

Analysis of Irving ISD Laptop Initiative Parent Surveys¹

This report summarizes findings from analysis of Irving ISD parent survey data gathered from 107 elementary school parents, 91 middle school parents, and 111 high school parents, during the spring of 2006. The elementary and middle school data were gathered from parents whose children participated in the laptop program (TIP treatment schools), as well as from those who did not (TIP comparison schools). All high schools in Irving receive laptops for every student, so no comparison group was available at that level. Unedited comments received from parents are listed the Appendix.

Overview of Sample

As shown in Table 1, 309 parents of students from all schools involved in the TIP project responded to the survey. Responses were generally well spread across the schools and can be considered representative of the TIP project schools in the district. In the case of De Zavala Middle School (5 responses) and MacArthur High School (4 responses) the response rate was not sufficiently high to warrant generalizations about parents at these particular campuses.

Table 1.
Distribution of parent responses across TIP project schools

| School | Frequency | Percent |
|---------------------|-----------|---------|
| Comparison MS | 86 | 27.8 |
| Comparison Elem. | 31 | 10.0 |
| De Zavala | 5 | 1.6 |
| Irving HS | 78 | 25.2 |
| Lively | 76 | 24.6 |
| MacArthur HS | 4 | 1.3 |
| Nimitz HS | 15 | 4.9 |
| The Academy | 14 | 4.5 |
| Total | 309 | 100.0 |

As shown in Table 2, the responses were fairly evenly divided among elementary, middle, and secondary school levels. Approximately 100 parent surveys were completed by parents of students at each of the three levels.

Table 2
Distribution of parent responses received by level of education

| | Frequency | Percent |
|-------|-----------|---------|
| Elem | 107 | 34.6 |
| MS | 91 | 29.4 |
| HS | 111 | 35.9 |
| Total | 309 | 100.0 |

¹ By Gerald Knezek & Rhonda Christensen, University of North Texas

As shown in Table 3, more than one-third of the surveys (38%) came from parents whose children did not have laptops (attending Comparison Elementary or the Comparison Middle School) while two-thirds came from schools where the students had laptops (Lively Elementary, De Zavala MS, Irving HS, MacArthur HS, Nimitz HS, The Academy HS).

Table 3.
Distribution of parent survey responses by Laptop/No Laptop Designation

| Laptop | Frequency | Percent |
|--------|-----------|---------|
| No | 117 | 37.9 |
| Yes | 192 | 62.1 |
| Total | 309 | 100.0 |

Table 4 indicates that responses were received from parents of students from all grade levels from grade 2 to grade 12. However, responses were somewhat sparse from parents at grades 4, 5 and 6.

Table 4.
Responses received by June 30

| Grade | Frequency | Percent |
|-------|-----------|---------|
| 2 | 57 | 18.4 |
| 3 | 22 | 7.1 |
| 4 | 13 | 4.2 |
| 5 | 15 | 4.9 |
| 6 | 2 | .6 |
| 7 | 89 | 28.8 |
| 9 | 27 | 8.7 |
| 10 | 36 | 11.7 |
| 11 | 27 | 8.7 |
| 12 | 21 | 6.8 |
| Total | 309 | 100.0 |

As shown in Table 5, almost equal numbers of parents of boys and girls completed the surveys.

Table 5.
Gender distribution of children of parents returning surveys

| | Frequency | Percent |
|--------|-----------|---------|
| Male | 153 | 49.8 |
| Female | 154 | 50.2 |
| Total | 307 | 100.0 |

Table 6 indicates that responses were received from parents who recently moved to Irving as well as parents whose families have lived in Irving a relatively long time. Twenty-three percent (23%) reported the child had been attending Irving schools just one or two years, but 31% reported their child had been attending Irving schools six or more years.

