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# AGENDA
## Academic Standards & Assessments Subcommittee

Monday, May 20, 2013
10:30 AM, Room 201, Blatt Building

| | | |
|---|---|---|
| I. | Welcome and Introductions | Dr. Merck |
| II. | Approval of the Minutes of September 17, 2012 | Dr. Merck |
| III. | Action Item: Palmetto Gold and Silver Award Criteria | Dr. Andrews |
| IV. | Action Item: Results of the 2012 Parent Survey | Mrs. Barton |
| V. | Survey of School Districts on Implementation Of Common Core State Standards | Mrs. Yow |
| VI. | Adjournment | Dr. Merck |

<u>Academic Standards and Assessments Subcommittee Members:</u>
Dr. Danny Merck, Chairman
Sen. Mike Fair
Mrs. Barbara Hairfield
Sen. Wes Hayes
Ms. Ann Marie Taylor

<u>Other:</u>
Neil Robinson

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EXECUTIVE DIRECTOR

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**
**Subcommittee on Academic Standards and Assessments**

**Minutes of the Meeting**
**September 17, 2012**
**2:30 PM, Room 201 Blatt Building**

| | |
|---|---|
| Subcommittee Members Present: | Dr. Danny Merck (chair), Sen. Fair, Sen. Hayes and Ms. Barbara Hairfield |
| EOC Staff Present: | Kevin Andrews, Ms. Melanie Barton, Dana Yow and Hope Johnson-Jones |
| SCDE Staff Present: | Mr. Jay W. Ragley |

Welcome and Introductions
Dr. Merck welcomed members and guests to the meeting.

Palmetto Gold and Silver Criteria
The Subcommittee considered alternatives for amending the criteria for the Palmetto Gold and Silver Awards program. Ms. Barton noted that there are two key issues impacting the program: (1) the number of schools qualifying for the program increased substantially in 2011-12 when 852 schools or 72 percent of all schools received the award. Of this amount, there were 312 schools who received a Silver award for the sole reason that they had "steady" growth of average or better for three years. (2) The growth indices used to assign growth ratings under the state accountability system have been changed for the 2013 school report card ratings that will be released next fall.

The proposed solution is twofold: (1) eliminate the "steady" growth criteria that schools may receive a Silver award for having an average or better growth rating for three consecutive years in 2012; and (2) review the criteria again in the spring of 2013 after having another year of PASS data with which to simulate changes in the growth ratings with the new growth indices and consider additional changes to the criteria for Palmetto Gold and Silver award winners in 2013. Motion to send proposed changes to full EOC for approval was made by Sen. Hayes, and seconded by Sen. Fair. The motion carried.

Process for Cyclical Review of Accountability System

Ms. Barton presented an outline of the cyclical review process for consideration, with evaluation of the accountability system to be focused by the legislation currently defining the role of the state of accountability system. One major goal of the cyclical review process is to define the role of the state accountability system, especially with respect to its relationship to the federal accountability system. A list of currently envisioned major issues for the state accountability system to address was presented. A proposed structure for a broad-based stakeholder group to guide the cyclical review was also presented.

Discussion focused on the possibility of the merging of the state and federal accountability systems. How these systems differ with respect to the relative value placed on the various subjects was discussed. Tentatively, the cyclical review will begin in January, 2013 and be completed in May or June of 2013.

Discussion also focused on the make-up of the stakeholder group, with a desire to increase the representativeness of higher education, and to increase the representativeness of educators associated with evaluation.

A motion was made by Sen. Fair to forward proposal to full EOC as information, understanding that the full EOC will discuss, provide input, and send the proposal back to the ASA subcommittee for reconsideration. The motion was seconded by Sen. Hayes. The motion carried.

Research Methodology for Virtual Course Study

Dr. Andrews presented an outline for research to be conducted to document the extent of the usage of virtual course work by South Carolina public school students. The study will describe the extent of usage of virtual courses, and student success in virtual courses. Patterns of usage of virtual courses will be examined by geographic area, school district, and other pertinent student characteristics. The nature of student/teacher interactions will be examined, as will the economic expenditures associated with virtual learning. Data will be obtained from as many virtual course settings that enroll South Carolina students as possible, including but not limited to the South Carolina Virtual Schools Program, and schools associated with the South Carolina Charter School District.

