.2%	785	100.0%
Referral process for Dropout Prevention	26	3.3%	756	96.7%	782	100.0%
Qualification criteria for dropout prevention services	93	53.8%	80	46.2%	173	100.0%

What would help students be more successful in school?	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Career education	671	51.0%	461	35.0%	157	11.9%	19	1.4%	8	.6%	1316	100.0%
Better teachers	527	40.0%	381	29.0%	244	18.5%	129	9.8%	35	2.7%	1316	100.0%
Smaller classes	674	50.9%	419	31.6%	143	10.8%	72	5.4%	17	1.3%	1325	100.0%
More individualized instruction	707	53.5%	468	35.4%	118	8.9%	23	1.7%	6	.5%	1322	100.0%
Better communication with parents	608	45.8%	530	39.9%	113	8.5%	58	4.4%	18	1.4%	1327	100.0%
Better communication with teachers	627	47.4%	509	38.5%	117	8.9%	52	3.9%	17	1.3%	1322	100.0%
Less freedom and more supervision from parents	509	38.8%	449	34.2%	222	16.9%	94	7.2%	37	2.8%	1311	100.0%
Less freedom and more supervision from school officials	354	27.0%	436	33.3%	345	26.3%	134	10.2%	41	3.1%	1310	100.0%
A different starting and ending time	188	14.3%	167	12.7%	572	43.4%	306	23.2%	84	6.4%	1317	100.0%
Opportunity to make up courses	432	32.7%	535	40.5%	281	21.3%	53	4.0%	19	1.4%	1320	100.0%

Secondary Parent Survey

	Middle School Student		High School Student		Total	
	Count	%	Count	%	Count	%
I am a parent/guardian of a:	542	88.7%	69	11.3%	611	100.0%

	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
To my knowledge, the school district has enough options to support struggling students.	84	11.8%	295	41.4%	207	29.1%	100	14.0%	26	3.7%	712	100.0%
To my knowledge, the community has enough options to support struggling students.	63	8.8%	229	32.2%	270	37.9%	122	17.1%	28	3.9%	712	100.0%
It is important that my child will graduate from high school	701	98.0%	14	2.0%	0	.0%	0	.0%	0	.0%	715	100.0%
I believe that my child will graduate from high school.	674	93.9%	40	5.6%	4	.6%	0	.0%	0	.0%	718	100.0%
I enjoyed going to school when I was a student.	322	45.3%	255	35.9%	92	12.9%	30	4.2%	12	1.7%	711	100.0%

There are sufficient resources to help students make up courses that they failed.	107	15.1%	241	34.0%	302	42.6%	44	6.2%	15	2.1%	709	100.0%
My child has a good feeling about attending school.	315	43.9%	298	41.5%	72	10.0%	24	3.3%	9	1.3%	718	100.0%
The term "dropout prevention" has a negative feeling to it.	113	15.9%	215	30.2%	221	31.0%	134	18.8%	29	4.1%	712	100.0%

What are some of the things you do to show you value your child's education?	ALWAYS		SOMETIMES		NEVER		Total	
	Count	%	Count	%	Count	%	Count	%
Provide a quiet place to study	605	84.3%	107	14.9%	6	.8%	718	100.0%
Make sure my child is on time for the bus	585	92.6%	21	3.3%	26	4.1%	632	100.0%
Monitor attendance	690	96.0%	27	3.8%	2	.3%	719	100.0%
Monitor grades	693	96.5%	22	3.1%	3	.4%	718	100.0%
Help my child with his/her homework	489	68.4%	211	29.5%	15	2.1%	715	100.0%
Check to see that homework is done before he/she play	569	79.6%	121	16.9%	25	3.5%	715	100.0%
Read to my child	214	30.4%	369	52.5%	120	17.1%	703	100.0%
Attend parent conferences when requested	639	90.0%	61	8.6%	10	1.4%	710	100.0%

Volunteer at my child's school	123	17.6%	358	51.1%	219	31.3%	700	100.0%
Attend open house and other school events	493	69.4%	192	27.0%	25	3.5%	710	100.0%

The following factors impact student attendance:	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Transportation	347	49.2%	210	29.7%	57	8.1%	52	7.4%	40	5.7%	706	100.0%
School hours	249	35.1%	196	27.6%	91	12.8%	119	16.8%	55	7.7%	710	100.0%
Caring for parents/siblings/children	236	33.7%	188	26.8%	129	18.4%	84	12.0%	64	9.1%	701	100.0%
Sense of hopelessness	247	35.2%	200	28.5%	121	17.3%	62	8.8%	71	10.1%	701	100.0%
Drug/alcohol involvement	363	51.7%	162	23.1%	54	7.7%	29	4.1%	94	13.4%	702	100.0%
Negative peer pressure	343	48.7%	199	28.2%	60	8.5%	49	7.0%	54	7.7%	705	100.0%
Student medical condition/illnesses	321	45.6%	243	34.5%	55	7.8%	32	4.5%	53	7.5%	704	100.0%
Student does not feel that (s)he "fits in"	252	35.7%	245	34.8%	80	11.3%	58	8.2%	70	9.9%	705	100.0%
Discipline issues	269	38.3%	242	34.5%	70	10.0%	52	7.4%	69	9.8%	702	100.0%

Are you familiar with the following?						
I know about:	YES		NO		Total	
	Count	%	Count	%	Count	%
ALPHA	89	12.7%	614	87.3%	703	100.0%
DELTA	75	10.7%	627	89.3%	702	100.0%
Harris Tips	39	5.6%	660	94.4%	699	100.0%
MSAP	64	9.2%	633	90.8%	697	100.0%
STARS	161	23.1%	535	76.9%	696	100.0%
School based services for teen parents	156	22.4%	540	77.6%	696	100.0%
Intermediate Schools	292	41.5%	411	58.5%	703	100.0%
Pinellas Secondary School	250	35.8%	449	64.2%	699	100.0%
High School Educational Alternatives - GOALS	176	25.2%	523	74.8%	699	100.0%
Teleschool	93	13.2%	609	86.8%	702	100.0%
Truancy Center	142	20.3%	558	79.7%	700	100.0%
Homeless Education Assistance Team	106	15.1%	597	84.9%	703	100.0%
Department of Juvenile Justice programs	227	32.3%	476	67.7%	703	100.0%
Referral process for Dropout Prevention	132	18.8%	570	81.2%	702	100.0%
Qualification criteria for dropout prevention services	56	33.5%	111	66.5%	167	100.0%

Are you familiar with the following?						
I have used:	YES		NO		Total	
	Count	%	Count	%	Count	%
ALPHA	14	3.1%	441	96.9%	455	100.0%
DELTA	9	2.0%	444	98.0%	453	100.0%
Harris Tips	5	1.1%	446	98.9%	451	100.0%
MSAP	14	3.1%	437	96.9%	451	100.0%
STARS	22	4.8%	436	95.2%	458	100.0%
School based services for teen parents	8	1.7%	451	98.3%	459	100.0%
Intermediate Schools	19	4.1%	441	95.9%	460	100.0%
Pinellas Secondary School	18	3.9%	439	96.1%	457	100.0%
High School Educational Alternatives - GOALS	10	2.2%	447	97.8%	457	100.0%
Teleschool	3	.7%	450	99.3%	453	100.0%
Truancy Center	3	.7%	450	99.3%	453	100.0%
Homeless Education Assistance Team	3	.7%	447	99.3%	450	100.0%
Department of Juvenile Justice programs	11	2.4%	447	97.6%	458	100.0%
Referral process for Dropout Prevention	7	1.5%	449	98.5%	456	100.0%
Qualification criteria for dropout prevention services	2	3.1%	62	96.9%	64	100.0%

What would help students be more successful in school?	STRONGLY AGREE		AGREE		NEUTRAL		DISAGREE		STRONGLY DISAGREE		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Career education	365	51.5%	249	35.1%	76	10.7%	14	2.0%	5	.7%	709	100.0%
Better teachers	305	43.1%	228	32.2%	123	17.4%	43	6.1%	8	1.1%	707	100.0%
Smaller classes	357	50.1%	226	31.7%	86	12.1%	40	5.6%	4	.6%	713	100.0%
More individualized instruction	388	54.6%	252	35.5%	50	7.0%	17	2.4%	3	.4%	710	100.0%
Better communication with parents	358	50.4%	274	38.5%	50	7.0%	25	3.5%	4	.6%	711	100.0%
Better communication with teachers	347	48.9%	288	40.6%	50	7.0%	21	3.0%	4	.6%	710	100.0%
Less freedom and more supervision from parents	291	40.9%	215	30.2%	134	18.8%	48	6.7%	24	3.4%	712	100.0%
Less freedom and more supervision from school officials	205	28.8%	235	33.1%	169	23.8%	76	10.7%	26	3.7%	711	100.0%
A different starting and ending time	123	17.4%	101	14.3%	251	35.6%	185	26.2%	46	6.5%	706	100.0%
Opportunity to make up courses	273	38.5%	274	38.6%	133	18.7%	26	3.7%	4	.6%	710	100.0%

Elementary Student Survey

	Asian		Multiracial		African American		Native American		Hispanic		White		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Ethnicity	70	6.0%	127	10.9%	299	25.7%	30	2.6%	145	12.5%	493	42.4%	1164	100.0%

	9		10		11		Total	
	Count	%	Count	%	Count	%	Count	%
How old are you?	335	29.1%	535	46.4%	282	24.5%	1152	100.0%

	Grade 4		Grade 5		Total	
	Count	%	Count	%	Count	%
Grade	632	53.4%	552	46.6%	1184	100.0%

	Male		Female		Total	
	Count	%	Count	%	Count	%
Gender	581	49.5%	593	50.5%	1174	100.0%

	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
I talk to my parents about what happens in school.	443	37.1%	538	45.1%	122	10.2%	59	4.9%	32	2.7%	1194	100.0%
I like coming to school.	499	41.8%	424	35.5%	164	13.7%	57	4.8%	51	4.3%	1195	100.0%
Some things in my life are hard, but I am okay.	430	35.9%	442	36.9%	192	16.0%	64	5.3%	70	5.8%	1198	100.0%
Teachers accept me for who I am.	685	57.1%	288	24.0%	196	16.3%	12	1.0%	19	1.6%	1200	100.0%
I have a teacher that connects with me.	555	46.4%	329	27.5%	234	19.6%	45	3.8%	32	2.7%	1195	100.0%
My school has a plan for all kinds of learners.	563	47.3%	314	26.4%	269	22.6%	24	2.0%	21	1.8%	1191	100.0%
I feel pressure from my friends to skip school.	136	11.5%	72	6.1%	159	13.4%	135	11.4%	682	57.6%	1184	100.0%
I feel respected by my teachers and administrators.	652	55.0%	338	28.5%	133	11.2%	37	3.1%	25	2.1%	1185	100.0%
I am involved in arts classes (music, art, drama, etc.) in school.	703	59.1%	307	25.8%	88	7.4%	54	4.5%	37	3.1%	1189	100.0%
I have support at home to be successful at school.	816	68.5%	270	22.7%	62	5.2%	30	2.5%	14	1.2%	1192	100.0%
My teachers care if I learn.	927	77.5%	184	15.4%	62	5.2%	9	.8%	14	1.2%	1196	100.0%
My attendance affects my grades at school.	441	37.1%	251	21.1%	276	23.2%	87	7.3%	135	11.3%	1190	100.0%

My parents expect me to graduate from high school.	1021	85.4%	118	9.9%	45	3.8%	6	.5%	5	.4%	1195	100.0%
My school will prepare me for my future.	711	59.6%	295	24.7%	148	12.4%	20	1.7%	18	1.5%	1192	100.0%
Transportation is a problem for me getting to school.	113	9.6%	91	7.7%	124	10.6%	235	20.0%	612	52.1%	1175	100.0%
I would be willing to change schools if it meant I would get more help at school.	278	23.5%	172	14.6%	345	29.2%	127	10.8%	259	21.9%	1181	100.0%
I am sure I will pass this year.	763	64.2%	224	18.9%	184	15.5%	11	.9%	6	.5%	1188	100.0%
I know what I want to be when I grow up.	690	57.8%	147	12.3%	274	23.0%	37	3.1%	45	3.8%	1193	100.0%

	Yes		No		Total	
	Count	%	Count	%	Count	%
I am involved in activities after school (sports, music, church, clubs).	769	64.9%	415	35.1%	1184	100.0%
I have access to a computer and the internet to do homework.	837	71.8%	328	28.2%	1165	100.0%

Reasons why I miss school: ^a	Yes
	Count
To take care of family members	444
Not interested in school	27
School is hard for me	51
I do not fit in	38
Missed bus and don't have a way to school	152
Other kids bother me	90
To hang out with my friends	43
a.Students selected all that applied.	

	A good student		An average student		A struggling student		A student who could do better but does not		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
I would describe myself as:	661	55.8%	314	26.5%	111	9.4%	99	8.4%	1185	100.0%

	7 a.m.		7:30 a.m.		8 a.m.		8:30 a.m.		9 a.m.		9:30 a.m.		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
An ideal school start time would be:	131	11.1%	125	10.5%	141	11.9%	293	24.7%	178	15.0%	317	26.8%	1185	100.0%

Secondary Student Survey

	Asian		African American		Hispanic		Multiracial		Native American		White		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Ethnicity	344	6.1%	822	14.5%	751	13.3%	450	7.9%	51	.9%	3247	57.3%	5665	100.0%

How old are you?	Count	%
11	585	10.1%
12	916	15.8%
13	831	14.3%
14	850	14.7%
15	801	13.8%
16	826	14.3%
17	699	12.1%
18	234	4.0%
19	26	.4%
20	26	.4%
Total	5794	100.0%

Grade	Count	%
Grade 6	1069	18.7%
Grade 7	965	16.9%
Grade 8	718	12.5%
Grade 9	849	14.8%
Grade 10	761	13.3%
Grade 11	746	13.0%
Grade 12	615	10.7%
Total	5723	100.0%

	Male		Female		Total	
	Count	%	Count	%	Count	%
Gender	2711	49.5%	2761	50.5%	5472	100.0%

	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
I talk to my parents about what happens in school	1085	18.5%	2802	47.8%	863	14.7%	720	12.3%	398	6.8%	5868	100.0%
I like coming to school	699	12.0%	2132	36.5%	1530	26.2%	784	13.4%	704	12.0%	5849	100.0%
Some things in my life are hard, but I am okay	1294	22.2%	2823	48.4%	1059	18.2%	431	7.4%	222	3.8%	5829	100.0%
Teachers accept me for who I am	1444	24.8%	2124	36.5%	1670	28.7%	331	5.7%	248	4.3%	5817	100.0%
I have a teacher that connects with me	1310	22.5%	1702	29.2%	1617	27.8%	723	12.4%	471	8.1%	5823	100.0%
My school has a plan for all kinds of learners.	966	16.6%	1748	30.1%	2299	39.5%	451	7.8%	350	6.0%	5814	100.0%
I feel pressure from my friends to skip school.	294	5.1%	379	6.6%	691	12.0%	1814	31.4%	2595	45.0%	5773	100.0%
I feel respected by my teachers and administrators	1028	17.8%	2080	35.9%	1553	26.8%	637	11.0%	490	8.5%	5788	100.0%
I am involved in arts classes(music, art, drama, etc.) in school	1354	23.3%	1187	20.4%	456	7.9%	1419	24.4%	1390	23.9%	5806	100.0%
I have support at home to be successful at school	3056	52.6%	1886	32.5%	522	9.0%	197	3.4%	151	2.6%	5812	100.0%
My teachers care if I learn	1718	29.6%	2066	35.5%	1416	24.4%	352	6.1%	261	4.5%	5813	100.0%
My attendance affects my grades at school	1339	23.0%	1465	25.2%	1275	21.9%	837	14.4%	898	15.4%	5814	100.0%

My parents expect me to graduate from high school.	4668	80.2%	838	14.4%	204	3.5%	48	.8%	65	1.1%	5823	100.0%
My school will prepare me for my future,.	2233	38.4%	1941	33.4%	1164	20.0%	242	4.2%	229	3.9%	5809	100.0%
Transportation is a problem for me getting to school	278	4.8%	429	7.4%	649	11.2%	1971	34.0%	2473	42.6%	5800	100.0%
I would be willing to change schools if it meant I would get more help at school.	951	16.4%	893	15.4%	1765	30.4%	1063	18.3%	1135	19.5%	5807	100.0%
I am sure I will pass all of my classes this year.	2880	49.4%	1509	25.9%	1114	19.1%	179	3.1%	145	2.5%	5827	100.0%
I am sure I will graduate from high school.	3783	65.0%	1325	22.8%	583	10.0%	58	1.0%	75	1.3%	5824	100.0%
I know what I want to do when I graduate.	2423	41.7%	1260	21.7%	1583	27.3%	311	5.4%	231	4.0%	5808	100.0%
Pressure from my friends plays a big role in making my decisions.	414	7.1%	719	12.3%	1316	22.6%	1700	29.2%	1681	28.8%	5830	100.0%

Since school has started, how many times have you:	Never		1 time		2 times		3 or more time		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
Skipped school without permission	4356	76.3%	442	7.7%	242	4.2%	672	11.8%	5712	100.0%
Received an in-school suspension	4429	77.9%	563	9.9%	242	4.3%	452	7.9%	5686	100.0%
Received an out of school suspension	5033	88.5%	334	5.9%	114	2.0%	203	3.6%	5684	100.0%

What would help you be more successful in school? ^a	Yes
	Count
Opportunities for real-world learning	2343
Better teachers	2147
Smaller classes	1535
More individualized instruction	1412
Better communication with parents	533
Better communication with teachers	1707
Less freedom and more supervision from parents	130

Less freedom and more supervision from school officials	168
A different starting and ending time	2207
a. Students selected all that applied.	

	Yes		No		Total	
	Count	%	Count	%	Count	%
I am involved in activities after school (sports, music, church, clubs)	3283	58.7%	2310	41.3%	5593	100.0%
I have access to a computer and the internet to do homework.	4777	86.3%	758	13.7%	5535	100.0%

Reasons why I miss school: ^a	Yes
	Count
To take care of family members	1709
Not interested in school	923
School is hard for me	360
I do not fit in	209
Missed bus and don't have a way to school	1158
My work schedule	207

Other kids bother me	256
To hang out with my friends	617
a.Students selected all that applied.	

	On track for on-time graduation		Behind but I will make it on time		It may take me longer, but I will make it		I don't think I will make it		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
I am:	3845	70.0%	1069	19.5%	454	8.3%	122	2.2%	5490	100.0%

	A good student		An average student		A struggling student		A student who could do better but does not		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
I would describe myself as:	2730	48.7%	1937	34.5%	289	5.2%	655	11.7%	5611	100.0%

	7 a.m.		7:30 a.m.		8 a.m.		8:30 a.m.		9 a.m.		9:30 a.m.		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
An ideal school start time would be:	1070	19.3%	771	13.9%	947	17.1%	768	13.9%	449	8.1%	1527	27.6%	5532	100.0%

Summary of Results

Staff Survey

Majority of respondents were:

- Elementary School Staff (35.4%)
- High School Staff (28.3%)
- Core Subject Teachers (37.8%)
- Support Staff (28.5%)

Staff strongly agrees/ agrees:

- There is sufficient technology to meet student needs (60.17%)
- Schools have effective options for at-risk students (59.94%)
- The term “Dropout Prevention” has a negative connotation (58.13%)
- There are sufficient extracurricular activities to meet students’ interests (58.08%)

Staff is not confident about the following:

- Most students will graduate for high school (48.17%)
- The school district has effective options for at-risk students (45.10%)
- The support received from Dropout Prevention Services (40.85%)

Half of Staff feels there are sufficient resources to help students make up failed courses (50.97%)

Staff feels Pinellas County Schools prepares students for college (79.4%)

Many respondents are not familiar with Dropout Prevention services nor have they used them

Factors impacting student attendance:

- Discipline issues
- Drug/Alcohol involvement

- Negative peer pressure / Sense of hopelessness
- School hours
- Transportation
- Parental support/responsibility/involvement
- Attendance policy

To help students be more successful (more than one option choice – results won't add up to 100%):

- Opportunities for real-world learning (83.4%)
- Less freedom and more supervision from parents (72.7%)
- Smaller classes (63.6%)
- More individualized instruction (61.2%)
- Better communication with parents (57.0%)

Interventions should be school based, community based AND alternate location

Name suggestions for Dropout Prevention:

- Most said focus more on students and identifying the correct ones rather than change name
- Have other options (ex: vocational training) for students
- Name should be positive in connotation

Biggest barriers to on-time graduation:

- Student's lack of interest / motivation – only 53% have a good feeling about attending school
- Non-involved parents / lack of support and supervision
- Lack of other options for students (ex: vocational training, career training, ability to make up failed courses)
- Too much testing / “teaching the test”
- Discipline issues / Absences
- Cookie-cutter mentality of educational curriculum (not all students will go to college or learn the same way)
- Social promotion of students without requisite skills
- Negative connotation of “Dropout Prevention”
- Not identifying the correct students in time

Community Survey

Community responses:

- Respondents don't think there are enough options, either in the school or in the community, to support struggling youth
- Finding alternatives to out of school suspension is important
- Community agencies and businesses would like to support the school system but are not sure where/how to begin
- Graduation and dropout rates impact the community
- Half of respondents are familiar with Dropout Prevention programs/services but never use them

- To help students be more successful:
 - Opportunities for real-world learning
 - Better communication with parents and teachers
 - Less freedom and more supervision from parents
 - More individualized instruction
 - Opportunity to make up courses

- Community Respondents:
 - Pinellas County Urban League
 - R'Club
 - Boys & Girls Clubs
 - NAACP (North and St. Petersburg)
 - Pace Center for Girls
 - Pinellas County Sheriff's Office

- ALL Respondents are interested in partnering with the school system
 - Mental Health / Health Care
 - Family Issues
 - Parenting Skills
 - Mentoring
 - Economic
 - Youth Employment

Elementary Parent Survey

Parents Strongly Agree/Agree about the following:

- To my knowledge, the school district has enough options to support struggling students (61.4%)
- It is important that my child will graduate from high school (99.6%)
- I believe that my child will graduate from high school (98%)
- There are sufficient resources to help students so they do not get retained (62.1%)
- My child has a good feeling about attending school (90.6%)

What are some of the things you do to show you value your child's education?

- Provide a quiet place to study
- Make sure my child is on time for the bus
- Monitor attendance
- Monitor grades
- Help my child with his/her homework
- Check to see that homework is done before he/she play

The following factors impact student attendance:

- Transportation
- Student medical condition/illnesses

Most respondents are not familiar with Dropout Prevention programs/services and never use them.

What would help students be more successful in school?

- Career education
- Smaller classes
- More individualized instruction
- Better communication with parents
- Better communication with teachers
- Opportunity to make up courses

Secondary Parent Survey

Of the surveys that were returned, a majority of them were from Middle School student parents (88.7%).

Parents Strongly Agree/Agree about the following:

- It is important that my child will graduate from high school (100%)
- I believe that my child will graduate from high school (99.5%)
- My child has a good feeling about attending school (85.4%)

What are some of the things you do to show you value your child's education?

- Parents responded in the range of 68.4% to 96.5% that they always did the things in the question except:
 - Read to my child
 - Volunteer at my child's school

The following factors impact student attendance:

- Transportation
- Drug/alcohol involvement
- Negative peer pressure
- Student medical condition/illnesses

Most respondents are not familiar with Dropout Prevention programs/services and never use them.

What would help students be more successful in school?

- Career education
- Smaller classes
- More individualized instruction
- Better communication with parents
- Better communication with teachers
- Opportunity to make up courses

Elementary Student Survey

Elementary students surveyed were in the 4th and 5th grades only.

Students Strongly Agreed/ Agreed with the following (five highest):

- My parents expect me to graduate from high school (95.3%)
- My teachers care if I learn (92.9%)
- I have support at home to be successful at school (91.2%)
- I am involved in arts classes (music, art, drama, etc.) in school (84.90%)
- My school will prepare me for my future (84.3%)

Most students are involved in activities after school and have access to a computer and internet to do homework.

Students mentioned the main reason they miss school is to take care of siblings and family members; followed by missing the bus and not having another way to get to school.

Students identify themselves as good or average students.

Students chose the ideal time to start school would be either 8:30 or 9:30 a.m.

Secondary Student Survey

Secondary students surveyed were in grades six through twelve ranging in age from eleven to twenty.

Students Strongly Agreed/ Agreed with the following (five highest):

- My parents expect me to graduate from high school (94.6%)
- I am sure I will graduate from high school (87.8%)
- I have support at home to be successful at school (85.1%)
- I am sure I will pass all of my classes this year (75.3%)
- My school will prepare me for my future (71.8%)

Since the school year began, over 76% of students did not skip school without permission nor did they receive an in-school or out-of-school suspension.

What would help you be more successful in school?

- Opportunities for real-world learning
- A different starting and ending time
- Better teachers
- Better communication with teachers
- Smaller classes
- More individualized instruction

Students have access to a computer and internet to do homework (86.3%)

The three main reasons students miss school:

- To take care of family members
- Missed bus and don't have another way to school
- Not interested in school

Students feel they are on track for on-time graduation (70%) or will catch up and make it on time (19.5%)

Most students described themselves as good (48.7%) or average students (34.5%)

There was no clear indication of the time students wanted school to start in the morning; however, the highest percentage was for 9:30 a.m. (27.6%)

APPENDIX A: Open-ended responses to question

Question 6: Open-ended responses

The following factors impact student attendance:

Number	Other (please specify)
1	Respect for self and others is low
2	Excessive absences
3	Motivation - students don't see school's relevance to their lives
4	They don't think education matters
5	homelessness
6	Some parents do not seem to care about attendance
7	Student does not want to be in school at all.....
8	Lack of Discipline
9	cyber bullying
10	Gang/Criminal Activity
11	Disrespect by other students to staff and other students
12	Parents allow it
13	Not enough challenging & relevant courses for high IQ students
14	Lack of Parental Responsibility and Student Accountability (no consequences for frequent absences)
15	Severe lack of parental support and parental responsibility, lack of effective discipline consequences at the school level
16	Bored, teaching methods geared to lower level students, teaching to the FCAT, lack of innovative methods in the classroom
17	Parent diligence
18	Not knowing the English language well enough to converse in
19	Lack of parental support for school
20	feeling the teachers don't care
21	Just a safe place to live
22	certain courses students HAVE to take
23	lack of parental support and/belief that school is important and no sense of community in schools
24	I do not feel like this survey pertains to me in elementary.
25	Lack of parental influence to attend daily and to do their very best, honest work.
26	misplaced priorities
27	Importance of education
28	motivation
29	work full time-pay own bills

30	parents don't care
31	No room for vocational courses on schedules..all academics and remedial courses..no courses tapping their strong areas
32	Family unsupportive of education
33	negative attitudes of teachers
34	lack of attendance policy this wschoolyear
35	Not enough flexibility in the public high schools for differences among student needs.
36	lack of relevant vocational programs
37	Parental Involvement / Parental Accountability
38	being bullied and not wanting to go to school
39	Lack of backing for teachers from administrators and parents -- no consequences for students lack of attendance or performance on k-12 level
40	FCAT pressure/school irrelevant due to teaching to FCAT
41	Success=college bound. Students need to be encouraged to pursue other goals=vocational. Also too much emphasis on FCAT. Poor test takers give up.
42	Exam policy - lack of attendance accountability
43	too much emphasis on standardized testing
44	fear of bullying, fear of failure
45	Lack of expedient processes to assist children who fall behind. RtI process is great for the "average" children, but for those exceptional circumstances, there is NOTHING available to help. In my school alone there are 3 children who have spent 4 years in "K", "1", or "2" combined and still can't read. They can't be "tested" and provided services because the RTI processes hasn't been followed to the "T". To provide the services required to meet the RTI piece, they need to miss other core instruction which puts them even farther behind, now in 2 or more subjects instead of just the one where the original problem occurred.
46	Unstable home (moving frequently)
47	Lack of parental motivation or involvement
48	lack of parental supervision / consequence
49	Low self-esteem and constant failure in school
50	Lack of Familial Support
51	no personal motivation, lack of personal responsibility, lack or parent responsibility
52	lack of family support
53	increased stress from testing expectations
54	Lack of interesting learning in upper grades and teachers who know how to teach.
55	an attendance policy that models we do not value students being in school
56	very difficult for some ESE services they need: such as self contained programs; especially in middle & high school, they are put out even if they are not successful or VE kids are served inappropriately w/ EBD kids- sometimes it is OK but not always: also no person for kids who are out in mainstream to answer to in terms of behavior: our EBD kids are often in trouble in middle & high after being successful in Elem because they can't be self contained
57	Over testing students at early ages

58	At the middle and high school levels they need to believe that someone in the school cares about him or her and their future.
59	Students don't see any practical value in what they are forced to take in HS. WAY TOO much standardized testing
60	parents being involved in their child's life and education
61	Lack of relevance
62	Bullying/Harrassment
63	Uninvolved parents
64	students don't want to be responsible for anything, things are too easy for them and/or have unrealistic expectations from what they see in the media (ex, sports success, celebrityhood)
65	internet access
66	Lack of parental involvement
67	Firm Consistant Fair school based policys
68	No parental support
69	lack of attendance policy
70	Course work is too much in a shorten periods within their day (7 period days are not working in that it is not raising student achievement. Most of my high school students can not work at the pace, have afterschool jobs and cannot keep up.
71	Work issues/hours for self and family
72	Getting behind in 9th and never getting caught up.
73	parent / guardian attitude towards education
74	school day too long
75	Positive peer pressure, Extracurricular activities
76	Answers apply to pTEC adult students
77	PARENTS THAT DON'T PARENT!!!!
78	Bullying
79	parental encouragement
80	student does not feel safe at school
81	Lack of interest in what is being taught at the schools; boredom; Students that are "hands-on," kinesthetic learners are not provided opportunities to learn in that fashion; faculty members that don't care anymore & come to work for the "paycheck;" more requirements (like at the Magnets/Fundamental schools requiring parental involvement; mentors for kids; FCAT;
82	Lack of effective discipline plan in the school system!
83	Students find school boring-We need a worth while tract for those not going to college.
84	Classes do not seem relevant to real life
85	Home life, family structure / parental support, affluence and opportunity
86	lack of parental responsibility
87	Academic pressure at school
88	Early high school hours is the biggest factor in dropout rates.

89	parent concern
90	parenting
91	A student who is behind or who is a poor reader will often become a discipline problem to avoid attention to his or her academic issues. Students fall behind in 9th and 10th grade feel a sense of hopelessness regarding the reality of catching up. Some one from the school has to make a respectful connection with these students in order for them to have the confidence to apply themselves.
92	school board policy stinks for senior attendance
93	Lack of an attendance policy by the county this year.
94	Lack of parental involvement
95	Level of civility and feeling of safety at a school.
96	Students don't have an attendance policy, so they miss and then get behind and give up!
97	long term goals for future.."I want to be...when I graduate"
98	the new attendance policy for high schools
99	Students do not feel responsible for their own education financially, emotionally, educationally. They don't "buy-in" to their future.
100	7 periods = less teaching time per subject and more homework for students.
101	teachers unavailable after school because of meetings
102	Parental interest in education, and the negative feeling toward education many of our students are raised with
103	Student just doesn't care about education; doesn't feel the need for it
104	Student feels threatened--bullied
105	Teen pregnancy
106	graduation credits
107	Working a job
108	motivation,home issues,need to work
109	8 out of 10 students should receive vocational training and they are completely focused on FCAT scores and AYP instead of providing technical training and placing academics into a reality based curriculum, we have less vocational options than we did 5 years ago. Shame on Pinellas County; the tail is wagging the dog.
110	Poor support at home, do not care about education
111	Mental Health Issues with out support
112	seven period day
113	active parent involvement at school
114	students want a vocational program offered at the High school level
115	parent influence and attitude towards tardies and absences
116	Lack of positive reinforcement at home (for education)
117	economic issues, failure to see the connection between work and achieving career goals
118	classroom boring, doesn't feel like information they need for the future.
119	Lack of Administrative Support
120	Current Attendance policy

121	lack of connection with school environment (teachers, administration, other students); also, the necessity to work to earn wages
122	Students see NO connection between school and preparing for the rest of their lives
123	Parents not being responsible enough to get kids here
124	not enough alternative/vocational programs
125	No parental supervision or guidance
126	Do not understand the value of receiving a good education. Also no real standards are set for younder children.
127	Negative parenting, bullying issues
128	Level of parental involvement/interest
129	parent support of education. many of them don't make this a priority at home. There doesn't seem to be a value system that supports education.
130	Parent attitude toward importance of education/attendance
131	Having no county attendance policy ie: no maximum amount of days missed before failing a subject
132	student behavior is getting worst
133	Lack of parent involvement. Parents are not supporting the importance of an education and parents not parenting.
134	Lack of support from parents, parents don't value education, schools, TEACHERS, etc.
135	no real attendance policy
136	lack of true vocational education at the high school level
137	boredom; curriculum not challenging
138	homelessness
139	learning disabilities
140	late work hours, no buy in to what the school is doing
141	Family's belief in the value of education
142	Especially in the high school level teachers that don't take the time to understand the circumstances surrounding their students
143	Ese student are often hungry!
144	lack of attendance taking and communication with parent
145	School safety environment
146	parental involvement most important factor
147	no repercussions
148	lack of parental support for school
149	Fear of the FCAT
150	Parents not involved with their child
151	Parental support and/or attitududes towards education.
152	education/school is not a priority for the family
153	Teacher attitude
154	Education not a priority at home. Lack of parental support and guidance.Parents need to enforce consequences to ensure school attendance.

155	Lack of family value and parent interaction
156	need more classes they like and not what they have to take. I think they all need some classes they feel they will do well in and have interest in. This will make them think if I can do this I will do well in (example) English, Math, History.
157	to much focus on "college" vs. trades as equal/race
158	weather conditions and lack of appropriate clothing
159	students and parents who do not value education and thus do not impose any discipline upon themselves vis a vis the importance of school attendance and academic success
160	Bored with school
161	lack of parental involvement
162	degree to high education is valued in home
163	lack of parent involvement
164	Juvenile Justice issues
165	teachers do not make students feel welcome... that this is their safe place
166	All of these don't impact elementary school students, but do impact high school students.
167	Curriculum
168	no parental support or valid education offered. These students need employable skills and are being lost in the shuffle. Also they need alternative hours for education.
169	These students don't care because school is not cool; they don't understand that education can save them from the life they live right now
170	Parent's don't value education!!!!
171	once they fall behind in school and feel they can't catch up
172	Lack of specific plan for future with short term and long term goal setting
173	lack of parental involvement
174	No incentive to be in school like exam policy changes.
175	Attitude and presence of a strong administrator.
176	parental attitude
177	Lack of parental support
178	Lack of basic needs - food and proper clothing
179	Not feeling that anything they are doing matters.
180	Parent involvement
181	No penalty for excessive absences
182	If health education would be required in all grades at the secondary level all of these issues would be covered by the curriculum.
183	Lack of parental involvement
184	Lack of parental support/involvement
185	Parenting or lack of
186	homelife situations, divorce, death, poverty
187	lack of consequences for truency/skipping

188	Little value vested in education in family/culture
189	Parent involvement/influence on importance of education
190	Students need more options for trade careers.
191	Large group of students that are low achievers
192	Parental Involvement
193	Most students are very overwhelmed with 7 classes a day; please help!
194	importance placed on education and doing well/parent support and involvement
195	Students who are not meeting expectations are put into remedial classes, taking away their option to participate in arts programs that may be the only reason they want to go to school.
196	somtimes the school's position on returning from a suspension is "with parent conference" that keeps the student away for several more days
197	teachers that do not motivate them need ese teachers in drop out
198	We are not meeting their needs! Too "cookie cutter" -not all students are academics.
199	lack of parental support
200	Pressure of FCAT, and not being able to pass, yet have a B average and can pass classes.
201	lack of responsibility (parents)
202	see partiality
203	lack of interest in the type of curriculum provided in our schools where entirely too much emphasis is placed on either college prep or working towards standardized tests while creating meaningful and rich interdisciplinary curriculum and programs that students see as relevant is ignored.
204	home life does not make school a priority or support the teacher.
205	Mental Health, Domestic Violence,
206	Having low to minimal feeling of success in school
207	family financial issues
208	wheel chair in good working order
209	Homelessness/ poverty/ jailed parents
210	Attendance-tardies especially at the elementary level are the parents control. It is not the students driving to school!
211	lack of motivation; lack of work ethic; low self esteem
212	bulleying
213	School isn't made relevant for the students. So many of them seem apathetic about their school career.
214	Many feel school is a waste of their time, unfortunately
215	Impact Yes but most in a NEGATIVE MANNER
216	Teacher attitude
217	Feeling welcome & that they are an important part of their classroom family
218	Parent involmnet/or lack of such
219	Curriculum that is totally irrelevant to their "life worlds"
220	lack of parental support
221	poor parenting

222	My high school child is bored, bored, bored --- gifted but very bored
223	students who bully or tease, break rules, have no consequences
224	Students need relevancy
225	Feeling that faculty & staff "really cares"
226	there is no deterrent for students who do not attend class regularly
227	wanting to drop out at 16
228	Parental attitude
229	The School Board's decisions to: remove any attendance requirement; allow students to exempt exams; remove the Pass/Fail significance of final exams
230	student has no direction from anyone at home - prefer skipping and drugs
231	Lack of self-contained classrooms for borderline ESE students
232	Teacher attitudes
233	not interested in being academically responsible
234	Teachers spend too much time on students that don't want to be in school.
235	Helping a student that has fallen behind in class
236	negative on going behavior of student of the same student even after repeated visits to abs is disruptive to other students and classroom setting
237	Involvement and support of parents/family.
238	lack of parent commitment to education priority
239	Students feel they are disrespected by adults and they don't want to listen to people yell at them.
240	parent involvement
241	lack of credits, lack of after school tutoring programs, lack of parental involvement
242	Learning Disabilities
243	no parental support
244	Parent commitment to education
245	Low or non-existent parental involvement
246	Parental Involvement
247	lack of interest
248	Home environment and parent/guardian expectations
249	parental addictions and attitudes about importance of school
250	Parents who don't make the kids go to school.
251	Parents not making school important from the beginning.
252	Apathy, and the total rejection of the American education process. Musical influence is a direct rebellion against authority and school
253	Pregnancy
254	differences in economic status at East Lake
255	The feeling that school is irrelevant. Lack of guidance for job opportunities.
256	parental neglect

257	boring..school is boring and full of calendars that do not meet the needs of children
258	Not stimulating for some students
259	need more parental involvement,students voice being bored also.
260	lack of/insufficient academic successes
261	Exam Exemptions---Positive impact on attendance.
262	Not valuing education
263	lack of academic success
264	lack of work ethic..no parental supervision.
265	students lack confidence and basic skills
266	lack of electives, extracurricular (too expensive, band, etc.)
267	Attendance and communication between home and school
268	the need to work
269	inmigrantes
270	DOP kids need to see a legal way to earn money/vocational trade oriented goals and social skill training
271	Most of these issues are delt with by avoidance hence drop outs
272	Early release day on Wednesday
273	Prefer homeschooling
274	Outside "jobs"
275	school is boring
276	Lack of appropriate consequences for excessive absences
277	Lack of adult supervision and interaction at home
278	They don't like school.
279	apathy, little or no parent guidance and support
280	Lack of value in education from home
281	sense of purpose
282	lack of vision...provide real life examples who may understand what it feels like to be "at risk" but have somehow overcome the stigma...more enlightenment as to what "TO do" because "DON'T do" sends a condemning message
283	parent does not require child to go to school
284	inattentive parents
285	not enough alternative programs for those not attending college
286	quality and training of teachers and staff
287	Laziness/Motivation
288	Education is a low priority for the family; Lack of communication due to language barriers
289	Family does not value education
290	students feel there is no respect and support from our board and higher management. Which I have mentioned to some of our board members since last year and as of today, no support to help students out with their education and peace of mind.
291	bullying. School is scary for many students, even dangerous.

292	Lack of motivation and perservernce
293	Student Apathy
294	Lack of Parental Involvement and 7 period not block scheduling bothers them. By 4th period they leave
295	EARLY MORNING HOURS HUGE CONCERN for SOME!!!!!!!!!!!!!!
296	Teacher and staff not listen to what the children/students have to say.
297	Absent parents, uncaring parents
298	Back in the day we kicked their butts, today we kiss 'em
299	vocational opportunities
300	poor parenting
301	family involvement
302	students find no value in learning subjects out of context
303	The "Red Carpet" attitude toward families
304	There are no consequences in middle school for absences. Absences are not taken into account when school grades are calculated.
305	Lack of motivation to get to school no matter how close it is to home or provision for transportation. May be due to parent lack of concern for child's education. We see this at the primary level in this elementary school.
306	Not enough support from community businesses
307	Bullying, School Phobia
308	disabilities
309	Schools are not child friendly and too sterile. There is not enough enrichment/out reach programs like camping, water activities, trips to the galleries, etc.We need murals and poetry/appropriate debate readings and speeches during lunch: we need these students to have a voice. They are the future.
310	Interest in School and hope for the future
311	Lack of adequate penalty for missing days
312	paarent accountability
313	Parent involvement
314	consequences are not severe enough, no accountability
315	Culture
316	curriculum not relevant
317	Have to work long hours to help pay bills
318	Our attendance policy of being able to miss as many days as the student wants--attendance is far worse this year.
319	opportunities for 11th and 12 graders at PTEC/ vocational options/ vocational diploma
320	jobs
321	lack of relevant curriculum/educational alternatives
322	Attendance requirement dropped
323	lack of home-school communication
324	parental support of education (or lack of)
325	Lack of respect from adults

326	economic hardships
327	Self-esteem
328	Parents enabling their children to stay home w/no reason
329	Sense of purpose and relevance to daily life absent from school setting
330	Troubled Home Situations
331	Often, students are unaware that they have choices. They operate from the place that in order to succeed, it can only be done one way. Many would be served to have an option to complete GED if we could remove the stigma and they could get on with their life as a young adult as opposed to continuing in an often, toxic home. Many of my student who have trouble getting to school, just have had nobody tell them that they count in this world. Alternative, affirmation for success and cheerleading for them can make a difference. For those that come but are not "doing" anything in school and so are unable to graduate, need a particular brand of classroom and in the meantime, at least they are safe at school.
332	just don't have the motivation to attend school, and parents don't force the students to attend
333	Sense of frustration with inflexible curriculum focused on FCAT and not on learning
334	Education not valued in home/culture
335	Lack of interest and relevance of education
336	low self-esteem related to struggles with ESE issues
337	FCAT making it a pass fail
338	Caring instructors
339	Academic ability - defeatism for students under grade level.
340	Students don't have goals that are passed that day.
341	ineffective discipline plans that empower students and undermine teachers
342	lack of support from family/community
343	parental support
344	lack of supervision of older students
345	students feel like a number
346	family problems
347	elective class involvement
348	engaging classrooms
349	Level of interest in school
350	Common Assessments for the district make students feel incompetent.
351	Whether there is an attendance policy in force. Kids view it as VERY easy to be absent without consequences currently. Even exams aren't absence-connected anymore. With mandatory make-up work in force, a student really can go part-time and still pass. It's a joke.
352	No follow up by school admin on excessive absences
353	short days on Wed parents feel not an important day
354	bullying issues, not feeling safe at school, getting behind and not having help to catch up
355	Lack of desire to learn: would rather stay home and do something else

356	Lack of importance the family places on education and the lack of family/parental insistence that student attend school
357	felonious behavior outside of school
358	At home school is not a priority
359	lack of parent involvement
360	lack of sense of direction/ lack of positive leadership
361	Parents
362	discipline not applied equally
363	socio-economic circumstances, parental engagement, ability to seek out services, no time during the day to take care of counseling sessions, lack of passion at the professional level, keeping the bar too low
364	Teachers' attitudes and encouragement and the discouragement, non-empathy, and negative attitudes of teachers and administration
365	motivational problems
366	culture of the school and if there are adults student can relate to

Question 10: Open-ended responses

What do you see as the biggest barriers to on-time graduation?