Table 6.
How long has the student been attending Irving schools?

| Years | Label | Frequency | Percent |
|-------|-------|-----------|---------|
| 1 | 1.00 | 25 | 8.1 |
| 2 | 2.00 | 45 | 14.6 |
| 3-5 | 3.00 | 106 | 34.3 |
| 6-10 | 4.00 | 95 | 30.7 |
| >10 | 5.00 | 38 | 12.3 |
| Total | | 309 | 100.0 |

Comparisons Between Parent Responses from Laptop vs. Non-Laptop Students

Due to the relatively small number of responses received at selected grade levels, all elementary and middle school parent surveys were combined into two groups: a) surveys received from parents whose children were not in the Irving ISD laptop program (comparison schools), and b) surveys received from the parents of students who were in the laptop program.

As shown in Table 7, the parents of students who were not in the laptop program had noticeably different responses from parents of students who were in the laptop program in six areas: a) how long their child had attended school in the district, b) how often parents visit the district Web site, c) how often parents visit the campus Web site, d) how fast the family's internet access is at home, e) whether or not the parents had email access at home or work, and f) whether or not the parents would want training on using a laptop computer.

Table 7.
Mean values and effect size indices for non-laptop vs. laptop program schools

| | Laptop Prog. ? | N | Mean | Std. Deviation | Sig. | Effect Size Cohen's d |
|----------------------------|-------------------|-----|------|-------------------|------|--------------------------|
| Irving, Years Attending | No | 117 | 3.19 | 1.06 | .003 | -0.42 |
| | Yes | 81 | 2.78 | .77 | | |
| | Total | 198 | 3.02 | .97 | | |
| Visit District Website | No | 93 | 1.58 | .78 | .092 | 0.26 |
| | Yes | 78 | 1.81 | .97 | | |
| | Total | 171 | 1.68 | .88 | | |
| Visit Campus Website | No | 117 | 1.46 | .73 | .008 | 0.39 |
| | Yes | 76 | 1.79 | .97 | | |
| | Total | 193 | 1.59 | .84 | | |
| Speed of Int. Access | No | 111 | 2.12 | 1.37 | .017 | 0.35 |
| | Yes | 77 | 2.61 | 1.41 | | |
| | Total | 188 | 2.32 | 1.40 | | |
| Have Email Access? | No | 115 | 1.60 | 1.57 | .000 | 0.78 |
| | Yes | 79 | 2.81 | 1.24 | | |
| | Total | 194 | 2.09 | 1.56 | | |
| Want Laptop Training? | No | 24 | 2.00 | .00 | .000 | -0.91 |
| | Yes | 79 | 1.57 | .50 | | |
| | Total | 103 | 1.67 | .47 | | |

Table 7 provides further explanation of the direction and magnitude of the differences in the areas identified. Surprisingly, not all differences between the parents of students in the laptop program versus parents of students not in the program, were in the same direction. For example, parents of students not in the laptop program reported their child had been attending Irving schools between 3-5 years on the average (mean value reported = 3.19; rating of 3 = 3-5 years), while parents of children in the laptop program schools reported their child had been attending Irving schools 2-3 years on the average (mean value reported = 2.78; rating of 2 = 2 years, rating of 3 = 3-5 years). This appears to support the observations of Irving ISD district personnel that parents are seeking to move into the areas served by the schools with laptops. In addition, however, parents of students not in the laptop program agreed more strongly that they would like to receive laptop training. Perhaps this means that the parents who are moving their families into the feeder paths of the laptop schools already know how to use laptops and feel they do not need further training? Or perhaps this simply means the parents not in the feeder schools recognize they do need training? A comment from one parent (see the Appendix) seems to support the latter: “My child needs to learn more about computers. So she can help me and her father too.”

For most items reported in Table 7, laptop school parents were indeed “higher” than the parents of the non-laptop schools. These areas include:

- a) How often do you as a parent visit the district’s website?
- b) How often do you as a parent visit your student’s campus website?

- c) What kind (speed) of Internet access does your family have at home?
- d) Do you have email access at home or at work?

Effect sizes for these areas vary from small (ES = .2) to large (ES = .8) according to guidelines provided by Cohen (1969). Apparently parents of students in the laptop program schools are themselves more versed in the utilization of technology than are the parents in the non-laptop comparison schools. This finding aligns well with the point reported in the previous paragraph that parents appear to be moving their families into the laptop school communities. Cumulative findings imply that the parents moving in were ones that already were, or sought to become, more technologically literate themselves – and that they wanted the same for their children.