There being no further business, the Subcommittee adjourned.

**EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: Academic Standards and Assessments**

**Date: May 20, 2013**

**INFORMATION/RECOMMENDATION**

Revising Palmetto Gold and Silver Award Program

**PURPOSE/AUTHORITY**

The statutory authority for the Palmetto Gold and Silver Awards is from the EAA, as amended in 2008 (Act 282 of 2008):

> Section 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
> (1) student attendance;
> (2) teacher attendance;
> (3) graduation rates; and
> (4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
> Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

**CRITICAL FACTS**

In October of 2012 the EOC requested that staff provide an analysis of the results of amending the Palmetto Gold and Silver awards program criteria. The change eliminated schools that had an Average or better growth rating for three years from receiving an award for having steady growth. The EOC also requested that the staff review the impact of amending the Growth Value Table beginning in 2012-13 on the Palmetto Gold and Silver program. The attached report addresses both of these issues and recommends a change in the criteria for awards to schools that Close the Achievement Gap.

**TIMELINE/REVIEW PROCESS**

February 2012 – EOC reviewed and approved a revised Growth Value Table
October 2012 – EOC amended Palmetto Gold and Silver Program criteria

**ECONOMIC IMPACT FOR EOC**

**Cost:** Absorbed in EOC operating budget

**Fund/Source:**

**ACTION REQUEST**

☒ **For approval** ☐ **For information**

**ACTION TAKEN**

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

2013

# PALMETTO GOLD AND SILVER AWARD

Impact of New Growth Table on Program and on

Closing the Achievement Gap Awards

SC EDUCATION
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# PALMETTO GOLD AND SILVER AWARDS CRITERIA

## Introduction

The Education Accountability Act (EAA) of 1998 established the Palmetto Gold and Silver Awards. Beginning in 2002-03 the EOC also recognized schools that closed the achievement gaps between historically lower- and higher-achieving demographic students. When the EAA was amended in 2008, the General Assembly included in the definition of the Palmetto Gold and Silver Awards program the recognition of schools that made progress in closing the gaps in achievement between historically lower- and higher-achieving demographic groups of students.

The current statutory authority for the Palmetto Gold and Silver Awards is below:

> Section 59-18-1100. The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement and for closing the achievement gap. Awards will be established for schools attaining high levels of absolute performance, for schools attaining high rates of growth, and for schools making substantial progress in closing the achievement gap between disaggregated groups. The award program must base improved performance on longitudinally matched student data and may include such additional criteria as:
> (1) student attendance;
> (2) teacher attendance;
> (3) graduation rates; and
> (4) other factors promoting or maintaining high levels of achievement and performance. Schools shall be rewarded according to specific criteria established by the division. In defining eligibility for a reward for high levels of performance, student performance should exceed expected levels of improvement. The State Board of Education shall promulgate regulations to ensure districts of the State utilize these funds to improve or maintain exceptional performance according to their school's plans established in Section 59-139-10. Funds may be utilized for professional development support.
> Special schools for the academically talented are not eligible to receive an award pursuant to the provisions of this section unless they have demonstrated improvement and high absolute achievement for three years immediately preceding.

The law requires the State Board of Education, working with the Division of Accountability within the EOC and the Department of Education, to establish the criteria for the program. The law expressly also states that schools will be awarded for academic achievement and for closing the achievement gap, with awards established for schools:

1. Attaining high levels of absolute performance and high rates of growth (general performance); and
2. Making substantial progress in closing the achievement gap.

In 2008 the EOC revised the criteria for the program accordingly. Schools meeting the criteria for general performance received a Palmetto Gold or Silver Award for general performance based on the criteria in use since the inception of the Palmetto Gold and Silver Award program. However, schools meeting the criteria for closing the gap could also receive a Palmetto Gold or

Silver Award for closing the achievement gap. The EOC in 2008 projected that approximately 356 schools would receive awards based on the new criteria.