(On-time graduation means graduating in 13 years from K-12)

Number	Response Text
1	I am not sure.
2	Student lack of interest in school
3	Students who fall behind early in their school careers and become frustrated and embarrassed well before they even make it to high school. I think this becomes worse at the middle school level.
4	Non-involved parents, lack of real-world education
5	completing and passing course work on schedule without being left behind.
6	Too many "lecture-type" classes that end up losing students' interests so they stop attending. Too much testing!!
7	education is not a priority in the home
8	lack of parental supervision, support, encouragement, involvement, and discipline
9	Parental involvement.
10	Lack of parental involvement.
11	Lack of stronger discipline in the school district.
12	Students unable to read after getting out of elementary school never seem to catch up with their peers and each grade after elementary becomes more and more difficult so they eventually give up.
13	Lack of focus for non college bound students. Lack of flexibility in scheduling. Constant testing for every set of letters anyone can put together and come up with a name! FAIR, Edusoft, FCAT, PLAN, PSAT
14	Attendance
15	Parental support and student motivation.
16	Loss of interest in subjects offered in most schools. Lack of variety in what students must study everyday in school.
17	high school - most of the instruction becomes robotic and 99% of the teachers are just there to get a paycheck. They truly have no interest in the child.
18	Middle school set up. Children should be able to experience many different careers and activities and move at a pace that is appropriate to the student needs. Many are board- so they do the time of 180 days for a grade. The love on learning is being stifled by the FCAT and all the special programs which do not allow for kids to be kids.
19	lack of student motivation
20	Students failing courses due to: excessive absences, no homework, lack of participation, dis-interest.
21	High school starting time. Difficulty in credit recovery Difficulty to get extra help for bus riders

22	The size of our school populations are too large. It's more difficult to make connections with each student when there are so many. Research indicates that small schools have a much higher rate of graduations.
23	The attitudes and behaviors of some.
24	Parent roles as drug dealers and druggies. If they can make a living off of drugs then the students know no better. I also think there should be more options in the school system as far as vocational schools. Students should be able to look at these options at a younger age.
25	Getting students motivated to get to school and once they are there, getting them motivated to learn a given topic area. The methods and process of getting them motivated is different for each unique school or situation. Hands on lessons, interactive lessons, reward programs, incentive programs, strict behavior guidelines and procedures that support the learning process instead of the student or the teacher would all be huge barriers in my opinion.
26	Boring, lecture-based classes in middle and high school are huge barriers. Students want to be engaged with hands-on projects and technology and want to be able to verbally express themselves. Usually Dropout Prevention students are taught by inexperienced teachers or are put in classes where the primary delivery is lecture and reading/note-taking out of the text book. The teachers are also forced into a situation where they must prepare for multiple subjects at multiple grade levels because they are the "Dropout Prevention" teacher. Dropout Prevention services should be based more on the Gifted model - lots of choice, lots of hands-on, lots of rigor and lots of fun!
27	All the different testing that is given.. FCAT, FAIR, Etc.
28	Parental Involvement
29	Students reading 2-3 grade levels below their current grade level expectations. Our school needs and must have successful interventions.
30	FCAT Testing - not taking into account the quality of students' classwork; students passing to the next grade without the necessary skills because they have passed one test, even if they have not done any work all year; students failing one test because of test anxiety; RTI - preventing students from getting real help with their learning problems and putting other students in danger
31	As a teacher, most of my planning hours are spent on how to figure out how to help students behave properly in school and documenting poor choices made by students. My team's time is spent calling parents to discuss discipline issues. I would like to spend the majority of my time addressing how I can help my students be successful in the academic realm.
32	Students struggle with the basics to live: where to live, what to eat, what to wear, no help or support at home. In high school, many leave home and are on their own, supporting themselves. Many do not have the reading and math skills, so when they turn 16, they drop-out. Many get their GED because school is not for them, they become a parent, or they don't feel a part of the community.
33	For students - especially at risk students- the DOE just presented a study which shows the direct link between success on the FCAT and enrollment in arts classes. Many of these "at risk" students are not allowed to schedule into arts classes due to schedule conflicts, remedial classes, etc. The data strongly supports that for many of these students, education in the arts will have a strong positive effect on their success in school

34	FCAT test
35	4 year of math and not being able to offer algebra 1A and 1B anymore for our struggling students.
36	lack of parental concern/support of school; negative experiences at home (homelessness, divorce, alcohol, drugs, abuse, neglect, poverty)
37	Some parents do not seem to place much value in education. Children have spotty attendance and no one picks up the phone - even when failing report cards go home.
38	Conscious decisions by students to make no effort to succeed
39	The irrelevance of education to the students. The FCAT Test. Discipline issues. Students getting lost in the system if they are not discipline problems. Attendance. Students not seeing the value in their school education.
40	1. FCAT 2. Not enough individual / one on one time with students in need- We have honors, Ap; What do we have for struggling students. There is a need for Instructors who can TEACH all students to be successful. I know a very smart student who did drop out-the computer program used was awful, the student had no contact with a teacher who could help. Antiquated.
41	A small number of students that take up too much time over the same issues, time that needs to be spent on students that wish to learn but need more attention.
42	The lack of motivation from students to want to learn. No desire. Families say they value education. However I think they value the idea of school, but not the idea that education continues beyond the school day.
43	TOTAL LACK OF EFFORT.....NO REAL CONSEQUENCE IF STUDENT FAILS...STUDENTS KNOW THEY WILL BE SOCIALLY PROMOTED..... THERE ARE STUDENTS IN OUR HIGH SCHOOLS THAT CAN NOT READ.....THEY CAN'T READ!!!! WHY ARE THEY IN HIGH SCHOOL????????? WHERE WAS THE INTERVENTION ??????????
44	Problem children in the classes taking up the teacher's time and energy.
45	Stess that students are put under from the testing.
46	Parental involvement and responsibility
47	students who are double retained in elementary schools
48	Home life!
49	No relevance is shown at home or otherwise to correlate school based education with a successful, meaningful life.
50	Motivation...my son insists that his teachers are good teachers. He says he "gets crap everyday at school" from other students during lunch and passing times that makes school a negative place for him
51	lack of student motivation.
52	Insufficient parent involvement throughout the full 13 years.
53	Not all students learn at the same rate. Not all students are bound for College but are required to take courses that lead to college with not enough courses given for vocational skills.
54	Student buy-in. Kids do not care anymore. If it is not handed to them immediatly, they will not strive to get it. Lack of motivation is also an issue.

55	Lack of/limited vocational training. It starts too late and is very limited. Since vocational classes have been removed from each of the schools and moved to far away places, students with this type of aptitude has lost.
56	FCAT requirements.
57	Lack of parental involvement, financial turmoil, family situations, inconsistent teachers/staff
58	Parents are the most important factor in on-time graduation. Next to that, the school needs to provide an environment in which students feel safe and comfortable; they must feel a sense of connection and belonging. This results from a rigorous and relevant curriculum taught by a caring faculty and administration working in cooperation with the parents.
59	The "sameness" of programming for all students, when clearly each child is an individual. Traditional Programs that are inflexible.
60	Lack of building relationships and community spirit in schools. Kids get lost when they don't think anyone cares and things are awful at home.
61	Lack of self discipline Lack of parental involvement Under-value education in general emotional/psychological problems including drugs/alcohol
62	lack of parental involvement in the child's education
63	The learning ability of students and the rate at which they learn. Competencies students must master and state/district tests may be more difficult for some. With the combination of attendance, could cause a student to be held back.
64	Discipline in our schools Students being allowed in middle school to continually disrupt classes and treat classmates and staff disrespectfully without adequate consequences or alternative settings. We are not doing students any favors by allowing these behaviors. In fact, we are setting them up to fail in high school and the real world.
65	motivation, attendance, lack of parental support, early hours, we lost agriculture and home ec classes that some students strongly related to.....some wanted to be chefs or own their own lawn service. These students don't relate to the academic classes the way they related to those elective classes. It interferes with career planning.
66	Too many constraints by upper level administration. Too much "testing" done under the pretense that it benefits "students" The scripted lessons don't work with this population. If the lessons worked, the kids wouldn't already be labeled as "struggling" As a teacher, I need to be able to do what does work with these kids. Hands-on, experiential learning. NOT trying to force, via the curriculum guides, what needs to be taught EVERY minute of the day. Stop the "cookie-cutter" mentality of the people in charge of the curriculum.

67	Keeping students motivated to stay in school and connect with a "career" that would use their talents in the real world is the biggest barrier. Not everyone is suited for college and we need to focus more on alternative programs that meet the talents, needs, and goals of students that are driven by "hands-on" types of occupations. In our ever shrinking job market, we as educators need to think outside of the box and help all students to reach their potential and for some this might mean bringing out hidden talents they don't even know they have!
68	Lack of support at the secondary level in meeting student needs whether they are ESE, 504 students, or gen ed students. Teachers promote the "I am here to teach and you need to be responsible for learning" to the students. Students are not legally adults yet and are not held accountable in the "real world" for their lack of organization or responsibility but these same concerns in the school setting can lead to failure, dropping out of school, and not graduating on time. If students had more support and assistance in "growing up" and school was more like the real world, they might be more encouraged to work at school and graduate on time.
69	African Americans students having only values for the street and their neighborhood with none for school and education.
70	Taking away certain electives in middle school such as wood shop, metal shop, gasoline engines, and other hands on electives.
71	Student apathy, students' lack of responsibility, the believe of many teens that "my grades/learning in school don't affect the real world", some DOP/GOALS teachers that expect MUCH LESS from DOP students than from other students, actual student ambition toward illegal jobs (i.e. drug dealing, etc.), losing academic focus and achievement levels in middle school, DOP/GOALS teachers lack of training in DOP studnet needs and effective strategies, lack of accountability for teachers of DOP/GOALS (no one checks to see that they are actually helping students),
72	Does not apply to ESE - our students can attend from age 3 - 22.
73	I hope you got my response - it kicked me back to the first page for some reason. If you did not, please let me know - I'd be happy to do it again.
74	We need more vocational programs for today's job market.
75	Staying in the same grade as their age level peers. Seeing relevance in course work to real life. High interest/relevant curriculum.
76	Lack of parent involvement, lack of support from the community
77	Lack of support from families and discipline is one of our biggest barriers to on-time graduation. Students do not see the importance of being an educated person. Parents offer little help at home to make sure students are doing their job each day. We cater to the children so much that it seems like they just expect it now. Many of our children are coddled in so many ways and offered too many "rewards" for doing exactly what they were supposed to do. We do not hold them accountable for their work, their grades, their actions, etc. They are just expected to pass a test at the end of the year and then move on...year, after year, after year. How exciting is that? I'm sure they're thinking to themselves, "Is this all there is to life? One big test?" We, as teachers, spend a great deal of time trying to keep up with pacing guides and never get to dive in deeply to instruct the children when necessary. All the teachers have become robots to the system and have little opportunity to express themselves in ways that might be better for the students. Students need to have a purpose for learning and teachers need to be able to instruct the students in real-world situations. Parents need to back us up and support

	<p>us in what we're doing. We (parents and educators) need to better discipline our students so they know what we expect and to also know WHO is in charge. We also need to do a better job of letting parents and students know what is expected and be less tolerant of the ridiculous behaviors we deal with each and every day. In addition to this, we would need the support of the administration to back us up in our decisions about what to do with the children who are poorly behaved or who are completely unruly.</p> <p>Dropping out of school should not be an option for anyone and there should be more options for students who are having difficulty in the regular classroom. Each struggling student should also be assigned a mentor as well. I notice that we have a great deal of money to give to coaches who go into classrooms and help teachers each day. Is it the teachers that need the coaching with their skills or could we possible use these people in a more beneficial way and have them mentor students in some other ways? I think it's time to rethink much of what we are doing in our school system to find ways to better meet the needs of our families and our students. Once we have that under control many of our other issues might begin to slowly disappear.</p>
78	Asbsences.
79	Curriculum that is dated, stale, and boring. Uninspired teaching. Large schools without personal connections.
80	The totally stupid and illogical requirement that students pass the FCAT in grade 3 and grade 10. Students should have opportunities to make up a failed class without being retained for the entire school year in the same grade. Summer school should be reinstated. The FCAT should be eliminated and replaced with a simple, easy to administer, non-punitive measurement of student progress. 24 credits is way too many credits required for a high school diploma. Students who care about their education should not have to be in class with the students who have no interest in getting an education, who keep others from learning, and they should be removed and placed into an alternative program until they appreciate the privilege of attending school. The school district should stop the soft approach to discipline and expel students who are a danger to staff and other students instead of reassigning them and making them another schools problem. Suspensions should be 1,3,5 and 10 days and the ESE 10 day rule should be challenged by the district except in exceptional circumstances. All of these things affect graduation rates.
81	Students lack motivation and discipline. Some have never learned study skills. They would rather socialize after school than do assignments. They turn in homework late or not at all and it greatly impacts their grade in the class. Parents do not realize how much missing assignments bring down a students grade in middle and high school. I would like to see more trade school options offered at every H.S so if a student wants to train to be a plumber or carpenter they can graduate with those skills.
82	Lack of parent accountability, involvment and support
83	As a parent of a current high school student, I believe the biggest barrier to student success is the apathy among school administrators and staff. The open houses I've attended over the last 7 years as the parent of high school age students have been tremendously disappointing. Most of the classrooms are bare (lack of student display of work, projects, interesting content), and teacher's detachment from students contributes greatly to student enthusiasm for learning.
84	????

85	Students find the curriculum, teachers and classes boring. Many teachers exhibit low expectations of the students thus the students perform low
86	I feel many students in High School, who are not already involved in a specialized program (PCCA, Medical Magnet, Law Enforcement, ROTC etc.) do not have strong goals and do not see the relationship between effort, grades, planning and succeeding. My son was bored with traditional instructional methods, testing, learning to the test, lack of independent work opportunities and connecting learning to real life workplace skills. Many High School students who have to travel get up at 4:30 in the morning...they are tired and hungry before school even starts. Lectures put them to sleep...active, physical learning gets them motivated. Social connections are more important to the students than learning. Bring back vocational classes, open up the Arts to all students, institute career planning, listen to what the students (both good academically as well as weak academic students) think will work for them. If they are involved in the structuring of their day, they will have a vested interest in the outcome. Make our schools a hub of activity for the whole family so that neighborhood schools reflect the goals of the families of the children who will attend. Make learning accessible for the whole family and help the families develop a loyalty to the school as a place of honor and respect.
87	Lack of up to date technology and support for the children to succeed
88	Just passing students from grade to grade because they are too big or mature. If they don't have the skills they will never catch up. I feel that is the reason kids end up dropping out of school. Not because they have already been retained, it's because they didn't learn the skills needed to be successful and now they STRUGGLE to be successful and feel like failures.
89	Curriculum that covers more than the at-risk student can master. He/she doesn't get it all, but he/she is promoted to the next grade and is behind from the start. The student is hopelessly lost by middle school. I see these middle school students who are on the 'drop out track' who can't read and can't do simple multiplication/division problems. (I'm a middle school teacher.)
90	Social promotion, lack of school discipline.
91	no parental support
92	We tend to put off student making up classes that they have failed. Then all of a sudden, the student has failed another class or two then they have to hurry to get them all made up. We should test students before we place them in academic classes. (eg. math - give simple test to assure proper placement in the transtion from elementary to middle and middle to high. I feel that this would allow Highest student achievement). Sometimes parents want their children in courses above their ability becasue a friends child is working at the higher level and they don't want their child to be behind. This is only one way that we coul assure proper placement. Why do we have the push for Honors and AP classes now and set the student up for failure. Remember to qualify for grade forgiveness you must retake the same class - how many honors or AP classes are offered for grade forgiveness?
93	Demands on students' time; 7 periods a mistake, work, academics, and sports together create higg demands on time available in a day.
94	Parents not having the time to help their children due to financial instability. (Lack of parental support)
95	Boys being held back ... we need to zero in on methods to help them succeed in today's world. Lack of a way to make up poor grades More "real world" education to keep students' interest

96	Options for students
97	More opportunity to make up classes. My child had to attend night school in the summer so that he/she could graduate in the same year as their class. I feel that I did not have good communication from my child's school in time to head this problem off.
98	7 classes a day in middle and high school...too much VARIETY of homework and rules. Non-flexible hours...some seniors should be allowed a flexible schedule to accommodate work schedules (like arriving after first period if they are working until 11:00...or change the start of high schools...it is RIDICULOUSLY early!) Teaching 6 classes a day is overwhelming. I am staffed at 180 students per day. That is 180 students worth of attendance and grades. I am not doing all of the personal things that I used to do. I would like to provide more help to students and make more personal contacts with parents, but when? I already stay after school for 2-3 hours AND still take work home. The work load over-extends my human capabilities. My students are missing out on the opportunity for "highest student achievement".
99	Early interventions. It seems to take forever to get a child the help or assistance needed to help them be successful. The procedures for getting a child help seem hard to analyze. In my opinion, the staffing process is burdensome, cumbersome, and not in the best interest of the child. Interventions needs to be timely. Students never seem to get any kind of staffing and the process seems to get more lengthy every year. (Exception: Gifted services and speech services tend to be the only ones my students qualify for.) Example: I have a student on Tier 3 for behavior and academics. He is new to our school and was not retained last year. This child is lower than beginning of the previous grade level (1st grade) on a running record. (Level 1 or A) His behaviors can be extreme. Paperwork was not handled properly... and it took until Nov. 16th before the first official meeting with parents was held. The determination was that the process had to start again... and this 2nd round of common assessment testing had the child extremely frustrated, but no 504 or accommodations were available to the child. Not only did this affect the child, but the entire rest of the class was not as successful due to the behavior of this individual child. My frustration is that if we don't get my student some help, he will be on his way to becoming a dropout. My feelings are that we must provide interventions early. Pinellas County teachers need support so that we don't also lose the rest of the class while trying to provide for the extremely high needs of one child. I'm a teacher who believes in every one of my student's potential and will do whatever I can to help a child be successful. I will and do go above and beyond... because every child I teach MUST succeed. I truly believe that is my job. Please help change the rti procedures so that our students receive the services they need/require in a more timely manner. Thank you.
100	Size of classes & poor transition between ES - MS -HS especially the 9th graders.
101	The biggest barrier would be a lack of immersion in English as a first language as students struggle to deal with English and their native non-English language.
102	Lack of parental supervision. Many of the kids appear unmotivated. Why are they walking around the halls when I'm there? I'll give my self away with this one.... Find many kids are doing everything but what they should when on a read180 and other remedial lab computers. Where is the teacher?
103	Poor course preparation; large classes with little individualization; teachers need to be able to develop a relationship with students so they have another caring adult in their lives.
104	FCAT

105	making a student repeat a grade because of low test-mandated scores
106	<p>Parental expectactions are low. Parents feel it is too difficult to raise a successful student. Students who were retained in elementary school have a defeated attitude. Middle Schools are too large and do not have the resources to work with the neediest students who do not qualify for ESE. The alternative schools fill quickly and/or they will not accept marginal students.</p>
107	<p>Early intervention programs have not been defined enough during school hours to impact students. The biggest question each and every day is how to deliver the required curriculum and differentiate that curriculum to meet the needs of those not making adequate progress. The problem comes from trying to do too much with the same resources. An example, the six hour day allows for only five hours of instruction. It is simply not enough time to deliver the basics. Aligning the materials to the specific needs of students requires specialized knowledge. Example, if a student has trouble "tracking", there are many reliable activities that will assist with this. First, they are not available. Second, a trained individual needs to have diagnosed the issue and be available to offer one on one assistance. Many times reading issues are not able to be remediated in a small group. We have completely lost the assistance of diagnosticians and those specialists who can truly offer the kind of insight needed.</p>
108	Students not seeing the relevance of education. We need more career orientation and vocational courses for students.
109	parents as poor role models, broken marriages with students torn between parents, parents with new mates or girlfriends/boyfriends on the side so the students feel in the way and unwanted, uncaring absent parents with other familiy members taking over parental responsibilities, not enough good role models, the need to have people really invest themselves in the students' lives, possibly more help when students are struggling with a subject
110	<p>The work ethic of the students from lower SES groups which translates into not meeting AYP and thus not learning and/or retaining enough information year to year. Also, parental involvement in school is lacking and this translates into students not feeling they need to work.</p>
111	<p>Students begin to feel a lack of motivation and encouragement once they hit 5th grade and up. They are no longer treated special and cared for as they do in the elementary grades. Teachers have too many students to be responsible for in middle/high school. They don't make connections with kids. Some kids float through school with no one teacher really taking a TRUE interest in them as an individual. For the kids who are teetering on a fine line with behavior/academics, it takes a teacher(s) to make the difference. Are there any of those teachers out there. Some students who are failing in secondary classes need teachers who will help them by modifying their curriculum (CORE) to meet their needs and help them learn the material IN SCHOOL, not assign it for homework. Are secondary teachers actually even teaching in class? Lecturing is not teaching, worksheets are not teaching...hands on, dialogue, in-depth projects are how kids will learn.</p>
112	Rigid lock-step process. All students are expected to sit in classes for a set number of days and hours. 12 years of chunking life into 6 - 55 minute blocks doing worksheets is mind-numbing. If students had the option to meet specified critiria on their own time or alternatively if the assignments had real world application, students would be more motivated.
113	parental involvment smaller class size

114	Apathy from parents, beginning in elementary. The attitude that the development of appropriate behavior is the school's job. Parents who aren't willing to be the parent.
115	Attendance, failure of classes, not being able to pass FCAT, not interested in school "because it's boring and has nothing to do with life", start time.
116	When a student who have fallen behind for one reason or another without the ability to catch up. Also waiting until the student turns 17 then tell them there is no way possible to graduate in a traditional high school setting. A certificate of completion is a joke you really can't do anything with it.
117	Lack of parental involvement and support; we need more parents coming to the school for conferences and buy-in; some parents don't have working phone numbers so we have to make home visits to have a conference. We, at the school, cannot do it all.
118	I have taught at a high school that has received a D grade from the state for all but one year. I know the teachers at our school are hard workers and love teaching these kids. The problem is that we can't just teach . . . we have to be parents (since most of our parents are NOT involved what so ever in their childs education), counselors, suppliers of meals and clothing, and so much more. Yet we are asked by the county and the state to do more, more, more!!! It is almost like all we do is FCAT and anything else to bring the school grade up, no matter what it does for our students - and believe me this is the last thing our kids need. I have taught at this school for 16 years and I have had enough. I have two children and I put a lot of time into making sure they have all the skills necessary to be successful in school. I am ready to teach children that come from the same background - where education is a priority. The county is pushing the good teachers out of our low performing schools. This is only going to get worse. When I go to meetings and sit with other teachers from North county and hear that they don't have to jump through the hoops we have to, it's frustrating. How are you going to keep good teachers in these schools? Money won't keep us there. There needs to be something more. I'm not sure what the answer is, but I know it is only going to get worse, at the rate we are going. Maybe making parent involvement a MUST for every student. That is the only way I see this situation getting any better.
119	As a parent of two successful Pinellas educated students, I never had to deal with poor performance or bad manners in school. However, since I am working in the Pinellas system dealing with "at risk" students, I feel that I can safely say that the administrative personnel do not effectively deal with the problems at the school level. Students who are "at risk" need to see that effective consequence follows bad behavior. Until students in my South County school see that when they misbehave at the level they are misbehaving, they are going to be put out of the school for a period of time, forcing their parents to take ACTUAL notice of their indiscretion, nothing will change. Forget ISS and ABS, put them out on their parents doorstep and then parents will have to take notice and change the student's behavior. The same names consistently appear on the ISS lists daily, that shows that the behavior is not changing.
120	Increased curriculum choices for high school students (including more choices for voc ed) Increased use of technology at the high school level Use of "21 century" teaching strategies in high school classrooms Discipline support at all levels
121	Teachers not taking the time to re-teach students how to be good students.

122	Students at the elementary level are provided with a tremendous amount of intervention services that get them just below or just on grade level, but the reason the students are at the level they are is due to the intensive interventions done throughout their elementary years. This level of intervention service stops and parents of these students are fearful of sending their children to middle school because they know they will no longer get the specific interventions they need. They will be grouped together in a class of "low readers" or "low math students" but the content covered in those classes is not specific to their deficiencies-it is often times the same material just presented on a slower calendar. Kids leave elementary school scared of the middle school despite all we do to quash their fears. There needs to be a lot more collaboration between the middle and elementary schools. If something is working for a student at the elementary level, why should what is working be discontinued when they get to the middle school level?? This holds true for PS/RtI Tier 3 worksheets. I have had more than one parent ask me what happens to that PS Worksheet when they get to middle school. I cannot give them a definite answer. We at the elementary level are living and breathing problem solving and then when they hit middle school its all for nothing...
123	<ul style="list-style-type: none"> *distractions from society *temptation from "easy opportunities" offered *lack of parental daily contact and supervision *inability of parents to say NO *too many chances offered and students know they can make it up or have an alternative offered
124	<p>Passing FCAT Chronic absenteeism High school students sleeping during 1st period or arriving to school after 1st period. Not all students want to attend college programs, some prefer working with their hands, e.g. car mechanic, electrician, plumber, etc. Trade schools would have a positive impact on graduation rates. Not all students need algebra II or geometry (these subjects are holding some of my students back).</p>
125	Teacher preparation, understanding the developmental characteristics of children, genuine love of children, respect for student diversity, character development and support in the formative years, respect for the law, PARENTAL SUPPORT OF THE EFFORTS OF TEACHERS AND ADMINISTRATORS, transportation to support extracurricular involvement by students, better pay for teachers who are willing to work extra duties (club sponsorship, sports coaches, etc.), training for teachers about how to address the needs of individual students, etc.
126	<p>No single answer here: a highly individualized set of circumstances may apply for each student. Inability to meet promotion/graduation requirements of FCAT or classes may be biggest factor for some, but not a barrier at all for others. All of the obstacles addressed in this survey (and others) impact students to varying degrees; my guess is that it will be difficult to identify an obstacle that represents a single greatest area of need.</p> <p>From my experience teaching in GOALS, though it was many years ago, I sensed that the biggest barrier to my students was having to jump through all of the hoops of being in a school setting when all they really wanted was to be left alone to complete the necessary work (on their own schedule) to meet the requirement. I believe many of my students would have really enjoyed an option such as tele-school.</p>

127	Homes: Lack of strong parental supports at home, and family issues including combined families, working parents' schedules and ability to oversee children after school, lack of homework supports, degradation of society's values in education, children of an instant-gratification society, lack of tough love standards, socioeconomic factors that contribute to stresses in the homes. Schools: So much push for so many curriculum programs that are diverted from our standard curriculums that educators find it difficult to have quality time building supports for our struggling and at-risk students.
128	Children entering High School not at grade-level reading--intervention needs to begin in Pre-K!!!!
129	Lack of motivation and lack of parental support.
130	I believe we need additional resources (qualified teachers) to help support students in the regular ed. classroom. We have moved away from excluding kids but without the proper support to help them succeed in regular ed. environments. RTI is a cop-out, just a way to reduce expenditures. Whether a child is "placed" or "labeled" we must still teach that child. Therefore, we need more qualified teachers as resource teachers (and not just assistants) to help move struggling students along. One teacher in a regular ed. elementary setting cannot meet the needs of all students.
131	I think that some kids that are average and above get lost in the shuffle as much as the students who are struggling.
132	Education is not the student's and parents' priority. No one in the field of education at any level or in local or federal government have the skills to properly implement effective fiscal planning.
133	Students in difficult home situations and little support from family.
134	I believe that family is no longer the glue that holds children to a higher expectation. No one seems to expect anything from their child. Parents need to step up to the plate and pay now by providing all their energy to their child now or pay later for desiring high expectations
135	Students who are not able to pass the FCAT and cannot graduate from high school.
136	Teaching the essentials in Kindergarten, why wait until 3rd grade to determine a student is not on grade level, students are assessed and should be retained in K. This would end the "portfolio" in 3rd grade that does not show ability. Need more electives for middle school for students to have exposure to a wide variety of careers.
137	A good start, early childhood education is key. Not enough parental involvement and support. The low standards of the state and county which makes it okay for students to fail. Lack of motivation
138	-Lack of parental support to coincide with schools and teachers. -Teaching to the test - only being concerned with those who could possibly or definitely pass FCAT and allowing lowest of the low (bottom quartile) to continue to fall further and further behind. -Lack of true concern by many educators who may be retired (but still teaching - last year or so) -Lack of cohesiveness among teachers and administrators as a learning community -Too much emphasis on "The Test" and not on the kids' issues outside of "The Test"
139	Lack of guidance for course work. Counselors need to look beyond just graduation requirements to ensure the student not only graduates but has a course of action post graduation.
140	Students fall behind in number of credits at a young age and cannot catch up. Also, students need to have a sense of belonging to the school. Early interventions to ensure students are near grade level academically, socially.

141	Lack of parental involvement and parents encouraging their children to remain in school I do not think the importance of an education is stressed by many parents.
142	FCAT nonsense.....no more summer school.....high school teachers who could care less and treat decent kids like they aren't worth their time and effort. (My son went to Palm Harbor High.....) He was very discouraged by the lack of caring....and so were we!!!!
143	bad parenting low income many of my students have to work for survival reasons school is for social reasons not for education we need more vocational programs they need more motivation from somewhere to want to succeed
144	parental motivation and educational levels
145	Lack of communication with parents and lack of parental support
146	parents don't care will not get their children to school take an active part in their education it is the "schools" fault for their childrens behavior the school is wrong
147	math requirements in high school. many students will not be able to meet the requirement.
148	FCAT
149	lack of parent support, high school times especially--we are setting students up to fail before they even start.
150	Below grade level reading and math Lack of vocational classes in middle school
151	Home problems....Need for more social workers...more time for teachers to listen and help students cope We need a VOCATIONAL route to earning a diploma.....The students who are strong and talented in vocational areas are the least able to take what few classes are available. Their schedules are full of academics and remediation for FCAT...NO room for vocational courses. We need a vocational highschool.
152	Passing the FCAT
153	Classes that engage students while allowing them to learn at a higher level. The 1-7 schedule at the Middle and High School level is ineffective and does not allow teachers to teach deeper.
154	I feel that we need to offer another diploma option for the kids who don't plan to go to college. We need more vocational courses. We need something in between standard diploma and special diploma, for the kids who can't quite master algebra but need something more than a life skills curriculum.
155	Discipline
156	Many students do not fit into the curriculum which is geared towards academics. The schools need to have alternative tracks for students to graduate with technical/business/service degrees which they would find more rewarding, interesting, practical, and attainable.
157	Lack of appropriate guidance services. In most instances if the student is not college-bound, the guidance department does not provide alternate options. They need more training in vocational and technical alternatives.
158	Change society's view of school.

159	<p>Students are not completing homework. This makes them unprepared for the next days class . Teachers are not able to build upon a foundation if students make no effort to study and review and re-enforce the concepts of the day before.</p> <p>Students also MUST attend class. NO pull out programs for clubs of any kind should be allowed during the hours for class intruction. That is what homerooms, study halls or lunch or after school time is for !!!</p>
160	Laziness.
161	<p>Students having a lack of interest in thier classrooms due to poor lesson planning by the instructors. I have heard this phrase thousands of times by students, "we never do anything in that class". teachers need to make sure the students stay engaged in learning and give them plenty of work to do. Other barriers would include prolonged illness and then the student feeling overwhelmed and not being able to ever "catch up" as well as parents not being involved with thier education and giving them too much freedom. I also feel that the High School start time is much too early. Teenagers rarely get to bed early but can always sleep more in the morning. Even an extra hour of sleep in the morning would make a huge difference for them. Elementary students should be in bed early anyway so why not let them get up at 6:00AM for school instead of a teenager who had to go to a practice, a job and do homework?</p>
162	<p>Neggative impact and comments. Lack of effort and support from parents. Middle school teachers need to prepare students for high school, be more of the role model that education is very important. (I have worked in all grade levels and notices the lack of preparing middle school students for high school.)</p>
163	<p>Students are not diagnosed with learning disabilities early enough and get more behind each year. Teachers are under a lot of stress and have too much paper work. It is difficult for one teacher to meet the needs of every student in the class. Title I teachers need to be used more effectively.</p> <p>Behavior is a major issue and parents need to be held accountable.</p>
164	Lack of motivation by students, little or no parental supervision for high school students
165	<p>Student engagement/goal setting and keeping for students. I feel that many times, students lack initiative--whether it be for social reasons, home life reasons, or others.</p>
166	<p>Laqck of discipine home and school. lack of consisteny.</p> <p>Low or no motivation with students and their family structure.</p>
167	Lack of parental involvement in the everyday lives of their children.
168	<ol style="list-style-type: none"> 1. For many students, once they leave elementary school and have to switch classes and become familiar with so many people in a large setting, they become disconnected and begin to withdrawl due to lack of relationships with students and staff. 2. When a student needs remedial classes, they often interfere with the classes the students enjoy leading to declining motivation. This is particularly true if the student struggles in those classes. It becomes difficult to get out of the cycle of remediation and is difficult to get caught up.
169	<p>Large groups of students who are not academically prepared for high school with no vocational programs for these students.</p> <p>Plus, some students could complete high school in 5 years if it was available and promoted to them.</p>

170	Parental participation. Many parents are not as involved in their children's education as they should. They believe the system and teachers are the ones who need to "raise" their children academically. I would love to see the format of Fundamental schools all across the middle school system in order to not only educate students but also educate parents and help them get more involved in their children's education. This system is badly needed in middle schools like mine. Getting parents involved in the education of their children as early as possible is a huge deterrance to drop outs later in high school. We need to go back to the concept of community schools and getting parents actively involved in their own children's education.
171	Now that my one child is in a fundamental school, I can say that we finally have a school that has the same values and core beliefs that I grew up with in the mid-west. When I moved down here 10 years ago, I didn't believe that the graduation rate could be that low! Once my children entered school, I was blown away by the lack of response by teachers. I have had teachers tell me that I am over protective and shelter my child! I was told to back off! I was told that one conference was enough for a year if my child was doing well! This is part of the problem. Make parents feel welcome, accept that this over protective parent has an all A student who has had NO discipline problems ever. That is not to say that I won't have issues down the road, but I will not be less involved. I refuse to! The fundamental policy of parent participation works. Make parents accountable for their child's actions. Take the responsibility out of the child's hands and place it where it belongs. Yes, children need to feel a sense of connection to their grades and work, but they need parents to back them up! I ask my students why they did not finish school. Most have parents who are non high school graduates themselves. Make parents accountable! As to reference to number 9 below... Many students will not graduate but complete 13 years of school. Will they be included in the options below? Not everyone is a drop out. Some want to graduate but simply cannot pass FCAT. Let's work on that too!
172	attendance is a huge issue low motivation students are not on grade level when they enter high school and just get frustrated a lot of parents are not able to help students with work transportation-students are not able to stay after school for tutoring or extra help students don't see value in what they are learning
173	School calendar and teachers teaching all the time. They waste days now periodically...especially before holidays...need a greater emphasis on the need to be in school and everyday counting. No busy work, watching movings to let the period pass.
174	One mold does not fit all students and when students fail to fit the FCAT type standards or have difficulties learning, our facility for helping them is excellent, however, getting that help seems to come about very slowly due to the rigorous paper or digital trail that must come first. Students seem to give up before help can be gotten at times.
175	Lack of parental involvement which can translate to low achievement and high discipline problems.
176	Overall curriculum can be repetitious and boring - students learning the same material in several grade level; i.e. students who take social studies in grade 8 focusing on U.S history and govt, and then taking it again in 9th grade. Also, being required to take 2 periods of Read 180 and most likely an FCAT remedial course, thus not allowing for any elective courses - how does that make school relevant or enjoyable for a student?

177	There are no more "basic level" courses so if you're not college material your struggles outway your sense of being able to pass coursework. Ex. Algebra is NOT for everyone nor should it be!!
178	Heterogeneous grouping in classrooms forces teachers to teach on multiple levels in a short period of classtime, leaving some students in the dust, and creating discipline issues that are ignored by parents, administrators and school board officials. Parents are not sending disciplined students to school ... their children are missing the "readiness to learn" deportment and sporting the "disrupt as much as we can to waste class time so we don't have to work" attitude "cause nothin's gonna happen anyway". There are no enforcable consequences in schools for students who misbehave. Pinellas County school board and administrators and supervisors take on too many projects simultaneously which forces teachers and low level staff to use up precious moments in every day on "required projects, reports, meetings, etc.", in order to keep their job -- things that are unrelated to actual teaching.
179	FCAT driving curriculum instead of relevant education.
180	There is too much emphasis on being college bound. Not all students are interested in or capable of attending college. Retaining those who can't pass the FCAT does nothing but encourage giving up.Retention is not an intervention. Provide all schools with resources to provide appropriate interventions. More technical/vocational instruction should be encouraged. Parents are not provided with information regarding alternatives for high school students. If you don't pursue the information on your own, you do not know about what is available. Children need personal advisors/mentors (like in college) to make sure they are following the right track and feel supported in school (middle and high in particular). A counselor with a student case load of 400-500 (or 800 in elementary) cannot adequately ensure that every student gets what they need, or follows the right course of study. The district needs to focus on educating children rather than passing the FCAT. Schools don't even teach social studies, or anything that isn't tested on the FCAT! Many students who struggle might stay in school if there were allowed to take courses of interest (the arts, sciences, social studies)rather than only subjects that are tested on the FCAT.
181	Too much emphasis on all students meeting graduation requirements tailored to college entrance. We need more vocational programs to train students for careers/workforce when going to college is not a priority for the student. Passing FCAT in 10th grade is also an issue. Students feel defeated when they don't pass. We need other options for these students.
182	lack of motivation from students, lack of praise for the "middle of the road" student who works very hard at their studies yet isn't a "standout" student lack of parent support
183	Attendance, and better communication and involvement from parents of Special Needs students. There are quite a few parents and grandparents who can't read or didn't graduate from high school who are raising children. I always try to remember the say"Children are a product of their environment."
184	Making the cirriculum too much college based and not vocational.

185	<p>Lack of parental involvement in high school.</p> <p>Lack of instructional time for school assemblies, rallies, teacher/student games, club inductions/activities during eaching time.</p> <p>Lack of technological support for teacher.</p> <p>Lack of professional training that addresses the real, current needs of our students (best practices and methodology) instead of training to fulfill state requirements.</p> <p>Teacher who should retire instead of taking our profession as a "retirement job."</p>
186	<ol style="list-style-type: none"> 1. Personal comittment 2. Family support both financial as well as emotional 3. Peer pressure 4. Apapthy
187	<p>According to Piaget in the Elementary years students develop at different stages, therefore 13 years is an inaccurate measure to for graduation on-time. I am not sure which factor is the biggest that affects graduating "on-time", but I think this is a start.</p>
188	<p>Student discipline and lack of consequences</p>
189	<p>PARENTS/ The family unit.</p>
190	<p>As a fifth grade teacher, we push too much down children's throats at the age of 10, what do you think their attitudes are going to be in middle and high school-- they are burnt out of common assessments/FAIR. They just don't care because they are OVER IT.</p> <p>When the FCAT is all done with and the children do poorly, the county comes down on the school administrators and the administrators push new interventions onto the teachers to use with kids... teachers already have too much on their plates and when it comes down to the nitty-gritty, teachers get burnt out and just let the kids "slip through the cracks" because they are too overwhelmed.</p>
191	<p>FCATRFCATfcatfcatfcatfcatfcatfcatvcat!!!!!!!!!!!!</p>
192	<ol style="list-style-type: none"> 1. FCAT 2. Disciplinary action or other absence resulting in student missing teaching time needed to do assignments, thus student falling behind and feeling there's no point in trying to catch up on a days' worth of work for seven classes, while, at the same time trying to keep up with current learning and assignments.
193	<p>Constant change for the sake of change.</p>
194	<p>Lack of parental involvement/support. The fact that conferences are request-only basis. Schools should have at least 2 afternoon and/or evening open-conference times.</p>
195	<p>Absenteeism</p> <p>Lack of parental involvement</p>
196	<p>Pinellas County Schools needs to establish a Vocation high school.</p>

197	<p>Students who struggle in school should not be made to read more and spend more time on remediation in high school. If a student is behind in high school, the best that can be hoped for is that they are trained in a vocation, or prepped for the military.</p> <p>Additionally, in elementary, struggling students are "passed" when they aren't passing. I know there is the 3rd and 5th grade reading portfolio, but school is clearly more than 5 reading tests. Students who are barely passing in 5th grade are going to continue to lag behind in 6th grade. Why are these students being promoted to 5th grade in the first place? And why aren't we focusing on factors other than reading? Such as mathematics. Statistically, if a student leaves 2nd grade behind in math, they won't catch up. We need to stop gap problems as they start. By high school it's too late.</p> <p>Also, keep the standards high in high school. Middle schools should offer more support to students and families. There are several suggestions put in place by the Carnegie Foundation in 1990. Our middle schools do not follow the proper format for an effective middle school. We need to change the way the middle schools are run, so that there are schools within the school to offer students more support on academic levels, and emotional levels. Maintain high standards-- that's extremely important.</p>
198	<p>FCAT Testing is impacting the way teachers are able to teach and reach students. Students are stressed as it is with everyday life and then placing additional assessments and tests that teachers MUST prepare students for puts many students "over the edge" and then they begin to feel less interest in school when they do not meet expectations. Teaching students the necessities, real world information, would help them to better understand the purpose for completing school and being motivated. High School students are very tired in the mornings and many have a difficult time being successful the first couple of classes they attend in the morning hours.</p>
199	<p>Not enough support for ESE students.</p>
200	<p>The system failing to meet the needs of these students. We are too worried about crossing t's and dotting i's instead of putting resources in place to help those most in need. There are not enough alternatives in elementary school and resources to address discipline, early interventions for academics, and differentiated instruction. Everyone is expected to learn things in a predetermined time frame. At the secondary level, instruction is still primarily lecture, sit and get, or boring paperwork. There are some exceptions, but exceptions will not get today's children to graduation. For the gifted children, our system puts barriers in place to meet their needs. Advanced materials can't be used because they might "use them again" at the next grade level. We can't promote children who have already passed the expectations for a particular grade level. As much as we want to say we are here to address student needs, the reality is that we are still working hard to meet the needs of the system.</p>
201	<p>instruction</p>
202	<p>Lack of parental involvement</p>
203	<ol style="list-style-type: none"> 1. Lack of student concern for education 2. Lack of student understanding of the real world (difficulties they will experience without a diploma and higher education) 3. Lack of student motivation and goals 4. Lack of parental role models and consequences for behavior issues

204	Lack of parental involvement thus a feeling of hopelessness by the student. Also once a student lacks the foundation of reading or basic math they feel inadequate and stupid. These feelings cause them to give up on education early if there is not support in the home or support from a mentor. I feel that African American boys tend to be the largest group that has the lowest graduation rate. Based on my personal experience with my son I received little support in helping him with his literacy skills from the district. The district wanted to label him slow as a solution. I placed him in a small private school when he was entering 2nd grade. He returned to public school in 6th grade. Had I not placed him in private school he would not have been very successful due to his unsuccessful years in elementary schools. What about the families that can't afford private schools? It's hard to explain, but teachers do not reach out to African American boys nor do they see their potential. It is a big problem in this school district. By the way that little boy that they wanted to label as "slow" for special educ. graduated as a bright futures scholar and later graduated from Florida State University. Something is wrong with our system and for many minority students there is an achievement gap. I'm not sure if dropout prevention programs are the best solution.
205	<ol style="list-style-type: none"> 1. Lack of a unified front....TEACHERS and PARENTS working together to help children be successful 2. Discipline issues that cause the child to miss school. 3. Lack of motivation on the part of the student to complete work necessary to show mastery. 4. Starting times for high school....way toooooo early for the kids to be awake and at their best!!!!!!!!!!!! 5. Courses that are not interesting to the students....need vocational/high interest classes at ALL schools starting with middle school...VERY FEW ELECTIVE OFFERINGS OF INTEREST at 6-8 level. Electives are often what keeps a middle school child in school. 6. A feeling of hopelessness once the child gets behind his peers and does not move to next grade.
206	The general motivation and drive that comes from home is the #1 element when it comes to student success. So many parents truly are "out of the picture" when it comes to their child's education. If the parents won't even look at the planner every night, how are the classroom teachers to enforce anything? Parents and students are given advanced notice from all teachers about upcoming events, test and projects; but if the parent is literally "blowing school off" by not enforcing the importance of studying or even asking about the subject matter, the student is naturally going to do the same..... "blow it off". The support happens from the time they step on campus, but we can not control what obstacles, laziness, disinterest or even ridicule they might have at home. And there lies the difference in the success or failure most of the time. Parents need to be held more responsible to at least know the child's teachers, when tests are scheduled and to help study when necessary.
207	students just do not care if they graduate and the parents do not discipline their kids enough. the school system has gone soft on the kids and do not put enough emphasis on the parents taking more responsibility. the parents want the schools to do everything for their child when they should be doing more!!
208	4 math credits required for graduation. Not passing FCAT
209	Lack of discipline.