Also notable in the data were the absence of significant differences between parents of laptop program students and non-laptop program students on several key questions. These include:

- How often do you talk to your child about Internet safety?
- Do you set limits or rules for your student and the use of their laptop/AlphaSmart or home computer?
- Would you want to check your student's grades, tests, or homework online?
- Would you like to be on an email list to receive campus or district information?
- Would you be willing to support a bond referendum to provide continued funding for the laptop program?
- How important do you think technology is for future job prospects/careers?
- Is English the primary language spoken in your home?

The last bullet indicates the choices of comparison schools were probably not biased with respect to type of student served by the laptop vs. the non-laptop school.

Table 8 lists frequencies of responses to these items in categories believed to be important to Irving ISD decision makers. Brief analyses of these frequency distributions are provided in this section.

How often do you talk to your child about Internet safety? Most parents reported talking to their children at least a few times per year about Internet safety. This was true for elementary school parents (59%), middle school parents (69%), and high school parents (96%). Apparently parents perceive this issue as more important when their children are older.

Do you set limits or rules for your student and the use of their laptop/AlphaSmart or home computer? Approximately two-thirds of the parents reported setting time limits for their children on use of their Irving laptop at home. Both the elementary (76%) and high school parents (72%) appear to be more diligent in this area than middle school parents, where only 60% of the parents reporting setting time limits. More explanation of how much time is allowed is provided in the following section.

Would you want to check your student's grades, tests, or homework online? Parents at all three levels of schooling were overwhelmingly in favor of wishing they could check their child's grades online. More than 90% of elementary and high school parents expressed this wish; the number for middle school was 82% in favor.

Would you like to be on an email list to receive campus or district information? A somewhat smaller but still significant percentage of parents said they wished to receive campus or district information via email. For the elementary school parents, 59% said they would like to receive email information while 42% of the middle school parents and 84% of the high school parents expressed this interest. Undoubtedly the fact that 21% of the elementary parents and 35% of the middle school parents said 'no because they have no access' kept the numbers in this category from being higher.

Would you be willing to support a bond referendum to provide continued funding for the laptop program? Elementary, middle school, and high school parents strongly agree that they would be willing to support a bond referendum to continue the laptop project. The percentages in favor were 82% for elementary school parents, 71% for middle school parents, and 61% for high school parents.

How important do you think technology is for future job prospects/careers? Parents at all levels overwhelmingly agree that technology is important for future job prospects/careers. More than 90% in each category of schooling expressed this sentiment.

Is English the primary language spoken in your home? At the elementary school level, 41% of the parents said a language other than English was the primary one spoken at home, while 58% of the middle school parents had the same perspective. Only 6% of the high school group parents reported a language other than English as the primary one spoken at home.

Table 8.
 Percentages of parent respondents falling into selected response categories on survey items not found to be significantly different for students in laptop vs. non-laptop schools

| Item on Survey | Rating Category | Level of Schooling | | |
|--|-------------------------------|--------------------|----------------|---------------|
| | | Elem. % | Middle % | High % |
| How often do you talk to your child about Internet safety? | At least a few times per year | 59.1 | 69.3 | 95.5 |
| Do you set limits or rules for your student and the use of their laptop/AlphaSmart or home computer? | Yes | 76.4 | 59.5 | 72.1 |
| Would you want to check your student's grades, tests, or homework online? | Yes | 90.3 | 82.2 | 93.6 |
| Would you like to be on an email list to receive campus or district information? | Yes (No, I have no Access) | 58.6 (21.2) | 42.0 (35.2) | 84.4 (1.8) |
| Would you be willing to support a bond referendum to provide continued funding for the laptop program? | Yes | 82.4 | 70.7 | 60.9 |
| How important do you think technology is for future job prospects/careers? | Important or Very Important | 94.3 | 93.3 | 92.8 |
| Is English the primary language spoken in your home? | No | 41.0 | 57.8 | 5.6 |
| Parent Sample Size | | 107 | 91 | 111 |

Comparisons of Parent Responses Across Levels of Schooling

For the technology-related items listed in the previous section that were not found to be different by Laptop program vs. non-Laptop school grouping, additional analyses were run to see if notable differences existed by level of schooling. Analyses of variance (ANOVA) were run on the three groups of elementary, middle school, and high school, with Scheffe's post hoc comparisons employed to find which specific groups differed, among items where significant ($p < .05$) differences were found in the initial ANOVA. The rationale for this procedure was that no significant differences were found by

treatment or comparison, and therefore these two sets of parent data could be recombined to form larger samples representing elementary and middle school levels.