**Palmetto Gold and Silver Awards for General Performance Criteria**

The EOC further amended the criteria in October of 2012 to exclude schools having an Average or better growth index for three years from being eligible to receive a Silver award. Regarding schools with steady growth, only schools that had a growth rating of Good or better for two consecutive years could receive a Palmetto Silver Award. As a result of the change, approximately 277 elementary, middle and high schools did not receive a Silver Award based upon academic achievement in school year 2011-12 for having three years of an Average or better Growth Rating.

**Table 1**
**Gold and Silver Awards Criteria for General Performance**
**Beginning with the 2011-12 Academic Year**

| Absolute Rating | Growth Rating | Award Designation | Steady Growth |
|---|---|---|---|
| Excellent | Excellent | Gold | |
| Excellent | Good | Gold | |
| Excellent | Average | Gold | |
| Good | Excellent | Gold | |
| Good | Good | Silver | |
| Average | Excellent | Gold | |
| Average | Good | Silver | |
| Below Average | Excellent | Gold | |
| Below Average | Good | Silver | |
| | | Silver | Good or better Growth for **2** Years |

**Impact of New Growth Index**

In February 2012, the EOC reviewed and approved a change in the growth value table which is used to determine the indices for the Growth Rating for elementary and middle schools. The EOC reviewed alternative value tables and adopted a revised Growth Value Table (Table 2) to be used in the calculations for elementary and middle schools **beginning with the release of the 2013 annual report cards, which is based upon data the 2012-13 academic year.** In the new value table, students receive 100 points for maintaining their previous level of achievement, 10 points less for each decrease in achievement of one level, and an additional 10 points for each increase in achievement of one level – with one exception. The exception is that students scoring Not Met 1 or Not Met 2 receive 20 additional points for increasing their achievement by one level, and 10 points for subsequent increases of one level.

**Table 2**
**Revised Growth Value Table for Elementary & Middle Schools**
**Beginning with 2012-13 Academic Year**

| Year One (Pre-test) | Year Two (Post-test) | | | | |
|---|---|---|---|---|---|
| | Not Met 1 | Not Met 2 | Met | Exemplary 4 | Exemplary 5 |
| Exemplary 5 | 60 | 70 | 80 | 90 | 100 |
| Exemplary 4 | 70 | 80 | 90 | 100 | 110 |
| Met | 80 | 90 | 100 | 110 | 120 |
| Not Met 2 | 90 | 100 | 120 | 130 | 140 |
| Not Met 1 | 100 | 120 | 130 | 140 | 150 |

*Source: 2012-2013 Accountability Manual, p. 34.*

**Table 3**
**Growth Rating Criteria Based on Growth Indices**
**Elementary and Middle School Growth Ratings**

| Growth Rating | Range of Indices |
|---|---|
| Excellent | 103.05 and higher |
| Good | 102.10 to 103.04 |
| Average | 99.89 to 102.09 |
| Below Average | 98.84 to 99.88 |
| At Risk | 99.83 and lower |

*Source: 2012-2013 Accountability Manual, p. 36.*

The Growth Value Table is only used to create the Growth Ratings for elementary and middle schools. To determine the effect of the changes in the Growth Value Table on the Palmetto Gold and Silver Program for the general performance awards, the EOC asked staff to use the new growth indices to answer the following question regarding the Palmetto Gold and Silver:

*If the revised growth value table and growth indices had been used in the determination of awards for the Palmetto Gold and Silver Award Program for the 2011-12 academic year, how many elementary and middle schools would have qualified for the award under the general performance criteria?*

Staff reviewed data from the 2011 and 2012 school report cards to determine the impact of the new value table on the number (and percent) of schools that would receive Palmetto Gold and Silver awards. Table 4 presents the number and percent of Elementary and Middle schools that received Palmetto Gold and Silver awards for the 2011-12 academic year, and the number that would have received awards had the new value table been used for each of the past two years. Because the growth indices and ratings were recomputed for each of the past two years using the revised value table, the percentages of schools receiving Palmetto Gold and Silver awards accurately represents the awards that would have presented for 2012, and should provide insight into the percentage of schools receiving future awards.