210	<p>#1 Strong parental involvement that values education and demands acceptable performance</p> <p>#2 A second wave of bussing two or three days per week that would permit students to remain after school for 90 minutes in order to:</p> <ul style="list-style-type: none"> - receive tutoring - make up or retake tests - participate in club activities - participate in credit recovery <p>#3 Additional school resources as necessary to maintain discipline and classroom attendance</p>
211	<p>For some reason, too many children are leaving elementary school without adequate reading skills. And their vocabulary is too limited. Lack of reading skills impacts all academic disciplines.</p> <p>By the time the kids get to middle school, the gap is too wide to bridge easily. Why aren't ALL kids of normal intelligence taught good reading skills in elementary school?</p>
212	Students not seeing the relevance of curriculum to the real world. Feeling of not belonging.
213	Families don't value education
214	Children not being able to follow an alternative program instead of the college track.
215	The feeling of "invisibility" that some students have... their parents don't have time or are unable to discuss academics with them, they are not involved in school activities and do not speak with teachers outside of instructional time. These students lack self advocacy skills. They do not have a parent calling or emailing the teacher when something negative shows on parent connect, and are unable, sometimes unwilling, to ask for that extra credit assignment, or requesting to "bend " the teacher's rules about acceptance of late work, etc. because they expect the answer to be negative.
216	Lack of parenting skills.
217	students are not held accountable for their actions. We are teaching them its ok to fail, because they can always have a "re-do". Students do not feel the need to succeed in school, they lack long-term goals, or after graduation plans, so they fail to see the importance of graduating.
218	I do not see a barrier at this time. My daughter has loved school and we (husband and I) are very involved parents, which is a key in any child's success. Sports are a big part of our daughter's life and has been a discipline and structure underlying her school.
219	Student motivation
220	<p>Lack of student motivation.</p> <p>Lack of support from parents</p> <p>Lack of vocational training for those not college-bound.</p> <p>Lack of individual encouragement and/or positive mentors.</p>

221	<p>Unrealistic expectations of school starting at an early age... the idea that the student doesn't have to be responsible for learning... lack of family support for education... some 'elistist' teachers and school officials who do not understand the potentially negative effects of a non-supportive family and community.</p> <p>I think school personnel have come a LONG way in understanding the problems encountered by some students. However, some ESE and A.P. enabling (refusal to discipline or re-direct poor behavior in a timely way) &/or refusal to try to help the students because they require more effort, time and work, have caused more students to eventually dropout.</p>
222	<p>Follow through from both parents and teachers. Once children/students go through a difficult time there are very few opportunities to regain the support and confidence to be successful. Teachers at the middle school and high school level need to communicate with each other so students are not bombarded at certain times of the year and have nothing to do at other times.</p> <p>Elementary level should not be based on testings and the FCAT. Teachers need to focus on the student and the family in order to help mold productive citizens, not testing material or how to take tests.</p>
223	<p>Lack of parental involvement at middle and high school levels. Greater number of distractions acting on students interest level and attention span.</p>
224	<p>Students (sometimes parents) not seeing the revelance of school course work to career choices.</p>
225	<p>My school-based elementary experience elementary school has been fabulous and there is so much offered for students at that level. However, I do not feel that my own children have received the same quality education that I gave to my students as a classroom teacher. I have two children who left school early, one who dropped out in 10th grade and earned a GED in what should have been the senior year. The second, a gifted student" elected to take the GED between the junior and senior year and is now attending SPC. I feel that neither of their needs were met. Yes, my first child was more errant and presented a challenge to me and his father but I do feel the school wasn't there for him. He had been caught skipping and when I returned him to school after his absenses he couldn't return that morning as the a/p in charge of his grade was out with a plumbing problem and no one else could help(???). In a h/s not one other person could have returned him to class??? That was his last day of high school. He refused to return after being sent away from school. That was a disservice. The second child was over the time wasted in class. In his freshman year he was placed in a class where there wasn't control or support for the teacher who lacked the control. There were fights every day and regular cussing in class. (This is just one of the stories I heard.) His IQ is in the 99.9 percentile of children his age and yet he was unable to receive in this class and others. I know in my heart that most high school teachers are excellent but I do feel that poor teachers with lacking, dull, and un motivating curriculum, or curriculum delivery, are allowed to continue to earn a paycheck though they truly give nothing. I feel that more engaing, caring, and motivating teachers, who are supported by their administrators, would make a difference for PCS children. I am not saying bells and whistles, we have plenty of technology, I mean genuine, engaging learning environments that ignite children of all ages, levels, and learning styles need to be a there for students.</p>

226	The greatest barrier is the severe deficiency in essential skills, most critical being reading comprehension. Research is very clear that reading comprehension is based on an accumulation of prior knowledge and the incremental ability to decode texts. Students who possess these skills by third to fourth grade not only amass more and more skills, but are also excited about meeting bigger and more difficult challenges. Those who do not demonstrate a regression in reading comprehension and a diminished excitement about the challenges of each new grade level. By the time students get to high school, a serious achievement gap has emerged, the likes of which are very difficult to remediate for those being left behind. The result is that teachers can't expect students to read for comprehension and more of them find ways to help students succeed, just not using the rich texts (articles, internet, primary sources) that students are unable and, sadly, unwilling to read. The results are inflated grades by dedicated, well-meaning teachers that do not reflect the kind of achievement we should see by the time students graduate.
227	The student is not learning to there standards, classes are to big for them to concentrate and need smaller classes so that it is easier to work one on one with a student
228	Non motivating classrooms and teachers. Currently there is too much of busywork and little real world learning. Field trips have been reduced due to the economy and this is discouraging for students and staff. Technology is lacking in most schools and then piece mealed to teachers based on time-consuming criteria. My computers are insufficient to meet iii interventions and I have to alternate students on and off it taking up an enormous chunk of the day. Teaching to the FCAT tests has greatly reduced our classrooms to factories, spewing test-knowledge in robotic and systematic fashion. There is little time in the curriculum do much more than cover the FCAT requirements and this leaves the school experience lacking in warmth and community.
229	Lack of motivation from both parents and students. Minimal parental involvement.
230	Parental Involvement
231	Students that don't realize that their education is their future. Applying interventions for disciplinary problems that are effective and providing on campus remediation where necessary.
232	students who come from lower income families who are not fluent in English and parents who do not parent well.
233	parental involvement & time for teachers to foster relationships with students & parents
234	Ignorant parenting or overbearing parents who live in the bubble that their child is perfect....
235	Students feeling that they are not smart enough and choosing not to care.
236	grandparent of school aged children- fiasco with middle school schedules & disrespect shown teachers was a horrible thing to do to at risk middle schoolers. Education needs to fit the child. Our ESE policies leaves big holes for some students. We had an OHI student being served in EBD & he thrived but it is NOT working in middle school. He needs intensive learning services but doesn't need to be w/ out of control EBD kids. And he can't keep up in regg ed. My granddaughter has shadwed at 3 high schools w/ specialized programs. In 2 of the 3 high schools she was appalled at the attitudes of students in the class rooms. She is interested in the specials offered at those schools but horrified by the behaviors. The other school had respectful students but she is not as interested in the program. I have a grandson in 3rd grade. FCAT reading. He is doing ok but this is jusat about killing his interest in school. We need discipline, programs that fit children, high expectations and less paperwork so teachers can see children not : "more problems, more paperwork." I have had homeless students in my classroom & could access very few services for them. Drop out prevention should be the concern of every teacher for all our kids.
237	Absences and a lot of missing work the students need to make up.

238	Education, especially at high school level, is not relevant for all students, esp the ones not headed to college. We need to stop teaching as if all students are college material. They are not.
239	Student attendance
240	At what age child was retained Teacher effectiveness Principal effectiveness Student/Family motivation Family Stress levels
241	The changing of requirements and standardized testing.
242	Middle and High school teachers who expect students to be excited about learning when they are not excited about teaching. In middle school a parent should not have to conference with 6 teachers at only certain times of the day. If they need one teacher they should be able to meet with one teacher. Middle and High school teachers should be more parent friendly. Elementary teachers bend over backwards to reach parents of their students and their students. I witnessed a high school teacher throw a phone message from a parent in the trash and say since they didn't have a phone in their room they wouldn't respond. Make high schools smaller learning communities. Recognize that there are gangs in many of our schools and deal with that problem head on. A high school principal that I approached with this very issue said, "boys will be boys" NOT the type of response I was looking for as a parent. My son attended Bayside High School which was a very positive and caring environment for students. Its just too bad that they have to get to that point to receive the help he needed.
243	Students do not feel course work is relevant to the real world. Teachers just give busy work and other meaningless, non-challenging tasks. For example, my daughter is in a 10th grade Honors World History class. The teacher has them do a jumble puzzle from the newspaper, FCAT practices, or memorize history raps that the teacher has assigned. My daughter is usually finished this "work" in less than 10 minutes! The schools are failing the smart kids and the struggling kids, who need to be job ready when they graduate. Why is there no technical high school?
244	Lack of parental knowledge of what their children are doing in school. If you have involved parents that have solid expectations of how their children do in school, the student is successful most of the time. The students I need the most help with are the students who's parents are the hardest to contact. If parents stay involved and support their child the child succeeds. This starts at K and end in college. My 2 children were successful and it wasn't the school that showed them how to be educated and how to be responsible and how to act towards authority, that was our job, it was the school's job to provide the education and the parents job to make sure the child did what was needed to learn.
245	In the elementary setting, schools that don't have additional support for students who are level 1 or 2 can be detrimental in them making learning gains. The farther they go in education the farther behind these students will become. Without additional services such as Title 1 it can be very difficult to meet the individual needs of students, thus making it more difficult to close the achievement gap. It makes these students feel poorly about themselves and the higher up in education they go the more "real" it becomes to them that they probably won't gain the understanding ever so why bother continue? Although dropout isn't something I see in the elementary school, I know that a lot of the problems can start in the elementary school. I also think that the parents have a huge role in this as well. If they are not willing to communicate and to help their child, it because even more difficult to help

	these students.
246	Increasing class size in the MSAP Drop Out Prevention Program.
247	Attendance problems due to various issues at home and school.
248	student not paying attention and focus on work to complete school.
249	Boring, even NovaNet is a path of least resistance but I work with students in that and many are still bored and do not make up the credits. I use Moodle in my classroom and it is a much more engaging/interactive environment.
250	When there isn't a good rapport between the teachers and students, the students are more likely to become disengaged in school.
251	Too much pressure for students to pass FCAT and not enough time spent "really teaching" what students need to know and throughly understand what they are being taught.
252	Lack of family support. Too much focus on FCAT. Too much time out of class for FCAT related testing (example FAIR). Too many classes per day. Seven periods are exhausting students and reducing energy required by students to focus throughout the day.
253	Kids have too much on their plates. Work, school, friends, parents. The 7 period day has created an entire new set of issues. Kids can't keep up with everything. They are frustrated. Too much to do and not enough time. Most kids need to work. they don't have time to do homework and study for 7 classes. They are very frustrated. I see the dropout rate increasing due to this situation. We have done NOTHING to help kids this year, we made their lives more difficult than ever before. The kids tell us, "whats the point of staying in school." They can get their GED and move on with their life.
254	Lack of relationships in larger secondary schools; teen issues of drugs, alcohol, pregnancy and jobs.
255	I believe the biggest barrier to student graduation is not directly related to academics or curriculum, but rather social emotional issues. These issues range from low self-esteem to outside influences such as bullying and harassment.
256	Uninvolved parents and families families don't put enough emphasis on education too much emphasis on FCAT testing discourages students and makes them feel like failures
257	Student laziness and parents are overwhelmed; the economy and its effects on adolescents students having to work too many hours after school
258	Being able to whatever it takes - to reach a child.
259	The learning NOT feeling relevant to the child. When a student doesn't understand the relevance...I believe they think, "why bother".
260	short school day and early start of high school day

261	Retention, retention, retention! Not only is it ineffective; it is harmful, punitive, demoralizing to students and parents, and is the single most predictive factor for eventually dropping out. Further, there is precious little support for students to make up classes during the summer even if they want to.
262	Student attendance, effort, outside distractions
263	Passing of FCAT Peer pressure Ability for student to leave campus unattended in HS Drug use Lack of motivation and interventions at the HS level
264	Student motivation and classes they can see have a value
265	During the middle school years it seems as though students lose interest and many behavior problems increase. I believe school hours and teacher morale has affected the school climate and graduation rate as well.
266	Lack of parental involvement for a variety of reasons.
267	My student is in fundamental school, if any barriers it would have to be FCAT testing.
268	I see that outside issues generally are a strong factor in whether a child will graduate. The schools, teachers, administrators, etc... are trying.
269	Parental involvement, lack of discipline at home and at school. Having students take responsibility for their actions, consequences for their actions. Offering classes based on students needs and not district needs. Forcing kids to take classes above their level will deter them in the future. (All 8th graders should not take Algebra)
270	What worries me the most is the talented, smart student who does not see the relevance of the classes that he/she is in ,having anything to do with their future. I see a huge lack of interest/boredom in the less "family supported" student. The student who has to be self motivated to succeed, is at a tremendous disadvantage in our system. These kids need real world opportunities such as work/school internships, co-op learning, etc. to see that they need that high school diploma to do something with their lives- or at least to get the well paying job that they are training for while in high school. Our current high school design is based on a 1950's model. It simply doesn't work today. The "start" time is something that has been working against these kids for a long time. It should be no earlier than 8:30 in an ideal situation. Remember: These kids have no one to help them. They have no one that pushes them to go to bed at a decent hour. Their internal developmental "clocks" do not support the 10pm bedtime or the 5:30am wake up time. They are physiologically unable to reprogram without parental help. Unfortunately, too few parents are willing or able to support their kids. Too many of them are attending school in a sleep deprived state. It's outrageous to expect them to perform well. We are making it too easy for them to give up!!!
271	I teach GED, and the students I see all dropped out: bored, bored, and bored. Many are addicted to Xbox360 or to drugs and alcohol. Most felt they didn't fit in at high school. Most have "family" lives which I can hardly imagine. Many are in the foster care system. I think most feel the standard high school program is a ticket to no where.
272	Motivation, parental support

273	F.C.A.T. One test should not hold a child back. Children Are not being helped when they fall behind due to illness. The amount of homework is way to much. Children do not have the time just to be kids anymore. We put way too much on them now. 30 min. to an hour a night is enough. And don't send them home with homework if it has not been gone over in class. The new math where you jump around and don't have the basics is unfair to a student.
274	Lack of parental support/Low parental expectations
275	Lack of parental support throughout the child's schooling. Lack of parental involvement in the programs, trainings, and teacher conferences. Those most at risk of school failure seem to have parents that are just not involved. Parents of at risk children seem to lay the blame on schools and teachers instead of accepting any responsibility for their child's failure.
276	Parental Involvement Parents believe the schools are responsible for the students learning
277	Student performance on fcst
278	FCAT
279	Lack of support from parents, lack of discipline in the house, lack of motivation from students and no real concept of what to expect in the real world. Too many kids buying into the reality shows as an option for freedom or making it big in sports or music without no real education. A very skewed sense of responsibility on both the parents and the student's parts.
280	the lives of the students and what they face as students
281	Unmotivated students. "Don't care" attitude.
282	FCAT lack of interesting classes rti process
283	FCAT
284	<ol style="list-style-type: none"> 1. Fast pace; student are unable to keep up with the pace and cannot learn at such a rapid intense pace. 2. Teachers teaching only to the FCAT; and not real world or post-secondary career opportunities. 3. Our high school should return to a vocational school, whereby students have an opportunity to learn a highly qualifying skill and can do something other than crime to earn a decent living (see Switzerland and European school models; no time off for students, they work hard during the school year and are able to be successful after high school!) 4. Seperate problem students quickly and not months later when the create disruption in the classroom and the schools with their negative behavior. 5. Most importantly; change the time for High School students and teachers; more effective at 7:30 or 8:00 am. Most of my students work late and have problems getting to school!

285	I think most children who do not reach graduation feel a sense of the school system letting them down. It is the school districts responsibility to make sure EVERY child graduates from high school. Unfortunately many students fall through the cracks. As an Elementary teacher, I can already make a prediction as to who these children will be. I wish there was a way to monitor/track children who we "suspect" to be students who will not make it in our educational system. I know it is impossible to know the future, but there are signs that are given to us even at a very young age. There should be a process in place to allow teachers to give their input about students that we feel need to be watched very carefully and closely. Especially when they make that transition from 5th grade into Middle school. A paper trail needs to stay with those students to ensure success.
286	lack of parental involvement
287	poor parenting
288	Holding students back in early years so that they are over age when entering HS, the early start time, getting behind in 9th grade and never being able to catch up, 9th grade is too young to be in HS, no basic classes any longer even though kids need them, 2.0 GPA to graduate even though a D is a passing grade in a class, low grades = no extracurricular activities/sports (NO FUN!), FCAT, FCAT, FCAT, few vocational classes, few electives, lower functioning students only have academics, FCAT classes, and make up classes - but no elective or vocational classes, virtually no guidance services (500/1 ratios!), no social services, no real counseling, no performance-based academics. Let's face it; there has been no real innovation or hope in our high schools in the 28 years that I have been there. The kids know it and vote with their feet; why are the adults just now realizing it? It's sheer neglect!
289	Letting students move beyond k/1st grade when they are not prepared for the work. There must be a standard that is strictly adhered to before allowing a student to move beyond the initial grades of school AND the parents/guardians have to be as involved as the school system is in meeting this standard.
290	Students don't see the importance of school. Need more relevant classes, computer, technology, vocational.
291	<ol style="list-style-type: none"> 1. Children entering kindergarten who do not have the experience of books being read to them, writing the alphabet, oral language skills, socialization skills etc. They are behind their peers before they ever enter school. They are then expected to meet expectation. They are constantly trying to catch up. 2. Being retained 2 times in elementary school, this makes them 13 in 5th grade and 16 in 8th grade. We are doing them a huge disservice. These are the students who usually are what I described in the first barrier. 3. Lack of respect of school.
292	Closing the achievement gap early in a student's education. Students who experience a cycle of failure have a hard time feeling successful in school and are more likely to think "why bother?".
293	I am a pTEC administrator and answered the questions for pTEC adult students. Our biggest impediment to completion is probably the student's financial situation.
294	Poor Parenting skills and apathetic Teachers.....
295	Students & parents who do not see the value in education. Students who feel entitled to a grade with minimal effort; after all they are given multiple chances at everything & have NO consequences when they don't achieve.
296	Too much emphasis on FCAT. Teachers should be allowed to teach the courses they are trained to teach and then the kids would learn more of their subject.

297	Discipline problems and low self-esteem
298	Pressures put on by the state and county; testing as our primary way to determine a child as successful, when so many are bright and talented but do not test well.
299	Attendance issues and uninvolved parents adversely influence student learning. Teachers who do not differentiate the instruction for the students are creating classroom environments that do not meet the needs of all children. It is essential that educators look at the learning needs of each student and change their instruction to meet the needs of the child.
300	Lack of parent involvement from the beginning of a child's life. When a parent is not involved with a child and a child's school, the impact reverberates throughout.
301	student discouragement + boredom We need to have a broader definition of success...over emphasis and overreliance on FCAT testing free teachers from extraneous duties and distractions so they can dedicate more time to planning quality lessons teacher burn-out...simplify curriculum requirements...at the elementary level. County subject area chairpeople need to provide teachers with a COORDINATED and realistic planning calendar which includes SSS which the teacher can just check and date as taught so more energy can be spent teaching rather than wading through tons of paperwork to figure out how to coordinate and "tuck in" all the content. Let's see a model! The current system of dumping on the classroom teacher is very inefficient.
302	Students not able to consider school a full-time responsibility because of work and other issues. Combined with a lack of home involvement this creates a problem.
303	pressure of high stakes testing. There needs to be more on the job/vocational type courses for students who may not be college bound.
304	Disruptive students being allowed to take away from the learning of students who want to be there. Too much time is spent on trying to maintain discipline and control. Valuable time is taken away that could be used in teaching. There isn't just a "lack" of technology, there is NO technology! Pinellas County is less and less in touch with the needs of south county schools with everything from discipline to technology. How can we possibly "overcome the biggest barriers" in south county when we don't have the same opportunities and resources as the schools in north county?
305	Not learning how to read, write and do math at a very early age. Pre-school is extremely important! Not knowing what careers are out there, what career to choose. We need more career days at school with guest speakers! Not taking high school seriously, drinking, using drugs. Being absent a lot, being suspended, missing classes, getting behind.
306	parent involvement

307

1. FCAT: get rid of it and stop teaching to the test! Starting at the kindergarten level is preposterous!!!! Kids hate school by the time they reach 4th grade. Test Anxiety, stomach ailments, headaches start in kindergarten! That's so sad! What we are expecting kids to learn and parents to help teach at home is causing more stress and problems in the family unit, too! It's about time we realize that we will never compare to Japan or China; America is a "melting pot" of ALL cultures speaking many different languages! Japan and China mostly have Japanese and Chinese people in their country! They make education #1 in their homes. Parents help and are involved with their child's education. Students attend school ALL day, including Saturdays!
2. Put the "joy" and love of learning back into the classrooms by allowing teachers to teach the basic foundation of reading, writing, and mathematics while having fun!
3. Provide Summer School Programs for 1st & 2nd graders who haven't mastered their reading skills, focusing on Dolch Sight Words, Phonics, Fluency, Decoding. As students enter 3rd grade, where the basic foundations of reading are not taught, comprehension, main idea, etc....becomes alot easier when you can read!
4. Provide Summer School Programs period for all levels!
5. Usually by 16 years old, students totally lose interest in school; thus, Drop Out asap because they're not interested in taking classes they see no value for, like algebra, chemistry, Reading, etc... Allow those students to start doing what they love while still in school, especially for the "hands on, kinesthetic" learners. Let them leave the high schools, not drop out! Offer more technical training sites. We would have less discipline problems at the Middle and High Schools, too, because those students eventually develop poor attitudes and become more and more disrespectful.
6. Parent involvement should become MANDATORY at every level, and not just at the Magnet or Fundamental Schools.
7. Pacing calendars: NOT all students learn at the same pace! What provisions are provided for the slower learners who may need to see it, hear it, feel it more than 1 or 2 times. TIME should be provided to remediate, reteach, and assist these students instead of pushing them ahead when they haven't grasped a concept.
8. Let kindergarten be about social skills, sharing, kindness, Character Education, having fun, manners, values, what we used to learn 15-20 years ago; thereby, learning to love, love, love school!!!! Not so much pressure to prepare for the FCAT!!!
9. Don't allow students to pass to the 3rd grade until they have mastered the BASIC foundation of reading, to include Phonics skills, all Dolch Sight Words, decoding, etc... If you can't read, it's difficult to do math, writing, language. Reading is in every subject, and in my opinion, the most important subject of all!!!! Teach reading so it's fun and students get to read what they're interested in. Alot of money is wasted every 5 years to purchase text books! EDUCATE teachers at the elementary level how to teach the CORE BASICS of reading, then students can read all kinds of materials that don't cost so much money!!! (continued on next page)

307 Cont.	<p>10. Why do we keep teachers and assistants that are no more interested in kids than the man in the moon? They're there for the paycheck only. Develop more efficient and effective ways to remove these folks, veterans and young personnel.</p> <p>11. TRAIN Administrators how to choose loyal and committed personnel that love kids and have a passion about what they're doing in education when interviewing.</p> <p>12. All of the things suggested in the survey are essential components. Why do we complete surveys but never see the ideas or changes implemented? Year after year after year, we say let's lower the teacher-student ratio, we never stick to it, and on and on and on!!!!</p> <p>13. Every teacher at the elementary level should be provided a teacher assistant. Before one is provided, teachers and assistants should be REQUIRED to attending several trainings throughout the year to learn how to implement an assistant's help in the classroom. 4 hands and 2 bodies can accomplish alot if trained properly. Assistants are NOT used or trained properly on the most effective ways to assist students!</p> <p>14. What ever happened to after school detention? Start putting responsibility back on to the parents. If they are inconvenienced and have to pick up their kids because they're child is making bad choices and misbehaving, they'll start expecting their kids to behave. We have enabled parents way too much.</p> <p>15. Is it possible to develop a County Wide Process that does NOT allow students to bring their electronic devices to school? Lots of us educators did NOT grow up with those "in" conveniences or interruptions, and there was LESS discipline problems to contend with!</p> <p>16. Stop allowing and/or encouraging "bully, micromanaging, controlling" administrators to disrespect or intimidate personnel that know what they're doing.</p> <p>17. STOP allowing politicians and folks that have NEVER been in a classroom to teach, make the decisions for what's best for kids! Start inviting them to mentor and see what it's like to teach!</p> <p>I'm sure most of the above suggestions have been entertained previously, let's start implementing them. If we're going to do the talk, let's do the walk, too!</p> <p>Thank you, Sheryll Geoghegan</p>
308	3rd grade retention mandate by the state due to Level 1 score on Reading FCAT!
309	poor attendance leading to failing grades
310	FCAT
311	Loss of interest
312	<p>Lack of student accountability, education is not a priority with parents and thus not with students, electronic devices that distract students (schools have become strictly a social avenue for a majority of students), students are allowed to participate in extracurricular activities regardless of grades, attendance or discipline issues. Band, sports, drama, extracurricular activities have become more important than education. Students are being taught to take the easy way out GED, virtual school, dual enrollment, Maverick and an assortment of other options other than attending school. Elementary schools have gotten so good at teaching FCAT that students arrive on the steps of high school unable to read, unable to comprehend and are burned out with school, as many feared they are teaching the test to get good school grades but are not really teaching and inspiring students to think and imagine push the bar to learn. Then we are expected in high school to undo 8 years of teaching that has failed them and turned them off to school. Look at fundamental schools they are successful BECAUSE they require student accountability and the biggest one parent involmnet. The problems that exist in this school system are too numerous to address in this survey. And</p>

	teachers fear speaking up because they fear they will loose their jobs or be transferred.
313	I feel the biggest barrier is the family disfunction and lack of guidance from parents to their children.
314	Failing to get the basics in education from elementary school, but still promoted, placing student(s) behind entering middle school where the cycle continues into high school.
315	Intervention needs to begin earlier so that students are helped to improve academics before they have many grading periods of failure. For students who have interests other than college, we badly need to offer them vocational instruction as they are pursuing their high school diploma. That way school would be more relevant and they could earn a certificate or work toward one that will help them find a job. Also, I feel we must look at other ways to teach academics than the traditional classroom lecture approach. Many young people do not find such instruction interesting, grow bored, and leave. Block scheduling was much better, as there was time for instruction and practice. Students could see that they were earning credit every 9 weeks, instead of long semesters. More ways to work at their own pace would be helpful. Some opportunities to have a later start time would help some students. Organization/study skills/test taking strategies should be taught each time a student moves up into a different school level (6th, 9th). More students services to help students with increasing issues that interfere with learning would help.
316	Students are given many opportunities to make things up in Middle School so they are not prepared for the rigor of a typical high school curriculum. Additionally, all the time taken away from instruction for testing, epeps, career interest surveys, bullying, etc. doe not help the students learn the material they have to master to pass their courses. Everything is rushed. It is hard to build relationships when we are rushed and so concerned about data. Kids with whom teachers have good relationships will work hard - that is what we are losing time for. That is what testing and data cannot improve.
317	FCAT testing
318	Home life, family structure / parental support, affluence and opportunity
319	lack of parent involvement in middle and high school families and students not feeling part of the community at secondary levels students are unprepared for school
320	there is very little "wiggle room" for students who do not fit in the "average" student criteria. Most teachers come from middle class backgrounds and do not understand the challenges of a low-income parent. Sometimes I see very little empathy from teachers and almost no accomodations and/or flexibility. Even with differentiated instruction as a mandate for our district, some teachers refuse to even do that without direct involvement from an administrator.
321	Lack of parental involvement; behavior in schools getting in the way of instruction.
322	Students are not taught the value and importance of graduating at an early age, and the opportunities that would be granted to them if they do so. Additionally, some students are not encouraged by their teachers, counselors, parents, community leaders to graduate. The school has a responsibility then to encourage and have high expectations for all students regardless of their background and circumstance.

323	I see a sense of hopelessness as a huge barrier to graduation. Once students get a sense of failure, they often feel overwhelmed at the prospect of having to catch up. This in turn can make them just quit trying at all, ultimately leading to dropping out of school. Another barrier is lack of parental involvement. If parents are not involved and proactive, they will be unaware of their students' progress and options for success. Finally, a very important barrier is the students themselves. In the end, it is up to the individual student to have the desire and drive to stay in school.
324	Students feeling as though they can not be successful as well a lack of enthusiasiam to attend, especially those who need to be at school very early and have long bus rides
325	Children entering school not ready for the tasks taught in kindergarten and not being able to "catch up" with their peers. Each subsequent year widens the achievement gap and produces a "cycle of failure" that diminishes the student's confidence in their own ability to succeed and their confidence in a teacher's ability to "make a significant difference" in their academic success / life. A lack of parental involvement in a child's early academic development due to a mirad of reasons. Some simply think that the education of their child is totally the school's responsibility and others don't trust a system that they feel is broken because they didn't succeed themselves. The education system that worked in the 50's & 60's doesn't work for a large segment for today's population due to major changes in our society at large. We need to truly seek more substance & value in an apprentice program for vocational opportunities. This needs to occur earlier in the educational spectrum. If we allow parents to drop off their child at elementary/middle schools as early as 7:00am. and provide after school care until 6:00 pm. we need to make sure that we take advantage of this precious opportunity/time by offering quality care including some reasearched based programs to enhance their learning and social skills. What might be/seem appropriate "on the streets" won't get you very far in the real world of steady employment and responsible adulthood. More of the same won't close the achievement gap.
326	Too many students who aren't going on to college get discouraged by our curriculum and give up quite early. Our teaching needs to be more "real life" preparation for those who aren't college material, and in this county we have many many many students who are in that category.
327	Repeated Retention, Lack of Alternative Learning Strategies at a young age - with the continual push to stay in third grade for up to 3 years for not passing.
328	Inflexible, college-entrance oriented standards required by present NCLB rulings. These are not aligned with the CALPS research on the rate at which ESOL students acquire cognitive academic language skills. These students run about 30% of our school-aged population. Changes in federal mandates must be made to support these students while they are "learning how to learn" in our society.
329	Some students are not motivated.
330	when a student falls behind due to illness or unseen circumstances, all of the intervention programs are managed by first year teachers or people that are placed into the program to "fill a position" these people have very little training, support or material to deal with an at risk student. My question is , "why are there always plenty of job openings in the ese or msap fields every year?

331	Saying that they only have 4 years to do it. Or if they only have 4 years then hold them to it. The ESE students get service and supprt they don't need. Why must they only get 10 suspension . They know it and they can disrupt the class cause they can be suspended. The ESE co-teachers are not doing anything to help/. They feel it is a free period. Their is no training on how to co-teach or use the aid.I have been assigned an aid and they show up for a week or two then you never seen them. Who do we go to?
332	No home discipline. Kids have too much freedom.
333	1.Not speake the language 2.Overage students (12 years old in 4th grade etc.) 3.Stressful school issues (no time to talk to other students, too many classes etc.)
334	Research endlessly shows that early morning hours are contrary to teenagers bio-physiological needs. Yet, we switch kids schedules from middle school to high school by making them get up 2 & 1/2 hours earlier. Many, many kids just cannot adjust to that. They end up spending afternoons hanging out w/ peers, many times getting into activities such as smoking marijuana, which lowers their motivation. Also, this shortened school days on Wednesdays has resulted in too many students considering this as a day off, increasing absenteeism. Of course, this lowers their grades, which lowers their hopes & motivation, etc. Our dropout prevention programs are aimed at those who've already fallen behind, but we need to really work on preventing kids from getting to that point by addressing the areas outlined above.
335	PCS tries to prepare students for college without taking into consideration that not everyone goes to college. PCS should offer a broader range of learning opportunities to those students who choose to learn a vocational skill in middle and high school. I have had an administrator state this type of thinking is demeaning to the students abilities. No so! Have you paid a carpenter for custom work, a plumber, an electrician, how about you auto mechanic? These "demeaning" careers make more money than most teachers! Many of our students need a skill they can begin earning a living in or fresh out of high school. I believe we are failing those students who don't go to college. They could feel great satisfaction working toward a vocational diploma they value and excel at and be a productive part of society.
336	Student failure in early grades and students not engaged in student activities.
337	Students falling behind in elementary school & middle school and being "pushed through" the system instead of being held back to ensure they have a solid foundation.
338	problems at home; learning difficulties that result in lost credits; teachers/administration who do not listen

339	<p>-- Lack of student participation, interest in, and completion of class work.</p> <p>-- The message that education is a priority, is valuable, and is a necessity for future success needs to be stressed by the child's parents from the time they enter Kindergarten until they graduate. School work is not a priority in many families. In others, parents have no idea how to help their children succeed.</p> <p>-- Individualized instruction that meets the child's needs instead of scripted, one-size-fits-all teaching strategies.</p> <p>-- Meaningful curriculum with real-life applications.</p> <p>-- More student accountability for learning. We were headed in the right direction when we were using many of the quality systems and processes. When it was replaced by the pacing guides and scripts we lost the ground we had gained in helping students become more responsible for their own learning. They also lost interest because they ceased to be partners in the process.</p> <p>-- There is no effective discipline in our public schools any more. The students, especially in high school, are pretty much running the show while the adults look the other way or refuse to confront the problem. It starts at the elementary level -- by high school it's completely out of control.</p>
340	<p>The six period day is an enormous problem. A seven period day costs more but I feel is with out question worth every penny. If a student fails a class, they have an opportunity to make it up in the next semester during their regular school day. Seven periods allows students to actually see their guidance counselor and recieve valuable advisement. Seven periods allow students to explore courses that may influence career choices as well as expand their exposure to the arts and music. Physical education and health should also be mandatory through out highschool. Bring back seven periods.</p>
341	<p>Students do not apply themselves. They sometimes have too many absentees and poor attitudes and disrespect toward teachers and helpers. Parental involvement is a major factor. If parents are more concerned about the students and participate with teachers more, many of the problems would be solved. Also, if the child has a good foundation from kindergarten and the early years in school, it will help the child to be more successful.</p>
342	<p>student's lack of dicipline lack of parental support outside influences i.e. Facebook, internet, cell phones, tv high school teachers who do not challenge high performing students</p>
343	<p>Students failing courses and feeling that they are now too far behind. Also, not passing FCAT and just giving up.</p>
344	<p>Start time for HS is too early. Start time for MS is too late.</p>
345	<p>lack of discipline from school-based staff, and lack of passion to learn from students</p>
346	<p>Immaturity/parental guidance, encouragement, and homelife/poorly trained teachers w/the TTT program and teachers not removed when they are truly failing at their jobs.</p>
347	<p>Staying out of real trouble drugs , pregancy, divorcing parents , there are outside issues that keep students from graduating. WE have a school distract that tries to go extra for mile for our students.</p>
348	<p>It is difficult to provide RTI interventions with tight time constraints and heavy teacher loads especially in the primary grades. Some children are retained in the process of administering interventions in the attempt to help struggling students.</p> <p>The lack of parent complacency at home and the misunderstanding that it is the school's job to make the student successful.</p>

349	Too many factors to list - it depends on the individual students. I see all different situations.
350	Student apathy is very high. Many students just don't care about thier present classes or classes they have failed. It does not help that the county adopted "No attendance" policy this year in light of H1N1. Students are absent more then ever.
351	Students have to care.
352	The seven period day is awful for high school kids. My student feels he's not getting enough instruction time in class and thereore, when he starts his massive amount of homework, he's unsure of what he's doing. The start time for high school has always been an issue as many kids simply cannot comprehend what's really going on until after 9:00am. As a staff memeber, I love the hours, but it's very unfair to the students. My son's biggest complaint is the periods are too short and there's too many.
353	Lack of interest (frequently due to home/ social pressures or lack of support) Needs (academic or other) are not being met "Cookie-cutter"/ "one-size-fits-all approach to education
354	Parent's involvement. Lack of tracking students at risk at an early age and working with them individually in certain classes instead of placing them with the rest of the students. Let's get real and put the blame where it belongs. The home environment, lack of proper incentive at home, to much help without consequences for not doing what you are supposed to do. Blaming others instead of the source of the problems. Accepting that perhaps if they want to leave school it is better than holding them in an environment that menas nothing to them. Building bridges with those students and real jobs. Mentoring them in a work place and teaching the basics to be able to work. Let's stop the nonsense that we can do what parents should be ddoing at home. (in that case, let's build boarding public schools where students live in , work, play sports, study, eat well, and are mentoring.)
355	Students get behind in credits and then can't catch up. It seems prevelant in 9th grade. That seems to be the year that can make the difference.
356	at risk families, many parents who have not graduated themselves. The students have to "buy in" to our education system and services at an early age. We have to start with this at K and don't loose them along the way.
357	Poor academic performance, discipline issues, poor attendance during grades 9 and 10, student falls considerably behind.
358	The standardized test (presently the FCAT) as an exit tool. I also think that school uniforms, especially at the high school level, would assist in "normalizing" the disparities in socioeconomic status that current clothing brings to the forefront. Additionally, it would decrease discipline actions and distractions. The present attendance policy, or perhaps it should be called a non-policy, erodes graduation potential.
359	Student not motivated in the right direction. Discipline is lax-student gets away with too much and now expects it.
360	Teachers not caring and not willing to find out how to best serve students rather than just writing referrals and/or kicking them out of class. Administrartors being consistant in discipline for all children and not showing favortism just a child's parent is more involved and just becaue a student is a senior.
361	teachers thinking retention is the answer to a student having difficulties. This just prolongs the problems and compounds them with more time. Students being retained need a special teacher who believes in them and works to get them caught up.

362	Absences and falling behind and little concern or tracking of student progress from the family end. School Board policies that are not rigorous like an attendance policy that basically says it doesn't matter if you attend or not. Also, exam policies that are too easy. All students should be required to take exams until they are 2nd semester seniors. If there is a fear that students won't pass, than lower the pass rate or percentage of final grade given to the final.
363	lack of motivation (laziness) from students, ease at getting a passing grade from teachers, there seems to be a lack of willingness to learn anything at all
364	Lack of deiscipline, motivation and parental support for behavior and academic issues.
365	The archaic way progress is currently measured for students quickly erodes enjoyment of the process of learning and encourages students to develop avoidance behaviors that interfere with their learning. By the end of elementary school or earlier students can be identified as to the probability of on time graduation. The lack of parental involvement, interest or encouragement is also another factor that allows students to disengage in learning. Lack of social personal skills that keep some students from taking responsibility for themselves and their actions in conjunction with a lack of any decision making process for them to evaluate their choices and understand consequences of their choices. Once a student falls behind they have a very difficult time seeing any end to the tunnel they have entered. Students do not understand nor recognize advantages to graduating. The what's in it for them attitude keeps them from seeing the tree for the forest.
366	Students do not care about school. They need alternate options other than college track such as vocational training.
367	The focus on teaching to the FCAT. The forced curriculum pacing calendar, dictated intervention methods that are not in alignment with student needs and a master calendar created only by the administration. Ignoring current research data that promotes highest student achievement. Finally, being forced to use the "good idea" from the new person in charge at that moment. "If we do not learn from our mistakes in history, we are doomed to repeat them"
368	Less stress on FCAT....should be tested but less stress....kids make themselves physically sick worrying over these tests and no pass test/no pass to next grade....less emphasis and more emphasis on overall school work
369	Lack of parental support, disconnect between high school courses and the real world, we need a vocational program in every school. Also, students do not feel that they need to be in school, since attendance doesn't count!
370	FCAT, early start to school day
371	Lack of administrative support of teachers' classroom goals, discipline, academic standards. Teachers do not feel supported when there are issues w/ students and parents. We are frequently made to feel that we are the problem when a student doesn't succeed. The issues are almost always with the students' lack of compliance with the subject area work. This does not make for a happy school atmosphere. Add to this increased teaching responsibilities and more time consuming meetings, and the result is a demoralized group of people. The administration is more concerned with appearances than with substance. Of course, this negatively affects the graduation rate. The focus of group work in this county has also contributed to a large group of students who can't do their own work when it is required in their core subjects, or when they have a class that requires them to do their own work to pass.

372	Lack of parental support. Homelessness is a current growing issue with many of our students. Poverty is on the rise. The county could benefit from a school which provides enhanced academic and support services to those students who need a more supervised environment. Pinellas Secondary provides good services for those students who require reassignment based upon our student code of conduct, but there is a deficit and a strong need for a school which could help those students who are at risk of graduation due to behavior issues.
373	I find it impossible to get students into Bayside High in time to give them a realistic opportunity to succeed and graduate on time. My School has a good number of 9th and 10th grade students that need a bayside type environment and it is not available to them, thus we lose them. I am not talking about hardened delinquents I am talking about students that are lost or overwhelmed at a traditional high school and start skipping and losing out on their education.
374	Lack of opportunity for those who are tired of the high school scene...the drama. My son had to "drop out" so he could get a GED at 17 and proceed to full-time SPC courses. He is now 20 and 3 credits away from his Police Academy training...and that's with working full time. He went through a lot with his friends and their parents about his "GED" situation and yet, now that he is so much further along, his peers regret they did not do the same--that is, speed up and grab courses that were more appropriate for real life career choices. There are no apprentice courses, no "shop" or "home-ec" to train these young people to move toward effective independence. Those who enjoy building(as my son) does, have no support to promote this important interest. How many instructors are actively supporting Habitat? Working with contractors or other professionals to familiarize those students interested in home maintenance, community service, medical volunteers. Where is the community being involved in helping these students be a part of the society they are supposed to function in ? If my son had not known "a friend of a friend" and proved himself in his ability to quickly learn skills, he would have been lost...as so many who do not have connections! Where are the churches' involvement with our young in the poorer areas where church is seen as a leadership beacon? We are failing to address our students when they are ready to try their wings and give back to the community. Many are discouraged because they must wait until they are a certain age before they can be a part of society. The teachers can only do so much...the administration needs to step up to the plate and aggressively seek those agencies and organizations that will offer a wider view of existence than the classroom, schoolbus, or neighborhood. These young people are restless...have been throughout the ages, and in the past we were able to allow that restlessness to serve a more constructive purpose than planning to run a drug business or be a part of a gang. We need to address the developmental issues that teens go through--the fluctuations of hormones, need to be needed and to be mentored, the need to achieve some form of accomplishment...and I'm not talking a piece of paper at the end of 4 years. That obviously doesn't hold much weight if they don't know what to do after earning that!
375	Students entering the district behind, early intervention is needed from a young age (3+) and help for young parents. We have 18 and 19 parents of Kindergartner's every year and not just one. These parents need help to learn how to help their children.
376	Students no longer have to take responsibility for their education, the teachers/schools will do it all. Responsibility for one's education needs to be returned to the child. Schools need to "back off".
377	Students do not come to school. Students do not care. Parents have no control over their children. There is less parent involvement.
378	Lack of home involvement, responsibility, accountability and education lowers standards so more students complete rather than making students meet the standards.

379	Non-parent involvement in their child's education.
380	Lack reading and math skills learned in Elementary and middle school.
381	Student discipline is absolutely out of control. Efforts at my school to improve student discipline focus around covering up and/or ignoring student discipline issues. Efforts at my school to improve student graduation rates focus around lowering academic standards to appalling levels. These policies become obstacles to graduation because they lower the perception of the relevance of school.
382	Lack of discipline in the school itself. Too much worry over "political correctness" and not enough attention to corrective discipline. Students are being rewarded for doing what should be "expected" behaviors, which in my opinion is wrong. Students should be rewarded for excelling, not for doing what is expected and obeying the rules.
383	Attendance issues that start at a young age and continue through out the students education. Parents need to make every effort to get their child to school and make school an important factor in thier child's life, no matter how they (parent) did in school. I feel that we should have stronger trauncy laws for the younger students so that when they become a middle/high school aged student they will attend on a regular basis.
384	We still have many teachers who give the grade without the student learning the minimum for success in the next level. Teacher's with high expectations too often have to spend 6 to 8 weeks of remedial teaching. When the students progress to the higher level courses they lack the skills. This often causes them to fail and to drop out. Lowering the expectations is NOT the solution. Students are not required to take responsibility, too many parents of high school students still treat them as small children, doing too much for them.
385	Students who have no connection to a school.
386	Outside influences on children, lack of parent support, parents who have had bad experiences in school themselves, so they are not interested in having their children perform well either, peer pressure to do other things besides school, some teachers.
387	Lack of student interest, lack of parental support. I have many high school students who come to school without pens or pencils, and who expect me to make up the lack and won't make any effort if I don't.
388	Students not caring; parents not supervising their children (for various factors) and not instilling a need for education once they get past elementary age.
389	Not enough time in a day to teach core subjects--we need a longer school day!
390	Students are not seeing the connection between the education they're receiving and the jobs or careers they have the opportunity of pursuing. There are many students that are not academic career seekers and those students, without vocational opportunities or exposure to those programs, become your discipline issues.
391	Students feel that it does not matter. Students have no need for graduation in thier eyes.
392	The school system appears to concentrate mainly on those students that are college bound. We need more vocational classes for those not going to college, yet need a good high school educationa and training in a vocational area the student has an interest in persuing post high school. Students that are not college bound feel there is little offered them in high school, so why try or stay. It would be great if students interested in a career offered @ pTEC could do dual enrollment, similar to college bound students that have dual enrollment.