Major findings based on analysis of variance for these groups were:

- *How often do you talk to your child about Internet safety?* This question had significantly different responses across the categories of high school parents, middle school parents, and elementary school parents ($f = 16.3$, 2×289 df, $p < .0005$). The typical high school parent reported talking to his/her child about this issue once a month (mean = 3.92, SD = .95), while the typical elementary school parent (mean = 2.90, SD = 1.50) or middle school parent (mean = 3.22, SD = 1.45) reported talking with his/her child a few times per year. Scheffe post hoc contrasts confirmed high school parents were different ($p < .05$) from both elementary and middle school parents on this issue, but elementary and middle school parents were not significantly different from each other.
- *Time limits for the use of the laptop/AlphaSmart or home computer* were significantly different among parents of high school students, middle school students, and elementary school students ($f = 11.19$ 2×302 df, $p < .0005$). The typical high school parent reported limiting his/her child to 2.5 hours per day (mean = 2.55, SD = 1.34) and the typical middle school parent reported limiting his/her child to 2 hours per day (mean = 2.04, SD = 1.23). The typical elementary school parent reported limiting his/her child to 1.5 hours per day (mean = 1.48, SD = 1.00). Note that these values are averages among parents who reported setting limits for their children: for high school parents, 28% reported not setting a limit, while for middle school parents, 41% reported not setting a limit and 34% reported not setting limits among elementary school parents. Scheffe post hoc contrasts confirmed high school parents and middle school parents were different ($p < .05$) from elementary school parents on this issue, but high school and middle school parents were not significantly different from each other.
- *Would you want to check your student's grades, tests, or homework online?* This item received different responses across the categories of elementary, middle school, and secondary school parents ($f = 3.48$, 2×301 df, $p = .032$). Scheffe post hoc contrasts confirmed that middle school parents were significantly ($p < .05$) lower in their interest in this area than high school parents, while elementary school parents were not significantly different from either of the other groups. (Note that all groups were in high agreement with this statement – even among middle school parents, 82% agreed.)
- *Would you like to be on an email list to receive campus or district information?* This item received different responses across the categories of elementary, middle school, and secondary school parents ($f = 11.56$, 2×293 df, $p < .0005$). Scheffe post hoc contrasts confirmed that high school parents were significantly ($p < .05$) higher than elementary or middle school parents in their interest in this area, while elementary school parents and middle school parents were not significantly different from each other.
- *Would you be willing to support a bond referendum to provide continued funding for the laptop program?* This item received different responses across the

categories of elementary, middle school, and secondary school parents ($f = 6.11, 2 \times 292 \text{ df}, p = .003$). Scheffe post hoc contrasts confirmed that elementary school parents were significantly ($p < .05$) higher than high school parents in this area, while middle school parents were in between and not significantly different from the other two groups. (Note that as reported in Table 9, 61% or greater of each parent group reported being willing to support a bond election to continue the laptop program.)

- *How important do you think technology is for future job prospects/careers?* No significant differences were found among elementary, middle school, and high school parents in this area. However, all parent groups were in strong agreement with this item. More than 90% at each level of schooling rated it as important or very important (see Table 8).

How Are the Laptops Used at Home?

Data were gathered from parents concerning the amount and type of use of the student's laptop at home. At the elementary school level, parents reported students spend an average of 1.5 hours per day on their laptop/AlphaSmart at home, while high school level parents reported students spending an average of 2.1 hours per day on their laptop at home (there were insufficient numbers of responses for middle school average scores). Table 9 shows general agreement among the elementary and high school parents on the top five categories of home use.