Using the new value table, the percentage of schools receiving a Palmetto Gold award would have decreased by 7% (65 schools), with no change to the percentage of schools receiving Palmetto Silver awards (although 6 fewer schools would have received a Palmetto Silver award). A total of 438 elementary and middle schools would have received a Palmetto Gold and Silver Award using the new value table (268 Gold and 170 Silver). Of the 170 schools that would have received a Silver award, nine would have received the award for having a Growth Rating of Good or better for two years.

**Table 4**
**Current and Projected Palmetto Gold & Silver Awards**
**in Elementary and Middle Schools for the 2011-12 Academic Year**

| General Performance | Current Value Table* | | New Value Table | |
|---|---|---|---|---|
| | Number of Schools | Percent | Number of Schools | Percent |
| Gold | 333 | 35% | 268 | 28% |
| Silver | 176 | 18% | 170 | 18% |
| No Award | 449 | 47% | 520 | 54% |
| TOTAL | 958 | | 958 | |

*These awards were announced by the SCDE on March 25, 2013.

The number of schools receiving Palmetto Gold and Silver awards based on each combination of Absolute and Growth Rating is presented in Table 5. Using the current value table, schools with Absolute Ratings of Excellent were much more likely to also receive a Growth Rating of Excellent. Indeed, 233 schools received Palmetto Gold awards with Excellent Absolute and Growth Ratings. Using the new value table, it is less likely that schools with Excellent Absolute Ratings will also receive Excellent Growth Ratings. The most frequently occurring combination of Absolute and Growth Ratings eligible for an award is Excellent (Absolute) / Average (Growth) (112 schools).

**Table 5**
**Combinations of Ratings for**
**Current and Projected Palmetto Gold & Silver Awards**
**in Elementary and Middle Schools for the 2011-12 Academic Year**
**for General Performance ONLY.**

| Absolute Rating | Growth Rating | Award | Current Value Table* | New Value Table |
|---|---|---|---|---|
| Excellent | Excellent | Gold | 233 | 12 |
| Excellent | Good | Gold | 32 | 63 |
| Excellent | Average | Gold | 10 | 112 |
| Good | Excellent | Gold | 39 | 18 |
| Good | Good | Silver | 92 | 42 |
| Average | Excellent | Gold | 17 | 48 |
| Average | Good | Silver | 84 | 97 |
| Below Average | Excellent | Gold | 2 | 15 |
| Below Average | Good | Silver | 0 | 22 |
| Good or better Growth for **2** Years | | Silver | 0 | 9 |
| **TOTAL** | | | **509** | **438** |

*These awards were announced by the SCDE on March 25, 2013.

Table 6 presents a history of the number of Palmetto Gold and Silver awards. From 2001-02 through 2007-08, the number of Palmetto Gold awards ranged from 114 to 285, and the number of Palmetto Silver Awards ranged from 77 to 149. In 2008-09, several changes were made: the Palmetto Assessment of State Standards (PASS) replaced the Palmetto Achievement Challenge Test (PACT), the value table methodology was adopted to created growth indices and ratings, and the Palmetto Gold and Silver program was amended to include schools that closed the achievement gap. Closing the achievement gap awards were given when one or more of the historically underachieving student groups (African-American, Hispanic, students receiving subsidized meals, and students with disabilities) either (1) obtains a mean score on PASS Reading and Writing or PASS Mathematics that is as high or higher than that of the average of white and full-pay meals students, or (2) the growth index (computed using scores from ELA, mathematics, science, and social studies) for one or more the historically underachieving student groups is as high or higher than the average growth index of white and full-pay meal students. For the 2012 report cards, the EOC amended the criteria to discontinue Palmetto Silver awards for schools having three years of Average or better growth. By eliminating this award, the number of Palmetto Silver awards in 2011-2012 declined to 189 schools because 277 schools did not receive a Palmetto Silver award for having three years of Average growth or better.