393	In our school, I see the barriers as: attendance lack of emphasis on school graduation from the home school classes that are not based on real world skills vocational classes that are not based in the neighborhood schools...60% of our population needs to be trained to meet real world needs, only 20% + will be in professional areas, college +; what are we doing to meet the 60% who need the post secondary training to continue what should have been started in the secondary school. All students are not college bound, but need further training to be a productive adult in our present, highly skilled work force. These students need skills taught in high school as a base for post secondary course work.
394	Many 8th grade students coming into High School seriously do not believe they can fail a H S class. It does not register with them until they literally hit 11th grade and they do not have enough credits to be a 12th grader. At this point most of them either give up or drop out.
395	Poor skills from elementary and middle schools, ie., coming into high school with out the tools to succeed.
396	attendance
397	The lack of parental guidance.
398	A meaningful, in class course modifications or stacking credits. This should take place in school, with their peers and regular teachers.
399	Transportation High School start time Lack of parental involvement Over worked teachers
400	In previous years it was that if you failed a class, you did not have time in your school day to make up the credit. Now with the 7 period day, that should not be a problem.
401	Lack of parental guidance and encouragement at home. Many traditional high school students are not even living at home. Parents that guide and encourage and show strong involvement with their child's success and development at home and in school have more successful children. Older students
402	guidance, care and input from guidance counselors and teachers students and parents who feel they have the right to good grades without the work for the grades
403	Lack of concern or committment by student, combined with parents feeling unable to deal with lackluster performance by their child. I see a huge need for parents to be empowered to guide their child to achieve the most that they can, and a real lack of skill sets or parental assistance from their local schools.
404	FCAT,7 period schedule, lack of post-HS direction
405	A focus on reading instead of a focus on the reading necessary to be proficient in a vocational path.
406	lack of student responsibility for actions
407	No support from their homes and they do not see the need/importance of education b/c it is not valued at home.

408	I think that teachers and or guidance counselors should be available to the student with whatever problem that may occur and listen as well as hear what the student is saying. Parents should be more involved and the ones that aren't should be called upon whenever possible. Sometimes this may not always work , but the extra effort should be attempted and not give up.
409	Students get to high school so far below grade level that it is virtually impossible to get them caught up. Add to that lack of parental support and attendance, and it is a recipe for disaster. Our curriculum is so focused on college prep these at-risk kids so no point in going to school. Back in "the day" there was shop, drafting, automotive, etc. at high schools. Now there is nothing. It seems we lost the kids when we stopped tracking.
410	Life happens to our students. Many will need more than 4 years to complete high school.
411	To much freedom on high school kids hours should be different
412	Interference in classroom instruction due to students lack of respect.
413	LAZINESS
414	Students needing individualized instruction and counseling services
415	Students lack of participation.
416	Lack of parental involvement in high school Lack of motivation from students Lack of differentiated instruction/effective teaching from faculty
417	Parents not knowing what is going on with the student.
418	Lack of Parental involvement. Parents tend to talk a good story, but their actions don't back it up.
419	Student motivation and accountability-I believe this starts at home.
420	School lacking adequate resources for students to make up classes. Taking one class in NOVANet at a time is not adequate. Also guidance needs to recognize at risk students issues and make sure they are placed in appropriate classes.
421	I am a teacher and grandparent of school age children. We are lacking in parental influence in our schools. They get frustrated with the system, of some teachers who shouldn't be teaching, and having no contact with teachers, once they leave elementary school. Middle school and High School teachers, for the most part, are non-entities when it comes to talking to parents one on one. As an elementary school teacher, I understand the number of kids they see in a day, However, middle school is where you lose many of the kids. By high school, students and parents have given up. I have kids come back to talk to me now that I taught. Many say that the high school teachers don't care about them. They only want the work turned in, tests passed and the rest of the time, it's lecture and doing the work on your own. This I also understand because the real world is often like that. But, if you don't hook the kids in middle school to love learning, by high school they are lost. Teachers have to touch the children in their psyche. There are too many teachers who are there for the pay check and don't care about the kids. Ask the parents. Society and parents play a big part in this too. Too much idle time and too much peer pressure leads to mistakes that can't be undone. With the economic situation we are in, parents are trying to pay bills, and they are working harder and are more tired when they come home to see kids. If we had more school hours, that would help many. Why is Pinellas a county with such short school days? Pay teachers another hour and it will pay off with better test scores, better prepared students for an 8 hour work day, and less time on the streets or on their own. Cut administrative pay for those personal who are not directly in touch with kids. We have too many curriculum

	<p>people that don't do anything but pass information down from admin. Put them back in the classrooms to teach. Many of them look at their jobs as a stepping stone into admin. If they can't get it right in the classroom, they should NEVER be allowed to be over the education of children.</p> <p>Lastly, please stop changing the reason for graduation. Make it mandatory that the students pass all the required work and they have mastered the skills. Right now, we are dumbing down everything to the point that there are high school students out there who couldn't get a job in the real world if they tried. After all these years in school, they can't read, they can't do math and they can't stay at anything long enough to finish it. Set the bar, keep them there until they get it right. No parent wants to think their child spent 13 years in a school and came out incapable of holding down a job.</p> <p>How will this all impact graduation, you ask? You will have longer school days for learning and mastering skills, and not be on the street. More teachers will be teaching for the right reason because they truly love to see students love learning. Parents will be involved with their child's learning because they can talk to the teachers and follow through with meaningful home support.</p>
422	lack of parent involvement and parents not stressing, supporting or believing in the importance of education
423	Additude towards school. Usually the students have do not understand the importance of school. the majority of the students I know that may not graduate on time do not see the importance of school and come from a troubled background or home-life.
424	Getting help when you ask for it. Not waiting until the student fails. even when parent is involved there are barriers to break down to try to get help. the middle class average student is almost ignored. Too much emphasis on the advance or below average student. Lets help the average student when they ask and not let them fail!!!!
425	Real world career exploration/vocational opportunities for students not interested in attending college-there is nothing that interests them besides socializing on campus
426	Parental support. Parents can't get their child to come to school. Students say what they are learning is of no interest to them. They always want a vocational program at the high school. PTEC doesn't accept everyone. Too many teacher don't really teach. They pass out work. Some how the student is suppose to do it. No instruction, Little to no help. And the teacher sits and plays on their computer. Then blames the student for lack of motivation.
427	<p>Way to much time is FCAT FCAT FCAT, no basic job skills like manners. No interview skills, just FCAT.</p> <p>The District has to many Surveys for students to fill out. Staff is fine, I feel no one at the District office understands or even knows how much stuff (surveys, paperwork, assessments or work for students to do). This is boring and a waste of their time.</p> <p>Our biggest issues is so much FCAT and we lose our lower level students. Think of this, our DOP have done FCAT, remedial reading and math every year they are in school and once they are in high school they finally have had enough. Or they are that bright student that has to sit in class and listen to it because the class is behind.</p> <p>A small group of our ESE kids which are alot of our DOP students are destroying our school and people Drop out. I personally have little faith in any of this changing I feel most of these Surveys are some block someone needed checked somewhere. The fact is more parents need to be envolved.</p>
428	Frustration because of lack in skills- usually in reading. Negative peer interaction and influences from negative activities and associations (i.e. gangs). Learned Helplessness. If I can't do it, then it doesn't matter anyway:

	attitudes.
429	Students not focused on academics, lacking care.
430	High School start times, Teachers working with students to make sure they have everything they need to graduate.
431	FCAT and all the necessary mandates that prevent students from getting a well rounded education.
432	lack of parental involvement beginning at the elementary level rigorous academic standards at all levels not being met very few options for students not wanting to do the "traditional" 4 year high school setting
433	A rigid requirement to adhere to arbitrary curriculum pacing regardless of whether or not all the students have acquired proficiency in the material. This results in those who haven't acquired proficiency to be forced to move on, without the benefit of a firm foundation for the subsequent material to build upon.
434	Lack of commitment from students and parents. Also no real alternatives for the non - college bound students to earn a HS diploma that will prepare them for a work life. I think Pinellas county should offer different flavors of HS Diploma, ie. Academic (College Bound), Commercial (Tech School, etc.) General (Workbound). Having these options will improve graduation rates and also prepare students for their adult lives in a successful manner.
435	Lack of consistent attendance and schools not responding in a timely fashion when issues arise. The schools do not have the resources to get to all the needy students, especially in these needy times. Our students need coaches/mentors to continue to guide and encourage them. Unfortunately as resources become fewer, everyone is stretched thin.
436	Lack of student interest due to classes being boring, ie Not enough "hands-on" learning in the classrooms. Teachers lecture while students sit.
437	The unrealistic expectation that all students are capable of graduation from high school
438	Students not being retained in k, 1, & 2 where reading instruction is intensive. Once they are moved on to 3rd grade, the focus shifts and it is very difficult to patch the holes up from the major gaps they already have.
439	Lack of support from general education teachers for exceptional education students who are mainstreamed.
440	attendance. Students get so far behind that they can not make up the credits on time.
441	Current attendance policy
442	Parents need to be more involved with their children. As well as the staffing model of schools. I feel their needs to be a social worker for every school as well as a psychologist in every school because of the different problems that are arising in student and their home ultimately impacts school.
443	Attitude of student towards education. Most do not see it as a stepping stone to their future, and therefore do not take it seriously. For too many, high school is just a big "social" opportunity.
444	Lack of support from school administration for dropout prevention programs such as GOALS
445	Parental Involvement is the biggest barrier. If a parent doesn't feel the importance of an education, the children tend to lack the motivation to get a quality education. It starts at home.
446	Motivation

447	What I see is not enough discipline at home or in the schools. There are no consequences when a child does something wrong or shows disrespect toward an adult. We let the child rule and manipulate the situation. They don't learn self discipline.
448	Lack of parental involvement, negative peer influences.
449	Kidds losing the love and support of the parents.
450	Choice of classes, starting time, relevance of subject matter, parental educational background=parents having the educational background to understand and support the importance of getting a diploma
451	Gaps between elementary school and middle school, gaps between middle school and high school. Direct instruction is given in elementary school for all subjects with whole group instruction and practice, however I'm not sure if direct instruction is given in all areas for middle and high school. There seems to be more on your own lessons without clear understanding of how to do it. I have three children who have gone through the system so I have seen it as an educator as well as a parent.
452	Placement in courses that the student is not prepared for e.g. placement in chemistry when student has not yet passed Algebra I
453	Communication
454	Lack of school interest, understanding, and support of students who require a higher level of motivation and support than those who learn easily. There are limited opportunities to make up classes and get extra assistance within the typical school day to decrease the already high level of frustration and feelings of failure struggling students may feel.
455	Students need to be more focused.
456	Attitudes of students Parents who do not hold their teenagers accountable (learning is NOT a spectator sport) Teachers who lower their standards -- compounds bad attitude rather than improves
457	Students being advanced without proper knowledge and education.
458	lack of student motivation to graduate
459	Expecting all students to fit in the "standard diploma" box; there needs to be more diploma options that are considered "acceptable" for kids (vocational diploma, for example, or Levels of diploma like Level I diploma, Level 2, etc) and expecting all kids to learn in the same amount of time - graduation should not be defined by the number of years it takes
460	Students not having the necessary reading, math and writing skills for high school curriculum.
461	My son recently graduated from a pinellas county high school after transferring from Gibbs in 10th grade (1st semester) His CLW high guidance counselor was not interested in taking my calls or calling him in for meetings. She "accidently" left him out of the pre-sat and constantly told me she had too many students to focus on just 1. We need mentors, guidance counselors and other professionals who connect with our students on an individual basis not a superficial one. He was removed from Gibbs because he was failing and skipping school. After an entire year and 2 months of fighting for a parent/teacher conference, we were told that he didn't qualify for any programs because of his general education status and race. As a teacher and a parent I was outraged! High school is where we lose a majority of our kids.
462	My child does not have enough time to study, and or be involved in after school events.
463	Lack of opportunities for those not college bound

464	excessive absences and failure to complete course work requirements
465	There are definately not enough drop out prevention programs or programs to assist students who are not going to college. As a high school teacher most students who don't fit the norm have very few alternatives to assist them after high school. What happened to vocational/trade opportunities?
466	The biggest barrier are students not being able to read or write sufficiently before getting to high school. In addition, we need to have more technical and vocational programs for students not going to college. Although we have a dress code, students are still coming to school with pants that are too low or clothes that are too revealing. Many students just come to school because they have to come but, not because they want to learn. That culture needs to change. Parents with poor parenting skills should be offered training. The community also needs to assist. Keep working on a better teacher evaluation system to improve the quality of our teachers.
467	Our 9th grade students do not seem to be as prepared for high school and all that entails, they fall behind and have difficulty catching up.
468	The FCAT! Testing students on materials that have yet to be covered (ex. common assessment cycle 2).
469	Children who are raised not to value education
470	Student lacking support from home and becoming so far behind that catching up seems impossible.
471	<ol style="list-style-type: none"> 1. No real academic standards are maintained. Do not graduate children with a .5 grade point average. 2. Summer school should be longer. Fail the year, but pass in only a few days is not a good plan. 3. Put some of the responsibility for receiving an education back on the students and parents. 4. Initiate an attendance policy for the middle schools.
472	High school student records should be monitored more closely each year to make sure they are on track. Notices should be sent home BEFORE jr or sr year if something is needed. Info should be included of what is needed for things such as Doorways or Bright Futures in case student is not on task.
473	Curriculum - at risk students should be directed into areas of interest and given training in those areas, such as auto mechanics, electricians, plumbing, cooking etc...
474	<p>Lack of parental supervision/interest in student success.</p> <p>Lack of positive role models for students - parents, community & school-based.</p> <p>Students failing to see the value of an education.</p> <p>Gangs in the schools.</p> <p>District focus on going to college. Not every student needs to go college. The trades and service industry are important also. Apprentice opportunities are needed.</p>
475	apathy
476	Lack of background knowledge, lack of vocabulary, discipline issues within the home.
477	poor attendance and FCAT testing
478	Attendance, apathy, parents not involved

479	Children are faced with so many issues, other than school work. Every student is NOT college bound. We should offer more options for students who want to get their diploma but do not plan to attend college for whatever reason. I think we should encourage all students to meet their potential and offer them any assistance they might need. Every students has strengths, we should identify them and go from there. We tend to focus so much on the weaknesses.
480	As times have changed so dramatically, I see the trends in discipline both at the school level and as a society are contributing to a lower 'on-time' graduation rate. We need to find a way to word our laws such that a parent can still legally reprimand their children without abusing them. I think in todays society, we tend to see many things as abusive that are really - in the long run - the best thing for our children. Corporal punishment should be reconsidered in our schools. This was always a great deterrent. If we could regain control of the discipline issues in our schools, the teachers could gain much more ground each day and thus, the students will learn more. Don't change the name from 'Dropout Prevention'. Call it exactly what it is.
481	To me attendance is a barrier because when a student miss classroom instructions they don' get best instructions on make up, creating a possibility for understanding the material.
482	students not meeting academic criteria. They give up.
483	Parents, unfortunately, do not seem to value educaation as they once did (not all, but a lot). If the parents don't care, neither will the child.
484	Students struggling with low academic achievement and self-esteem.
485	Personally, having a child at the high school level I think that starting earlier in August and completing the exam process before Winter Break would greatly enhance those graduating and those who are having trouble...I have heard this from both students and teachers that the kids seem to give up after winter break and just float through the rest of the year.....
486	I am all for accountability but accountability has become such an issue that far more time is spent accounting for an activity than is spent on doing the activity itself
487	Family life - Parents not supporting their kids education.
488	Many parents are not involved in the education of their children. The parents have many problems: poor health, drug use, out of work, or work two jobs to support family. There seems to be no time for their children. Many parents blame the teachers for the lack of success in school. The absentee rate is the worst I have seen in 32 years. Without an attendance policy, good students don't come to school either. I have students with a zero percent. They refuse to do any work. I have spoken, with parents, guidance and APs. Guidance tries to place in alternative situation, parents refuse to allow that to happen. It is all very frustrating. When students continually make straight F's, regular high school is not for them. They should be placed in an alternative school so that they succeed at something whether the parent approves or not.
489	Differentiating the needs of all learners. AYP & FCAT pressure creates a system where instruction is not allowed to meet the needs of the learner. The students often feel so much pressure that they lose their confidence.
490	Fcat testing , because alot of student do not test well, teacher and schools get so hiped up on the fcat that students get so nurvous about this test. And then they don't do well....
491	Parental involvement

492	Students with discipline/behavior/learning issues are not addressed as soon as possible! The "process" in place does NOTHING to get the child help in the early years....just causes a lengthy paperwork trail for the teacher before (if ever) the student receives help that is clearly needed from the beginning. I understand the budget constraints but teachers are trained professionals...we KNOW when a child needs help and should be able to request it as soon as it's identified....not after a ridiculous process involving a team of people that do not know the child.
493	Lack of parent involvement
494	Students who lack a work ethic, parents and administrators who make excuses for them, and teachers taking the blame. Personal responsibility has almost disappeared from our culture. Learning is everyone's responsibility.
495	My child is below level with reading. He attends Lealman Intermediate and this is his last year. His teacher all work well with him at this school and I am very satisfied with him attending Lealman. This is his last year and I am very afraid that regular high school will cause him to fall behind in classes because he is not used to the bigger classes and the discipline problems that go along with being in high school.
496	The students who fall into the drop prevention category are given more than ample opportunity to make up their credits. Unfortunately when they are placed in DP they should have to finish within a time frame. What is happening is that they think they can stay a 5th year so their social life is not affected. They put forth no effort trying to make up their missing credits. Speak to the teachers in GOALS they will tell you! No name change is necessary. They have labeled themselves so let them live with it!
497	More school employees instead of spreading all employees so thin . . . a definite difference when the school has more employees to do the work effectively and efficiently. This is a domino effect, which leads to a multitude of issues for the students. More supplies for school system as a whole-- without supplies, jobs cannot be completed correctly. Support needs to be in the schools, but there needs to be an "Administrative" body who can step in when everything attempted does not work for the students. Positive discipline works.
498	lack of motivation from students, "same old" teaching styles from teachers leading to student boredom and disinterest, parents not valuing education and goals for the future
499	Not meeting the needs of struggling students early enough and having to jump through hoops to get them help.
500	For high school students, class periods are too short, too many classes in a day, not enough hands on real world experiences for all students
501	Scheduling. Currently if a student does not pass a core subject. It is difficult to retake it and graduate on time. Some required remedial classes are ineffective and taught by the least experienced teachers. It appears that there is no "value added" for these courses.
502	Reading Skills Motivation Drug and Alcohol Abuse
503	not enough parent participation in their child's education!!!!

504	School officials not being aware that a student is struggling, and when met with any resistance, they take the attitude of the student not wanting to learn, and suggesting to drop out. Take each student's situation as a new challenge- not a burden. Being positive with all students, and once school officials have exhausted all the resources to get the student back on track, keep going! Never give up on any student. This is your position, and job, and everyone employed at PCSB should be doing everything possible to make every student the best they can be and Graduate.
505	Behavior of students in the classroom. Teachers can't teach because of a few students and if teachers ask for student removal students are returned back into the classroom
506	Providing adequate counseling for students to meet graduation goals on time. Developing mentoring within the school day and flexibility of when classes are offered.
507	Students getting their driver's license at age 16 then needing a job to pay for insurance and/or a car. Driving around is more important than studying. Changing the driving age to 18 would greatly benefit graduation rates. Start a campaign to our state legislature.
508	Poverty, Inflexible curriculum, Parental Support, Lack of appropriate early intervention
509	I think a huge barrier with education has been the lack of consequences for behavior. If the students had consistent consequences across the board I think you would see a drastic improvement in the graduation percentage.
510	The biggest barrier to on-time graduation is the lack of commitment on the part of the students and parents.
511	Students need to be screened better in K-5. If they lag behind there, they usually never catch up. This causes low self-esteem which propels the students to engage in negative behaviors to escape a negative situation, the classroom. They resent teachers and school and some peers and try to bring everyone down to their level.
512	Classes not relevant to students' future goals. Students need to have either prep for college or in career academies. When they graduate- they need somewhere to go.
513	Discipline, parent involvement
514	with the lack of an effective attendance policy students don't see a need to attend school on a regular basis. You can miss as many days as you want fail the exam and as long as you have enough points over the semester you pass. It's a joke
515	time management, lack of focus and priorities,
516	Relevant courses, the 10 day absence = failure program, day care for students' children, getting rid of FCAT as graduation requirement. Algebra II need not be required for all students to graduate. There is a great need for more vocational education and internship programs such as executive internship and DCT. Not everyone goes to college. Let's stop making students feel like failures because they are not college material. What ever happened to SLD classes? Inclusion does not work for many disabled students. When a student realizes he/she has a learning disability and is not stupid, the emotional barriers begin to drop. That's when a special ed teacher has the opportunity to teach learning strategies, etc. to help the student learn.
517	High achieving students are not challenged. They should be allowed to work ahead with more rigorous coursework. The needs of our gifted students are not being met; they are bored with the busy-work and at-risk for dropping out.
518	Students do not see "relevance", they are not supported at home, too much other "stuff" to deal with,

519	<p>I think 7 periods is too much for the students to handle. I can't imagine how the low performing students can keep 7 periods organized as far as concepts, homework and upcoming tests.</p> <p>I teach honors students and I have seen a significant decline in the grades of my 7th period class this year compared to my 6th period class last year. Many of my students are in all honors courses and in a sport or work and simply have too much "on their plates" and they are the "organized" group.</p> <p>Also, 7:00 a.m. is simply too early for teens to be at school. Many studies have proven that.</p>
520	<p>No child left behind - Retention multiple times is definitely a factor.</p> <p>Lack of parental support and involvement in their education as well as lack of student responsibilities. Parents don't value education which sends a message to their children.</p>
521	<p>Students not being able to make up courses. Students with disabilities even though not mentally handicapped may well take more than 13 years to graduate and this should not have a stigma attached, if possible. Real world training including internships or apprenticing.</p>
522	<p>FCAT retention in Third grade and Tenth grade</p> <p>Socio economic disadvantages</p> <p>Lack of pre-school education</p> <p>Relevance of education</p>
523	<p>Failure due to FCAT</p>
524	<p>Discipline</p> <p>Parental Involvement</p> <p>substance abuse</p> <p>declining standards</p>
525	<p>Lack of discipline in most schools.</p>
526	<p>Community factors such as gangs, mindset of poverty, relying on the government to do everything for them (If you give a man a fish he will eat for a day; if you teach a man how to fish, he will eat for life). Governemnt factors: Not supplying the technology that teachers need to teach, poor moral with the staff in the schools because of no pay raises and pay reductions, classes not being long enough. Students: Too many periods in the day; ESE students, behavior disorder, and students with moderate to severe emotional problems integrated into the regular classrooms- it is not fair to anyone in the class; students coming to high school that do not have the reading or math skills to be there (they give up and drop-out, they are ashamed)</p> <p>Schools: not providing a cuurriculum that meets the needs of all students. Not every student is going to college. Plumbers make more thatn teachers per hour. We provide very little for the students in our regular high schools. Most who drop out would benefit from going to a school like PETC.</p> <p>Our system needs to be changed to liken Europe and Asia. Students have to pass a test to get into High School. If they do not pass, they go to tech school or get a job. 6th graders need to be back down in the elementary schools and 9th graders need to be back in Junior High. They are too immature to socially handle the higher level school. The students need to wear uniforms. Many boys have told me how distracted they are with the girls dress. Also, we need to look at schools who have one gender classrooms and analysis the data to see if they are more successful. If they are, we need to implement this in our schools. Lack of discipline in the schools. The students who are disruptive and have may referrals do not feel that the discipline is any big deal or they would stop. Teachers get tired and worn</p>

	<p>down having to correct the same things everyday. "Put your cell phone or other electronic equipment away" or "You are not dressed properly" or "You are tardy to class" or " Stop sleeping in class" or " You need to do your work". Getting an education is a privilege not a right. We need to treat it as such.</p>
527	<p>Our state government that keeps changing requirements is the biggest barrier. They keep raising expectations when there is already a problem. Our curriculum is for students to go to college and college is not for everyone. They cut funds for vocational education when many students have stayed in school because of that program.</p>
528	<p>Many of the secondary schools and staff that teach them are very willing to blame the child for all of their issues. A good hard look at instructional practices, discipline guidelines, and individualized instruction and attention could turn this around. Also, the schools need to recognize that some students will need to attend work related platforms for their instructional day. Not everyone will go to college and even then they might not be ready emotionally or academically to attempt post secondary instruction until they are older and more mature. We can't continue to treat our teenagers like "little adults" when they don't have the maturity and/or self control to behave and manage their lives yet. The child's family life and the amount of support and supervision they have to complete homework/projects, etc. plays a tremendous role in the child's ability to successfully complete high school on time. Parents have it better than they used to now that Parent Connect is in place. But there still needs to be more support from the school to get the kid motivated to do it even if they never get support from their parents/family. Let's face it- we can jump up and down and holler that the parents have a responsibility to their child's education- and they DO- but we can't make them do it! So- we need to take ownership in these children and do for them what needs to be done!</p>
529	<p>Parents do not think education is a priority. As a result the students do not make education a priority because of the example of their parents.</p>
530	<p>Student starting and ending times No alternative school settings Lack of parental support There are teachers who are not effective in the classroom Curriculum structure of 9th thru 12th grades</p>
531	<p>The 9th. grade!!!!!!!!!!!!!!!!!!!!</p>
532	<p>Motivation - whether it's impaired because of a disability, younger siblings or children at home they must care for, stressful parent situations. Whatever is in their environment that pulls their attention away.</p>

533	Not having vocational education available to all students. The present requirement to attend the PTECs is not a reality to many the the students that need it the most. Students with behavioral and/or attendance issues are not permitted by these programs to attend. They need it the most if we are to prepare them for the future. From the time our county began eliminating the school-based vocational programs in the 90s, the discipline and school-buy-in behaviors of the students has continually worsened.
534	lack of parental support and poor home situation; motivation!; academic struggle
535	Too many behavior problems within the classrooms takes up too much instructional time. Classes are too large. Lack of parent involvement.
536	If students hit a roadblock at the beginning of middle school, which often happens in the transition from elementary, they are often removed from programs or schools and their self esteem is compromised. It is at this point that discipline becomes a problem and frequent absences the result. There is not enough support at the middle school level, especially at 6th grade. Many are not ready for class changes and multiple teachers. Those students who need more time to adjust are often given referrals. This level teacher needs more training, and the curriculum needs to demand more attention to organizational skills and goal setting. If students had more opportunities on the front end, I believe that the graduation rates would rise. Programs like AVID have shown what can happen when students are given more opportunities.
537	Mental health issues. Poor parenting. A student' sense of "hopelessness.
538	Drugs, gang involvement, lack of family/parent support, low attendance
539	social issues with peers...student fall into a group that all don't care about school and they all don't care to graduate
540	Not having a structure in place. Teaching in a fundamental school has improved the quality of work and expectations on students that struggle with discipline and organization. Increasing the number of fundamental schools particularly in the high school level should be taken in to consideration.
541	I think the greatest barriers I see, having three children that went through the system, is parental involvement and teacher concern. High school is not the most parent friendly place. My experience was the high school teachers seemed bothered when I would call or had a concern about my child.
542	Lack of self driven students. Student want to be handed everything without have to work for anything.
543	Family dysfunction, poor parenting skills, emotional/mental illness that is not addressed at the elementary level. Troubled Students can be identified and helped with early intervention - we must get involved in this. Lack of parental support and involvement in their child's education. Lack of discipline at home and school. Standards/Rules are not enforced in either. High School students working too many hours which prevents them from performing successfully in school Society's Attitude towards education. Constant belittlement of educators/underfunding/focus on blame-ing someone else for the problems instead of EVERYONE accepting responsibility: government, parents, school administrators, teachers and site plant operators (a clean facility does affect attitude!)
544	students being engaged in learning
545	Testing scores, ability to make up credits needed for graduation.

546	The students who have attitude and do not want to learn totally distract the classroom/teacher/students who want to learn and make achievements in their lives. They should be removed until they can conform to classroom rules. They don't have any direction or care in life except about themselves. They need to learn basics and have some sort of structure to build on. It is a sad thing.
547	It is not always going to happen because of the lack of motivation by the student. Many times students are impacted by external circumstances (home life, bad peer influence, substances etc.) In my situation the removal of the "Learning Lab" was a mistake! This set up offered ongoing daily support to struggling students apart from the classroom setting (making it more comfortable for the student to ask for help). Keep them in the same learning environment as friends and offer a place where they are comfortable asking for help without having to go far!!! Additionally finances, our low income students and ESE students are not able to celebrate in the joys of their accomplishments in the senior year. Many are not able to even afford graduation pictures or announcement, and VERY few go to grad night. It would be AWESOME if community support was arranged so more of these students could do more of the reward activities,(this would also be an incentive to hang on to their struggle to graduate) Also a bus at each school would be a tool to teach more community based education.A bus is not an option for us for any field trips of any kind because of the cost. It would be very beneficial to have these kids go out and buy something (calculate the change, tax etc.), see a play (some have never seen one), explore Botanical gardens etc.!
548	Lack of parental support for the school system. If students knew that their parents supported the decisions made by school administrators there would be fewer issues.
549	Failing courses and getting behind credit wise.
550	Focus on educating not test taking!
551	Society pressures - too much political correctness. Kids are bored with school - they no longer feel ownership to their school FCAT
552	This district is too big and too many "things" fall through the cracks; including students.
553	1. FCAT 2. Home Environment not supportive 3.Poor Pre-school development 4. Poor communication and intervention with home and community groups (fraternities sororities, churches, etc.) 5. Poor recruitment and retention of minority teachers
554	Block schedule is a negative. Yes, students should be responsible and yes the schedule is more like college, but with this schedule, students feel they have an extra day to do the work and fall behind instead of assignments due the next day. Also, they seem to "mess up" the last semester and have no time to recover grade before graduation while they are a senior. Certain teachers do not actually teach the lesson, students are almost on their own. This can not be done, especially in a high level math class! Attendance is a major factor here that is not followed as it should be. Teachers do not even notify administrators or call home. You may hear about a student not attending after a month or 2...Problem?? I would say so..

555	lack of readiness for 1st grade. These kids lag behind their whole school career. Also, too many kids will purposely not try hard because they know they can just make up a class in summer school or extended learning when it's easier. Have less chance for kids to make up failed classes and they may TRY HARDER during the regular class. This would promote an atmosphere of scholasticism among the students, instead of the current apathy so prevalent. Also need to do a better job promoting virtual high school online
556	Making up work that is missed or failed.
557	Economic conditions of student's families FCAT, This is an absurdity that should be cancelled, and or replaced with testing that reflects the realities of education as it exists today. A more realistic start time for secondary students. It is not consistent with the world of work, in which, we are preparing students, also many students need to work to help support their families and are attending school in a state of sleep deprivation. The current start time does not reflect reality.
558	Not accepting a child's work when he/she has done it ("it's late") Not giving a student makeup work when he/she was absent Tough grading policies making it impossible for students to achieve No consistency-leaving the student confused Grading homework and not classwork, switching up every semester about what is required leaving students and parents confused Writing referral after referral without getting parents involved Warning needs to be provided- a simple stop would be acceptable without constantly pulling students out of class and getting loud and up in their face because you are a teacher or administrator or other support personnel If you want a child to have respect you as an educator need to show respect and stop using your power to be overbearing and negative, treat them the way you would want to be treated show respect and be corrective in a positive manner
559	Staffing doesn't seem to work to help students anymore. You staff children and NEVER or rarely seem to qualify for anything. So now the STARS program seems to be the dumping ground for any child that doesn't fit into the norm. I am now an aide for EBD, but I taught STARS for years. Children need to be staffed correctly and not just dumped into drop out programs. STARS use to be an awesome program, but now it's used for all 3rd grade retainees and behavior problems. These behavior problem children need to be placed differently. Check your staffing in this county, very few if any get placed into EBD any more.
560	Discipline issues, class disruptions, no control in classrooms, dress code violations. Lack of parental support.
561	Parent involvement in their child's education.
562	Family/economic issues lack of a sense of belonging to the school community peer/neighborhood pressure a family history of not graduating from high school lack of goal setting
563	falling through the cracks and not receiving the proper interventions when needed. I do not feel that retention is a good idea after 2nd grade.

564	Teen years are filled with issues beyond parents ability to control. Counseling services at school for mental health issues beyond regular "guidance" could help.
565	Students' lack of motivation. Unwillingness to work and in some cases to attend at all.
566	communication from or with teachers on a consistant basis
567	Students falling behind and not having the ability, belief and/or resources to make up the lost instruction. Teachers who truly believe that learning and student success is the complete responsibility of the student and family. Teachers who won't "go the extra mile" to insure student success. Lack of ability on the part of the parents (family) to help a failing student. Secondary students bored with school.
568	illnesses, attendance, lack of a values toward education in the home, lack of parent involvement in the school.
569	1. Low income families where students are working parttime and full time jobs to support themselves and/or their families...school is secondary to their survival. 2. Very bright students who look at the curriculum offered, decide it's boring...quit school, take their GED and are in college while their peers are still in High School. More accelerated graduation programs that are publicized so that parents and students are aware of them combined with life skills like Enterprise Village setting so students have the skills to be productive after they graduate early...a light at the end of the tunnel for all their hard work.
570	That we allow the students to get away with Not learning. They are allowed to miss multiple days and then when they are in school, the will do no work. There are no consequences to their behavior while in school, either from the school or thier parents. They feel they can do whatever they want and we as a school system are giving them that option. We are doing them a disservice. Every child can learn and SHOULD learn.
571	No relevance to real life....no in school preparation for life skills and careers that don't involve going to college.
572	Lack of parental involvement.
573	I believe that the District has implemented too many choices for students to receive their diploma for graduation versus the traditional method. The District is trying to increase the graduation rate, but in the process has lost sight of what the student really needs in order to be a functional and productive citizen. I also believe that the legal drop-out rate should be changed to 18. This concept would make it harder for students to "give up" so easily.
574	Parental/family values relating to education
575	high stakes testing
576	I am concerned that our ESOL population does not get enough support. My other concern is that the new RTI process is preventing many students from getting early intervention for language delays/disorders. It has complicated and lengthened the referral process and many students are not getting the help they need. This in the long run will increase our high school drop outs.
577	Attendance

578	<ol style="list-style-type: none"> 1. Entering high school with lack of success or proper intervention during middle school years. 2. The idea that on time graduation is critical for success, is a barrier. Some students may actually need more and some less instructional time than the traditional school year provides. 3. Dealing with the social and emotional needs of students that interfere with their learning is a barrier. We have too few professionals in social work and psychology to provide intervention. 4. Poverty.
579	Lack of student motivation, lack of parent involvement, lack of teachers who understand the issues of students and who are willing to go beyond
580	Failing grades and behind on credits - there are not enough opportunities to recover credits and boost GPAs available to the students at all schools.
581	Allowing students to move from first grade when they are not prepared or ready to learn. Early intervention is a MUST. Saves money in the end. But teachers must also be well trained.
582	Not being able to identify at risk students early, before there is a strong pattern of attendance, disciplinary and/or academic problems. In many instances, the students attendance or discipline has not been addressed early in the students behavior patterns so that academically, it then becomes difficult to help the student catch up and as the student becomes more frustrated, the academic performance continues to deteriorate.
583	Children who are unprepared for the next grade (beginning with unprepared for kindergarten) Having all choices that are college prep No vocational options for students who are disenfranchised with traditional school.
584	Motivate students more (???) and have significant consequences to their behavior.
585	Lack of parent involvement. Teachers not being able to make learning fun. We must follow a formula and pacing guide that doesn't work for our population. We are not allowed to do any incentives to help motivate students to complete assignments or do work such as "Fun Friday" for 10 minutes or 10 minutes of free play time. It doesn't take much but we're not allowed to do it.
586	The biggest barrier is that the kids come to high school and can't read at grade level. They are doomed from the start and aren't able to pass the FCAT. Once they do poorly on the FCAT they are placed in remediation classes which destroy their self worth, cause them to be frustrated with reading, and basically they shut down. ONce they fail the FCAT once they feel even more like failures and are singled out from their peers who have passed. They are unable to take electives, which spark interest and desire to come to school, thus frustrating them even more.
587	Lack of parental support is probably the biggest barrier to on-time graduation. The parents often do not support what the school is doing to help their child. They make excuses for their children instead of holding them accountable to high expectations.
588	Lack of parental involvement or concern.
589	The support from the community and parents in regards to attendance and discipline.
590	Kids not knowing how many credits they need from counselors until it's to late to make them up.
591	I don't anticipate a problem for my child, but for some students with other obstacles it may not be realistic without help from other sources.

592	<p>FCAT!! I have an honor roll student in gr 9 that has been honor roll since K. She moved here in 3rd grade. Has never passed FCAT. Makes no sense. I heard we had a senior graduating who was class validictorian nad did not pass FCAT. What does that tell us??</p> <p>Also, teachers who do not teach but rather tell the students what the assignment for class is and then sits on their computer instead of interacting with the students. Kids today feel like NO ONES cares about them and their teachers don't seem to care about them personally. I hear negative comments often from teachers about students. I beleive in these kids. I have to, they are supossed to be our future. We need to nurture and have compassion instead of the "It's all about me" attitude.</p>
593	<p>Getting all teachers to do their job - Teach. and not worry more about if they get a proper pay raise. Raises will come when available.</p> <p>Getting parents more involved in their child's education and general up-bringing. Until parents accept responsibiliity for their child's behavior and actions, progress will be slow.</p>
594	Lack of parental support.
595	Not enough support, supervision, and encouragement from families, teachers, and administration.
596	Too much reliance on state-mandated testing and preparation for such. Not nearly enough vocational-courses, fostering the incorrect idea that everyone should be going to college.
597	Too many of our students are working to pay for car insurance and gas or are so involved in extra-curricular activities both in school and out of school causing them to neglect homework.
598	Student attendance, and parent support from home.
599	Parental involvement.
600	Students don't have the foundational education to proceed to higher level learning. By the time they enter high scghool, they should have basic math skills to perform at a high school level. Many students can't add or subtract. How are they expected to perform algebra? Somewhere along the line they were neglected or just "passed" along to the next grade. That isn't fair to the student or the next teacher.
601	Lack of services or classes to help motivate the kids to stay in school as they relate to real world. Some kids are not cut out to got to college but would love to learn a trade and some need to learn independent life skills. There are not enough options out there for ALL kids. the end up feeling like a failure or that there is nothing school has to offer them.
602	We need better math teachers. My daughters are both college material and struggled with math throughout school. I have seen students who struggle turn into discipline problems and then be dismissed from high school as soon as they turn 16; one on his 16th birthday.
603	Student's lack of organization on their own and lack of support at home. They stay up late, are tired in classes that start too early. There is no school-wide requirement for planners to help students keep up in their classes. Teachers are often negative and do not teach to individual students, rather the whole group. Skipping classes is prevalent.

604	<p>1. Retaining students who do not pass the 3rd grade FCAT obviously is a barrier. Added to this is a student one or two years behind arriving to high school, and realizing they won't graduate until they are 19 or 20 years old.</p> <p>2. Low GPA (very difficult to recover credits - especially now that the 4x4 schedules are gone)</p> <p>3. Lack of vocational option - with schedules packed with remedial math and reading, there is no room for low performing students to take electives they want to take.</p> <p>4. Our system in high school is college prep which is not in line with the percentage of students who actually head to college. We should have academically rigorous courses for college bound students, and equilly appropriate vocational courses for students who are more geared to learning a trade. Even speical diploma students lack vocational options and on the job training. The job coach picks who s/he works with. Why is this even an option? I don't pick who I work with in my classroom.</p>
605	Students missing a lot of school and not being responsible to get the necessary work done to pass. Also I feel teachers do not have the time to slow down and help struggling students, so those students fall further and further behind every year until they drop out.
606	attendance High Schools starting at 7:00 am is ludicrous they would do so much better and improve attendance if they had the middle school hours.
607	Some of the requirements are not in step with student ability. For example, my student is not at all good with mathematics, but is required to take several (4?) years of math which gets progressively more difficult and causes failure and drop in self-esteem.
608	parental involvement
609	Requirements like algebra. Some students are just not capable of understanding it and should be given an alternative.
610	Students not understandinf the curriculum falling behind and can't get caught up
611	Lack of discipline and consequences at home and/or at school. Education not a priority in the home. Home should provide checks and balances for students to succeed in school. Need accountability from home, perhaps like fundamental schools. More non-college bound curriculum for students to go out into the work force with job skills. Make dropping out less "user friendly".
612	Lack of involment and interest on the part of the student. Parents that are not involved or make excuses for behavior. Parents not knowing how to discipline children. Parents that expect the schools to teach their children morals and discipline
613	family support
614	being able to connect with teachers (Ex. parent connect e-mails you with missing grades and unexcused days then you find out that the teachers have not updated anything while you have disaplined your child for nothing) dixie hollins high. if you have the tools then they should be used the correct way not when they want and when they want to use them.
615	The fast pace of the curriculum, some kids just cant keep up or process the information that fast
616	Lack of desire from the students
617	Negative peer pressure and issues with drugs and/or alcohol.

618	<p>I feel that the lack of accountability in Middle School, failure to teach to mastery basic skills and the lack of parental involvement and commitment are the biggest barriers to on-time graduation.</p> <p>Also we have removed most of the Vocational training from the schools...statistic have proven that a much smaller number of students attend college (even if they are prepared) than go into the work world...we do not prepare our students for trade, or vocational positions.</p> <p>For many of the students I work with, school is just part of the routine, not valued for the educational aspect, more of the "a place to be" aspect.</p>
619	<p>problems at home: lack of transportation, responsibilities to care for younger siblings, and lack of parental involvement.</p>
620	<p>The School Board. The district changes policy all of the time. The students do not know what is expected of them. The expectation for graduation needs to be clearcut and consistant.</p>
621	<p>There is a major shift in teaching styles from Elementary to Middle and High School. Students are treated more like a commodity passed from teacher to teacher. The level of accountability/resposibility for success jumps drastically. Elementary School teachers provide more support.</p>
622	<p>We need to change our curriculum to suite students' needs and provide more technical/work force training so allow students opportunity to get a job upon graduation. We need to provide more flex hours for our high school students.</p>
623	<p>Lack of compassion from the teachers in middle school and high school.</p>
624	<p>Self-motivation,</p>
625	<p>I would like to see high school guidance counselors be able to spend time with students again. My kids have gotten NO direction from the school about what courses to take for their educational plans. I don't even understand things like the Bright Futures because we have not gotten any guidance. I think that kids and parents are just not aware of opportunities available to them.</p>
626	<p>lack of student motivation; lack of parental involvement</p>
627	<p>Students might get held back in elementary or middle school, but they work really hard to graduate from high school in 4 years. But even though they only took 4 years to finish high school they won't count as someone who graduates on time. Graduation rates should be counted for the time it takes a student to finish HIGH SCHOOL.</p>
628	<p>The requirements of certain classes that students are to take and they are not given the foundation to handle the claases prior to taking them.</p> <p>Also the fishbowl effect that all can be educated the ame way and will attend college at the same time upon leaving High School. Not all are created the same nor on the sam tracks in life. Earlier plans for students need to happen to feed other alternatives to the regular approach.</p> <p>This seperation of students starts as early as 4th grade. If there was other approaches to reach these kids and keep them focused through 9th grade, I feel that they would then reach graduation with succuss.</p>

629	race/stereotypes of families are still an issue even if teachers want to say it's not so, just listen in a lounge sometime. we focus on college or you're a failure. we don't focus enough on instilling in at risk kids how this is their way out. we should do much more with trades including putting them back on campus so kids feel included. if going to a school to get auto we should have to still provide transportation. we make rules like that to automatically cut out the same kids we are trying to save and then blaming it on their parents for not having a car. and yes i have seen that a lot of times. it's not an isolated thing. sorry, but in 28 years i still see a lot of high school teachers that look down upon poor kids especially of color. if we had more hours in the day we could go out to the homes and meet these families like the old days. it worked, but it has to be geniune. places like lifeskills should be on our campus and owned by us. it still comes down to money, and we are just cheap. keep the gep it at least works for some kids. the most important thing is to love your students. this is not a job, but a calling. never forget that. i have kids who no one thought would graduate and now make more money than me. and stop counting out the kids in bad situations, instead try to help them get out of it.
630	Lack of parenting and discipline from home.
631	lack of parent involvement need other opportunities available to make-up classes failed more schools that are at risk need school in session throughout the year (including summer- with short breaks in between) Fund Early Childhood Intervention at age 3 Start children at grade 2 with teachers in specialized subject areas, rather than continuing self contained (one teacher teaching all subject areas)
632	Students who have met all grad requirements except Eng 4 and Economics and are forced to be here for all electives and throw away the senior year. They are mentally done with high school. I think students should be able to attend an alternative program to pick up the English and Econ credits on their own schedule...even multiple hours 3 days a week rather than 5 days a week. So many kids have extra credits from 8th grade, FLVS, etc that we are holding them back from getting on with their lives. It may be time to go back to the 1940s of having 11 grades rather than 12.
633	Lack of effective literacy skills at an early age. Too much emphasis on state wide testing. Rigid instructional methods in elementary school. Teaching to the test
634	Failing FCAT when you obtain passing grades in your coursework
635	Students are not prepared nor do they take school seriously. The school day is not kong enough for all teachers are expected to teach. Students have no time in the day for non-academic activities which prepare them for life after school.
636	Discipline and lack of parent support.
637	A student, parent, family culture that does not value education - grades, attendance, test scores, deportment, et cetera. Many students are way below grade level in mathematics and reading, but they show no desire to improve and are below grade level because they and their parents don't truly care if they do well in school or not.