Table 9.

How is the Laptop/AlphaSmart used at home?

| (Check all that apply) | Level of Schooling | |
|---|--------------------|-----------|
| | Elem. | High |
| Top 5 categories of use: | % | % |
| 1. Completing class assignments | 35.5 | 91.0 |
| 2. Research | 38.2 | 71.2 |
| 3. Entertainment (games, movies, songs, etc.) | 31.6 | 59.5 |
| 4. By brothers/sisters for doing homework | 17.1 | Not Avail |
| 5. By parents for learning computer skills | 11.8 | Not Avail |
| Parent Sample Size | 76 | 111 |

Note: Insufficient sample size for middle school trend determination

The other possibilities that did not make the "top 5 list" were:

- Shopping
- By parents for job hunting
- By parents for banking
- By parents for making reservations (travel, etc.)
- By brothers/sisters for learning computer skills.

One other item relevant to this area was the question: *How often does your student share their laptop/AlphaSmart with other family members?* Forty-nine percent (49%) of the elementary school parents whose children have laptops reported that their children never share it with another family member. This is equivalent to saying that 51% do share with another family member, and the frequency is approximately once per week (mean frequency = 2.6 where 2 = once per month and 3 = once per week).

For high school, sixty-five percent (65%) of the parents whose children have laptops reported that their children never share it with another family member. This is equivalent to saying that 35% do share with another family member, and the frequency is approximately once per month (mean frequency = 1.8 where 2 = once per month and 3 = once per week).

There were insufficient numbers of responses from parents of middle school students with laptops (n = 5) to draw conclusions from these data.

Overall, the findings regarding students sharing their laptops with siblings and parents are consistent with findings from previous years in Irving. The new information for 2006 is that the sharing phenomenon appears to be especially strong at the elementary school level. Previous student report data indicated that more than one-third of the Irving ISD high school students receiving laptops helped train other persons who use their laptop at home. That data is consistent with high school parent reports received this year. However reports from parents of elementary school students who are participating in the laptop program indicate that sharing may be 50% greater at the elementary school level.

Summary/Conclusions

Approximately 300 parent surveys formed the basis of this report. While some items appear to be perceived by parents from elementary and middle school levels differently from parents of students at the high school, others are very similar at all levels. Major findings are:

1. More than 90% of all parents surveyed at each level of schooling believe that technology is important (or very important) for future job prospects/careers.
2. More than 60% of all parents surveyed at each level of schooling would be willing to support a bond referendum to provide continued funding for the laptop program.
3. Parents of students in laptop treatment schools are generally more skilled in being able to use technology to stay connected with the school, but
4. Parents of both treatment and comparison schools are interested in using the WWW to check the grades and assignments of their children.

Appendix

Comments from Irving ISD Parents (Unedited)

| <u>School</u> | <u>Laptop Parent?</u> | <u>Comments</u> |
|---------------|-----------------------|---|
| Lively | Yes | Thank you for the quiz |
| Lively | Yes | send assignments that kids can complete at home via the internet |
| Lively | Yes | It has served as a great outlet for creativity. He particularly enjoys animating things in PowerPoint. An excellent program altogether. |
| Lively | Yes | inform the parents about the web sites to track the kids progress or the lack there of |
| Lively | Yes | I s a good idea for them to learn how to use the computer at home because they are learning how to use it. |
| Lively | Yes | I have 3 children in the district. My daughter is a junior at Irving High |
| Lively | Yes | I am very happy with the teacher and with the school. |
| DeZavala_MS | Yes | The laptops plus school books make a heavy load in a backpack. This is my only complaint - too much to carry and too heavy. The kids should have a set of school books to leave at home so they are not carrying books AND their laptop. |
| DeZavala_MS | Yes | TEACHER/PARENTS SHOULD BE USE BLACKBOARD MORE |
| DeZavala_MS | Yes | laptop are not being used for purpose they are issued. All stopgaps are not as effective as ISD would like them to be as I found pornographic material on my child's laptop last night. I would strongly suggest & prefer to return to textbooks only. |
| Nimitz_HS | Yes | Using grant money for this luxury is key. I am not fully informed about a bond referendum so I would not chose to vote for one. My child has advanced in all fields because of the use of her laptop. I think it is something that should be continued. |
| Nimitz_HS | Yes | They need more applicable computers so that they can do more work. |

Nimitz_HS Yes Teachers need to use them more for class assignments. My middle school student uses a computer every night for homework but my high school son NEVER has computer research or homework for class.