**Table 6**
**Schools Receiving Palmetto Gold or Silver Award / EOC Closing the Gap Award ***

| Academic Year | Award Category | Number of Schools Receiving Gold Award | Number of Schools Receiving Silver Award | Total Number of Schools Receiving General Performance Award | Total Number of Schools Being Recognized for General Performance and /or for Closing the Achievement Gap | Number of Elementary and Middle Schools Receiving EOC Award for Closing the Achievement Gap |
|---|---|---|---|---|---|---|
| 2000-01 | General Performance | 198 | 100 | 298 | NA | NA |
| 2001-02 | General Performance | 198 | 92 | 290 | NA | 87 |
| 2002-03 | General Performance | 229 | 77 | 306 | NA | 107 |
| 2003-04 | General Performance | 285 | 135 | 418 | NA | 132 |
| 2004-05 | General Performance | 187 | 125 | 312 | NA | 138 |
| 2005-06 | General Performance | 163 | 147 | 310 | NA | 135 |
| 2006-07 | General Performance | 114 | 126 | 240 | NA | 141 |
| 2007-08 | General Performance | 162 | 149 | 311 | 403 | NA |
| | Closing Achievement Gap | 79 | 163 | 242 | | NA |
| 2008-09 | General Performance | 211 | 129 | 340 | 403 | NA |
| | Closing Achievement Gap | 66 | 150 | 216 | | NA |
| 2009-10 | General Performance | 297 | 200 | 497 | 551 | NA |
| | Closing Achievement Gap | 55 | 243 | 298 | | NA |
| 2010-11 | General Performance | 339 | 476 | 815 | 852 | NA |
| | Achievement Gap | 76 | 165 | 241 | | NA |
| 2011-12** | General Performance | 449 | 189 | 638 | 677 | NA |
| | Achievement Gap | 91 | 140 | 231 | | NA |

* Totals reflect school report cards; based on grade configurations some schools receive more than one report card.
** Eliminated Silver awards for Average or better growth for three consecutive years

Also awarded as a part of the Palmetto Gold and Silver awards program are awards for closing the achievement gap. A review of the current process when applied to data using the new value table indicated that the number of schools that would receive awards for closing the achievement gap will increase dramatically. An examination of the process of deriving closing the achievement gap awards is warranted.

The current process for making awards for closing the achievement gap is:

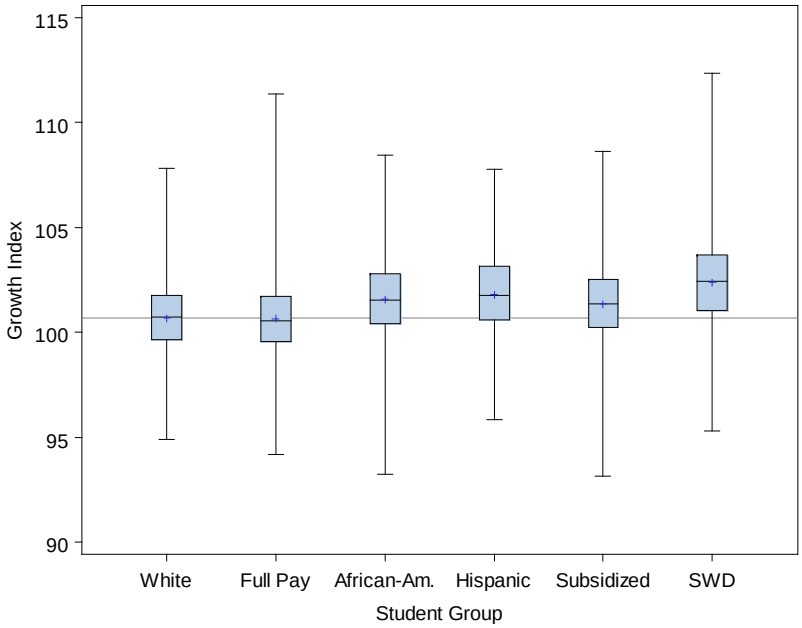
1) Determine the average school-level growth indices for white students and for full-pay lunch students statewide. Average the growth indices for white and full-pay lunch students to obtain a single statewide growth index criterion.
2) Determine the average school-level growth indices for each historically underachieving group (Hispanic, African-American, subsidized meal, students with disabilities) for each school.
3) Compare the growth index for each HUG group to the criterion obtained in step 1. If at least one HUG group exceeds the growth index criterion, the school receives an award for closing the achievement gap.