638	Parental involvement, teachers that don't understand what some children might deal with personally and teachers/staff not establishing appropriate relationships with children anymore.
639	Difficulty making up failed classes Lack of social/emotional support for at risk students Teacher apathy School does not monitor attendance and communicate with parents
640	Retained students that are aging out of the system.
641	Lack of support from home for academics and behavior
642	Real world relevance of instruction Students becoming bored with school Not enough career/technical instructional exposure
643	Respect for teachers and others in charge. Parent taking responsibility for their student. Following through with punishment.
644	once a student gets behind in credits it is very hard to make them up
645	Every student is clumped together as college bound and most student are not. They need a variety of math option besides geometry and there are even less options for special diploma students. There needs to be vocational based programs that do not required a GPA for entrance and should be allowed to count as credits. FCAT test should be trashed and a more practical assessment designed to measure overall skills. Students who are college bound need to school a certain score and students vocational bound need to score another less rigid one. There are not as many options for making courses up. Students are often in English 3 and 2 at the same time, they should not be taking alg 1b until alg 1a is mastered and successfully completed.
646	insufficient parental/guardian involvement from early elementary school on...Education not a priority in the home...Parents lack of participation in their childrens academic lives...poor self-concept...children growing up feeling inadequate and unloved from those most important to them at home...drug abuse...domestic violence
647	attendance, discipline
648	Not properly reporting student absences and allowing them to occur with no intervention
649	I think that there are many, many factors that affect graduation rates. Poverty issues and families having poor experiences in the past in education and therefore not viewing graduation as something valuable or even attainable are two of the biggest in my mind. I think our schools need to be a place that children want to come to and as they get older, see as a means to success in life. I'm not convinced that you can train teachers to provide this but there are many teachers who innately have the skills to communicate this to their students and make them believe it.
650	Students get lost in highschool..academic intervention happens too late..after student is behind in credits..need to have more options for 9th graders..transition support from middle to high and from intermediate schools to high school
651	Failure due to absences. Requiring all students to take advance math, foreign language, lack of trade type classes in high schools. Students cannot relate to the courses they are required to take, they see no value in them as they pertain to their lives.
652	Lack of parental support and too much time spent on "teaching the FCAT"

653	There is limited time to make up credits during the school year. Summer/night/after school classes need to be available for those students who need them.
654	Interest in school and time of school day.
655	Mandatory retentions for ESE students. Why should students be penalized for having a disability? It's like telling a blind person they won't be able to go to the next grade until they can see. These kids work and work and then fail the FCAT and are punished by another year in the same grade. It's criminal. They give up hope, feel stupid, and lose motivation. God help them if they have a teacher, or a series of teachers, who don't understand their disability and who just keep pounding and pounding them with information in the same ways they didn't understand the first 100 times they heard it. In our school, in a quest to make AYP, the poor struggling students are bombarded with interventions before school, after school, during lunch and on and on. They are taken out of PE and not given opportunities to participate in things like Multicultural Clubs because they would miss instruction. Some of these kids have real talents in the arts and other areas, areas that would keep them interested in staying in school, and they are not allowed to participate. No wonder they give up and drop out.
656	A Student's home life
657	Parental involvement
658	Students do not feel the responsibility to attend school, be on time and take responsibility for their own behavior.
659	support for school and school work at home (support of the student)
660	I see the student interest and confidence in school as the biggest barrier to on-time graduation.
661	Education is not valued in some homes. Some families have more "important" things to worry about than their child's education. (Living conditions, abuse, drugs, jobs, teen pregnancy, etc.) I think we need to focus on the fact that not every student is going to go to college. Instead of having students drop out, there should be more classes offered in vocational training, starting as early as middle school.
662	attendance unmotivated students uninvolved parents peer pressure -- Its okay to fail, everyone does. I don't need to graduate to go to college.
663	FCAT assesment guidelines impact many students negatively.
664	Relying so heavily on tests such as the FCAT
665	Students are not getting the basics in Middle and Elementary. Students below grade level should not be promoted.
666	Lack of parental involvement. Inability of school system to monitor and demand parental involvement. Children assuming adult roles abdicated by adults in their lives. Failure of foster care system to keep children in loving homes and returning them to "rehabilitated" parents who only spiral downward again. Rampant drug use and sales to and by students, even on campus.
667	Students lack motivation. FCAT makes students feel hopeless like they can not succeed if they do not pass. teachers lack compassion. Teaching is substandard... they have a sense of apathy toward school & students. No parent support.
668	Poverty, low self-esteem b/c of low grades, lack of motivation to get HS diploma, LACK of support from PARENTS

669	I think that we need to take a realistic approach and understand that the fact all students are not going to graduate in the traditional sense . Every student should have to pick a trade when entering high school. Look at schools like Tampa Bay Tech where students who finish school can have an immediate impact on there community. By having our students pick a trade when entering school will encourage the students to learn whatever it is that they would like to choose to be their career. All the students who are in Tele-school, reassignment, or any other alternative school should not have a choice. These students have identified themselves as needing much more than we can offer that is why our graduation rate is so low. The group makes up a large population of our statistical numbers.Our African American boys definetly would benifit from something like this. Please don't let money be the issue find the money because it is there, we just need to show a need. Look at how much money Hillsborough County just received for showing such a significant need. We can change these numbers it just boils down to how much we are willing to invest to make this happen. When there is a will there is a way!!
670	I think most of the problems in Pinellas are stemming from the home. Either parents are inattentive and don't follow up and have consequences for their children, or they are low income and don't provide experiences for the child which would help them learn and understand things more easily and more completely. It's extremely hard for our children to learn to their highest ability when they are living in undesirable places and situations. We have children in 1st Grade who are happy because on a Friday they know that their parent is getting a paycheck and they will get food. We as educators cannot compete with the challenges many of our kids are facing and the anxieties they develop. I can't get them to score well on a test if they have layed awake all night because their belly was empty and growling, or because they had fighting going on in their house, or no one to make sure they had taken a bath and had clean clothes and a pillow to lay their head on. A second problem is that we expect hormonal teenagers, who need more sleep than anyone, to be awake and fully functioning at 7:00 in the morning. That start time is extremely poor for those children. I'm 38 years old and still have problems functioning that early. Many of those kids are having to wake themselves up, get themselves dressed, make food for themselves, and get themselves to school. Even if there is a bus, if many of those kids miss it, that was their only way to school.
671	middle school children and high school children are not motivated to graduate. children need more real world learning.
672	All students are forced into over crowded classrooms with ESE situations that range from mild and functional to severely dysfunctional. Then the room is loaded with the core teacher, ESE teacher and various number (s) of assistants. Furthermore, discipline is out of control in the county and students are not made accountable for their actions. Chronic discipline issues are allowed to distract from the learning environment by not removing them from the school in which they are failing to another environment it will develop into a situation in which others are frustrated and become potential drop outs. The average student is lost in the chaos created. Different start times are essential for alternatives. Many students have expressed a concern over the 7 period day vs block schedule and how this is negatively effecting their progress.I am surprised we don't have more drop outs.
673	The students not caring; as teachers and parents, we can only do so much. The students have to take responsibility and meet the teachers and school half way.

674	We are enabling children and their parents. This school district needs to hold students and parents accountable. Students and parents need to understand the value of education. If the parents don't care, the kids don't care. Teachers are going above and beyond and are expected to do more and more every year...when are the parents going to be asked to parent their children? When are we going to stop lowering our expectations just so a student can pass on to the next grade level to graduate on time? Students are not learning if we are just passing them on so they can graduate in 13yrs. It's usually not the teachers fault if a student fails...but why do we keep blaming teachers. Students need to take responsibility for their education.
675	No time or opportunity to make up failed classes
676	Change the drop out age to 18 starting with new 9th graders next year!!!! If a student thinks they are going to have to attend school for 4 years no matter what, they will say that they might as well get a diploma if they are required to attend anyway. Who came up with 16???? Kids at that age have no clue and parents who let their kids drop out at that age have no clue either!! What motivation is there to try when they know they can leave in 1 1/2 to 2 years? They are legal adults at 18!!! This one change would make such a difference!!! Our drop out statistics would drop dramatically.
677	Over populated schools /high teacher /pupil ratio/ parent involvement and support at all socioeconomic levels, interesting curriculum AND instruction that meets the interests/needs of students
678	Parent involvement Schools getting tough on parents and children with discipline issues
679	Not the biggest problem, but high school students being placed in elective classes they do not want or are interested in. They do not try or care if they pass.
680	Upon arriving in middle & high school the feeling that no one really cares about a student individually. Lack of bonding with instructors, administrators etc. Failing to know the student as a person.
681	Middle school students are promoted to the high school level and are not prepared to meet the attendance requirements or the academic expectation of passing core classes. The ELP program or "forgiveness program" as it is sometimes called, sets these kids up for certain failure. Until we hold our middle school students truly accountable, the expectation of a rigorous 9th grade curriculum dooms these kids to failure. In addition, do we really think 8th graders are capable of mastering high school level content in Science, Math or Language Arts? What about exams? If these were truly high school level courses a final exam would be administered. We set these kids up for failure by not truly preparing them for the reality of high school.
682	Lack of parental involvement, students falling behind in school and feeling they can't catch up, drug abuse, bullying.
683	Lack of family value for education Lack of positive parental involvement
684	Lack of proactive interventions. We wait too long to intervene (see "putting Middle Grades Student on the Graduation Path: a policy and practice brief by Balfanz June, 2009 National Middle School Association). High reliance on out-of-class consequences for poor behavior. Not enough student services staff to help mediate the impact of high poverty.
685	I think that at the High School level teachers are overwhelmed and cannot always provide necessary assistance to students. I also think parents put much on the school system and do not involve themselves as much as they could.

686	mental illness, oppositional defiant behavior, hopelessness, lack of effort, lack of interest, negative thinking, poor self image, lack of self esteem, lack of structure in the home, inconsistent remediation for following the rules at home and sometimes at school.
687	Lack of motivation due to lack of long term planning of life goals.
688	Lack of parental involvement
689	Student attitude and too much testing! Alos, parents need to be more involved. DOP schools (and ALL Pinellas schools) should adopt a uniform policy.
690	Lack of caring by many teachers who social promote. Also if a student can pass tests, the attendance should not be a factor in passing the subject. Let's go back to basics in school, if students need more help than others have separate classes, if we have to separate children who want to lean, students who excel and those that couldn't care less about higher math etc. We need more classes in each school for the students who have an aptitude for music, cooking photography, arts. Give students credit for what they are good in, they should have a basic understanding of core classes, how to work in public service, the arts etc. (but not geometry, algebra, chemistry) put a little bit of magnet school in all schools. Make the students feel in touch with others, but don't label them. Discipline problems should be taken out and parents called and remove them, go back to reform / alternative schools, but don't label the schools.
691	Starting in elementary school, we are not teaching children to read so they fake it until middle school and then the drop out starts. Smaller classes MUST be provided for those elementary students who come to school unprepared to learn. These students need the support and should stay until they have brought their skills for reading to a level that they can learn in a larger class independently. I believe that a majority of behavior problems stem from students who never learned to read, were ineligible for ESE and were passed on by caring teachers. Parental involvement is also crucial especially in elementary.
692	Students enter middle school 3 years below grade level in Reading . As a result, students do not comprehend assignments. Their solution is to "tune-out", "skip" class, or just give up.
693	students not engaged in their education FCAT lack of community feeling on campus lack of vocational options responses are in general from 30 years at PCS not specific to current school
694	Lack of parent involvement
695	Poor reading skills, lack of motivation, systems problems
696	Students who drop out do not feel that getting an education is important to their lives - now or in the future. Many times these students come from homes where the adults had little regard for the value of education, so the same lack of motivation is passed on to the younger generation. My colleagues and I pray daily for the "light-bulb moment" when students realize that the most direct route out of poverty and hopelessness is a good education/diploma.

697	Lack of Communication Lack of Motivation Lack of ability to set long term GOALS
698	Lack of personal responsibility on the part of the parent and student. No real consequences for failure at the middle school level so students come to high school unprepared for course work as well as having the idea that failure doesn't mean anything as they have been threatened over and over with failing yet they move to the next grade regardless.
699	Have options for students who are not college bound to begin training at the middle school level.
700	Lack of parental involvement.
701	Teacher - parent/student "disconnection". Teachers frequently put academic requirements above the well being of the whole student. Teachers are pressured into this position by state testing requirements. Not all student should be required to have the same competencies at the same time in their lives.
702	students are tested too much and not enough learning -- everything is fast paced--it has turned into splinter learning--you either get it or don't, if you don't too bad we have to move on--students become bored and discipline problems increase, because students feel no one cares --teachers are no longer allowed to be creative and learning is no longer any fun--teachers do not have time to build the relationships that students so desperately need--many parents do not have time to build relationships with their children because both parents are working, if both parents are there..... Kids do not graduate because we are making them grow up way too fast and have turned children into machines.
703	FCAT
704	Peer pressure, family/home situations, classes designed for each student (not everyone having the same options), motivation, parental support, great resources from schools
705	Frustration with passing required courses and lack of relevancy of the courses in their real world.
706	Students not seeing the relevance of what they do in school to real life situations. Not enough trade type educational courses taught in High School.
707	Lack of consistency in instruction from school to school within the district. Not enough uniformity in instruction. Students are not getting the same knowledge in each school and administrators are limited in "disciplining" or removing teachers who are not performing up to basic standards.
708	Home and life situations Students feeling that none of it matters Hopelessness
709	Strong focus on reading. Strong encouragement to students - strong intervention for the ones with major discipline problems starting with them at an early age - Lots and lots of communication with parents. I also feel we are so focused on getting ALL students to college that we overlook those that are not going to be college material. We need to make it much more accessible for them to go to a trade school and not make them feel that doing that is NOT a bad thing. The other thing that concerns me are students who the teachers, administrators and counselor (at high school level) have worked and worked with and still continue to either not show up at school or when they do they do absolutely nothing. I can think of two students I know of who have straight F's for the first and second six weeks. It bothers me that these students are taking time and energy away, not only from staff but other students who are more than willing to be here and to learn. Why do we allow this?

710	Students falling behind in the elementary years and they never have a chance to catch up.
711	I believe that several factors create barriers to on-time graduation. Mandatory passing of the FCAT test is a huge factor. I have known many Honors students that have difficulty passing this test. In the past they could take the ACT or SAT but now they are going to raise those scores dramatically as well. Discipline issues are also a factor in regards to the fact that they take a lot of instructional time away from the teacher (when they are forced to deal with students that don't want to be in school). Often we hear our schools compared to ones in foreign countries and that comparison is unfair to our schools and students. Students in those countries attend school year round, discipline is not an issue because the expectation is that they will behave, and there is a level of respect that does not exist in our schools. Freedom comes with a price and unfortunately many of our kids have far too much freedom and face no consequences from parental figures.
712	I believe a major barrier is lack of parent support. Also, the discipline issues that many schools have to deal with interrupts teaching time. Students have too many "freedoms" and "rights" (or so they believe) and teachers do not always get the support needed.
713	Students today, are so distracted by EVERYTHING else but learning. Teaching, itself, needs to be presented differently; more hands on, more discussion, more real life situations, more opportunities to interact.
714	Sense of disconnect between subjects being learned in school and their real-world uses. Need community leaders and people who work in different professions to talk to students and show them how these subjects can be used for cool professions in the real world. Video-game programming. Costume designing for movies. Acting. Sports. Public speaking. Etc.
715	Behavior/Discipline, family situations
716	Big classes
717	High school teachers, in my personal experience, are not equipped, nor do they try, to help students struggling with the issues of emotional well being, special needs (substances, family addictions etc.) I think some teachers (in our experience) deal with those kids with anger and humiliation. Very few respond back to emails (parent connect and direct) and ignore conference requests. Administrator clearly doesn't support reentering the regular ed community after alternative schooling. Administration not willing to help when trying to get my student in a safer school (perceived or reality) as requested. I assume that if that is the case for a school board employee's child, then it must be the same for tthat of a non-employee (unless you are a good football player.) I have not experienced differentiated anything at the high school level so I must assume that it only applies to elementary and that it is not a district wide inclusive strategy for helping kids graduate.
718	Meeting all the qualifications of testing and FCAT.
719	Absences and tardies. Students need to be in class to learn. Parental supervision of homework assignments. Parental involvement in student education. Hold students and parents accountable for actions of the student.

720	<p>Too much emphasis on testing. Every teacher should be responsible for incorporating reading, writing and math into their curriculum.</p> <p>Teachers need to have an opportunity to be creative in teaching the basics. They know their students and how to motivate them.</p> <p>I have students that come to middle school not knowing how to write in cursive and most importantly with very little leadership skills. They have no self-discipline skills. The positive reinforcement at home does not exist anymore. Parents need to be more responsible in raising their kids. It would be nice if employers and parents could work together to make this happen.</p>
721	FCAT!
722	Literacy and attendance
723	Ongoing Parent Participation and Involvement starting at Kindergarden.
724	I believe more vocational education opportunities should be given. Not everyone likes school and is planning to continue on to college.
725	Students do not have an interest in their own education. Uninvolved parents.
726	The FCAT testing that is preventing many students from graduation. Everyone is not good at test taking (makes them nervous) but may excel in classes. Why should a good student who does well in class not graduate because test taking is not their strongest point and they fail the FCAT.
727	Little to no parent support or guidance. They are not supporting thier child's learning at home and expect the educators to do the teaching and the parenting as well.
728	Many bright high school students drop out because they are bored. I think we need more vocational classes because not everyone is going to go to college. Parents should be more involved in making sure their children stay in school.
729	Lack of family support
730	Academic failure Student attitude
731	Lack of interest in school. Lack of "importance" of getting an education. Lack of parental motivation/support.
732	<ul style="list-style-type: none"> -poor reading and study habits (students') -too much emphasis on FCAT testing in the curriculum- -clueless parents -limited teacher development for current and effective strategies -ineffective staffing model for effective teaching/learning practices -limited community support for scholastics/academics and innovative learning practices -unattainable state mandates due to current school staffing model as well as all of the above
733	In third grade, the FCAT is a barrier to some students. We need a place for those who can not memorize items and do not test well. Holding a child back twice is unacceptable. Let's schools for these children so they can feel successful while they are still young.

734	The importance of achieving the goal of higher education. When a parent believes that because they did not finish school and are doing ok that their child does not have to finish school and will do ok too. This comes back to support from home beginning from birth, with the importance of the love of learning being the priority, a family which is rooted in the love of reading, understanding, and the goal of a good life makes a huge difference in the life of the individual student. For some children this is innate, for others this idea of the love of education needs to be nurtured and cultured. We place way to much importance on status symbols, kids are doing what they can to obtain the "toys". The drive for excellence in the classroom then takes second place.
735	We need more career based/Vo Tech training at the Elementary School Level. The old 4th and 5th grade Discovery Schools had such programs.
736	A lot of kids get lost in the shuffle when they enter big high schools. Guidance councilors don't stay on top of those kids floundering and help them map out a gameplan, and those students at risk are usually not proactive and do not seek help.
737	Not passing the farcical examination you people call the FCAT and being forced to repeat grades. Wasting valueable class time that could be spent learning real information on how to pass the FCAT. The ridiculous notions that classes, especially math, need to be higher level and younger and younger ages. Your belief that classes such as Art, Home Economics and other electives aren't as important as the "core" classes and therefore student's have a barrage of rather dull classes all day long and have to jump through hoops to take an elective they actually enjoy and are able to express themselves creatively through, because you'd rather their brains be brimming with scantron options. All this holds them back and discourages them.
738	Parents
739	Students that don't care about or value education, which is primarily stemming from parents that don't emphasize this at home. When parents are involved, as well as the community, students succeed. Much more emphasis needs to be put on relevance, not some standardized tests that overburden the entire learning environment.
740	student motivation to achieve
741	Students need more alternatives.
742	Students are allowed to skip classes, leave school, and not show up on time to class and there are no real consequences. Students can do things they know will result in suspension and get a day off. The county should show some strength and actually publicly allow for students to drop out instead of forcing them to stay and disrupt the learning of others. Some students don't want to be in public school and would benefit from an alternative setting such as PTEC or lifeskills but it is so difficult to get students in that it is hardly worth it for the students who have to jump through so many hoops to get in. Also, quit bowing to political correctness and call things what they are.
743	Those students that are below grade level usually stay below grade level. High School is very late to try and reach grade level. More intermediate schools that separate learning issues from behavior issues. SLOW down the curriculum in the lower grades so those students aren't forced to accelerate at such a fast pace. More intermediate schools for LEARNING and RETENTION issues would be very helpful
744	Discipline, and non-parental involvement

745	Feeling of well being and teachers and staff who show they care about the students progress. Teachers and staff who do not tear down a student's confidence (this was done to my child in kindergarten). All school employees should do something about a teacher who they know should not be teaching.
746	Currently, students move from nine years of no/low accountability to nothing but in the ninth grade. Ninth graders who fail have actually been doing so, in many cases, from fourth and fifth grade on but they are socially promoted. It all "hits the fan" in ninth grade when "everything" counts. In the thirty years I've taught in Pinellas County, every school improvement committee I've ever sat on has concurred with this; letters go off to the school board--nothing changes. It's not the ninth graders or their teachers or the mean high schools--ALL the rules change at once. That's not the way to do it.
747	Too much pressure on students due to the seven period day. They are overwhelmed by the work load and the loss of classtime per period. Less time can be allotted to work for each class, causing grades to fall across the board.
748	The belief that school and education will not help students in the future.
749	Family frequently moves thus change of school. Lack of desired courses. Developing special talents such as music, art drama'
750	School's communication with student and parent. Sometime the student gets told the information and by the time they get home, it's out of their head. Then time goes by, deadlines get missed and the students get further behind. I wish the teachers and schools would use email, phones, websites and ConnectED (Telephone system that calls everyone) more. Websites need to be kept up to date. I don't mind getting a call or two a week from ConnectED telling me about something that is going on at school.
751	Restrictions from the state and national governments about how to handle the education in our county.
752	Lack of desire and understanding of importance of getting an education which comes directly from the home environment. Parents need to accept the responsibility for getting their children to school, making sure homework is completed, helping with homework, asking questions about their child's day, and not leave all of the above up to the schools.
753	*provide bus stops for high school students that are closer to home *More focus on career options/life skills
754	TESTING TESTING TESTING!!!!!! How about we actually allow our kids to learn something instead of teaching them how to TEST...it hasn't worked so far. Florida is still one of the worse educated states.
755	Cultural Differences
756	Too much pressure and time on FCAT testing. Getting back to the basics in teaching and bringing back some of the more important courses that students need to live in the real world. More involvement from home and the parent from the very beginning of the student's schooling.
757	I see lack of parental support as the biggest barrier.
758	FCAT failures Unnecessary credits

759	Many struggling students fail to see the benefit to education and meet failure when trying to attempt harder courses required for graduation which are more aptly designed for students heading toward college. As such, they give up. Many would be more inclined to try if we could offer more alternatives for students who want to pursue a trade based career in order to give them a quicker way to support themselves upon graduation from high school or shortly thereafter.
760	Teachers are constantly given more and more that they must put into a day of learning making it incredibly difficult to do individual instruction. We are asked to do bell to bell teaching which we do. How then are we to differentiate instruction or do RTI monitoring in a classroom. The different departments do not communicate. With all the staff at the Administration Building, who is monitoring how much one teacher can teach in a day? If you add the times that each department expects a teacher to teach that subject each day it does not even add up to being possible. The state of Florida does not have adequate programs in place for the hugh number of children that are low and fall through the cracks. They struggle in a regular classroom because they can do the work and fall behind. They keep falling behind. Generally there is no decent family structure at home who even cares about their education.
761	Economy stress. Family model break down
762	Effectiveness of Teachers, inadequate social/emotional services, and inadequate physical health services
763	Parents do not accept responsibility for their children's learning and/or behavior - as a result, teens do not accept responsibility for their own choices.
764	Lack of parent involvement
765	First and foremost I believe school starts TOO EARLY for high school students. The bus comes before 6 a.m. for some of our students. They are not biologically built to get up hours before it is light out. I also believe we should have more available slots of OJT. Some kids have to work to help support families and given a choice they will skip school rather than miss work. I don't think alot of kids (non-college bound) see the relevance in much of what they are taught. We focus too much on the college bound and not enough on the other kids. Actually the middle group seems to get the least attention !! I found that to be the case with my 2nd child.
766	lack of services for kids that do not fit in the traditional settings. PTEC should be functioning on a full capacity and allowing students 16 and older (regardless of grade level) to enroll and learn a trade while taking 2 or 3 academics per day. I visited PTEC south campus and 1/2 of the building was empty. They also do not want students to register until they are in 11th grade. We have way too many kids that are turning 16 in 8th and 9th grade. They are not going to wait until they are in 11th grade to enroll.
767	Lack of parental support.
768	Missing out on preK, and head start.
769	FCAT Test Scores
770	Students do not receive the additional support needed at an early age. Processes take too long. Families/parents are not involved, not a part of the student's education. Academics are not the first priority, sometimes not a priority at all.

771	Students are passed to the next grade/grades without being able to READ! Starting in elementary school! The school system is not helping the student when this happens. When a student is not encouraged to write in cursive anymore. When schools (middle & high) give the students xerox copies to work from instead of making the student copy from the blackboard/overheads. When students aren't given textbooks to take home in every class, AND then make the families responsible for LOST or destroyed textbooks. For not recognizing that NOT EVERY STUDENT NEEDS TO GO TO COLLEGE!!!! and then NOT OFFERING MORE TRADE SCHOOLS TO THE STUDENT THAT IS NOT ABLE TO LEARN TO READ OR WRITE.
772	I have had three kids graduate from PCS's. High School was easy for two, who were in Honors Classes, and difficult for one, who took 5 years to Graduate. All three respected some teachers and reviled others. All agreed that 'sarcasm' was wide spread among many teachers and coaches and SRO's. None of my kids thought this was appropriate. Professionals SHOULD NOT be judgemental and revert to stereotyping. At times they encountered teachers who actually could not handle or even LIKE teenagers. The schools will improve when teachers are ready to deal with the 'affective domain' before they start with the curriculum. Building a trustworthy environment and a safe environment will help kids stay in school. Please look at "Standard Based Learning". Ever hear of Spence Rogers?
773	Lack of intrinsic motivation. We have created an environment in which students feel that they have a right to things in life, that we should be giving them passing grades and other things. When in reality they have to actually work in order to get things that they want. When a student has a learning disability, it doesn't mean that they can get away with stuff or not have to do as much. . . they have to work twice as hard to catch up with the rest of society! Their bosses are not going to care if they have problems, if they are not productive they are going to lose their jobs!
774	Parents. Parents must be actively involved in their child's education. Parenting doesn't end when the student walks out the door in the morning. Relevance. The district needs to recognize that 70% of the population is NOT college material. SPC is full of students who don't belong there and will never be a college graduates. Classes that teach practical skills are needed in all of the high schools or utilize the PTEC centers more for dual enrollment opportunities.
775	N/A
776	Cell phones in the classroom Lack of student responsibility for learning (waiting for others to tell them rather than taking initiatives for their own learning)
777	FCAT. Pressure placed on struggling students to pass a test. Struggling students are the ones who fail the tests most often. They have had enough failure during their life, they don't need a test telling them now they can not graduate. Graduation from a school should be determined by the school, no politicians.
778	Dysfunctional home life which leads to a lack of caring to do a good job in school.

779	Barriers include a lack of connection or relationship with the student and the school. Students need to feel a purpose in what they are doing, and that doesn't come from doing things that people do in the "real world", it comes from connecting with a passion for learning on the inside. Creating "lifelong learners" should be the goal of the school, because when students WANT to learn then they take advantage of educational opportunities. The way to do this is to welcome children, show empathy, have high expectation, but also to offer clubs, groups, and extra-curricular activities that will uncap that passion. Everyone is interested in something and everyone is full of potential, we just have to open their eyes to the possibilities, open ourselves to them so they know we care about them as a person - not as a number or statistic, and help them develop/achieve goals, feel safe in taking academic risks, thus building their self esteem and connecting SCHOOL with a POSITIVE in their life. We know that education is the key to success, ... they don't know this even when they are told, because it is a lesson of wisdom not knowledge. But through personal experience at any level the scaffolding for this type of wisdom can be developed.
780	Parents Lack of consequences for students Dress code with strong consequences
781	Lack of early intervention; students being promoted to next grade level without mastering skills necessary.
782	A lack of providing more real world educational opportunities. The FCAT is not a concern. However, the student and instructional anxieties involved with the test tend to add a sense of hopelessness among students who already feel overwhelmed by their educational process. Giving students a sense of hope with more real world options will help in removing the hopelessness associated with school.
783	The biggest barrier is Not having vocational education opportunities for Middle School grade 8 specific to accommodate those students who are not "college bound" and need to learn various trades (Carpentry, Electricity, various trades of construction, Computers, Floral, Agriculture, Veterinary Tech's, etc.). Students should know that if they stay with the program into and throughout their high school years that they will graduate as "certified" in whatever vocational field they chose to follow. Graduating with certification in a specific field will give them a better chance of employment within that field or related fields.
784	Students not interested. Students not seeing the importance or relevance of education. Students not given enough variety of learning experiences to meet their individual learning styles. Lecture, reading, and writing don't meet all students' learning styles. More online resources and activities (ie - Moodle) could spur interest for many at risk students who aren't successful in a regular classroom environment.
785	Standardized testing that requires students to be held in a grade until they pass at a certain level in elementary. High school students who don't pass a course before had no room in their schedule for making up previously failed courses. The new 7 period day will help as they now have 8 extra course opportunities than needed for graduation. They also can use these opportunities for taking test prep courses. These courses need for definition and objectives clearly defined.
786	3rd Grade FCAT... students are 13 years old in the 5th grade. They will be 21 years old when they graduate. Not many students will stick around that long.

787	Guidance counslers not keeping on top of the students with the information they need to know on how they might be falling behind on course work.
788	one huge problem is all the kids that get retained in 3rd grade for not passing the FCAT, this causes a domino effect and the kids feel immediate failure and already start to give up. there are just too many students that I serve who can't even read and who lack basic math skills and they cause a great deal of behavior problems to draw attention away from their inability to complete basic tasks and the teachers are so poorly paid and have to manage 20 or more of these types of kids, it makes teaching them almost impossible and the good ones leave to go to other professions and the ineffective ones stay.
789	Cultural value system(s)
790	Technology issues. Our county is lagging behind the cutting edge of technology. These generations up and coming need effective technology in their learning process.
791	suupport/counseling/appropriate interventions
792	Opportunity to make up credits.
793	Parental support
794	Pacing for children who are having difficulty keeping up with their currant age appropriate classes. More tutoring for those having problems learning.
795	All this "Feel Good" BS. Let the kids know what the program is and what the rewards/penalties are for completeing or not completeing the program.
796	In our school behavior.
797	No intervention at an early age Peer pressure
798	Lack of parents involvement.
799	Education spends too much time on Fcat and FAA and not enough time on real life experiences
800	Parent encouragement and involvement.
801	Students who lack love and support from home.
802	Teachers having to deal with disruptive students in the classroom and not having the support of their parents. Students should be in class to learn. Not to see how much time they can take away from class being the class clown or disrupting other students. Each child should have the same consequences for bad behavior no matter what race, color, religion, or creed they are. There comes a time when we need to classify students as boys and girls and not differentiate them by their culture. Every child has the same opportunity to learn in school and they should be classified as children. What race, color, or religion they are should not be a factor in correcting them in trying to get them back on track into the learning mode.
803	Early intervention, students should not start kindergarten until they are ready ! Research shows this, but we ignore the research. Students will catch up quickly to their peers when the are ready. Instead we have made them try to fit our time table instead of their individual one. It is so sad to see them constantly reprimanded for not following rules etc., when they clearly aren't ready. It gives them a negative feeling from the very start.

804	Need more vocational programs that are real world based. Students are required to take courses that have no bearing on real world issues for kids not going to college- Algebra, Chemistry, English, are not pertinent to basic needs. The FCAT is the biggest hindrance.
805	Lack of parental involvement. Poor reading skills that prevent passing fc Lack of effort of students resulting in failed grade levels.
806	Lack of effective teaching strategies for students
807	lack of motivation. feeling like they are just a number. too many students per class.
808	Parental Involvement and Motivation;
809	I have personal experience with high school teachers and guidance ignoring a student's multiple absences and NOT making proper notification to the parent. I know this is a huge problem in out high schools. I believe internet access which is now available would be very helpful in this area for parent communication if the parent is receptive.
810	Students need more qualified teachers. Drop out prevention teachers should have ese background, they need to know how to motivate children to learn.
811	Lack of parental involvement; lack of direction and focus due to personal home issues.
812	Trying to push all students to go to college when in reality our society needs them to be successful in other areas. The trades are lucrative and numerous, why don't we focus on providing them with real skills that will help them be productive members of society; by preparing them for trades or other alternatives programs. Now we just make them go through this failure phase; they know that they are not good at school, and that they are not going to college...
813	student home enviornment at home.
814	Classroom/school discipline. 5% of the students are affecting 100% of the population. Identify and remove problem students earlier from elementary/middle schools.
815	The biggest barrier to graduation are teachers that seem to not have any care or concern for the success of the students. They have no real systems in place to help students really learn manof the concepts that are taught. Teachers have the attitude that I taught it and they didn't learn it and they go on ot the next thing. They are not really concernred about their students being siuccessful. I am one of those parents that visits the school and supports my child and her education. I have found this to be ture at high school level. I have an adult son that went through the system and attended the University of Florida and graduated, but his high school years were awful in math and foreign language.
816	The lack of effort by students and the expectations by parents and their children that they should earn A's for doing nothing! The quality of the work that is turned in is below mediocre. Teachers are told at the district level to give the students grades to keep them motivated (Connie Kolosey - St. Pete Times editorial from August 2009? and multiple Reading Trainings). There is no surprise that my students don't pass the FCAT because that is an individual test where there is no "group work" for students to copy answers - it really shows where they stand and the truth is that they aren't cutting it.
817	Low self esteem, sense of hopelessness

818	Not enough alternative education/training programs for those students who are not college bound. More 1-1 time with counselors to plot out what the student really wants after graduation. This needs to be done early and revised as the high school years progress.
819	Some students are capable of graduating on time but there are other students that need more time. Sometimes we have to accommodate to meet the student needs. We are too busy teaching the test instead of teaching what is important that will help them in the future. Why does it have to be on-time? Instead, a pace that will accommodate the student graduating.
820	Lack of parent involvement, students frustrated/anxiety with FCAT testing, students need extra help/tutoring are afraid to get it because of peers. Parents can not afford to pay for tutor outside of class. Too easy for students to drop out.
821	parents not being involved in their child's education..... kids have no motivation to do well in school. Also the kids have behavior issues because they grow up in poverty with little no nurturing at home. Therefore they come to Kindergarten unprepared and that's where achievement gap starts!! continues to grow!!!!!! the kids keep struggling! parents are the root of the problem
822	Students feeling hopeless, not meeting with success of classes. Students attitude about school administrators and teachers from esp during middle school
823	Too many ese/sld students in the regular ed classes that can't get their needs met because they require so much extra attention/time that is hard to provide when the teacher has a whole class of other students that learn at a quicker pace. Also planning time to meet those needs is minimal because of meetings and red tape paperwork that has to be done several different ways.
824	The quality and differences between magnet and regular classes. Minority achievement. The biggest problem is acceptable behavior. My son and daughter have had a horrible time learning when it comes to classroom discipline and control. If students choose to behave poorly, my child's education suffers. My daughter's high school experience thus far has been poor. I wish I could move her school. For other students, money, drugs, sex, time are the biggest worries. Many also drop out because they are either so far behind they will never catch up, or they are encouraged to drop-out and go into GED programs.
825	Student perception that traditional K-12 school is not interesting or relevant to their lives. Students having a full plate of working and perhaps caring for their own children, their parents, and/or siblings - when time at school takes away from their other responsibilities they won't show up if they don't perceive school as being important or meaningful to their lives.
826	Kids start to lose interest and fail classes.
827	Students are not prepared for high school when they come from middle school. They don't have the basic skills in Grammar or Math. Elementary should be K-6 middle should be 7-9 and high school should be 10-12. I don't know when we got a way from this idea but we are certainly seeing the high school drop out rate increase. They need the elementary support longer, 9th graders are not ready for the rigors of high school. Florida has destroyed the vocational diploma with basic classes. A good mechanic can make more money than a teacher and he doesn't need algebra so why are you making those students choose the same track as a college student? Where are the basic classes? College isn't for everyone or even the majority so why are we forcing it on everyone instead of preparing them for the work force?

828	Failure to meet the standards in grades 1 to 8. Entering high school with little or no parental support. An attitude that they will simply be passed along.
829	FCAT is the biggest barrier, then poor attendance leading to failure of a class, which leads to needing to make up the class.
830	Lack of skilled Guidance Counselors who have developed a relationship with their students. They should be required to periodically meet with the students on their caseload and report to the parents. Guidance Counselors should be rated on the number of students that they lose as dropouts. The Guidance Counselors (Tarpon HS) are not available to students and parents and are poor communicators. Guidance could be the connection that many students need to stay on track and perform successfully (graduate).
831	FCAT
832	An understanding by school staff that youth are not 'dropping out' but are rather being 'pushed out' because schools do not meet the students individual needs, that include not just academic, but social/emotional, family, community needs. Parent involvement and active participation in there childs learning experience is essential and is up to the school to provide opportunities for parents to participate that go beyond the school house hours of operation and location. Students' needs to stay on track for graduation are dynamic (ebb & flow) and require much flexibility in services. Catergorical provision of services is obsolete and ineffective. In this age of social media, technology and mass communication we need to use those venues to 'teach' our children. They need hands on expereinces and real world experiences to learn what the future may hold. Graduation planning begins at Kindergarten.....career exploration, work development, self determination, post graduation planning begins in elementary school.....we wait until youth are struggling in middle/high school to focus on 'majors of interest' and career paths.....it's an on going process and journey.
833	Laziness on the part of students and family,peer pressure,lack of vocational opportunities
834	The one child left behind act, children who are "grey area" kids are often held in 3rd grade. I beleive the lack of vocational options in the schools is also a barrier for kids who do not plan to attend college, There are very little courses that capture their attention to make them want to attend school.
835	family problems and lack of parental involvement; lack of strict enforcement of disciplinary issues
836	Parents Parents need insist that their children behave, follow rules and attend school.
837	Keeping up with the pace of the curriculum in the hours we currently have students.
838	Lack of prental concern and involvement in childs developement form primary grades to secondary grades. lack of preparation and motivation of students when they get to the upper grade levels. I think passing kids up so they stay with their peer groups is counter productive in developing and preparing students to meet upper grade level rigors in academics.
839	Parental envolvment with students. Parents keeping children off the streets. Extra curricular activities for at risk students.
840	Lack of student motivation/ lack of close parental support of what is being done in schools/middle schools being too lax in student follow up and use of prevention strategies/

841	Older students having to help the family survive during these though economic times. I know that there are occasions where an older sibling has to watch the younger siblings so parents can work. Also, there are a lot of kids living in unacceptable environments. Most children cannot thrive in an environment lacking the basics.
842	Students reading ability, students interest in social aspect of school more than academics; their confidence level/self-esteem greatly impacts their vision of their future and what they are capable of. There are a lot of external influences that the school can't control or have an effect on, like family income, what happens at home, etc.
843	Not enough time in the day for students to do required course work and make up credits missed. Virtual School is only for student who can discipline themselves and are up to the work and committed to completing the classes.
844	Students' willingness to work hard to reach goals.
845	lack of motivation; lack of work ethic; low self esteem
846	difficult family life
847	alot of teachers do not seem interested in going the extra mile to help a child who may be having a hard time understanding a subject. They do not allow the student enough time to make up work that may have been missed and they are too quick to assume that once a student reaches high school the parents interest decreases. Students are not challenged to be their very best!!
848	The ability of a student who has been retained to learn at his/her own rate by offering an ungraded curriculum with varying modalities of presentation and real life connections.
849	Lack of parental involvement, and encouragement. Parents have so many monetary demands that they let their responsibilities slide as role models and disciplinarians.
850	not being able to make up courses, not having a study hall to get work done during school hours (with help if necessary), passing FCAT, attendance
851	Many of the problems seen with high school drop ot could be curbed with early intervention..... Elementary STARS once was a true drop out prevention program- working on self esteem, motivation, organization and working with parents. The students looped with one teacher for 4 and 5th grade creating real strides for later sucess in later schooling. The current design of STARS is a disaster and not effective at all. Middle schools are more like falling into a black hole and don't get the kids prepared for entering into high school. They need instruction in organization, goal setting and motivation. Teach kids HOW to learn. CRISS strategies are marvelous tools for helping kids learn how to learn and stay organized. 7:05 is way too early for teens to start classes. All the research shows this, so why are we not responding?
852	Lazy students and Lazy families
853	Lack of support and/or supervision from and at home is a big obstacle to graduation, which is why I think that some intervention needs to be community based.
854	Students are often raised to not value education and do not understand its importance. Behavior towards teachers and staff is disrespectful and compromises the learning environment for the entire class.
855	Students required to pursue same options with diferent levels of interest.