Nimitz_HS Yes Not completely happy with laptops. Too heavy with books. I they have laptops

Nimitz_HS Yes I think the cons out weigh the pros in one on one laptops and don't think it helps in test scores or dropout ratio.

Nimitz_HS Yes I have only seen 1 assisnment on the laptop in 2 years from this school. I feel they are under utilized here; I would not support a bond to continue this

Nimitz_HS Yes I feel that the teachers do not use the laptops in their classes enough. The laptops should be replaced at least after 2 repair issues.

Nimitz_HS Yes I dislike the laptops. I think they are expensive toys and the money used to purchase them could be better used elsewhere. Take them all away.

Nimitz_HS Yes Although I feel technology is important to know for most jobs

MacArthur_HS Yes the laptop program is a joke we pay 50.00 then when it fallas apart we have to pay 100.00 what a joke that is why my child does not have one this year

MacArthur_HS Yes Laptops are a waste of school money. Not utilized well by teachers or students. Students spend more time using e-mail and internet that doing actual school work. Laptop is always broken. Adds unneccessary weight to backpack.

MacArthur_HS Yes I do not support the use of laptops. It is always broken and she says that getting it repaired is a hassle. They have to use both books and laptops. Her backpack weighs 30 lbs. Get rid of the laptops.

Irving_HS Yes These laptops are not all that convenient. Teachers claim they don't always get the student's work through email or blackboard. Laptops get stolen from one of my kids every year. It's too costly.

Irving_HS Yes The majority of my son's teachers do not use the laptop in their curriculum and frown about the student even opening the laptop in their classroom. Have more comments

Irving_HS Yes The laptops are a waste of our tax dollars that could be spent elsewhere. The most I see my child use the laptop for is instant messaging

- Irving_HS Yes THE LAPTOP PROGRAM WOULD BENEFIT ALL IF EVERYONE USED ALL ASPECTS AVAILABLE TO THEM
- Irving_HS Yes Tchrs will never be able to control the comptures in a classroom. The district has spent too much \$ that gives stu. too much freedom & filters don't work. I have spoken w/ many students & the consensus is that the laptops are a waste as far as edu
- Irving_HS Yes students need to be monitored with spot check of history...visits to xxx rated sites....laptops for home for students under 11 grade are inappropriate. Younger than Jrs/Srs needs to use cows in class as they do at UBLC. Not mature enough
- Irving_HS Yes Students are accessing porn sites through a proxy server.
- Irving_HS Yes My son's computer has had more downtime for the past 2 years then he has had them working. He is very frustrated with the laptop & has had to redue projects because of these down times. I can see where they would be a help if not for the problems.
- Irving_HS Yes My child has abused this privilege. I see no homework being done and lots of useless downloads.
- Irving_HS Yes Limit access to websites that only apply to school related activities.
- Irving_HS Yes Laptops are great - I just wish teachers would incorporate them more in their lessons
- Irving_HS Yes Laptop was stolen at school in a locked area
- Irving_HS Yes Laptop program helps all students prepare themselves better technology-wise for competitive job market
- Irving_HS Yes In talking with teachers that I know that work throughout the district the laptops are used more for games and IM. They tell students daily to get off of the computers. The block that the district has doesn't work very well.
- Irving_HS Yes In general I believe the money spent on laptops in our district would be much better spent on teachers.
- Irving_HS Yes I would like to received emails from my childs teachers on a 3 week basis. Progress reports
- Irving_HS Yes I think the laptop program is excellent

Irving_HS Yes I think a computer class would be great. I feel the laptops have caused huge problems in home as well as school.They use AIM

Irving_HS Yes I feel that the laptops are beneficial

Irving_HS Yes I feel that my children do not do what is expected out of the laptop

Irving_HS Yes I dont think that most students are responsible enough to choose to use the laptops for schoolwork only.Usually

Irving_HS Yes I don't feel the laptops are 100% better for my kids. The teachers claim they don't always get the work that needs to be emailed to them. And the laptops get stolen from one of my kids every year. It's too costly.

Irving_HS Yes I don't believe the laptops are being used fully for the purpose in which they were intended

Irving_HS Yes I believe that the teachers are expecting too much from the computers. My son's laptop was sent in to be reimaged last year

Irving_HS Yes I believe that the laptops are more of a distraction than an opportunity for the advancement of technology use. They use it mainly for surfing and instant messaging.

Irving_HS Yes I am totally opposed to the laptop program. As business owner and I see the type of kids our school system is producing and the problem is we jump into technology without thinking. If you do not teach typing and 10 key what is the purpose. Need space

Irving_HS Yes Have the laptop repair more available and easier to use.

Irving_HS Yes Because we have computer/internet access at home

Irving_HS Yes #14 assumes that I feel the laptop program is of value

Irving_HS Yes The laptop program has shown to be a benefit even for my oldest that has already graduated. By having advanced tech.skills he has found a great job with benefits and good pay so he can continue getting a higher education at DCCCD.

Irving_HS Yes I believe they should check each childs laptop for possible service at least once a semester.

Academy Yes too much laptop

- Academy Yes My child spends more time chatting and going to othe people's home pages
- Academy Yes I think youth of today getting ready for college need every advantage they can get laptops are a great tool in helping our youth succeed in a very highly compective world
- Academy Yes I still suggest students be provided hard back/ paper back books to bring home!
- Academy Yes I have a child enrolled in the Academy and one in Nimitz; how the Academy has utilized the laptops is to be commended. I'm pleased with that experience. I would not approve a bond for this if however
- Academy Yes I do not like the fact that students can use IM or email during class time. Should be for school study only.
- Academy Yes I believe that the kids need less access to e-mail each other at school and that AOL Instant Messaging should be blocked because they do that too much in school. I think at times that is a distraction which makes some kid's grades lower.
- Academy Yes I am very pleased that most of my child's teachers use electronically enhanced teaching/learning techniques
- Academy Yes block the messaging between students during class time or anything else they access that is not part of the curriculum

Comments from the Comparison Middle School

- Comp. MS No Yo nesesi to para mi hijo jaspirasioncs para so futuyo pero bocuas.
- Comp. MS No solo asertareas en la computoadora o un proyecto
- Comp. MS No My child needs to learn more about computers. So she can help me and her father too.
- Comp. MS No Me gustaria que pudiera n prestarles computadora a los estudiantes para que. Llven a cas y asi poder a prender con ellos sobre lo que asen en la escuela.
- Comp. MS No laptops should be more widely available to all middle school students.
- Comp. MS No I think computers are very important for the future of our kids. Also they can be very dangerous your have some computer predators, Be careful.

- Comp. MS No I do not allow my child to use my home computer, she uses library computer or friends.
- Comp. MS No Eslaria bien que se les proporcionaran laptops para ayodar a los dumnos a hacer sus trabajos en casa.
- Comp. MS No Es muy bueno que les den computadoras a los estudiantes
- Comp. MS No Dejarles mas tareas en la computadora as: ellos no tendram supiciente tiempo. Para ver otras cosas. Entender que la computadora es como una drogu sino secontrlan al usarlas. Explicar cuanto tiempl deve permanecer al dia enla computadora y cada cuando tomen un descanso, que distancia deven tener entrela comutadoray la vista y que efectos tiene la computadora en la vista y el cerebro.
- Comp. MS No Cuando mi hijo usa la computadora de su primo yo le pongo limite que la use media jara o una hora
- Comp. MS No Computers are good for students so that they can put more interest in their work.
- Comp. MS No Allow the child to use the computer to finish homework and after chores are finished.
- Comp. MS No A mi hisa le gusta la techologia mucho
- Comp. MS No A mi hija le gusta estar en la computadora.