856	Class requirements and a lack of courses that interest children are causing them to drop out. Why should a child come to class to learn about centuries old books that don't apply to them when they could be out working in the community at jobs that reward them with money every two weeks? These children have grown up with cell phones and video games. It is the way of the future, and schools have long struggled to keep up with that. Many times I see students showing teachers how to operate technology in the classroom. That, combined with the fact that many children are being forced to provide income for their families, makes graduating on time impossible. Also, a lack of intervention in the early years has a big impact. There have been many students in my classroom that could not read, and had some sort of processing disorder, but due to the fact that the state does not want to "label" kids anymore, those students were put through a long RTI process where nothing got accomplished. Teachers start making things up after a while. These studentst go on to middle or high school 3 or 4 years behing their peers because elementary teachers had to stand on their heads for them to get any one on one teaching time. If I were these kids I would drop out too. Who wants to constantly feel below average?
857	Apathy on the part of the parent passed on to the student By the time they are in fifth grade they are running the parents Parents won't answer the phone if it's the school calling Parents do not want to take responsibility for their children No consequences for the children or the parents Call this program what you want, it won't matter until we take back the family
858	Retention during Elementary school is a huge barrier. Students need to be targeted early to catch up with their peers. It is not likely that students retained one or two years will continue in high school until they graduate. They will likely be 19-20 years old.
859	lack of interest and parental support
860	1) Dropouts are generally not prepared for the high school environment and become disillusioned about the need for more education. 2) The middle schools need to more closely align their instructional environment (i.e. attendance policies, discipline process, and assessment) to that of high school thus making the transition to high school less of a shock to their educational expectations. 3) Many students need to have more relevant subjects that better prepare them for the world of work. 4) Secondary education tries to prepare ALL students for College but many dropouts have no desire/ability to be successful in post-secondary environments at this time. 5) Expand Distant learning instruction for ALL students especially in Vocational / Technology instructional classes. 6)Also, allow selected high school students to attend schools (PTEC) that increase vocational skills at secondary centers that prepare them for the world of work.
861	FCAT Attendance

862	I think it would be great to implement a very similar system to what they have in Germany, i.e., have at least 2 tracks for high school students--academic & non-academic. The academic students are the college-prep students (and their courses should be very rigorous & competitive). The non-academic track should be VOCATIONAL TRAINING--such as apprenticeships in every field of business from baking/cooking, hotel industry, to auto mechanics, and plumbing, etc., so that these students can truly be prepared for getting a job in the world and be paid well for their expertise and mastery of a skill that they can take pride in. This would lead to a much higher quality of life for everyone!! Attendance would be excellent because students would take "ownership" in their learning.
863	Lack of parent discipline and involvement with thier children.
864	District does not offer enough services to students who are chronic discipline problems. They continue to hinder their learning and the total school environment by keeping them in their current schools. We need an elementary and middle school such as Bay Side High school. This program should be manadatory, not voluntary. If parents continue to make the school responsible for the upbringing of their children; then in my professional opinion, schools should be given the authority to assign children as needed to address their academic and behavioral issues. Additionally at these locations, children should have mandatory counseling as part of their curriculum. We either address these social issues now, or pay later to support the prison system.
865	Student being motivated and not seeing the BIG PICTURE...they don't think that this will follow them into the future and what barriers will lay ahead
866	THERE ARE TOO MANY TEST. THE FCAT SH OULD NOT BE A FACTOR FOR STUDENTS TO GRADUATE.
867	Failing / low test scores / grades in required classes , not earning the required number of credits in a timely period to meet graduation standards.
868	Students start slipping behind in elementary school and they never can catch up. To have a student tested takes more than a year. Many times they are learning disabled and receiving no services. Parents need to be involved more and successful teachers need to be placed where students are struggling.
869	Students not being required to complete all courses in a timely manner and teachers at the high school and middle school levels not holding students accountable for their work. I feel that teachers at the middle school and high school levels do not communicate with parents when a student is at risk of failing. It is VERY difficult to get a meeting with any teacher in middle school or high school. They are not at all accommodating. If they were more concerned with each student instead of how many they have, many students would feel someone cares about how they are doing.
870	Students don't care anything about any kind of learning just socializing-talking and texting. Parents need to take responibility for their children and have consequences for behavior, they don't and the teachers don't have any power to enforce any rules, the teachers are not backed up by parents or administration, but the teachers are blamed for every failure possible.
871	Students don't see the relevancy and teacher lecturing is outdated. More hands on learning opportunities and the incorporation of high tech learning tools are both necessary for the students of today.
872	lack of motivation (from the student)
873	Teh new 7 period day has caused high school studnets to think they can "afford" to fail a class now

874	class size and the inability of teachers to give students the extra help/support that they require, teachers are pressured by time to teach what is going to be tested so most times they just move on whether or not the students have a solid understanding of the concept; Middle/High schools don't have enough support systems in place to help the struggling students; Middle/High schools are less likely to adhere to accommodations that are set either in IEP and/or 504
875	I believe that if a student passes the courses that they are enrolled in and perform at 75% or above they should earn a diploma. I believe that students who know that they cannot pass the FCAT become very discouraged and begin to lose interest in school all together which then leads them down a path that will not encourage them to further their education past high school. I myself am a terrible test taker and have been known to take State tests multiple times, the important thing was I didn't give up and eventually passed the tests. Students have this FCAT looming over their heads as a constant reminder that they will succeed or fail, that is way too much pressure for students. I also believe that the school hours for High School
876	Parental involvement - knowing what "grade" their child is in and what grades they may have on their report cards. Parents and students need to know how many credits it takes to graduate and knowing at the end of each year what credits they have accumulated. Also knowing that they can take Extended Learning classes or classes through Adult Education to make up credits missed. Students must know how to read and comprehend before they leave elementary school.
877	Dated curriculum lacking relevancy to present day and future developmental needs.
878	We have a lot of opportunities to help students when they start having trouble in the early years. We do not have support for these students. They are left in the classroom to work the same as the other 20 students in the class. A teacher can't give that student 100% attention without it affecting the other 20. RTI does not help these students. When they are in about 4th grade they finally start looking at them and then it is too late. We need to see each child as an individual and help immediately, do not wait. The other reason is that I think students are not respected. The students that have a bad attitude have never really been helped and school officials have trouble dealing with them because they are so out of control. All students should be treated with respect and work on solutions.
879	The Mathew Effect--failing further and further behind
880	FCAT
881	Not having required credits due to failing classes and lots of absences.
882	Lax discipline policies and teachers who have been teaching so long that they are jaded and not working for the students, they're just killing time. Students need strong discipline and teachers that are enthusiastic and knowledgeable. The use of technology in schools needs to be encouraged. I would like to see school campuses go wireless and use laptops for learning. But the biggest obstacle kids face are their peers, and that is where there needs to be greater parent involvement.
883	right now, the 7 period day will make matters worse. No time for teachers to teach and review. Many students don't come with the basics and are already behind when they get to HS. FCAT is all that is taught and students need a variety. It's all about the testing and students and teachers feel the pressure
884	Lack of motivation for student

885	FCAT especially with minority students...not all students are successful with test taking strategies and one test should not determine a student success or failure.
886	Students able to fail 3 times in the 3rd grade.
887	parents don't support education and most students know they can drop out then pass GED so they don't care,GED sabotages H.S. programs
888	In elementary school too much emphasis on FCAT, learning gains etc. The kids are not being taught fundamentals and basic skills. There should more opportunities for kids to take exploratory classes in middle school and high school. It could peak their interest in learning which could affect there academic performance which in turn could affect their GPA, credits earned, and allow them to graduate on time.
889	students and faculty not being held accountable for actions, this needs to be for all staff and students
890	Making up credits. Falling too far behind from Freshman year. Laziness and lack of motivation. Not enough vocational training and too much reliance on going to college. Most of our students do not need college prep classes and they dont feel any need for those classes.
891	Start time for high schoolers. Updated curriculums with high interest topics for today's kids. Flexibility with courses. If our high schoolers are ready and want real life on the job training, then give it to them. On line courses that let students work at there own pace, and graduate at their own pace, fast and slow. Give the teachers more flexibility with courses subject matter and methods of teaching. As a teacher, I feel terribly controlled in what I teach and how I teach. Let the children in Elementary schools have some opportunities to socialize and be kids. This would help them as they become high schoolers to socialize better and in more productive ways. Give high schoolers more time to spend in programs that offer less structure and time to work in teams with socialization as a key to obtaining the goals of the class.
892	The "one size fits" all approach to teaching does not reach students who are disconnected. If you find a student's passion, (bikes, racing, dancing, or origami,) and you provide an enriched learning opportunity for that passion, he/she will come to school, participate in basic core courses, such as basic math and English, just to participate in that passionate opportunity to excell at what he/she really likes.
893	curriculum and intruction not motivating to students and does not keep and retain their interests or desires to attend class/school. Most "drop-out" students are HIGHLY intellectual and they are simply BORED in school so they find an alternative to keep their attention (drugs, violence, etc..). our county needs to work towards creating learning environments that the students can relate to and have some input in.
894	Lack of self discipline, motivation and immaturity. A need for instant gratification which requires little or no effort by the students.
895	Students are being passed through middle school without any regard for success. They come to high school with a 6th grade education and then get passed on from year to year until 12th grade when they can't pass the FCAT or have credits because they still have a 6th grade education. We have to stop passing them on from year to year. We need them to prove they have mastered the material before allowing them to leave each grade. We also need to bring back Vocational Technology courses to the high schools. Kids need classes that are relevant to getting a job after graduation. We are turning out drug dealers because they have no real life work skills.

896	Lack of seeing the value to graduate. Motivation.
897	I do not know. I would love to have the answer. My kids are successful.
898	Failllure from elementary on up to discipline children and give them appropriate consequences. Students that misbehave are removed from the class and then get to walk around with administrators or sit in the office. The very next day they are back in the same class and misbehave again. Student's that are disruptive need to be removed from school and given back to parents. Children see all the attention that the naughty children are getting and the poor behavior is contagious. We need schools for students who need extra supervision and care.
899	Whether or not parents graduated, whether or not parents support education at home.
900	not "catching" strugglers in kindergarten and first grade. The RTI process is not placing children that need services. Many students that have learning disabilites are not being identified and just sent through the system.
901	I have been a parent of two school age boys. Starting time in high school is too early. The surent 7 period day is not meeting high school students' needs. This schedules does not provide for re-takes of classes failed. Students are allowed sporatic attendance, parents allow this, and the school systems also allows this.
902	Some are dropping out in Middle School and never appear in the statistics related to graduation success.We need vocational programs to be made availble earlier on like 4 and 5 grade definitely in Middle Dchool to prepare students who will not be attending college a chance to be perepared for work in the world of today.
903	I have noticed most of our students who are possible 'drop outs' are students who have been FCAT levels 1 or 2 since Elementary. It starts early, we need more resources in Elementary schools. The only resource I can think of is the Title I program, which is great IF your school qualifies. I also believe waiting until the 3rd grade FCAT results is also too late to get these children help! Summer reading programs are offered to 3rd grade students who failed the FCAT. Why would we not offer this to LOW 2nd graders so they don't fail the FCAT? The elementary teachers are aware from the 'fair' testing and still theres not enough programs for the amount of students in need.
904	truancy
905	As A parent of children that made graduation on time from Pinellas County Schools, and recieved a High School Diploma you have to go all the way for your children , and if that means going to the school everyday, talking to the teachers, guidance, AP's, curriculum specialisits,etc. because Education is the key to success. Make sure you know the scores of your child FCAT, & the school should explained the student's transcript because parents doesn't realize it's a very important piece of information. Remember parents it starts from home, I'm thankful for all the support that I recieved from drop out prevention for one of my son's. Parents, you must always be the parents, not their friends you must stay involved with their education.
906	Parental involvement is needed and an attitude from parents that places a value on education. Parental support for teachers and administration. Need to work as a team not adversaries.
907	The fcata. You have students 13 years old in the 5th grade. By the time they turned 13 they should be in the 8th grade. Males 17yrs old in the 10th grade when they should be seniors.

908	The district's policies, course offerings and drop-out prevention programs SCREAM the following message to parents and guardians: [1] attendance does not matter; [2] inferior reading-level skills are not important in middle school and can be overcome in high school; [3] work and study outside class is not necessary, expected or important to academic achievement; and [4] parents have little to no responsibility for anything that their kids do. Not instilling the most basic disciplines and preparing a child for a tough and competitive world is child abuse.
909	Lack of parental involvement
910	Unfortunately it is the lack of quality teachers or teachers who actually teach and don't just "cover", "present", material. In secondary ed we have too many people doing the bare minimum and collecting a paycheck. I witness this daily as a parent of a high school student and as an administrator. Teachers should be on annual contract. The association promotes mediocrity and doesn't focus on student achievement.
911	The grading system is so watered down that you have middle school students on "honor roll" that can't pass an FCAT and flounder in High School because of it. You have many teachers who don't have a passion to be a teacher and spend much of their time assigning work in class and then going on their computer. Not very much teaching going on! They are burdened with a lot of paperwork that doesn't help teach students. You have a small percentage of students that have behavioral issues eating up resources that could be used for students that want to learn.
912	Lack of parent involvement
913	Lack of assistance for ESE students. Transferring ESE funds to general ed classes
914	Lack of parental support and involvement.
915	Students expectation of things being easy, not having to do much to achieve success, having trouble learning they're not always right, that they don't know how to do everything and accepting failure. The old "You have to give a little to get a little" theory; many students think they know more than the teacher and that if they complain enough, they can get away with thing. Rules don't apply to them and the system often does not back the experience and expertise of their teachers and caves to pressures from parent for the good grades etc. even though kids have not done the work or earned the grade. We can be flexible and develop new approaches to teaching and learning but that does not mean that we give away the farm and "promote" of give kids grade without truly earning them.
916	the biggest barrier for on time graduation is when there is lack of communication between the parent, student and guidance counselors in placing the student on a graduation track. Even if the parent is currently not involvement there should still be that line of communication between counselors and students.
917	There needs to be a place to send students that don't want to be in school and refuse to follow school rules. We need to spend our time with the students that want an education and less time on discipline. We chase them around school during FCAT, just to put them in a room so that they can Christmas-tree the test. The school grade drops for something we have no control over. You can not make students learn if they don't want an education. I have spent almost half my life in education and am getting tired of schools being down-graded for getting stuck with the bad kids. I call parents to have them tell me not to call them because their children are our responsibility during school hours. You want to know what the barriers are to on-time graduation?

918	I have a troubled teen with behavioral issues. She falls behind in calss due to spending time in ISS, she does not recieve the work from her teachers. Also she went to Pinnellas Secondary and fell drastically behind and was lost when she returned to her regular High School which fustrated her and just seemed to complicate the already existing problems.
919	Catching reading issues in the early elementary years. Fourth grade is too lat to address reading problems.
920	social permoted student who can not preform at a high school level . student coming into high school that are lacking the skills nessary to do upper level work that is expected .
921	poor attendance; lack of interedsting curriculum; too many students in classes-not enough teacher connections
922	There is a real disconnect between what students want now and what they need later. There needs to be some incentives for improving FCAT scores and graduating. One California school district bought a car at the beginning of the year and entered students with drivers licenses and good attendance into a drawing. Whoever won got to keep the car. The absentee rate was down to about 7%. When a report card is a piece of paper and a grade is some ink on that paper, what motivation does a student really have? If they haven't eaten since last lunch, or they don't have other neccessities how important is that "A" to a ninth grader? Long term goals don't matter when you are broke, your stomach is growling and you don't know where you are going to sleep tonight.
923	Too many distractions from a society that is too reliant on negative influences of the media. Not enough involvement of parents in the home lives of the students. Schools should be working more hand-in hand with community and church based organizations to enhance students' self-essteem and understand how valuable their contribution to society can be if they complete their education, and how they negatively impact society if they go down the wrong road.
924	progressive discipline lack of parental involvement School being used a baby sitter Keeping disruptive students in the Gen Ed setting RRR Dagget CLS Standardized testing, Pinellas county and the state of Florida have yet find a standardize test that they do not like; or a Fed government program that will solve all of our problems (Budget problems) It is a miracle we can teach at all. The amount of time wasted on training for the latest quick fix program is criminal. Teachers should have the time to plan, correct papers and do their own research on best practices. We should not have to sit through three-four hours of "training" by some person who has not been in the classroom for years. It reminds me of the old joke: How many school administrators does it take to change a light bulb? Twenty –two. One to send out a memo stating the light bulb needs to be changed. Twenty- administrators to search for a federal program that will give money to the district which agrees to change light bulbs in the most progressive way. The last administrator will go to the training on how to change a light bulb in the most progressive way.

925	No summer classes to make-up work when child has been ill or has fallen behind in class. Too stringent graduation requirements for many kids. There is a lot of silly jumping through hoops for some kids. GRE was a good alternative for them. One editorial suggested giving drop-outs a sort of education account good for GRE/vocational classes up to 5 years. Let them get their priorities straightened out and get back to it. We need to support life-long learners at all levels. Not everyone wants or needs to go to college. We should help every student to be job-ready at something and education-ready at some level. Example: BCHS med magnet-every kids is ready to sit for CNA exam (job-ready) and education-ready for the next level of education for their ability and goals.
926	Lack of extra help or tutoring sessions and how to find out about such
927	FCAT Students get discouraged if they do not pass and give up on coming to school regularly. Times do not matter, start later they go to bed later, easier to start early so they get out early to do sports, work and homework....
928	Student lacks a home where education is valued and promoted and is not provided support to complete school (graduate) by family.
929	Students are bored with lecture classes and see work as irrelevant. They need opportunities to work cooperatively in a safe environment so that they are realistically prepared to enter the working world and become successful employees. Even fast food restaurants promote a team effort and require appropriate communication at all levels of their organization.
930	Necessary academic skills.
931	Lack of early intervention before 3rd grade. Too many times I hear, "We will catch them in 3rd grade" and students that are not ready are moved on. Also, it takes too long for students to qualify for additional services and academic support. The number of interventions we need to try and monitor and the length of time necessary to do this is ridiculous.
932	lack of parent support and government support
933	I think if guidance counselors would meet with students individually in Grade 9 discussing graduation requirements/Bright Futures/etc. I think all parents should be told when their child is in the 9th grade about websites such as FACTS.org or PREP HQ. This would allow them the opportunity to see how their kids are doing and be a part of the planning in their child's education. I was lucky that I was told about both of these websites, and used both of them extensively for both of my children's high school careers. I found them more helpful than the school counselors.
934	Transient society..transfer credits often do not match with ours which may put students behind in credits. Increasing the day from 6 to 7 periods. Many students are employed in order to contribute to the family income making it difficult for them to choose between school work and family obligations. Too much emphasis on testing and test results; passing a test should only be one indicator of future success. Lack of motivation is a huge issue in our youth. More connections between the real world, the world of work and what is taught in school. We need more vocational choices and a different diploma track for students seeking vocational schooling. Only 20% of tomorrow's jobs will require a college degree while over 80% will require vocational certifications...thereby necessitating the need for more vocational offerings in schools of excellence and at our pTEC's.
935	fcats

936	Classroom distractions, lack of parent involvement, low expectations, laziness, and social skills. Fundamental schools work! Why doesn't ever school have a fundamental program offered?
937	FCAT focused instruction that does not prepare students for the real world.
938	The students who are not "academically gifted" do not have a go-to program for learning a trade. Lealman Intermediate, years ago, had vocational classes: woodworking, small engines, photography, tailoring, etc. that allowed students to feel a sense of worth and success. All day academics has made these hands on learners feel stupid all day long.
939	Students lacking level 3 skills entering high school.
940	Students view education as not relevant to real world. There are many ways in life to prove proficiency but there are few avenues to prove proficiency in school.
941	Schools that do not meet the individual needs of the students. Some students do not feel that they are challenged. Some students feel that their teachers have to follow a curriculum that deviates away from real world learning and leans toward constant assessments. The students feel that they are being tested to death, and that the meaning of attending school has been washed away, and that now they attend "testing centers."
942	Lack of consequence for discipline problems. A sense of apathy due to lack of structure / support in the home.
943	Home support.
944	The county needs to provide more/better trade education. Electrical, plumbing, building and construction, automotive, technology . . . not all students are going to go to college. Many of the students who would be very successful in careers (electricians, plumbers, builders, mechanics, computer related areas), leave school because nothing interests them. There is a great need for Pinellas County to put these programs back in the schools! Obviously, the community cannot survive without the support of the careers mentioned above . . . why not provide these kind of educational experiences to our high school?
945	Student Motivation
946	Failing a class and having no time to recover the credits needed
947	Lack of reading and writing skills.
948	not coming to school
949	Lack of meaning in the classrrom for the student to have the desire to stay in school.
950	Lack of consistent, timely, and effective district-wide discipline policy and implementation. Social/familial lack of support and dysfunction. Placement of students into over-crowded schools and classrooms. Lack of instructional staff support, such as teacher aides, support facilitators, and behavior specialists.
951	Lack of a responsible adult at home. Positive influenes at home will encourage students to excel and graduate from high school.

952	All students (people in general) learn at different rates and by different modalities. It seems that most educators and administrators want to turn out Cookie Cutter Kids. Everyone better get this GRADE or else-no one every takes into account the day to day happenings in the students lives-partially because teachers just want to be sure their scores (even though they are not the ones taking the test) are up to par, because their jobs could depend on it. Whatever we have been doing is not working, and it really doesn't seem like anyone wants to change things-they just want to test for more things and mandate more work. There isn't even enough time given to these kids to master what is necessary in life to keep their heads above water.
953	Students lack of interest in school, drugs and alcohol dependence, lack of family structure, and the lack of good teachers.
954	Mandatory retentions - not appropriate for most students and not research-proven effective. In fact, research suggests the opposite. We need other means of catching up elementary students before the gap gets too large. Transportation for after-school, before-school opportunities continues to be a problem. The district seems to be working to KEEP the barrier there by not providing buses and programs with no funding for bussing. This is the single most deterring factor for parents not selecting tutoring options for their children. This needs to be addressed and remedied for the next school year. Time is wasting!
955	Family/Home life. Bad Teachers, Bad Administrators. Apathy towards school from students and parents.
956	Individual student motivations, abilities, capabilities and life situations. Students are not rivets.
957	Lack of parental involvement until 2nd semester of the senior year.
958	Some high school students don't feel the need to come to school - since it is no longer a 'requirement' to pass a class. Eventually they get so far behind that they can't pass the class, because they can't learn all the material on their own. Many high schoolers don't have the discipline to come - and they think they can make it and find out when it is too late that they can't! Since school starts early (and we know that teenagers have long biological clocks and shouldn't be required to be in school that early) - this also adds to the problem, because they oversleep, come late, or don't come because they have missed the bus and don't have other transportation.
959	poor skills when entering high school lack of expectations and support from parents interventions in middle school seem almost seem too little, too late
960	FCAT.....
961	Not taking 9th and 10th grade seriously. Parents and kids that don't communicate.
962	I have been lucky to have 1 student graduation from Pinellas county schools and I currently have one in the 10th grade. So speaking in terms of what I do know I think it is a vital part of a child's life is having a good home life and so many kids do not have this. I think the schools should offer every kid a teacher as a mentor to see them through the high school years. I know this would be hard to do but I think it is necessary to have some kind of mentoring just to make sure the student stays on track and completes all the required classes.
963	No parental support. Parents think their kids do no wrong and the teacher is at fault when a child fails.
964	FCAT
965	N/A

966	Greatest barrier is passing the FCAT; rather than prepare students for taking a test which is of no value to them when applying to college, we should prepare our students for standardized measures such as the SAT and ACT. It is so disappointing to see students who have excelled academically, but aren't being accepted to college because they can't pass the SAT or ACT. Dump the FCAT, let's prepare the students who have a desire for passing the college entrance exams and for the students who don't desire to go to college we should offer them vocational skills to prepare them for the workforce. We are doing a disservice to our students by not tailoring their education (Gen Ed and ESE) to meet their needs. When I was in school, (way back when) Vo-Tech was a fabulous option for students who were more "hands-on". In these courses they learned trades which prepared them to secure employment following high school. Thank God for the mechanics, carpenters and plumbers of the world! In fact, most of them make more than educators do. We're setting our kids up for failure.
967	parental responsibility/support
968	Fcat testing....
969	Early starting time, lack of interventions for at risk students, 7 period day
970	Keeping the students interested with hands on education that scaffolds learning to the real world.
971	Parents, truly don't care when it gets right down to it. We are caught up in our own lives with divorces, plastic surgery,golf games,consumerism and vacation plans to get caught up in what really happens in an average NON Honors /AP class. As long as our kids say "nothin" when we ask what did you do in school today and we are comfortable with that response, WE fail as a system. Parent Apathy toward their kids classes and Parent "entitlement" for their children(got to have cell phones and gadgets to play with) is the Biggest obstacle. The 21 st century will look back and say Technology was a SOCIAL Tool NOT educational. Computer Technology in the classroom is the great LIE! IT did not improve, for one moment, our schools. Cell phones is this centuries Heroin! The new addiction for this generation, along with of course Facebook. Cell phones WIN.....School LOSE!
972	Non-Parental Involvement Not Drug-Testing their children specifically from grades 7 - 12 Parental supervision
973	Students not motivated enough to attend classes.
974	Nonparent support of their children to focus on school and academics.
975	Leaving students back in the third grade three times, they will never graduate. If a child is 14 in the sixth grade, I don't believe that child will be able to stay in school until he or she is twenty years old.
976	Parents not disciplining their own kid(s.) Education starts at home; parents not taking responsibility for their kid's education. Not everyone will go to college. We need more vocational classes in the schools (automotive repair, shop, drafting, small engine repair, etc.) We need more JROTC Programs in the schools. Only 5 High Schools in Pinellas County have JROTC. Need to start looking at the successes of Hillsborough County and why they put JROTC in every school.

977	Level of expectation for all students. Teaching to the FCAT. Lack of family support. Students feeling like they can't catch up, especially if they have been working below grade level for several years.
978	Large class size.
979	Children develop at different rates and not all students fit into that plan of being developmentally ready for school when they do enter. Many children who do struggle need extra support "after" school but there isn't any funding for that. Also, summer school has been cut and this is a disservice to those that need more year round instruction and remediation. If we can meet the needs of our at risk population when they are young, we may be able to close that gap earlier and keep them excited about learning.
980	Apathy. Students don't seem to care, and their parents don't either.
981	<p>We don't prepare our students for the real world. We make children sit in classes that they cannot do, with teachers that have no compassion or educational motivation for themselves. There are many teachers just collecting a paycheck without teaching. We have got to hold teachers more accountable and that cannot just be an end of the year observation. It needs to be a tracking system of their performance and their students performance, year after year. How do their FCAT scores compare to another teacher, in the same subject, in the same school? Why are there numerous amounts of parent and student complaints about the same certain teachers, year after year, but yet they get to collect a paycheck, meanwhile damaging our children?</p> <p>We have got to get a process in place to eliminate teachers that are consistently inefficient. They are hurting our children and it needs to be stopped.</p> <p>We also need to start having more vocational classes for our children. It's been quite obvious, over the last ten years, that not all our students are meant to be in a classroom all day long, day after day, especially with a bad teacher. Our students need to be trained at "real work", not just the same old subjects that can get them to college. We need real world classes. Then they might be interested! For example, a future mechanic does not need to pass a grammar test and shouldn't have to. We have so many children that English is their second language. We need to train them in real world opportunities and not make them take a Florida Writes test. Our children are feeling hopeless. And it's no wonder. The wonder will be when we actually do something about it, with caring, intelligent teachers.</p>
982	No parent involvement, primarily because parents and other family members didn't graduate on time or at all. Families that don't see value in graduating from school and see more value in making money.
983	My children are very bright. In middle school there was a great deal of violence. I understood why he did not want to go there just walking down the hall. I was told by every one of his middle school teachers that he was not being challenged. Who is supposed to be the one challenging him educationally if not the teachers?! In high school the other students were so rowdy in class that he had to stand up and tell them to be quiet. I was told this by the guidance counselor who was worried that he may suffer repercussions from the other students. Is it not the teachers responsibility to control the class. I put down drugs as a problem not so much for my son but a lot of the students around him. He didn't really have many friends because he wasn't into the parties etc.
984	students starting Kindergarten behind.

985	Students who get into trouble and fall off course often feel defeated. Some of these infractions are just part of growing up and the zero tolerance rule is ludicrous. They are sent to secondary schools where they are thrown in with some real criminals-and then what? Seems counterproductive. Many students also fail to see the relevance of the material taught in schools. Why are we still reading Beowulf, just for one example? Educators need to revamp their curriculum and make it more meaningful to today's world. Also, the teachers who just gripe about their own personal grievances is a huge turnoff. They need to be professional and leave their personal issues at the door; dress more professional and make the students feel that they are really vested in their successes. Many teachers in the secondary arena have just lost their passion for learning. It has become just a "job" and that negative attitude rubs off on the kids. Personal responsibility needs to be reinforced from the early years and modeled by adults.
986	Poor teachers in high school, poor administrators in high school. Quality teachers should be recruited and retained. Poor teachers should be fired, poor administrators should be fired. The union is also responsible for engendering an idea of union teachers of "it's not my job" and "it's not in my contract." The merit pay proposal in this county is weak-thanks directly to Ron Stone and the union. Hillsborough County continues to grab headlines with innovations in pay plans, while this county continues to cower to the union, play it safe and keep some of the worst teachers in the district primarily at the high school level. Providing incentives and merit pay at the high school level would bring about better performance among teachers and higher achievement and more motivation to stay in school among high school aged students. There are no easy answers to this problem, but replacing poor, low performing teachers and administrators with high quality teachers and administrators would be an excellent place to start.
987	Parents need to take responsibility for their children by encouraging them, being a positive role model and having the ability to set reasonable boundaries.
988	7 period day diminishes opportunity for students to make up credits. It is not in the kids "best interests" as the administration would like to pretend it is. My son is a HS Honor student trapped in meaningless electives that distract his efforts and reduce time needed for success in the academic core and honors classes. 4 x 4 High Schools provided more opportunity for kids to take make up courses, work ahead, and take college credit or vocational electives. This was beneficial to all, from potential drop outs, to the honors/college bound kids.
989	Teacher support of student, caring about their success
990	Lack of parental involvement Drugs/Alcohol
991	lack of stable home life to provide support that our students need drug use in the home abuse in the home lack of supervision at home unrealistic goals of students (They can't even read on grade level, but they think they're going to be a Pediatrician...) need for technical training in schools or other options for students, something besides filling their heads with the idea that everybody can go to college making students take courses that have no relevance to their life
992	Lack of motivation/support.
993	poor parenting skills, poor work ethics, and unmotivated students not caring. We need to provide other track for these students-more vocational classes. Just give them the basics to prepare them for vocational opportunities.

994	FCAT!!!! Thirteen years of academics should not all rest on a test! I also feel as a parent of two high school students that the guidance counselors do not do enough to keep the parents and students involved in what is required. I personally feel that I am having to do their job in regards to keeping my children on track. At Osceola High they do not even want to set up meeting with parents. They will speak to the CHILDREN and I stress children. I need to help guide MY children and I feel they should not involve the parents. If parents were more aware I feel that they could and would keep their children on track.
995	getting the work required done in a timely matter with the time available schedules are so hectic , it's a balanceing act.
996	Parents need to get more involved in student instruction and disciplin of school issues. I feel parents who don't know what to do to help need to get some options from the community and juditial system, if appropriate. I feel parents need to disciplin their own kids and the school needs to get them to do it so the schools can teach.
997	School is not cool too many, the test test test to death mentality has sucked the life out of the love of learning and students who are not expected by their families or friends to be successful. Learned helplessness.
998	Parents do not stress enough the importance of an education.
999	Students who are not on grade level in reading and unable to complete basic math at the elementary level. These children become frustrated and many shut down to learning and exhibit acting out behaviors. They are frustrated and don't want to lose face with peers.
1000	Teacher attitudes at the High School level. It's been my experience that many not all High School teachers feel it's not their job to motivate or teach student how to study. Mastery is not stressed at lower levels and students are expected to continue to achieve without the proper background. This in turn causes a feeling of frustration and defeat for the student.
1001	Poor attitude among secondary teachers. They are not motivated to go the "extra mile" to help students become successful. Elementary teachers work many hours past the contractual day to ensure our students' success. The majority of secondary teachers seem to have very low morale and just be "punching the clock." Possibly poor family involvment causes the teachers tend to give up. But if they study the works of Richard Allington, Classrooms that Work, and Schools that Work, they can see that all students can succeed, despite their lack of familial or community support.
1002	Ineffective parenting with little emphasis on educational expectations or parental involvement. Requiring low level students to take remedial courses which eliminates opportunities for electives. Societal experiences which cause a need to be "entertained". Poor work ethics, depression, other psychological concerns. Feeling disconnected to the school setting, poor relationships with school personnel or peers.
1003	Lack of parental support of education in the home. Students who have parents who are involved in the educational process are typically more successful than those whose parents are not. As a parent and a teacher, I see both sides and feel that teachers and other school administrators are being held accountable for things that are out of our control. Education absolutely begins at home! The old adage "you can lead a horse to water, but you cannot make it drink" fits when it comes to students/parents who do not believe that education is important.
1004	Chronic lack of support from parents from preschool and continuing through high school. Too many students get NO meaningful educational assistance from their parents.

1005	Students don't realize the value of and necessity for an education.
1006	Falling behind in coursework, failing to pass the FCAT, not being allowed to play varsity sports with GPA lower than 2.0, early morning hours in high school
1007	Entering H.S. with a less than sufficient knowledge of basic information. Lack of respect by students for each other, teachers, school property, and authority.
1008	Truancy
1009	LACK OF PARENTAL INVOLVEMENT. STUDENTS LACK ROLE MODELS AS WELL AS INFORMED PARENTS. MANY STUDENTS STATE THEIR PARENTS ARE UNABLE TO ASSIST THEM WITH MATH AND OTHER SUBJECTS. PEER PRESSURE, RACIAL TENSIONS, AS WELL AS SUBSTANCE ABUSE AND OTHER RISKY BEHAVIORS INTERFER WITH STUDENTS PROGRESSING AND BEING SUCCESSFUL ACADEMICALLY. SCHOOLS ARE NOT EFFECTIVE IN PROVIDING MOTIVATION/DISCIPLINE/ AND REASONABLE AND TIMELY CONSEQUENCES FOR UNACCEPTABLE BEHAVIORS.
1010	lack of interest/self-motivation AND lack of parent involmment
1011	The kids can't read. They won't do homework. They won't try.
1012	The biggest problem I see is too many students who hate school and have little support from home. The school district can only do so much in this regard, so stop talking as if it is responsible for dysfunctional families. On the other hand, it could fund arts, music, drama, etc. programs instead of wasting money on more test prep workbooks ad nauseum, reading coaches, teacher-trainings (mostly waste of time) choice and magnet program expenses (bussing and marketing). My daughter in 4th grade spent 17 days (almost a whole month) taking standardized tests. I had to teach her about Columbus as her teacher had little time for history. Disgraceful. Older kids, most of whom will NOT attend college, should be in vocational programs, like PTEC, learning skills that will make them ready to work somewhere besides Publix and McDonalds when they, if they, graduate. They would be more likely to finish if they saw futures and real-life applications to high school.
1013	constant absentee, Non-Parental involvement
1014	Parents not being involved
1015	F-Cat. I beleive a child should not be judged by a test and have to pass to graduate. More of the world involvement would be good. If my child does not need Cal. or Algrbea but, instead take check cashing and more idea of meeting the world after school. The kids today do not have a clue what is to be expected when they go out there. They have had to be robots for 12 years and now they have to go be a person without structure and that can be scary. Like prison.Life skills would be better that Spanish 2 or 3. if they will not be using it. some of the requirement classes are wrong because they do not know the child and to base it on tests and requirements they want instead of need for the child is wrong.
1016	Breakdown of family unit; lack of child discipline/ support/ role modeling from parents' during child's first 7 years of life; parents need to support and participate in child's education from K-12, all the way not just in elementary level
1017	Passing the Reading FCAT.
1018	If all schools were fundamental schools the parents would not have the option of not participating in their childs education.

1019	administrators reluctant and refusing to transfer students struggling in a certain class b/4 Jan (high school level). My child was failing Alg. Honors and the guidance/admin refused to transfer her until the 2nd semester therefore she failed the class and now needs to make it up inorder to raise her GPA.
1020	Lack of support from home: Single parents Parents maybe don't have the guidance to raise children because they are still kids themselves Economic difficulties Family issues
1021	Lack of sufficient options at the high school level for at-risk students. We need programs that are positive and effective.
1022	It all begins with the lack of parental support/poor parenting/parents who don't value themselves and/or school/parents who have given up all responsibility to parent and have given up responsibility to the school!!!!!! And, the lack of district processes to seriously get the parents involved. Then the snowballing begins and we then have drug issues, lack of motivation, horrible school times, especially for high schools, a district that is fearful of letting the public know the truth about school issues and supresses the need to suspend kids for weapons, fighting, drugs, etc. School programs that don't match the needs of the students. Large classes. We need creative programming because not all kids are going to college and they become bored, etc. High teacher burn out because of all the blame and responsibility placed on us and the lack of financial, emotional, administrative and parental support.
1023	*Over crowded classrooms. *Un-supported teachers who have to spend instructional time addressing behavior issues of the few and are then not able to teach the majority. *Meaningless IEPs and 504 plans, teachers are unable or unwilling to comply. *ISS being viewed as an intervention and students spending most days for weeks and months in ISS instead of finding alternate ways to instruct them. *Zero tolerance for bullying as merely a slogan but not in practice in the majority of schools, in particular at the secondary level. *Staff moral when it is very public knowledge that the salary levels at the administrative level are unreasonably high for the size of this district and this region, yet they don't have enough funds at the school level to pay for the paper to make copies. It is a reflection of the priorities of this administration and district.
1024	Indifference and lack of motivation.

1025	I am a high school English teacher in the GOALS program. I teach all seniors and feel that these are the most significant factors affecting drop out prevention students. <ol style="list-style-type: none"> 1. Effective teachers 2. Mentor needed per individual student (whether it be a teacher, coach, community member). 3. PDO program should not be abolished! 4. More course mods made available in all subject areas. 5. Different core requirements for kids in drop out prevention (more work/real world related classes) 6. Later start times to accommodate teen sleeping patterns 7. A/B school day schedule (accommodates those who have jobs: ex: MAVERICKS) 8. More incentives to attend school 9. More funding in vocational programs for available certification in careers: ex: plumbing, carpentry, culinary, etc. 10. More opportunities to make up missed credits: ex: MAVERICKS charter school model
1026	Culture in and out-of-the-home (devaluation of education in family of origin; anti-social, deviant lifestyle of parents; drug-alcohol abuse; gangs; lack of family stability); karma and level of consciousness of students.
1027	The times for school need to be better. Even the best students struggle in high school to get there on time. The best Middle schools students struggle to have an attention span after 3pm. If only this one factor changed I could see a vast improvement. More creative teaching with hands on activity versus constant book work or "pacing guides" would interest students. Doing constant book work is boring and rote.
1028	Students not being challenged in school - Students having to deal with behavior problem peers in the classroom, disfunctional family lives.
1029	excessive absences push back graduation
1030	Motivators, perception of lack of real world applications for core courses. School hours. Lack of parent involvement & accountable supervision of children.
1031	After elementary school many teachers seem to present information and the students get it or they don't. In many classes I reteach information at home when I can or find a tutor to reteach the information. Math seems to be the most difficult class to find a teacher who teaches instead of just presenting.
1032	Attendance. I suggest a county wide attendance policy. A maximum of five absences per semester. Students who are chronically absent are a major disruption to education. Because we do not have a county wide attendance policy, students are not being held accountable, and therefore take advantage of our educational system. I also suggest moving to a grading system that grades by percent and not by a letter grade. The reason for this is because some students will earn one good letter grade during one grading period and then spend the rest of the semester doing little to no work, making the learning process in the classroom very difficult on other students. With the current grading system, students can easily pass a class but also may find acquiring their education to be a very difficult task. With the current grading system, many students are not learning properly, and the evidence is clear on our standardized test!
1033	the parents

1034	High school English courses have a set sequence and pace - when my son attended, the English sequence was set, there were no slower paced programs and no reading courses offered - I was offered send my son to reading at SPC and pay for it - nothing was offered through the high school. If a course was failed, the requirement was to retake the same course at the same pace - there needs to be some other methods and teaching styles to try. Also the counselors are overwhelmed with the work load - students have no one to advise them and guide them and parents are not informed of things that are going on and when - students are not independent at this time and need guidance but they are expected to make decisions as adults.
1035	Families that don't make their children's education & care a priority. Lack of parent involvement & lack of positive encouragement from home.
1036	Frustration with the classes, many are aimed at a high standard of achievement for college bound students. Those students who struggle or have learning disabilities have a difficult time with many of the courses and are more likely to give up. We need two routes for graduation - one for those college bound and one for those looking for career training while in high school. My son dropped out due to learning disabilities and such struggling. He is now trying to obtain a high school diploma through the life skills charter school. He knows how important a diploma is and he has more understanding of the world and reading, etc. than most of my current students, but has an extremely difficult time taking tests due to his disability and the embarrassment of needing extra help during exams. His comment to me is that he will never step into another high school. He has struggled all the way. Most of the time, I had little responses from the guidance counselors and many of the teachers (many tried hard). He was a "good" kid and overlooked or written off by many. He needed vocational training which was not available to him. I tried to get him into a program but he did not qualify due to GPA. I teach mathematics to struggling students. They need to pass Algebra when they have difficulty with the basics of math. They need more real life skills like in consumer mathematics which all students need. They don't need most of the curriculum taught in Algebra.
1037	Attendance, school hours of operation and subjects not geared to voactional/trade placement.
1038	Failure of students to put in the effort required and lack of personal responsibility. They are not encouraged at home to complete their responsibilities and there is little if any parental input which indicates that dropping out is not an option. We provide transportation to students, the time frames for the school day are not unreasonable or any different than the real world. The school does need to be sure that the resources are available at school but if they don't ask for them you can't help them. I don't want to do any work outside of the school hours is not acceptable.
1039	The lack of parental involvement and opportunities for the students to get additional help after the regular school day. Years ago, students could stay later and get the extra help they needed.
1040	Limited opportunities for employment within the community after graduation. Difficult to motivate students who have no hope of obtaining a job that pays better than minimum wage. Limited opportunities families to obtain a living wage in this area leads to less parental support as parents struggle to make ends meet. Lack of educated role models for students in this community. Students have limited interactions with others they trust who, as a result of obtaining an education, are productive members of the community.
1041	Not everyone fits the norm. Many students will never find success with certain classes, such as algebra. It is ridiculous for the state or our nation to expect every child to learn the same at same time. We need parallel classes of training and subjects that help students who are not average or above to be successful.

1042	student laziness
1043	The student needs to see a future where their is an importance in obtaining a high school diploma.
1044	Not getting students the interventions they really need soon enough. Going through all the paperwork and red tape forever. Too much testing and test prep instead of creatively learning!
1045	Peer pressure and drug and alcohol abuse.
1046	Students not meeting expectations in elementary (not being able to read at the appropriate age level) with little support from home. After students know their name, shapes and colors (and maybe a few simple words) they no longer as involved in their education.
1047	Students are unprepared to enter 9th Grade and often fail.
1048	No family involvement with influences from peers regarding drugs, alcohol and promiscuity. In sufficient staff available to monitor and support classroom teachers and campuses. No strong policies in place to deal with habitual offenders for fights, threats, hands on, disrespect of staff or peers.
1049	Schools should go back to the basic and teach Phonic. See Jane Run, See Scott run.
1050	Students do not have a culture of success. Their families don't discuss future plans in an educational sense. They think being an athlete is all there is.
1051	Students arrive at high schools unable to read, write, add and subtract. High schools are then expected to accomplish in four years what elementary and middle schools have not accomplished in nine years. This is wrong ... and an impossible task. Additionally, parents have dropped the ball and their responsibilities. Until the school system can prevail upon parents that they cannot abdicate their responsibilities vis-a-vis their children once they walk out the door in the morning, we are waging an uphill battle. The more responsibility the school system absorbs for students' behavior, the more parents will gladly turn over to the school. As one parent told an AP who recently called the parent to report her child's misbehavior when the AP said that the parent had to assume some responsibility for the child's lack of discipline, the response was, "no, you don't get it. I'm responsible 'til 7:05 in the morning, he's your problem after that! You fix it."
1052	As an instruction educator for 10 years, all in this county. I have seen a shift in the way we teach. Yes, I believe we need to be data driven. Yes, I believe assurances need to be made that teachers are teaching. Yes, I believe that teachers at specific grades should be relatively close to teaching the same things. But I know I have become bored with the curriculum or at least the way it is suggested that it is instructed to the students. I know I become uninterested in instructing my reading mini lesson by saying the SAME structured/formatted things each day. There is a point when consistency becomes unbearable and children tune it out because it sounds like the same thing they have heard for the past 60 days of school. I think that too often, the fun has been taken out of school and learning. It can be fun, kids can color, cut and paint and still learn. I know at several schools there jokes about actually allowing students to use a crayon today!!

1053	Students who don't care about school and are too busy working outside of school and home to do their work. Parents who have "given up" on raising their child and accepting the responsibility for how their inaction in relation to school attendance has promoted an environment where children believe that "school doesn't count until you get to college". (I have actually had parents give their child a note for early release to get their nails done for a dance or just as a "girl's day out.") Promoting students who have not successfully completed work at their current level, thus placing them in classes for which they are woefully unprepared. (Third grade reading level in 10th grade. This also goes for our rush to place students in AP classes to boost the school grades, even when they don't read well enough to pass a 10th grade reading test.) GPAs drop, classes in core subjects are failed (Eng, US Hist, Govt, Econ), and students can't graduate.
1054	Nor sure. They are so many different reasons for it happening.
1055	Students coming into high unprepared for the amount of and quality of work expected from high school teachers. The expectations in most cases are appropriate. The distraction of getting to age 16 and dropping out or getting the GED because the school environment has not been working for the student also seems to affect their willingness to persevere through challenges and difficulties. FCAT also has an impact. The testing situation has many higher performing students getting burned out and apathetic when the test does not impact their graduation. When students who have passed FCAT must sit in classes that have to cater to those who have not, they become less focused and bored with the multiple reviews and refreshers. They would prefer new information.
1056	FCAT
1057	social emotional and family issues interfering with learning lack of relationship with educators, not connected to school
1058	Negative cultural perceptions and identifying with the same.
1059	Learning deficiencies
1060	Lack of parental support
1061	Motivation. Either the student is discouraged with school for some reason or parents don't enforce the seriousness of school and its work. When we have too many students at school who do not want to be there it takes away from the overall climate of the school as being an important and valuable institution. It hurts all students, not just the ones who are in danger of dropping out. Negative attitudes and lax discipline destroy the integrity of education.
1062	Consistency and stability from parents and commitment on the part of the administration and teachers to encourage, teach, discipline, and care for each student.
1063	Can be a variation of different things, from family to friends to health. And we are too quick to decide that a student is trouble instead of finding out what's going on in their world. I strongly believe that a lot of teachers write the student off if they aren't that perfect mold, when maybe all he or she needed was a little kindness and compassion.
1064	The biggest barrier is non-parental involvement or lack of parental involvement which leads to behavior issues in the classroom and an "I don't care / you can't do anything to me attitude." Where there is parental support from home all I need to do as a teacher is threaten to make a phone call home or call home and the attitude is turned around and the student gets back to work and on task. I'm spending 80% of my time with 20% of the kids and they are the same kids over and over again. What interventions are we offering those kids to encourage them to learn and show proper community behavior.

1065	When a child is not on target academically. They cannot keep up at the same pace, get discouraged, dropout.
1066	as the world ages, the school's progression has regressed. it has become more small minded, controlling and geared towards an administration that wants to see one method for all. elementary teachers are teaching far more than their counterparts at the middle and high school level with less planning time for too many subjects. nothing appears to align with all of the latest fads that are being forced into the teaching day. specifically, i thought we moved away from the whole language approach to reading and yet, with the units of reading, that is exactly whole language. the county bought phonics based basals and the 2 units do not mesh. teachers should also be allowed to teach through their differentiated teaching style.
1067	If the students don't have parent/home support they have difficulty getting their work done. They need the opportunity to get everything completed at school because their outside world does not fit into educational demands.
1068	Self discipline of students and encouragement from adults
1069	Classroom discipline, self-discipline, and parental responsibility.
1070	The parents are unattached to the educational process. If children do not see parents who work daily and share their value of education with children then children do not see the significance of an education. Many years can be wasted because parents are expecting the system to raise their children, which of course is not a good option!
1071	difficulty with the FCAT The Algebra requirement Relationship building amongst students/parents/teachers - partnership real world application lack of Vo-tech opportunities for students- need a Vo-tech/GED option
1072	Allowing students to 'run the show' and constantly attempting to reach students whose parents do not support the process. Allowing students to 'do time' and receive passing grades, rather than earning it. As their school years progress, they continue to 'expect' a passing grade and then most do not meet graduation expectations in regard to the 3 R's...can not read at a 10th grade level, can not write at a 10th grade level and can not do mathematics at the 10th grade level...We have lowered our standards that students can receive a diploma for a K-12 education, however the expectations are that of 10th grade. Additionally, one of the most important R's is missing as well. Respect! Students and their families need to respect the process and show that respect in the form of following the direction of those who are following the guides of their profession. STOP putting teachers on guard and turn the tables of responsibility...oh, the final R word!
1073	Not enough parent involvement and or community in certain schools in certain areas.
1074	Irrelevant curriculum; lack of real-world training; too few vocational/tech schools; the attitude that everyone should go to college; lack of awareness of DOP programs.
1075	Students are easily distracted, working and not able or do not wish to do well. I think H.S. teachers don't like the attitudes of some of the students and tell them to drop out if they are not committed to learning and trying to graduate.

1076	I believe the biggest barrier to on-time graduation is the lack of non-judgemental and compassionate communication between schools (teachers and administration), parents, students, and community service providers. Our children are crying out for communication of the heart, communication based on hope, reconciliation, and reconstruction. Their behaviors are screaming and it is our (ALL adults) responsibility to hear...listen...and respond in ways that cultivate trust and respect all the while remaining focused upon seeking solutions.
1077	poor parental involvement/support of education
1078	lack of successful interventions prior to child reaching high school, lack of total community services as interventions - intervening not only in school but in the child's other environments as well, lack of full service schools
1079	Children falling through the cracks in elementary and leaving without being strong readers. All elementaries not having enough support to give ind. attention. Tenure for teachers and inability to easily remove dead wood..... Parent's not recognizing the important role they play in education Not enough hours in the day for education. High schools way to large - students don't feel connected.
1080	parents
1081	There is absolutely too much testing. We hold 3rd graders back for not passing a test. We test students way too much...FCAT is not the be all end all
1082	alcohol and drug use
1083	There are many factors involved, many of which have been addressed in your survey. Today families are under such pressure to meet the needs of everyday life and many of the at risk students come from homes that are "at risk" as well. At risk students often reflect their environment so to intercede and effectively change the course for at risk students would ideally include the family as a whole. This process is and would be too time consuming in both money and personnel to be possible. The interventions available to the school system are limited. I believe that the school system is trying to meet the needs of the at risk student with a dedicated staff. The limitations are not with the staff but rather with the larger community.
1084	failing a class, attendance, not enough help (tutoring), time
1085	Not sure!
1086	The home attitude and parental responsibility.
1087	It seems to be encouraged for students to get GEDs instead of completing school for a diploma. I think that some students avoid taking the FCAT and go for the GED. It doesn't help that all high schools have GED prep courses. When I was in school if you quit you had to get your GED at night school. I think that we make it too easy. Also, we should do away with certificates of attendance. Who wants to attend 13 years of school only to receive a certificate of attendance? If a student attends 13 years of Pinellas County Public Education, the system has failed him if he or she does not receive a diploma.
1088	Moving around from school to school
1089	Not using curriculum/strategies/levels appropriate for students' abilities/skills (the practice of which provides opportunities for success) vs the current "same size fits all" approach, which often results in students' frustration and becoming "turned off" to school ...

1090	Parent and community support
1091	Expecting everyone to be ready in the same amount of time.
1092	There seems to be a disconnect between elementary and middle, and middle and high school expectations and procedures. From experiences with my own children, there seem to be a large number of educators at the secondary level who are in it for "summers off" (directly stated to parents at Open House from 2 teachers at a Fundamental school). Focus is on content rather than the student. A focus on students would lead to better meeting their needs and better "customer service".
1093	Parents that are not involved. If we created a no non-sense policy, hold the parents more accountable for their child's actions or lack of action for their own education we may see an improvement. If students do not graduate on time - the parents foot the bill. This should save BIG \$. Why is this the only question you want feed back on? How about discipline issues, class size amendment, how to better spend the budget money, and that the county is too large - holding the entire county to the same standard when everyone knows the north county schools have the parents that are invovled in their child's education, therefore they will make AYP with NO sanctions?
1094	The student code of conduct. Disciplinary action. and allocation of student in school where they don't belong.
1095	NOt sure yet.
1096	For me there were no barriers for on-time graduation. Because I am a parent who gets involved in my child's education. As a teacher, if there were more parent involvement and true communication between the student, teachers, guidance counselors, and parents so that everyone is on the same page.
1097	Students having the appropriate skills as they move from one grade level to the next.
1098	Not all students can finish in 4 years. Why is the number so very important to the state. Everyone I know agrees that all students can learn; however, they do not learn at the same rate nor do they learn as much each time as others. Why do we insist that they must all be the same, they are not cogs in a wheel. We need to eliminate GOALS after 9th grade. Students shoud be GOALS for upper class students is a joke.
1099	The failure of students to take personal respnsibility for their actions/ non actions
1100	To many options to make up classes, so student feels they can slack off and still pass with NOVA net.
1101	Student motivation, students not getting necessary skills and support at early ages, parent support
1102	FCAT scores and a lack of motivation from students. More student think it would benefit them going to life skills than sitting in a classroom. The 7 period day is long and tiring for them and they give up about 4th period. Also, there are teachers that should not be teaching as they do not follow the standards provided, but are not either forced out or evaluated properly.

1103	Early start time is one of my biggest concerns for some students. If we could have a later start time integrated at each school, as an OPTION--I think some teachers would jump at that AND I think it could help many of those students, as well as their parents. Arterial busing or own transportation could work to keep costs down. I think GOALS programming needs to be in ALL high schools--even those that are As and Bs--with STRONG, student-oriented teachers. Alternative teaching styles should be used, with mastery celebrated. I think VOCATIONAL TRAINING, ACCESS, OPTIONS continue to be discussed by those who are concerned with these students--but ALWAYS with WHY DON'T WE HAVE MORE??? Academies are not the ticket for many students who cannot get IN! Many need to see relevance to their studies and have opportunity to learn practical, functional skills. I am sure the community at large agrees with this too. We NEED skilled workers. We NEED for kids to believe they can be successful. We NEED to recognize ALL students are not college-bound--and celebrate the differences and strengths ALL students can represent. ALSO--we need EXCELLENT math teachers. This is an area that bogs many students down--and if they don't have a teacher that can REALLY TEACH these concepts and skills--they get discouraged and simply GIVE UP. We are losing TOO MANY students. They leave discouraged and believing they are failures. We REALLY NEED TO MEET THESE STUDENTS NEEDS!!!
1104	Not having enough strong and good teachers to teacher all children. Teacher are getting burn out faster. Teacher's don't listen to what the students have to say. Teachers don't take time to make sure that the students under the lesson, nor do the teachers do a follow up on the lesson the next day. Teachers forget that they are students and NOT adults yet. The parents need to be more in touch with the teachers as far as homework, where to get extra help for the students/child when there child is behind in class/homework. The schools need to notify the parents as far as what is going on with their child before things get to the at risk part. The schools shouldn't hold students for items that the staff lose.
1105	Large class sizes, which leads to less opportunity for individualized instruction.
1106	Large classroom sizes prevent teachers from really involving students in their own learning. The lack of effective discipline of students' negative behavior. Time to eat and having good food to eat.
1107	School starting time Lack of ability to make up credits during the school day
1108	If a student is not in advanced classes, the quality of the curriculum is lacking. I have both advanced children and "regular" mainstream children in the system at present;ranging in middle school to high school. Even in the magnet schools, my "regular" ed child receives substandard acedemic learning in the classes that are not advanced. More class time is being spent with discipline and students not performing in class or doing their homework instead of progressing through the curriculum needed for passing the class. The Bell curve set by some teachers, allows students not performing to lower the class overall so the non performing student can pass the class subject. In turn, this lowers the possibility of the working students to acquire the needed information to perform well on the FCAT and other State testing.
1109	Failure rate in the ele. and MS....16 years old in the ninth grade is 90 % likely not to graduate
1110	Family problems/ economy

1123	I've been doing this a long time at both the elem and senior high level as both a teacher and guid counselor. The biggest barrier I see is the students themselves. I am in a magnet program and I can't tell you how many in their senior year decide they've had enough - I'm too old to go to school. I don't want to deal with it anymore. I can't imagine what would have happened in my home had I done such a thing in my senior year 30 years ago. It would not have been pretty. It would not have been an option for me. Also, these kids have a total lack of respect for teachers that is appalling at times.
1124	Ways to make up credits. I am from New York. Students received a final pass fail for the entire year, not for each semester. Having to make up multiple 1/2 credits makes becomes insurmountable. In order to make up credits in New York you HAD to go to summer school.
1125	State and Federal laws that do not truly address the needs of struggling students.- Destroyed families. - Lack of parental focus on education.- Community/Cultural disregard for education. -Too much focus on testing, data and percentages and too little on what will really help a struggling student become a productive adult.- The inability of the system to say publicly that part of the problem and responsibility for change must fall on the parent/home.- The home and the school must become better partners. - Loss of varied vocational options in the local schools. - Bizarre graduation requirements.
1126	Parent support.
1127	the FCAT
1128	Poor attendance, lack of involvement in the school community, students not engaged in the learning process, students not motivated and engaged in their own education
1129	Keeping children on task Keeping children interested and wanting to come to school High School time is to early for teenagers they don't want to go to school
1130	Students who are "at risk" need to be placed in courses that they can "pass" or meet criteria to move to the next class WITHOUT SPENDING A YEAR IN THAT CLASS. Students should be able to meet the required classwork in any subject and be able to move on to the next class. They should NOT be required to sit in a classroom (yearlong) to be able to complete the class. Students who are "at risk" should be given the opportunity to show competency and move on, therefore, possibly graduating early and taking college classes, etc. I believe that MOST students would like to see this type of change in our school systems. The reason any student becomes at risk is because they believe they are wasting their time sitting in classrooms for an entire year, learning the same thing. If they can pass the exam and have learned the required competencies, then they should be able to move to another next level class in order to receive the credits needed. This type of school setting should be the same for middle school students! That is one of the reasons that teleschooll has become so interesting to students!
1131	Cultural biases, lack of application of learning to relevant situations, parental support, teachers lack of acknowledging student differences and lack of willingness to change on the part of teachers
1132	Lack of knowledge of Graduation Requirements on a more frequent basis, for students and parents. Starting 9th grade students need to be given an Academic Success Chat at the end of each semester by guidance, support services and or Administration to ensure understanding of where the student stands at each point and time.

1133	I teach sixth grade and a small group of students are already tuned out to school. Even when lessons are engaging, these students often refuse to participate and do not care about the consequences. These students are not college-bound, yet the thrust of the academic curriculum is to prepare these students for college-level work. We need programs geared towards preparing them for careers that will not require a college education. We also need to have other resources in the schools to address the myriad of problems these students often bring with them without increasing the teacher workload. Teachers cannot be parents, social workers, psychologists, nutritionists, entertainers or miracle workers. I work 50+ hours per week and I don't have any extra time to mentor or complete home visits. A few years ago, The St. Petersburg Times did a piece entitled "Ninth or Never" that illustrated the type of lives many kids are leading and why it is so difficult to engage them in school. Hopefully, these issues will be considered before any costly and time-consuming programs are implemented.
1134	NA in my situation as all graducat with Special Diploma.
1135	School choice has made students attend certain schools. Not a choice of where you would like your child to attend. This can make an attitude before they even begin to go to school. Transportation also plays a big role. The friendliness of office staff, quality of teachers, hands on administration can also make it, or break it.
1136	Lack of motivation and pride in graduating. Students also are frustrated by having to take remedial Reading and Math courses to pass the FCAT test. We have had a lot of students pass the ACT for graduation purposes. There is excessive testing going on at the schools. Students get burned out on testing.
1137	parental involvement and support
1138	The biggest barrier begins with parents' attitude towards education(caring about thier child's education), involvement in their child's education, lack of motivation on the parents' part. Blame is always placed on teachers. Most teachers (in my school) give 200+% and are told by the district that it is not good enough. Until all parents support education nothing will change.
1139	Absenteeism. Students are unable to catch up if they miss school and eventually give up. We need programs which allows self-pacing for students who are lagging behind in class.
1140	FCAT. School is now based on a test ansd not education.
1141	Mobility is a factor -- students are in and out of schools. Lack of national core curriculum ... often are repeating information students already know or they don't have background information we assumed they learned prior to that particular course/grade level. They get bored or overwhelmed because of this. Also, as far as high school goes, students have too much "down time" -- school becomes an "interruption" in their day rather than a focus. In elementary school, I think quite a few come to school unprepared -- we need a better system of pre-K intervention. In middle school, I think the transition from 1 or 2 teachers to 7 is too abrupt and should be a more gradual process (Go to 3-4 teachers in 6th, then 7th add a teacher, and in 8th, the full course). Students don't feel that their voices are heard or taken into account, and they get very cynical about school. Many students (esp. in high school) feel that their future is already set for them and they have no power to change it. They have no "world view" -- their world is the 3 blocks around their house and school -- that's it. There is so much more, but I don't have the time to detail it all!

1142	Kids need useful real life skills. Kids need fewer all-powerful, intimidating high stakes tests. There needs to be a return to basics, recognition that teachers are ALREADY trained professionals, and more time to interact with children on a personal basis. This could be a child's concerns over a lost pet, or feeling bullied or home problems. These all impact student performance, and let the child know they are valued as a person by the teacher.
1143	<p>This district has consistently focused on students who are college bound and has consistently pushed all students to "go to college". There are very few high school programs that provide alternatives for non-college bound students. Many students would benefit from opportunities involving technical and vocational schools. cLOSING THE PTEC's WAS A MAJOR MISTAKE! Given the fact that the drop out rate of college freshman is 25% is also an indicator that more options are needed.</p> <p>There is a real disconnect between the ways students do things at home and school, much having to do with technology. Schools should be using technology almost exclusively for instruction. Until the state of Florida begins to fund education in manner that is consistent with high student achievement, including up to date instructional methods that use technology as well as ongoing teacher training, this disconnect will continue to grow. Students are therefore extremely bored at school and see school as irrelevant to their daily lives. Most students know more about technology than the teachers that are teaching them.</p> <p>The discipline issues in the school are tremendous and have a serious impact on a student's desire to go to school. Many are fearful of even using the restroom at their schools. Incidents in the classroom that take away valuable instructional time as well as create anxiety for those who are witnesses are another reason why students do not like school. There is literally no support for the classroom teacher who is expected to deal with disrespect, defiance, namecalling ect. on a daily basis. The district needs to make appropriate classroom behavior a priority.</p>
1144	<p>PCS offers too many educational alternatives, i.e. FLVS, Novanet, Night School, Life Skills, Mavericks, Bayside, etc. All these options enable students, and parents to believe they can fail a class the first time around and retake the class through one of these other options and pass the class in a much quicker, and sometimes easier format. As a result, effort and behavior in the classroom is dwindling.</p> <p>I also believe not holding students and parents more accountable is hindering on-time graduation. There needs to be more money spent on community resources, i.e. parenting classes, community tutoring, mentoring programs, etc.</p>
1145	The work ethic of our students continues to decline year after year. They expect instant success and don't realize that sometimes learning takes time and practice. Many don't want to take the time to do homework or classwork.
1146	Parental involvement--making sure their students are at school, on time for school, helping with homework and study habits, etc.
1147	<p>There is no more summer school. In the old days students could attend summer programs to make-up a class they failed; or re-take the class and get a better grade. Example: F or D in math--go to summer school & get a passing or a better grade.</p> <p>Special Ed kidz really benefit from a full-time summer school program. All of this does not exist with the recession & budget cuts.</p> <p>Also, programs like Arts, Wood Shop, Music & Drama, & Sports should be encouraged more.</p>

1148	Retention in elementary schools, middle schools are not designed to meet the needs of pre-teens and young teens, too many drop out even before they get to high school (we have 16 year olds not graduating from 8th grade because of failing sixth and seventh grade classes) we need "middle classes and combined classes" 3.5, 4.5, 5.5, etc and these classes need to be "integrated big picture theme driven classes designed to meet the needs of non traditional student who lack life enrichment". We need to use more poetry and songs for reading classes in low level reading groups because they have low level skills but higher level life drama skills. We need less yelling and more music, music played instead of bells, brighter colors, gardens, work shops, sewing labs, more hands on. Children no longer have parents who are teaching them life long recreation skills and their is a direct correlation between rise in crime when children do not know how to appropriately recreate. We need recreation specialists along with PE teachers and lunch needs to be an hour to provide for free time even if the day is extended. All schools should offer two schedules, early and late. Students should be able to come early,take a break, come back or come early, leave early, come late, leave late. Have rotating teacher schedules so teachers come some weeks early and some weeks late etc to meet the needs of teachers for those that want that flexibility. Less administration period, no more trainers, let teacher train each other during workshops and give teachers more realistic planning time. All middle schools and high schools should have homerooms by grouping: ESE home rooms with ESE teachers, magnet, etc. so they can start their day with a check in. Get rid of the dinasaurs in the Largo office. No one should be out of the classroom more than four years. Rotate in new blood, especially those that come from other states with fresh ideas. Make ESE cost effective. Match their success rate after graduation to the cost of their education. So many of our ESE students are lost in the shuffle with multi layered placements. Include all student and put ESE teachers in the classrooms rather than ESE student in self contained. Make a time limit: self contained no more than two years. More co-teaching, be flexible with some very large classes with high achieving students so they can break up into small groups after initial instruction providing a more collaborative model in our higher achieving, college bound student. Use smaller classes for those that need remedial work along with new grade level instructional strategies. All personal should teach at least one class including principals and vice principals. No one should be exempt from having at least one class, not the VE, the Behavior specialist, anyone who is a teacher who advises teachers should teach. Create pilot schools with like minded volunteer teachers who want to transfer from the broken down schools not making any kind of progress. Believe in teachers...give them the power to teach and be create. Let them use art and music and dance in their classrooms if they need to, recreate debate teams, let kids become more global.
1149	Teaching begins at home, which means the parent has to be the first teacher in their childrens life.
1150	I think students should be forced into other alternatives if they are not utuilizing their resources within the school setting. They are sitting in our schools, wasting everyones time and not getting accomplished what they need to to graduate, because they have the choice to stay at their current school. This is hindering our graduation rate and it is making the school officials look like they are not doing their job or what is in the best interest for the student.

1151	In the early years no child left behind needs to be a reality by providing help and assistance to those students who are struggling at their level so that they do not get lost into a world where they experience a learned helplessness, ie they can never or will never be able to meet the expectations set for them. Montessori does this by working at each child's individual level so that they are always successful and creates a system that provides internal confidence in the child's capabilities because they work hard and achieve their level. They also need to make education more child centered so that it is an interesting and fun place to go where children learn an inquisitiveness and internal desire to learn because they find the work challenging and interesting. Shop, mechanics, electronics and real world activities including balancing a checkbook and starting a business etc. could be modeled. There also needs to be support to solve social issues in the community in a supportive fashion that does not create more problems than it solves. For example, family law is a non-supportive system that punishes, rather than a system that resolves family issues and psychosocial issues in the family in a dignified manner that evolves to behavior modification. Senator Lawton Chiles Bud Chiles has a foundation which studies these issues and states the community needs to provide supportive options that meet the needs of the family, rather than a punitive system of punishment that leaves needs unmet and fosters depression and hopelessness. Community involvement is also needed in the school and supportive families. Is that something that needs to be taught?
1152	As a middle school teacher and the parent of a 6th grader...the classes are still too big, and there is too much focus placed on the FCAT. My child is struggling. There is no in school tutoring for him. Teachers should be given the opportunity, at full salary, to put in extra hours for tutoring. So much money is wasted in this district, and millions were wasted on the CHOICE program, that the kids who could have used extra help, never got any. I could go on...but I know it's a waste of time, and I have students to teach.
1153	Teachers communicating with parents in a timely manner. Not when the student has already failed.
1154	Sense of apathy for the worth of education. Students do not seem to connect their educational success to their self-esteem or status. It is important to reconnect the value of a good education to a sense of pride and self-worth.
1155	lack of discipline in the schools and follow-through on consequences
1156	Promoting students that aren't prepared FCAT Teachers not being able to teach because they have to deal with behavior issues
1157	Pinellas County Schools tries very hard to educate every child to their highest potential. Some children come to school with little motivation, poor role models at home, little vision that an education provides the building blocks from which one's future is created. These children disrupt the classroom and negatively impact the learning of others. They need mentors, better role models, a specialized program to help them catch up from a poor upbringing. They need to see the relationship between success in school and success in life.
1158	The school caters too much to the low students, using a disproportionate amount of assets on the lowest performing students as compared to the amount of assets and time given to the medium to high performing students.
1159	Too much emphasis on reading, writing, arithmetic; not enough emphasis on the arts, (the right side of the brain). We should be teaching to the WHOLE PERSON (Gardner's multiple intelligence) including more of the arts. Research supports that children who take visual and performing arts excel in all areas of education; and it makes learning fun and valuable.

1160	There is WAY too much attention paid to all of the assessments students are required to take. From the FCAT to the FAIR and all remediation in between. Why does the district hire teachers with Bachelors and Master level degrees and allow them to teach our students, give them a grade verifying that they have mastered a certain ability level THEN have to retest them to see if they "really" did master it. Seems like such a waste of time and taxpayer dollars if they would just allow the teachers to do what they were hired to do. Or better yet, why not use another testing instrument that is already in place and has a valid history like the ACT or SAT and extrapolate what we need from it rather than develop a new state test every few years. Does anyone remember the SSAT I, then the SSAT II, now the FCAT which continues to change. Seems kind of silly to keep re-inventing the wheel, but then what do I know? :)
1161	We see high school students who arrive not realizing that they need to take school seriously from the time they arrive in 9th grade. Too frequently, they bring an attitude that suggests that they have plenty of time to accomplish their goals, despite what teachers, administrators and older peers tell them. Unfortunately, some of these students are still struggling with this by their junior year; so much so, that their feet are held to the fire by their senior year, where some do not graduate as a result of not having enough credits to graduate or enough time to make them up. Even though our school has an administrator who meets with all seniors, reminding them of their responsibilities and keeping them on track for graduation, I would like to see every high school in this county have someone who meets with each junior who is at risk for not graduating and reminds, counsels, and encourages them to remain in school and work while they are here. This needs to be done before their senior year as by this time it is often too late.
1162	High school times are ridiculous and completely unnecessary. It gives students too much time unsupervised after school(which is never a good plan). Students are tired every morning and don't wake up until third period. Students have very bad attitudes and are very disruptive in class. When one student is disruptive all day long in all classes, others cannot learn. Students are being passed along in the elementary grades. This does not allow them to learn basics and when they get to high school they cannot succeed. Parents are not taking an interest in their child's education and are not supporting schools. This lack of motivation is passed onto their children.
1163	The biggest barrier has to do with our mile-wide, inch-deep curriculum. Students need to focus on core topic and achieve competence in basic knowledge and skills. We need to get real in our expectations for many students and adopt the European model of rigorous classes on two tracks. The typical "non-college" German student knows more math than our "college-bound" high-schooler. Why? The math they are learning they are using in their career studies.
1164	1) Education does not effectively compete for the attention of many students.
1165	The too lenient attendance policy. Drug use by students and substance abuse in the home. Lack of parental controls, skills in parenting and resources. Too lax enforcement of policies we have for dress code violation and defiance that lead students to believe they are not in school to learn and meet goals.

1166	Lack of structure within the schools themselves as far as discipline. Flexability of assignment due dates within reason, when situations can be documented to show that student can do the work if given extra time. Teachers who work with students/parents instead of against them. Frustrated teachers who feel they are not given enough support from thier administrators.
1167	#1! Lack of parental expectations, support and guidance Curriculum is not relevant to all students - more non-college options should be available Career counseling and student awareness of options
1168	Messing up in the 9th grade. The 9th grade transition is hard for many. Students that mess up in the 9th grade spend the rest of their high career making up for it.
1169	Reading Levels
1170	Students not being identified early enough for disabilities, weak areas, too many choices allowed for kids not making the grades in fundamental areas.
1171	Students who start falling behind in 9th grade frequently have had their parents give up in terms of helping them graduate. Parents who want their own personal lives above the needs of their child. School should start later for high school. 7:05 is ridiculous. I am angry that every time an idea or innovation is discussed, it is frequently shelved because of transportation. Many parents joke that the transportation dept. determines everything that happens at the school--and that isn't far from the truth. Lastly, while I understand why the change in the exam policy was made, I think it is setting kids up to fail. Many students skip at will and so many are too immature, 9th and 10th grade in particular, to understand the ramifications of their absences. An AP student will make up the work, many lower level students just don't have the organizational skills to keep up. Thus they fail and begin to give up.
1172	Students arriving in 9th grade that are not equipted. they are not at grade level and do not posses the skill set to be successful. They then fail courses, and immediately fall behind.
1173	Students slipping through the cracks before intervetion starts. All students should have an IEP that is regularly monitored.
1174	apathy
1175	Most kids are not going on to college. Pinellas County needs to open PTEC to 11th and 12 graders to enroll in a 2 year program. This is a very difficult process for students at this time. We need to push for a vocational diploma option for students. Again, MOST kids are not going to college! We seem to forget these kids. Everything is geared towards college. When I was in high school, I attended a PTEC- like school in Ohio. I loved it. I was still able to attend a 2 year college and then a university. I still use those skills I learned in high /vocational school and can use them if I should ever want to change careers. No one can ever take that away from me. That's a very powerful feeling of confidence. My 11th and 12 grade years of vocational training were valuable to me as a person and for me to be a productive citizen. I was making more money than my peers who went to work after high school, and or went on to college and dropped out! I paid my way through college with skills I learned in high school. I had no student loans to pay back! I went to my 30 year class reunion this summer. Those of us who attended the vocational school are mostly very successful in our lives personably and financially. That educational experience was probably the most influencial element of my success. We need programs to foster these skills into a new labor force that is needed at this time and in the future.

1176	Students are not very motivated, blame the teachers and schools for their poor effort and poor grades: completion of class assignments and homework are rare for many students; attendance is poor; they do not care about FCAT and many do not even put forth minimal effort to learn or to try on the test. Parents ask what the school/staff has done to cause their child to act disrespectfully.
1177	Poor attendance and lack of parent support. Education is not important at home.
1178	attendance, hours - maybe later start time or evening school repeating grades lack of family support lack of connection of school with real life needs
1179	Students who lose ground (usually in late middle school/early high school) don't find a realistic way to catch up. They get behind initially because the school doesn't offer education outside of the typical academic course line, and it just doesn't seem meaningful for students who don't find a classroom a 'good fit'. They might be bright, interested kids who don't have a wish to continue on to college, but would love to have the talents they do have put to use in a job-related educational experience. By the time they become eligible for the vocational training Pinellas Co. does offer, they are too old and too far behind to be able to engage in that training. Also, by the time a student is old enough to realize that they've made some poor choices, and might want to get back on track, the way classroom education is organized makes it impossible to do so.
1180	Lack of "guidance" if/when a student starts to "slump" in their education/grades, to re-direct their classes geared to their learning level.
1181	Lack of parent involvement, low standards, poor attendance, and commitment on the part of the students are the leading factors in low graduation rate.
1182	I truly believe that if we want to address better graduation rates, we need to be strict with discipline and expectations. I feel that kids in the dropout prevention (which tends to become a dumping ground for behavior issues) need to have forced parent involvement in their efforts. If the parents are put out a bit, they will become more involved with their child's education and I think it is necessary to help the child get back to on-time graduation.
1183	electives that deal with the real world!! everyone is not college bound.
1184	If students do not learn the basics in elementary level they can't go forward confidently. We need to spend more time building the self-esteem of our children and making sure they care about themselves and the world around us.
1185	Failing to earn credits
1186	Lack of parental involvement, & community resources.
1187	Students lack of attendance and lack of interest. Many don't understand why they are made to go to school. They don't see that they will need a diploma. I hear all the time, "school is a waste of time." Teachers need to spend more time applying what they are learning to their real world. Projects and hands on activities increase motivation and I don't see many teachers providing these opportunities. (Probably because they don't have time in their pacing guide or the management skills to handle the "bad behavior".)

1188	I think the District made a big mistake moving the schools that were 4x4 to 7 periods. It bewilders me how the District can quote Highest Student Achievement and close a successful program because of budgets. Many of the schools that went to a stright 7 are overwhelmed and struggling -- both teachers and students a like are not successful this year. Look at SHS and their absentism rate. It is sky rocketing this year and I'm sure their discipline has increased as well.
1189	Lack of home support and parental guidance.
1190	Success in school, feelings of inadequacy in various areas - academics, social etc., parent expectations and interest in school.
1191	Students who do not receive support for educational goals at home are impossible for teachers to reach. With the combined help of teachers, administrators, counselors, special programs AND parents, any student can be successful.
1192	Not enough parent support at the middle and high school level. Peer pressure. Serious financial pressure on parents. Parents not being able to spend the time they would like with their kids due to work conflicts.
1193	Student engagement in the classes offered. My children are not interested in the topics covered in the classes in Middle school. Once they loose focus on school, it is hard to have them understand that school is important if they see no revelance to todays lifestyle.
1194	Not getting all work done
1195	Students lack of self discipline and interest in school.
1196	Students have developed a mentality that good is good enough. Honor students should not be content with earning a C! They are given so many chances to get it right that they don't bother to work hard the first time. I consistently hear students say, "It doesn't matter, I'll just make it up online." At the end of four years of high school when they are still 20 credits behind, making it up online no longer seems a viable option. Between grade forgiveness and too many opportunities to make up courses, our students no longer feel a drive to excel. Too many kids see getting a GED as an equivalent alternative. Statistical economics tell us it is not. There is a pervasive sense of complacency in our student body that can best be handled through holding our students to high standards. The world of work presents real consequences for poor performance, as should we. Through an ethic of care and high expectation, our students can succeed.
1197	Attitudes
1198	The number one answer would be apathy on the part of students. Many do not enjoy the academic environment. Students have come to expect that everything should be easy and require little or no effort on their part. We of all ages have become a society that wants to be entertained. Students don't want to work they want to play. Many of our students, both those with minor or with more serious discipline issues continue to disrupt the learning environment. Most are not removed nor dealt with appropriately mainly because schools do not want their image tarnished by a media published high suspension rate. The majority of these disruptive students are academically challenged and our focus that all students need a traditional academic high school education is simply not effective. Many have talents in vocational areas and realistically would be better served by training them in areas that lead to an occupation. They are the very ones who are at risk. Sadly as a system we empower them to be failures. As a society and school system we have become fixated on graduation rates so we are reluctant to apply consequences to such students in fear of not being politically correct. Traditional High Schools need to be a place of learning where goals are set towards higher education. That implies the need for other forms of education for students not inclined

	to move in that direction. We need to incorporate job oriented education. Several schools whose sole purpose is to train students in a job field with real viable and employable skills are a prerequisite to changing dropout rates. Additionally we need to enlist the community to again provide apprentice/trainee programs that support these schools. I strongly believe that no child should be left behind but I also know that it will never be a reality in our current system. The pretentious attitude that micro managing teachers will somehow change the mind-set of today's teenager is not only foolish but counterproductive.
1199	Lack of motivation due to economic hardships and attitudes of youth today
1200	discipline
1201	Lack of parental support.
1202	Struggling academically, low parental involvement.
1203	<p>When at student is failing and I report it to the parents and guidance counselors, about 80% of the time I get a very apathetic response. It feels like it is "just one more thing to worry about" for everyone else. Last year, I referred 3 students to the "Student Intervention Team" and I never heard back on a single one of the situations. It's very frustrating because it feels like my extra time spent filling out paperwork and chasing people down is completely wasted... so I feel like giving up and not bothering to do any more referrals.</p> <p>I understand that sometimes (on a rare occasion) we need to "let" a student fail if we have tried everything. However, I rarely anyone, even fellow teachers, try anything to motivate the student to succeed. I just pulled a kid out in the hallway today... he's failed all of his classes for 2 marking periods... 7 "F"s straight through both report cards.</p> <p>As far as I am aware, he's been talked to once and it was mainly regarding attendance. Since then, I do not believe there has been any follow-up on him. Everyone seems willing to just let him fall through the cracks. I told him I would not let that happen because I don't want to see him in a job he hates for the rest of his life just so he can pay the bills. I told him I would be hounding him to pull his grades up, even if nobody else will... because I care.</p>
1204	biggest would have to be the schools don't allow the kids to make up assignments and some of the teachers have a I dont care attitude.
1205	Elementary teachers being allowed to pass students who do not have the pre-requisites to be successful in middle school. Some basic objectives must be determined that will predict success in middle school. Specifically, any student who doesn't know basic addition, subtraction, multiplication and division facts at 70% or better should NOT be passed to middle school. FASTT math should be district-wide for ALL students who need that foundation to be successful in math.

1206	Missing credits Excessive absences Not passing the FCAT Issues with peers Having to work to help the family's income Becoming pregnant or making someone pregnant Bored with school
1207	parent involvement and support of student's education
1208	The biggest barrier I see is that student experiences in school are not relevant to the world they see outside. I also believe that students need help in setting and working toward future goals regarding their lives and career paths. Students are wandering aimlessly into school with no real intention to gain anything during the school day except to socialize with friends and sit in classrooms where they are bored with irrelevant material.
1209	Lack of opportunities for vocational training. We don't provide enough training programs for the non-college bound students.
1210	7 period schedule
1211	<ol style="list-style-type: none"> 1. Parents are not involved (or not involved enough) in their child's educational needs. 2. Parents do not even keep appointments with (or even get back with) the teachers to communicate regarding their child's best interests at hand. 3. We as teachers are forced to spend so much time testing that we do not have enough time to really teach the skills so that the children have a firm grip in the basic skills that they need in life. I term the County's Pacing Guides as the Racing Guides. 4. We could use more support from community-based groups to help in the economic and troubled neighborhoods. 5. We could use tougher discipline policies in the schools. Children need to learn to take responsibility for their actions so that they can grow up to be responsible adults and contribute to our society. Sadly, we see too many on the streets getting in trouble as they hit the teen years.
1212	<p>I believe we will see a shift in graduation rates with the next incoming freshmen as they are the first group that had the possibility of being held back if reading levels were not sufficient. Competent reading skill removes anxiety from the learning process!</p> <p>I also believe that not enough energy is spent on addressing the challenges of wide spread drug usage and that concerns not only the students that are in an at-risk position.</p> <p>We, as a school community, need to create opportunities for parents and guardians to ENTER the arena of school more than once a year and development some real bridges to understanding their responsibility for their youth's success and provide some support to provide them the information on how it might be done or how it looks and behaves. Many parents feel left out of the loop or don't know where to start. I am not talking about those who are transient or with other daily bread and butter issues. The opportunity to include them in the discussions of what it means to parent teens today and to understand what it means to be a teen today, is sorely lacking. The results that we are always providing in piecemeal fashion and not wholistically. If we hold the label of educator, then let's educate. A great deal of my time is spent "listening" to youth which shows me that the feelings of disconnection are strong. Relationships are the name of the game and we need to develop them not only with our students but also with</p>

	parental units and the community.
1213	Attendance policy or the lack of consequences. High school students consider attendance as optional. Students do not benefit from our best efforts because they are not in class. Too much time is spent by teachers trying to catch students up or provide something called "make-up work". There is no such thing. If a student misses meaningful dynamic instruction then that opportunity is lost and cannot be reproduced. Structure and consequences work and should be school policy. Site based administrators could then be flexible when needed.
1214	Unstable family structure, frequent relocation and absences which cause students to fall behind. As classwork and learning become increasingly challenging as a result, truancy increases. Also, our students who learn in non-traditional ways (such as "hands on"), or are restless sitting in classroom, are turned off by courses geared toward college prep - we need to offer more courses geared toward entry into trades. We need increased opportunities to learn about and explore different types of jobs. We have young people who do not recognize the relevance of graduation. It truly will take "a community" working together to keep these students on a path to graduation. Caring mentors are needed. Smaller classes with time built in to listen and talk individually with youth who who may have no one else who is able to do so. Remember needs of parents who are struggling.
1215	Parents not wanting to except responsibility for their children. Looking to lay blame with the school and educational system. Education begins at home. I feel the community should do more to hold parents accountable for the children.
1216	Lack of cohesive sensible curriculum that is seamless from K-12. Teachers who are exhausted and have no time to plan due to meetings and never ending changes and "updates" in curriculum. Total lack of attention to bullying, prejudice.
1217	Lack of support from home, school seen as a baby-sitter locations. No value given to receiving an education.
1218	There are many factors. The school Board has tied our hands with their non-existent attendance policy. They think it will raise the graduation rate when it will actually do the opposite. If getting a high school diploma is TOO easy it makes it less important
1219	Students do not have the foundation to perform high school level work.

1220	<p>1. Lack of purpose in getting an education (making money is more enticing); 2. Lack of personal goals; 3. Poor work habits and organization; 4. Lack of motivation; 5. Once students fall behind, they can't get caught up (many students are severely credit deficient); 6. Lack of awareness of "real world" expectations</p> <p>I feel every senior, should have an on-the-job internship for one grading period. I also feel there needs to be two diploma tracks in this state. One for vocational/school-to-work, and the other being a college track. Although we are doing a great job with high school academies, we are losing many students as freshman. They've already experienced so much failure in school that the writing is on the wall before they enter high school.</p>
1221	<p>Parental involvement, or lack thereof, has a big impact on students. The tone is set from elementary school, where parents a lot of times bring in their children (usually the same ones) late, pull them out early, or let them stay home for any old reason.</p> <p>Also, courses need to have more relevance to students. Making them more interesting would also be helpful.</p>
1222	<p>For Senor's experiencing difficulty and lacking enough credits to graduate, but trying to make them up through line classes, the change from a 4 by 4 system to 7 shorter individual periods has created additional difficulties, more homework, less class time for the critical subject areas(reading/ math) that would have provided extra assistance, more teachers with differing styles of instruction and demands.</p>
1223	<p>State-mandated expectations, specifically regarding standardized testing...parental support and involvement...communication between home and school...curriculum standards and the lack of time to reach those standards due to the school hours being changed</p>
1224	<p>In the primary grades, class size and classroom support are crucial. At age 6, the instructional need of each child quickly evolves, and without a low TPR the progress or lack of progress of any individual student may not be noted quickly enough to ensure that they are making continuous progress or being effectively remediated. Assessment data is great (FAIR, Progress monitoring, etc.), but the real day-to-day conferencing, enriching, encouraging, and remediating that happens when I have a chance to work one-on-one with as many students as possible is the most effective way to address the different needs of each child and ensure they will be ready for promotion at the end of the year. Speaking of continuous progress, it seems like we could work with that idea somehow in a more effective way. hmmm...</p>
1225	<p>The FCAT and student being able to be taught the correct subjects in Elementary and Middle schools. Teachers should be able to teach students what they need to learn and are age appropriate for the the students not all the excess things they are made to teach. Elementary should focus on Reading and Math mostly in the primary grades. Then move forward in the higher grades. Students need to have the opportunity to learn to read with out all this pressure.</p>
1226	<p>Attendance/discipline issues Family trauma/challenges Sense of hoplessness/depression</p>
1227	<p>Parental lack of value in education. Parents not supporting the school and child sees that. Lack of opportunities to make up classes (is getting better with technology). In particular, a lack of relevance that education is for some students- not all students are college bound, and there needs to be a "track" that allows students to go purely trade or vocational route once they reach high school (not age 16- age 14). This would allow them to earn a certificate in a trade and receive their high school diploma as well.</p>

1228	<p>I do feel that there are many factors that lead students to leave school early or not graduate on time. Some students want to do well and perform up to our expectations, but they genuinely struggle with curriculum. Once in middle and high schools, teachers put the burden on the student, rather than the school to provide resources for assistance. Yes, SOME teachers offer tutoring before and after school. Bus students do not benefit from this assistance. Some students develop a level of discomfort at school despite their level of ability. They just feel left out, not a sports star, not an academic star. Our state makes it very easy for them to make a decision at the age of 16 to leave school.</p> <p>As an elementary based employee I see the academic and behavioral interventions we are implementing. Teachers, administrators and support are able to notice if a disconnect begins. With the sheer numbers that we are dealing with in Middle and High schools many of these issues go undetected. During middle school, many, not all, teachers seem to have lost the urge to nurture students who feel left out or not a part of, even though they may be good students. They are seeing 150+ students a day. How can an nurturing relationship develop? This is a time where some students begin to struggle and I personally do not feel that there are resources or an emphasis placed on those students in need. Students are beginning to take on more emotionally, and this can begin to have a negative impact on their self esteem as it relates to school. Parents may have some information but need the support of their guidance departments to help intervene. Sadly, this year I witnessed this first hand when my own child, an honors student, left high school to get his GED. Yes he showed signs of detachment from school and we tried to address them at home and with a counselor at school. But I'm the one who initiated calls, I received one call back from the guidance counselor. One of his teachers was kind enough to try to reach him personally. That was it! As his parents we felt helpless and uninformed. No one made me aware of resources available at school for alternative methods to graduation.</p> <p>I know the district is doing it's best. It's an immense challenge. But I do feel like we are trying to fit all students in a specific mold and it's not working for many of our students.</p>
1229	<p>I see discipline as being the greatest on-time graduation problem coupled with lack of parent involvement. If students were more attentive and interested in school with better self control, the drop out ratio would decrease and the graduation ratio would increase.</p>
1230	<p>We set students up for failure through ridiculous policies, crazy high school hours, in addition to non-engaging / non-supportive HS teachers who do not know how to meet the varying needs of students. Many are not challenged by the curriculum or are offered coursework that is not linked to the real-world. Some discipline issues need to be moved else where so that all can enjoy their right to learn!</p>
1231	<p>Schools are too big--students fall through the cracks. Guidance counselors are not placing students in correct classes based on their "probability of success" but more often based on where there is space or what fits in the schedule. They (and principals) don't understand that you can't just place a student in Algebra I without the adequate background courses. Math is cumulative and builds on the previous course like foreign language (they wouldn't put a student in Spanish 2 before passing Spanish I). Guidance counselors are not "guiding" students into course decisions and counseling them in daily issues.</p>
1232	<p>Students in 9th or 10th grade get in with a group they had not associated with before who are not positive influences. They fail multiple courses and have a low gpa which results in an uphill battle they can not see a way to navigate. Negative influences, (people, alcohol, drugs) appear easier or less demanding and that is the choice they make.</p>

1233	Family issues (divorce, financial worries, lack of parental interest/involvement, drug/alcohol abuse, physical abuse/neglect) have an ongoing extremely negative effect on student performance and motivation. There also needs to be "room" at the high school level to "make up" failed courses during the regular school day. Access to vocational courses is also important. If your child attends a school with many students heading toward college (i.e. PHUHS, East Lake), the focus is on college prep not on providing alternatives to students who may not be ready/suited for college. Students are "pushed" to attend pTech, but not all students want to leave their home school to have access to vocational programs/classes.
1234	Attendance and lack of effort. Most ninth graders come to high school expecting to put forth very little effort in and still pass and earn credit.
1235	this year students believe that if they attend school, they should pass. Not that they have to do any work. Just being here should be enough. Also the new attendance policy has taken any teeth out of attending classes. Now even the good kids skip school when ever they feel like it.
1236	Students not having the support they need at home. They need one person who really cares if they succeed and helps them believe they can.
1237	We allow the kids to fail classes repeatedly and just keep retaking them when if we told them listen you have to pass within the first two times or you will have to take remediation along with the classes. We give them so many ways out how do we expect them to take us seriously.
1238	Expectations and enough support from parents not available.
1239	Home issues. Students falling behind in elementary. Tracking. Self-contained classrooms (Special Education).
1240	FCAT should be used as a measurement nationally to see how they rank, not a pass fail option. If they are making the grade in the curriculum that should count towards their ability to graduate from high school. Trying to make everyone college bound is a big factor for drop out. Not everyone is college bound material. More access to vocational schooling so a child can get a job and become a part of society.
1241	Apathy from teachers, ridiculous discipline referrals, lack of administrative support for parents inquiring into their child's education, lack of communication prior to a major problem or low grades.
1242	Parental Support
1243	Lack of real world application/vocational opportunities for students who must (for various reasons) become independent as soon as possible.
1244	making up credits, and age.
1245	Environment, lack of parent involvement, need more technology and vocational training, not every student in Pinellas County is Harvard bound
1246	Motivation to succeed
1247	When a student fails a class, they have a hard time making up the credit without summer school.
1248	Prior retention and not passing the FCAT

1249	Problems that I see in working with drop out prevention students are: Family dynamic issues, problems out of the school environment -- this causes the student to become behind in grade level, academic defeatism sets in; they become behind in high school credits and graduation requirements. Also, students that move from school to school - incorrect information in the computer system facilitates an ineffective means of communication with parents. Parental compliance and communication is key. School based resources have been exhausted for truancy issues and truancy issues are not being resolved - court is ineffective in many cases.
1250	family life
1251	Teacher-student ratio, Start and ending time, 7 class periods per day is too much, the kids are struggling with this.
1252	Barriers include time, flexibility, course recovery, lack of motivation and engagement. Drop Out Prevention uses Moodle for flexibility, allows access to online courses, motivates students to learn in a more unique approach. The Moodle system helps in moving beyond many of these barriers that prevent these student from graduating on time.
1253	Students lack of effort and due to lack of interest by parents in students schooling. Average students not given the attention they need because the school spends so much time with children that are not interested in being in school or learning.. Students are socially promoted even if they can not read or have basic math skills. Behavior and manners are not enforced - by the time they are in high school they are very disrespectful because they know there is no real punishment for uncivil behavior. The justice system is a joke. They are proud of going to JDC. Many students have not been in attendance much of the time they are enrolled in school.
1254	Transience
1255	Fcat TESTING
1256	FCAT and NO Child Left Behind
1257	Parents are so busy they aren't putting in the effort to supervise their older children to help them be successful in school. Kids are being left to run wild and aren't focused enough on academics.
1258	When you start behind - it takes time to make up for loss time.
1259	Parent support
1260	Attendance and keeping the student motivated to learn.
1261	Being held behind in the same grade due to low FCAT scores. Students should be put in full remediation classes the following year based on the subject they are having difficulties with.
1262	Test Scores
1263	Students have learned that they can fail and still be passed on. This is what they learned for over 9 years in the system. When they enter high school they now have to pass or pass classes to get credit for graduation. Also, I feel that students are taking too many classes a day. Why are students required to take 28 classes, when they only need 24 to graduate? With ELP, Distant learning, Night School and Florida Virtual School, students can make up classes that they have failed on their own time.
1264	students failing fcat testing with no alternatives. students not prepared to take the fcat due to their lack of preparation.

1265	People in charge of departments or subject with their office located in the administration building need to include in their job description; creating on-hands-interactive resources for students that are interesting and affect life-management skills or application in the real-world. Group activities that are interactive are wonderful teaching tools. Receiving e-mails with web-sites is not as effective as tried and true lesson plans that work. It will take research and data to effectively complete this needed assistance for classroom teachers.
1266	Lack of parental support.
1267	lack of parental support/education families that don't care multi-generational welfare, joblessness, single mothers, grandparents raising kids drug dealing and abuse alcoholism people not taking responsibility for their own children
1268	Lack of positive parent involvement with many students who are struggling and unmotivated. Too much emphasis is put on school grading and the FCAT making those students who are struggling feel hopeless and in turn feel powerless with their futures.
1269	Students falling behind early in their school career and feeling a sense of hopelessness that they will ever catch up to their cohorts. The students shut down and even if they attend school, it seems to be in physical presence only out of compliance, and not with the belief that the possibility exists for them to get back on track.
1270	Being in school daily and doing the work!!!!
1271	Student attendance and restrictions on what can be taught, how it is taught and when it is taught. Teaching used to be a fun activity for both the teacher and the student. Teaching to a test does not create a well rounded individual.
1272	Students not having positive relationships with adults and not seeing the relevancy of what they are doing in school to help prepare for future...
1273	Currently, I serve the district as an instructional coach, therefore, I visit numerous classrooms. Unfortunately, a large percentage of the teachers I come into contact with should not be in the classroom or we need to hold them more accountable. We walk on eggshells in this profession. I was talking to a group of sixth graders last week and I posed the question, "How do you feel about the FCAT?" As expected, most offered comments such as it is boring and stupid. One particular boy stated, "You don't get a second chance." I personally don't have issues with standardized testing, but I believe this insightful little boy sums up how so many of our students feel about school in general. Day after day, I witness and hear stories of how good kids that are trying are only stopped in their tracks because they have one shot to get it right and it is starting at an early age.
1274	Students falling behind in the early years (kindergarten, 1st grade). All students being treated as if they all learn the same way. For example, being required to learn by sitting and listening.
1275	ability to pass FCAT ease of making up credits without taking an extra year

1276	i see the work my son brings home I feel that a lot of our students are not challenged enough in the regular classes. There is also no lead way with the teachers. It is all or nothing with them. I feel that if a student is trying to pass and he misses a C by a few points I feel that the student should be able to make up some work to pass the class. I think our students get discouraged when teachers are not willing to help them out.
1277	Students are not leaving elementary school with an adequate basic education (ability to read and do basic math). This is not due to a poor education system, or to a lack of good teachers and resources. I feel our biggest barrier is that we don't know why these students aren't able to learn.
1278	Students come from home environments that do not support education. If mom and dad never went to college and all the people around me never went, how much do I care about college. What is college? Why do I need it? How many friends and family will I leave behind if I choose the path of college? This situation perpetuates itself generationally and it is difficult to break the cycle.
1279	Too short instruction time-seven periods a day interfere with learning.
1280	Uninvolved parents. If you don't give your child a strong academic / emotional /nutritional beginning prior to entering school, it will be an uphill battle from there on out.
1281	Students who need remedial work!
1282	parent involvement in student education,
1283	Early intervention in the preschool years.
1284	Home training in basic rules of civility
1285	Student ability to progress only within the constraints of the classroom. Many students need self-paced instruction, easily offered by technology, with teacher offering academic support and guidance. The misbehavior of a few impact apathy of many students in DOP classrooms.
1286	Large classroom sizes, not enough electives to meet student needs, lazy teachers who just don't care
1287	start time, lack of motivation & connection of what they need to know & what they are actually required to take. So many upper grade students cannot understand (can we/school system even explain) why they NEED certain courses? High stakes testing is also a barrier to on-time graduation.
1288	attendance curriculum parental, community support
1289	creating an environment of accepting student laziness by them and a culture of individuals who accept or are not responsible/held accountable for anything
1290	Discipline!!!!!!!!!!!!!!
1291	Lack OF PARENT SUPPORT
1292	Not sure.
1293	Constant Absents, like of interest in subjects. Regular Attendance
1294	Lack of parental support and enforcement

1295	Our current model of school does not keep kids interested in middle school and we lose many of them prior to entering high school. We desparately need to re-evaluate the middle school concept and form a stronger connection between schools and students. We should be smaller, work in teams, and have a wider variety of non-academic offereings for our students.
1296	Attendance problems, lack of caring, standards are being raised too high for students who would benefit from vocational courses. With the unrealistic NCLB Act, I forsee more students giving up!
1297	<p>It's too easy to be absent. If someone's absent, how can he/she learn? There are no consequences. A student can skip an exam and still pass a course. When did it ever get to this point? It's nonsense. FCAT and so many test-oriented courses make for dull curriculum. Teaching to the test prevails. The elementary school "pace calendars" kill an individual teacher's creativity and don't allow for kids who aren't getting it "on time."</p> <p>Trouble-makers should be suspended when they misbehave. There's a reluctance to discipline kids who disrupt classes. There's a stigma in suspending kids which makes no sense. I'd respect a school which didn't put up with this garbage and sent a signal that discipline, indeed, exists on its campus.</p> <p>It is WAY too easy to be a disruptive student in this system. The kids who want to learn and the teachers who want to teach are constantly challenged.</p> <p>The early hours of high schools are ridiculous. A zombie-like situation exists on many days because of this. Buses schedules rule apparently.</p> <p>Exhausted, bored, non-disciplined students who can get away with so much make for a learning environment that is more behavior-oriented than productive and educational.</p> <p>The seven period day does not work; kids and adults are both exhausted and overwhelmed. How can information be retained when one is chronically tired?</p> <p>Parents are either very skilled or almost non-existent in terms of guidance and discipline for their sons and daughters. I feel blessed that I had parents that cared about me and valued education. It's amazing to me that there are so many parents who seem very indifferent about their kids.</p> <p>Technology is some kid of "god" now. Personal technology is also a constant disruption in the classroom.</p> <p>If a kid doesn't know the basics of reading, writing, math, science, etc. the internet and cell phone is not going to be a saving grace.</p> <p>The non-motivation of so many students is unbelievable. The difference between kids who have some kind of drive and ambition and those who do NOTHING is unreal. This is the core of why kids fail in my opinion. Laziness is rampant. When students are engaged it is more refreshing than you can imagine.</p> <p>All these factors go into students' not passing.</p>
1298	FCAT
1299	The biggest barrier to on-time graduation that I see is attendance. I have many students who fail my course simply because they do no make it to school often enough.

1300	<p>1. Attendance. Students are allowed unlimited absences and tardies.</p> <p>2. Improper guidance from school guidance department. Example, A student in sem 1 of tenth grade with a 1.0 GPA and 2 credits, when referred to guidance, Ms. Fields, her response is that he needs all A's and B's coupled with a 7 period day, he can do it. When this is brought to the attention of the principal, she said to not interfere, we have specialiat in guidance to deal with these kids. They are not offering proper guidance for the 25% of students that do not graduate. There is a pattern of keeping them here, not offering realistic intervention, until they don't graduate. As a credit recovery teacher utilizing NovaNet, we identify the students and are very dissapointed with the inaction of guidance and administration.</p> <p>3. 4 math credits, a low level population, and not offering Alg1A and 1B anymore. Class of 2011 will be the lowest graduating rate on record. There are many students that have .5 or 1 math credit in their junior year and there is no effort on the part of guidance or admin to come up with a solution.</p> <p>4. 7 period day, 7:05 start time and no lunch period. Not allowing students to eat and socialize causes more discipline issues, poorer attendance, and lower performance overall. Students who are on free and reduced lunch have little access to their food because of long lines and busses leaving 20 minutes after the last class. After school lunch has also reduced participation in clubs and has ruined the school community / social structure important to high performance.</p> <p>5. A lack of parental involvement</p> <p>6. Students that don't bring anything to school except personal listening devices and cell phones</p>
1301	<p>Lack of involvement of parents:Whether from disinterest or ignorance or communication issues Rigid education practices by teachers. Teachers unable to change/adapt to kids with different learning styles. RIGID RULES FOR EVERYTHING! Everyone blames their inability to alter any system that is in place as following state guidelines. However the fact that they are "guidelines" and not mandates makes a big difference.Seems like everyone is so afraid of loosing funding that no one can risk putting an alternative action in place. Lack of common sense is apparent at every level. Teachers are not supported by their supervisors. Parents are not held accountable for their children's behavior. I find it amazing that anyone graduates on time unless they are in gifted ,honors or magnet programs. New teachers need GOOD mentors. Kids need studyhalls during the day to get extra help with coursework they are having difficulty with and need access to teachers during these studyhalls.</p>
1302	<p>There needs to be more availability of Fundametal Schools.</p>
1303	<p>Lack of parent involvement and encouragement at early ages which stays with the student throughout the 13 years</p>
1304	<p>Too much time spent worrying about FCAT instead of Teaching our kids to understand material.</p>
1305	<p>lack of parent cooperation starting in K including attendance issues, simple homework not being done, comunication folders and backpacks not being checked for weeks As the children go to Middle and High schools, unless this improves children have huge barriers to overcome and catch up.</p>
1306	<p>Lack of support in the home</p>
1307	<p>Lack of student motivation Poor or non-existent parenting skills Poor local economy Basic skills like reading and writing are no longer taught</p>
1308	<p>Low GPA, Low credits, Students who fall behind cant catch up.</p>

1309	Middle school seems to be the start of many students problems. There is too big of a change from elementary school and parents seem to stop being involved. There is too much pressure too soon.
1310	Students having to repeat years/courses due to failure. Students not having parental guidance on making decisions that result in positive steps toward their future (instead of students making bad choices). Parents are the main guiding force in their student's life, not the teacher.
1311	Student Motivation
1312	Lack of student motivation and discipline
1313	1. Family does not place a high value on education and therefore imparts that attitude to the child.2. Limited opportunity to make up credits or course work until the child has failed the grade level.3. Family is uneducated and does not have the ability to or knowledge to help the child, understand the schoolwork or participate in homework or out of school projects.4. Family involved in extra activites (football, cheerleading, dance, etc.)that take up time that could be spent on homework completetion and studying.
1314	Lack of parent support, early start to the day, school not offering enough work/school opportunities in community (tough now with unemployment rate so high), drug use
1315	Aattendance policy, parent involvement, students working, late night activities.
1316	Home support.
1317	Lack of community values and parental support. Knowing that the government will take care of people so why bother.
1318	Students not caring about school because our government and nation is in poor condition.
1319	FCAT
1320	Attendance and lack of parental support
1321	Lack of realization on the part of the student to understand the importance of responsibility and attention to details of schoolwork. The inability to comprehend how these decisions impact their future. Fear of failure leading to apathy because students think they can not achieve. Instead of looking at wrong choices as learning experiences they feel hopeless. Lack of counselors who are available to have individual and group discussions with students. Counselors/teachers are bogged down with other academic responsibilities and unable to counsel on other issues (not to fix problems but to allow meaningful discussions to focus on problem solving). Students not having problem solving strategies in their "toolbelt" , the ability to use them (role model) and the lack of being able to see "the bigger picture" of how their actions impact others. Lastly, lack of prominent praise in the newspapers creating a desire to do better.
1322	Students are not exposed to enough authentic and applied learing curricula, instructional strategies and interventions. Students are too often disengaged in the classroom environment.

1323	<p>*Low FCAT score</p> <p>*Need for vocational schools. Not every students wants to go to college. Each high school in Pinellas County should specialize in at least one vocation.</p> <p>*High school starts too early (kids tired, hard to stay awake)</p> <p>*Chronically absent students. Not enough consequences for absenteeism. Four day school week may alleviate the problem.</p> <p>*Constant behavior problems that interfere with the learning of others</p> <p>*Belligerent students arguing with teacher, preventing the teacher from teaching</p>
1324	Students from poorer populations lack early education, language is limited, social skills are often absent. They are playing catch up the minute they arrive. There should be satelite schools for ESOL students and children who fail to meet entrance criteria (no matter what age or where they come from) to help them reach an acceptable level of socialization and education before they are dropped into conventional classes.
1325	The Southern Region of School Districts. In the summer I work for an educational consulting firm and I work with a large group of schools from all over the country. The schools in the the northeast and northwest as well as Virginia have the highest quality of education. The schools in Florida as a whole are far behind in education for students and staff. You want the kids to complete these goal, but the teachers who are teaching them have only met the minimum requirement to become an educator. You do not value continuing ed for teachers, so why would that be expected of the students. Teaching experiance is not the end all of quality. That is why your district has not moving. The uneducated teachers (BA level) are made to be the heads of district programs for a favor or whatever other political agenda that needs to be satisfied. That is why you do not have a better graduation rate.
1326	FCAT
1327	Class environment, lack of appropriate consequences, lack of awareness and vision of reality, and lack of quality parental involvement.
1328	Break down of the family unit and lack of parental support and structure
1329	High School start time is too early.
1330	FCAT requirements.
1331	Lack of parental and home emphasis on importance of education.
1332	Feelings of hopelessness and drug use
1333	<p>1. Starting time for high school is to early, even 7:30 a.m. would make a difference in their attitude and attendance. They could get up at a reasonable hour and still get out early enough to work or do extra curricular activities.</p> <p>2. TESTING, having a child myself that has trouble testing showed me exactly how testing can traumatize a student and make school unapealing to them. We went out of the school system and paid for private tutoring which helped some but there was still the stress of knowing if you don't pass the FACT you don't graduate. The only reason she stayed in school is because she wanted to play sports, thank goodness for that! I do realize they have to be held accountable to certain standards but after going to school all those years and then being told "can't graduate," because you "didn't pass the test," is devastating. Really knowing how to pass a test is relative to what he or she will encounter in the world outside the classroom walls. Making productive people out of the children you are given no matter what field they go into in their lives is really what it's all about. So glad my child was able to over come the hurdles and graduate on time, some are not so lucky!</p>

1334	Lack of Caring (PARENT) adult engagement.
1335	Now, there is a language barrier that may effect some students, lack of respect on the middle/high school level for adults
1336	Learning disabilities, things that disturb regular school attendance; family issues, excessive moving,
1337	Only offer college bound program. Others loss interest.
1338	Too much emphasis on state testing Not enough elective opportunities Negative school environment
1339	FCAT classes after a failure of an element is a barrier and no one sees this. FCAT classes are repeatedly scheduled for those who fail and surprisingly, the student passes these classes with high grades and still can't pass the element. There is a disconnect here. FCAT classes should be optional because a student can excel in other areas and have the ability to pass the ACT or SAT to meet graduation requirements without the stress of having to make up classes due to taking an FCAT class. In addition, I personally have an honor student semester after semester who can not pass the reading portion of the FCAT. Another disconnect. How can a teacher identify gaps in learning when homework makes up a large part of a grade? What will an FCAT class do for a student such as this? Nothing. It creates stressors and a stigma to other students. The social aspect of it means to a high schooler that "he is not good enough" when in fact, challenging a student in a higher level reading course, or engaging a tutor can work. Obviously, the same course over and over is not "cutting the mustard". A student can master a class through rote learning without passing the course. Many teachers, including some on this year's school board, have told me that an honor student who can pass the FCAT is impossible. Well, I have found there are many students out there with the same dilemma. It's not working. Also, expulsion doesn't work either - engaging community services for a troubled teen should be more important for redirection. Expulsion only helps graduation numbers but does not address the core issues of students. Students today have more barriers than ever before and schools should take advantage of the other mediums in which a student can learn. We spend too much time institutionalizing instead of getting to know these students. Engaging parents is another barrier - why do meetings take place during the day between the school and the parent when a parent needs to work?
1340	constant change in times, rules, techniques, etc
1341	Lack of basic real-work courses for students who are interested in classes to prepare them for a job or technical/vocational career after graduation.
1342	retaining students in elementary school, once should be enough
1343	Non- college bound students do not have the appropriate classes available in middle school to hold their interest. More "vocational" type classes to keep their interest and keep their hopes up would perhaps keep them interested in school. Subjects like culinary arts and wood shop - classes that teach them basic survival - might keep them in school until they reach high school.
1344	Teachers' and administration's negative attitudes, non-empathy and discouragement - branding an "L" on some students' foreheads and not trying to help them. It's easy to be nice to nice kids - but our jobs are to help ALL students.

1345	4 math credits (most students struggled with 3) FCAT (even good students can get test anxiety and that can hold them back.) Maybe have a vo-tech school for students who may not want college. See Northern school programs for direction (ie Pennsylvania) Students register for classes. Once they register don't move them out unless it is graduation purposes or remedial purposes. To much movement in schedules from APCs. Proper APC training.
1346	Attendance issues, no parental discipline, lack of motivation, 7 period no flowing snail pace makes its easy for smarter students to no attend and still pass.
1347	Failure to properly rear children from age 0-7. Most of the personality and subconscious are developed during this time.
1348	Lack of value placed on an education at home. Parental involvement key.
1349	FCAT
1350	If parents don't expect it from their children, the children don't see if for themselves.
1351	Peer pressure, Bullying, and school hours.
1352	Once a student falls behind, there are few opportunities for older students to "catch up" in a timely manner
1353	Student attitude and lack of value in education
1354	more working parents, less supervision schools not enforcing codes or rules, example dress code
1355	FCAT passing scores or lack thereof for many students.

Question 11: Open-ended responses

What name would you suggest to replace Dropout Prevention?

Number	Other (please specify)
1	K-12 schools (non-zoned)
2	Vocational / Technical Schools
3	Student Support School
4	Graduation Success!
5	Discipline and mentors
6	Junior High School....grades 6-9.....if student is not successful, they do not pass GO, they go to a INTERVENTION CENTER. Teach them a VOCATION.
7	Name it like it is, why sugar coat the problem? We need to stop taking care of these students and give them a real world taste of reality. You fail, you do the time to fix the problem.
8	Academic Intervention and Graduation Support Services
9	classes related to the world of work, summer school
10	Wide spread industrial arts in middle school.
11	Let's find out what other states do with this similar situation and go from there.
12	The problem is not with the name or the preceptions of the name. The problem is with identifying the specific goals and strategies that need to be delivered in a manner that can be logistically be delivered by the trained people.
13	Graduation Options and Alternatives
14	Someone said " a rose by any other name is still a rose!"
15	does changing the name really change anything? Take the money that it would take to do that and put it in improving the services that are there!
16	What will you call DOP for middle school?
17	Don't take so long to get proper help to the students...The programs that are in place are great, we just need to put them into effect before we lose the student.
18	STOP sugar-coating the real thing! Students must own up to their shortcomings and do be encouraged to do something about it!
19	Don't call it anything. Just support all students to reach their goals.
20	come back or work at Mickey D's all your life department
21	I am unsure about this and would need to give it more thought although if I needed to choose from the above list I like Graduation Support and Services.
22	no change or Graduation Support & Services
23	There should be no name. We should have a string idea of students at risk long before they enter high school. The mere existence of any name indicates OUR failure to help students long before that becomes a possibility.
24	Academic Success Center or regular school name

25	A name will not change the situation, get real.
26	I like BOTH: Graduation Enhancement Program AND Student Engagement Plan
27	Change the name to whatever you like - but please do something to offer alternatives to students who may not be college-bound.
28	Send to work into the military as many European Countries have a program or boot camp, community work is a good idea.
29	no change...it is what it is
30	Student Success
31	Student Success Program
32	Perhaps a vocational option.
33	Get a committee of students together to help decide! Kids today have good and creative ideas!
34	Wouldn't it be great if we worked on the problems then we wouldn't need a dropout prevention!
35	Alternative Education-plain and simple
36	Leave it Alone - Doesn't matter what you call it - kids and people know what it refers to.
37	Student Success Initiative
38	let it be what it is
39	Is the problem the name or the customers! Please.
40	self motivation, student engagement -something like this
41	home based learning
42	Student Assistance Services
43	No change, because the students will realize that the new name still refers to dropout prevention.
44	GPS - Graduation Program Support
45	students would be better judge since they are the participants
46	Can't choose because I don't know what the above options mean.
47	teach more of the trades of the work world, like electronics machinist, airconditioning , carpentry not all people are suited for collage.
48	student support for success
49	Society & the System have Failed Me Club
50	I would avoid names if at all possible, the students quickly identify it as a something different. I guess the first option on top might be best if I had to choose
51	Expand vocational offerings and services
52	Changing the name will not change the effectiveness of the program.
53	I don't think a name change would be the total answer.
54	ALS-alternatives to leaving school
55	something more catchy. but I don't have time to think of it now.
56	NO PC please: It is what it is
57	Graduation Assurance
58	Cut the B.S.--a rose by any other name.....
59	All above too wordy - Maybe something easy like "Project Graduation"

60	Graduation Options
61	Graduation Focus
62	GO - Graduation Options
63	It is called Graduation Options- Alternatives to Leave School now, so that isn't an option for change.
64	Academic Oversight and Support
65	Please - no new euphemisms!
66	More school based vocational training.
67	Something positive like "FOCUS" - Why not ask the students?
68	Who cares what we call it????...Give more options
69	Alternative Middle/High School
70	Huh?
71	NovaNET & PDO are stellar programs
72	The name is what the name stands for; there is no need to sugar coat the truth. This name should be an eye opener to parents and students. But they still don't care. We still have students entering the program even though it's titled dropout prevention
73	GRADUATION CONSULTING
74	Success Academy
75	I have heard of the above programs.
76	why have a label? why not just classes---we have too many labels
77	Student engagement is the ticket.
78	leave out the words "intervention" and "support"
79	if the model remains what it is now, for GOALS, a name change is only that- a ridiculous idea. Otherwise ACADEMIC INTERVENTION and SUPPORT would perhaps indicate an effective strategy to boost student achievement
80	Comment--HS is NOT be least restrictive environment for some--encourage some to leave to go to Job Corps, etc.
81	More career education programs for graduation
82	Graduation Alternatives
83	We need to invest more of our time and money fostering children who are not college bound. Not everybody is academically inclined, and our job market does not require everyone to have college degrees. So why don't we stop deeming them as failures and start motivating them to learn the skills necessary to be productive citizens in our society. We should stop wasting money on these "drop-out prevention" programs that have proven to be ineffective (and fudging numbers doesn't help anyone) and start putting money into trade or alternative schools. Maybe then we could truly Leave No Child Behind!!!
84	Academic Alternatives
85	Vocational Graduation Program
86	Alternative High School Graduation
87	Alternative Education (at specified trade schools)
88	keep the NEGATIVE conotation! You can be as politically correct as you want to be - but at the end of the day a dropout is still a dropout!
89	Graduation High Achievers

90	Keep the name and fix the problem instead of renaming the problem.
91	Yes we can dropout Prevention program
92	Community Workforce Development Center
93	we use HYPE
94	" A rose by any other name . . ."
95	Enhanced Services
96	Don't call it anything. Just name it as a course of study, math science whatever.
97	Target; graduation
98	Graduation options (leave off the alternative part)
99	"Let's Pretend Like You Suddenly Care About Your Education"
100	Student support.
101	Alternative Life Decisions
102	Career Prep Services
103	Graduation Success
104	Graduation Options Education
105	Graduation Options
106	maybe use the word diploma in some way
107	the name is not as important as the effectiveness of any program
108	"A rose by any other name would smell as sweet" Who cares what you call it?? I worked in Hillsborough, which lies, by the way, about its graduation rate, when they changed the name and it made no difference other than costing tax dollars to change the name on everything.
109	The ticket to success support groups
110	Don't change it....It is what it is
111	Success Enhancement Program
112	Graduation & Successful Life Skills Attainment
113	Drop out prevention is fine. It is what it is. Sugar coating the name doesn't make it anything different
114	Graduation success
115	Graduation Alternatives
116	whatever it is called then make the support and actions equal the name.
117	Move Forward; Get Ahead; Graduation Alternatives; School Alternatives.
118	Success for our students - SOS
119	Graduation Works Program
120	Graduation Options
121	Student Engagement Program
122	Boot camps
123	Possibilities
124	Summer School Mini Classes (6 weeks)
125	Parental Failure Prevention Department

126	more support staff please
127	call it exactly what it is.
128	What's wrong with the original name? Why keep changing the names of things simply because the original name got old? Are we trying to fool someone into thinking it is something different. Sounds like something the Govt. is trying to do with names like "stimulus" "Cap and Trade" etc. You get my point!
129	They need to go to a school specifically for this program. The problem is NOT the teachers or administration.
130	Graduation Opportunities for All Learners GOAL
131	Graduation Support Services
132	Program Options for Diploma Attainment (PODA); Program Options for Graduating On-time (POGO); Graduating On-time (GO!)
133	Graduation Assistance Program
134	Graduation Enhancement and Support Services
135	Pinellas County Vocational High School
136	summer school
137	Open to Success ANYTHING but "Dropout something.....
138	Paths to Graduation Leave out the leaving school dropout stuff.
139	Graduation Enhancement - Alternatives to Leaving School
140	graduation intervention options--gio
141	Student Support Services
142	reinstatement of vocational programs in all middle and high schools
143	Talent Development or Nontraditional Education
144	None of the above, not sure something that is not labeling
145	Alternative Option Program
146	Student Assistance for Academic Enhancement
147	Student Success Program
148	This is a silly question
149	If I had a name and gave it to you there would be no other input from me.
150	Pathways to Success
151	GOALS
152	Academic Enhancement Academy

Dropout Prevention - Staff Survey - 2009

1. Introduction

We, at Pinellas County School District, want to be sure that every student has the opportunity to graduate on time. In order to improve the Dropout Prevention services to students, we need your input about current services. This information will be used to improve services to ensure that all students are successful.

Thank you for your participation and taking the time to provide responses to the questions on this survey.

* 1. Instructional level:

- Elementary School
- Middle School
- High School
- Adult Education
- Multi-Grade Level
- Non-School Based

* 2. I am a/an:

- Administrator
- Core Subject Teacher
- Dropout Prevention Support
- Elective Subject Teacher
- ESE Teacher
- Student Services
- Instructional Support Staff
- Non-instruction Support Staff

2. Ratings

APPENDIX B: Surveys (Questions & Layout)

Staff Survey

Dropout Prevention - Staff Survey - 2009

1. Please rate each of the following:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	N/A
This school has effective options for at-risk students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school district has effective options for at-risk students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the support received from Dropout Prevention Services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School hours have an impact on student attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation has an impact on student attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that most students in this school will graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is sufficient technology available in this school to meet our student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are sufficient resources to help students make up courses that they failed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student have a good feeling about attending school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are sufficient extracurricular activities to meet students' interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The term "Dropout Prevention" has a negative connotation in working with parents and/or students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Pinellas County Schools prepares students for:

- College
- Vocational Training
- Military
- World of Work
- Other post-secondary plans

3. Are you familiar with the following AND have you ever used these services?

	Familiar With . . .	AND	Never Used	Used Once	Used More Than Once
Harris Tips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School based services for teen parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STARS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ALPHA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Educational Alternatives - GOALS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DELTA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinellas Secondary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teleschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless Education Assistance Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department of Juvenile Justice programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referral process for Dropout Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualification criteria for dropout prevention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. The following factors impact student attendance:

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring for parent / siblings / children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of hopelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug / alcohol involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student medical condition / illnesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student does not feel that s/he "fits in"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

5. What would help students be more successful in school?

- Opportunities for real-world learning
- Better teachers
- Smaller classes
- More individualized instruction
- Better communication with parents
- Better communication with teachers
- Less freedom and more supervision from parents
- Less freedom and more supervision from school officials
- A different starting and ending time
- More freedom and less supervision from school officials
- Opportunity to make up courses

6. Interventions should be:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
School based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All of the above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Are you the parent of a school aged student?

- Yes
- No

8. What do you see as the biggest barriers to on-time graduation?

(On-time graduation means graduating in 13 years from K-12)

9. What name would you suggest to replace Dropout Prevention?

- Graduation Enhancement Program
- Graduation Options-Alternatives to Leaving School
- Academic Intervention and Support
- Graduation Support and Services
- Student Engagement and Support
- No Change
- Other (please specify)

3. Thank You

Thank you for taking the time to complete this survey. Your input is extremely helpful for Dropout Prevention and assisting students to graduate on time.

Dropout Prevention - Community Survey - 2009

1. Introduction

We, at Pinellas County School District, want to be sure that every student has the opportunity to graduate on time. In order to improve the Dropout Prevention services for students, we would like to get input from the community. This information will be used to improve our services to ensure that all students are successful.

Thank you for your participation and taking the time to provide responses to the questions on this survey.

2. Ratings

1. Please rate each of the following:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
To my knowledge, the school district has enough options to support struggling youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To my knowledge, the community has enough options to support struggling youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To my knowledge, the school system and community organizations work together to support struggling youth and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The graduation rate has an economic impact on our community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The dropout rate impacts our community well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding alternatives to out of school suspension is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support of the community is necessary to attack the dropout rate in Pinellas County.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community agencies would like to support the school system but are not sure how to begin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Businesses would like to support the school system but are not sure how.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Pinellas County Schools adequately prepares students for:

- College
- Post secondary education / Vocational
- Military
- Work force

3. Are you familiar with the following AND have you ever used these services?

	Familiar With . . .	AND	Never Used	Used Once	Used More Than Once
Harris Tips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School based services for teen parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STARS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ALPHA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MSAP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High School Educational Alternatives - GOALS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DELTA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinellas Secondary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teleschool	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truancy Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless Education Assistance Team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department of Juvenile Justice programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referral process for Dropout Prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Qualification criteria for dropout prevention services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What would help students be more successful in school?

- Opportunities for real-world learning
- Better teachers
- Smaller classes
- More individualized instruction
- Better communication with parents
- Better communication with teachers
- Less freedom and more supervision from parents
- Less freedom and more supervision from school officials
- A different starting and ending time
- More freedom and less supervision from school officials
- Opportunity to make up courses

*** 5. Is your organization interested in partnering with the school system?**

- Yes
- No

3. Organization Partnership Information

*** 1. Organization information:**

Name of organization :

Contact person :

Phone number:

2. What Counseling and support services do you provide or would you be interested in partnering to provide?

	Already partner with the school system:	Might be interested in partnering to provide:
Mental health	<input type="radio"/>	<input type="radio"/>
Domestic violence	<input type="radio"/>	<input type="radio"/>
Drug / alcohol	<input type="radio"/>	<input type="radio"/>
Family issues	<input type="radio"/>	<input type="radio"/>
Anger management	<input type="radio"/>	<input type="radio"/>
Conflict resolution	<input type="radio"/>	<input type="radio"/>
Leisure time activities	<input type="radio"/>	<input type="radio"/>
Parenting skills	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>

3. What After-school Activities do you provide or would you be interested in partnering to provide?

	Already partner with the school system:	Might be interested in partnering to provide:
Recreational	<input type="radio"/>	<input type="radio"/>
Educational	<input type="radio"/>	<input type="radio"/>

4. What Economic Support for Families do you provide or would you be interested in partnering to provide?

	Already partner with the school system:	Might be interested in partnering to provide:
Clothing	<input type="radio"/>	<input type="radio"/>
School supplies	<input type="radio"/>	<input type="radio"/>
Transportation	<input type="radio"/>	<input type="radio"/>
Food	<input type="radio"/>	<input type="radio"/>
Legal assistance	<input type="radio"/>	<input type="radio"/>
Financial Planning and Management	<input type="radio"/>	<input type="radio"/>
Health Care	<input type="radio"/>	<input type="radio"/>
Social Services Assistance (food stamps, Medicare)	<input type="radio"/>	<input type="radio"/>
Housing for homeless	<input type="radio"/>	<input type="radio"/>
Utilities	<input type="radio"/>	<input type="radio"/>
Housing	<input type="radio"/>	<input type="radio"/>

Elementary Parent Survey

Pinellas County Schools
Curriculum Services Department
Elementary Family Survey
December 2009

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response.
- Erase cleanly any marks you wish to change.
- This form will not scan if photocopied.**

Dear Parent:
We, at Pinellas County School District, want to be sure that every student has the opportunity to graduate on time. In order to improve our services to students, we need to work with parents to gather feedback on our current services. The information we gather will be used to improve our services to ensure that all students are successful.

Please respond to the questions on this survey and return it to your child's school by December 11, 2009.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. To my knowledge, the school district has enough options to support struggling students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To my knowledge, the community has enough options to support struggling students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. It is important that my child graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I believe that my child will graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I enjoyed going to school when I was a student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. There are sufficient resources to help students so they do not get retained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My child has a good feeling about attending school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The term "dropout prevention" has a negative feeling to it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. What are some of the things you do to show you value your child's education?

	Always	Sometimes	Never
Provide a quiet place to study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make sure my child is on time for the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help my child with his/her homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check to see that homework is done before he/she plays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read to my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend parent conferences when requested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer at my child's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend open house and other school events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Elementary Family Survey

Continued

10. The following factors impact student attendance:

Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring for family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student medical condition/illnesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student does not feel that (s)he "fits in"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student is picked on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other _____

11. Are you familiar with the following?

	Know About		Have Used	
	Yes	No	Yes	No
ALPHA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DELTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harris Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MSAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STARS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School based services for teen parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinellas Secondary School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Educational Alternatives- GOALS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teleschool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuancy Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless Education Assistance Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department of Juvenile Justice programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral process for Dropout Prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualification criteria for dropout prevention services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What would help students be more successful in school?

	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smaller classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More individualized instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better communication with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better communication with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less freedom and more supervision from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less freedom and more supervision from school officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A different starting and ending time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to make up courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Secondary Parent Survey

Pinellas County Schools
Curriculum Services Department
Secondary Family Survey
December 2009

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response.
- Erase cleanly any marks you wish to change.
- **This form will not scan if photocopied.**

Dear Parent:
 We, at Pinellas County School District, want to be sure that every student has the opportunity to graduate on time. In order to improve our services to students, we need to work with parents to gather feedback on our current services. The information we gather will be used to improve our services to ensure that all students are successful.

Please respond to the questions on this survey and return it to your child's school by December 11, 2009.

I am a parent/guardian of a : Middle School Student High School Student

1. To my knowledge, the school district has enough options to support struggling students.

2. To my knowledge, the community has enough options to support struggling students.

3. It is important that my child graduate from high school.

4. I believe that my child will graduate from high school.

5. I enjoyed going to school when I was a student.

6. There are sufficient resources to help students make up courses that they failed.

7. My child has a good feeling about attending school.

8. The term "dropout prevention" has a negative feeling to it.

9. What are some of the things you do to show you value your child's education?

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Provide a quiet place to study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make sure my child is on time for the bus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help my child with his/her homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check to see that homework is done before he/she plays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read to my child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend parent conferences when requested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer at my child's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend open house and other school events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Secondary Family Survey

Continued

10. The following factors impact student attendance:

	Know About			Have Used		
	Yes	No		Yes	No	
Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring for parent/siblings/children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of hopelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug/alcohol involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative peer pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student medical condition/illnesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student does not feel that (s)he "fits in"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Are you familiar with the following?

	Know About		Have Used	
	Yes	No	Yes	No
ALPHA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DELTA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harris Tips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MSAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
STARS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School based services for teen parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intermediate Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pinellas Secondary School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High School Educational Alternatives- GOALS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teleschool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truancy Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless Education Assistance Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department of Juvenile Justice programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral process for Dropout Prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualification criteria for dropout prevention services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. What would help students be more successful in school?

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Career education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smaller classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More individualized instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better communication with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better communication with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less freedom and more supervision from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less freedom and more supervision from school officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A different starting and ending time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to make up courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Elementary Student Survey

For use with OpScan® and /NSIGHT™ scanners

Pinellas County Schools

Curriculum Services Department

Elementary Student Survey

December 2009

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response.
- Erase cleanly any marks you wish to change.
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Dear Student:

We, at Pinellas County School District, want to be sure that every student has the opportunity to graduate on time. In order to improve our services to students, we need to work with students to gather feedback on our current services. The information we gather will be used to improve our services to ensure that all students are successful.

Ethnicity:

- Asian African American Hispanic
 Multiracial Native American White

How old are You?

- 9 10 11

Grade:

- grade 4 grade 5

Gender :

- Male Female

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Yes	No
1. I talk to my parents about what happens in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I like coming to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Some things in my life are hard, but I am okay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teachers accept me for who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have a teacher that connects with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My school has a plan for all kinds of learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel pressure from my friends to skip school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel respected by my teachers and administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am involved in arts classes (music, art, drama, etc.) in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have support at home to be successful at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teachers care if I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My attendance affects my grades at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My parents expect me to graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My school will prepare me for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Transportation is a problem for me getting to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I would be willing to change schools if it meant I would get more help at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am sure I will pass this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I know what I want to be when I grow up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I am involved in activities after school (sports, music, church, clubs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have access to a computer and the internet to do homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on back

**Pinellas County Schools
Elementary Student Survey
Continued**

21. Reasons why I miss school:

- To take care of family members
- Not interested in school
- School is hard for me
- I do not fit in
- Missed bus and don't have a way to school
- Other kids bother me
- To hang out with my friends

22. I would describe myself as: (Mark Only One)

- A good student
- An average student
- A struggling student
- A student who could do better but does not

23. An ideal school start time would be: (Mark Only One)

- 7 a.m.
- 7:30 a.m.
- 8 a.m.
- 8:30 a.m.
- 9 a.m.
- 9:30 a.m.

Pinellas County Schools
Elementary Student Survey
Continued

21. Reasons why I miss school:

To take care of family members

Not interested in school

School is hard for me

I do not fit in

Missed bus and don't have a way to school

Other kids bother me

To hang out with my friends

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A struggling student

A student who could do better but does not

23. An ideal school start time would be: (Mark Only One)

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7:30 a.m.

8 a.m.

8:30 a.m.

9 a.m.

9:30 a.m.

U.S. Patent No. 4,857,715. For use with the method and system of U.S. Patent No. 4,937,439. © SCANTRON CORPORATION 2008 ALL RIGHTS RESERVED. DE Mark Reflex® EM-103188-8:19

Secondary Student Survey

Pinellas County Schools

Curriculum Services Department

Secondary Student Survey

December 2009

MARKING INSTRUCTIONS

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Dear Student:

We, at Pinellas County School District, want to be sure that every student has the opportunity to graduate on time. In order to improve our services to students, we need to work with students to gather feedback on our current services. The information we gather will be used to improve our services to ensure that all students are successful.

Ethnicity:

- Asian African American Hispanic
 Multiracial Native American White

How old are You?

- 11 12 13 14 15
 16 17 18 19 20

Grade:

- grade 6 grade 7 grade 8
 grade 9 grade 10 grade 11 grade 12

Gender :

- Male Female

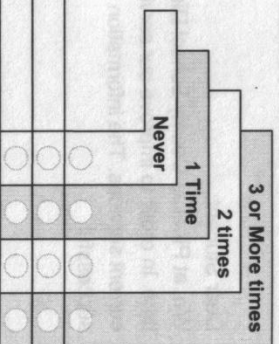
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I talk to my parents about what happens in school,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I like coming to school,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Some things in my life are hard, but I am okay,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Teachers accept me for who I am,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have a teacher that connects with me,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My school has a plan for all kinds of learners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel pressure from my friends to skip school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel respected by my teachers and administrators,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am involved in arts classes (music, art, drama, etc.) in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have support at home to be successful at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My teachers care if I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My attendance affects my grades at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My parents expect me to graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My school will prepare me for my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Transportation is a problem for me getting to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I would be willing to change schools if it meant I would get more help at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I am sure I will pass all of my classes this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am sure I will graduate from high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I know what I want to do when I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Pressure from my friends plays a big role in making my decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on back

Pinellas County Schools
 Secondary Student Survey

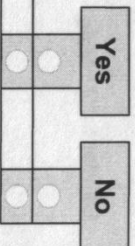
Continued

21. Since school has started, how many times have you:
- Skipped school without permission
 - Received an in-school suspension
 - Received an out of school suspension



22. What would help you be more successful in school?
- Opportunities for real-world learning
 - Better teachers
 - Smaller classes
 - More individualized instruction
 - Better communication with parents
 - Better communication with teachers
 - Less freedom and more supervision from parents
 - Less freedom and more supervision from school officials
 - A different starting and ending time

23. I am involved in activities after school (sports, music, church, clubs)
24. I have access to a computer and the internet to do homework.



25. Reasons why I miss school:
- To take care of family members
 - Not interested in school
 - School is hard for me
 - I do not fit in
 - Missed bus and don't have a way to school
 - My work schedule
 - Other kids bother me
 - To hang out with my friends

26. I am: (Mark Only One)

- On track for on-time graduation
- Behind but I will make it on time
- It may take me longer but I will make it
- I don't think I will make it

27. I would describe myself as: (Mark Only One)
- A good student
 - An average student
 - A struggling student
 - A student who could do better but does not

28. An ideal school start time would be:

- 7 a.m.
- 7:30 a.m.
- 8 a.m.
- 8:30 a.m.
- 9 a.m.
- 9:30 a.m.