Given the changes that will occur in the growth ratings due to the new value table, an investigation of the potential consequences for awards made for closing the achievement gap was conducted. Changing the value table has changed the ranges of growth indices obtained for schools overall, and for each student group (white, African-American, Hispanic, full-pay meal, subsidized meal, and students with disabilities).

Figure 1 displays the distributions of growth indices obtained in 2012 for each student group used in computing closing the achievement gap awards using box and whisker plots. Each box has four elements to it that indicate different summary statistics of the growth indices for each group; the bottom of the box is the 25$^{th}$ percentile, the top of the box is the 75$^{th}$ percentile, the horizontal line inside the box is the median (50$^{th}$ percentile), and the “x” inside the box is the mean (average) growth index. Recall the correct interpretation of a percentile; 25 percent of schools have growth indices below the 25$^{th}$ percentile. The whiskers extend to the lowest and the highest growth indices within each group.

The average growth index for white and full-pay lunch students, which is the current growth reference criterion from step (1) above is 100.66, and is presented as a horizontal line in Figure 1. Notice that for students with disabilities (SWD) the entire box is above the mean absolute index for white and full-pay lunch students, which means that more than 75 percent of schools with 30 or more students with disabilities would be identified as closing the achievement gap. Similarly, very near to 75 percent of schools with 30 or more African-American students, Hispanic students, and subsidized meal students would also be identified as closing the achievement gap. For an individual school to be recognized for closing the achievement gap, it needs to have only one group with 30 or more students and a growth index that exceeds the average growth index of white and full-pay lunch students. It is projected that 87 percent of schools would receive awards for closing the achievement gap by the current process.

**Figure 1. Distributions of Growth Indices by Student Group**




An alternative strategy is proposed here. Because the distributions of growth indices for white and full-pay lunch students are substantially lower than those of the four historically under-achieving groups, it was not possible to use white and full-pay lunch students as a reference point for defining closing the achievement gap awards. To provide consistency with the award rate with previous years, the number and percentage of schools that received awards for closing the achievement gap in 2013 was used as reference points. In 2013, 145 elementary and middle schools received awards for closing the achievement (approximately 15% of schools).

To consistently identify comparable percentage of schools, the new methodology is referenced to a distribution of growth indices for each school. The growth index for each school that is used is the highest growth index of the historically underachieving groups that is based on 30 or more students. Any school that meets a growth index criteria by comparing each group to a growth index criteria will also meet the growth index criteria by comparing the highest growth index to the growth index criteria. Therefore, rather than consider the growth indices for all historically underachieving groups when deriving a growth index criteria, it is sufficient to consider only the highest growth index for each school.

The process of identifying schools, then, is as follows:

1) For each school, find the growth index computed for each of the four historically under-achieving groups (African-Americans, Hispanic, subsidized meal, students with disabilities).
2) For each school, find the maximum growth index among the growth indices based on 30 or more students for the four historically underachieving groups.
3) Create a distribution of the maximum growth indices obtained from step (2). Let the $85^{th}$ percentile of this distribution be the growth index criterion.
4) Compare the growth index for each HUG group to the growth index criterion obtained in step (3). If at least one HUG group exceeds the growth index criterion, the school receives an award for closing the achievement gap.

To clarify step (2) above by example, consider Table 7 below, which presents the number of students and the growth indices for each of the four historically underachieving groups in two schools. In both of these schools the number of African-American students, subsidized meal students, and students with disabilities is greater than 30, and the number of Hispanic students is less than 30. For both schools the maximum growth index among all four groups is the growth index for Hispanic students. However, because there are fewer than 30 Hispanic students, their growth index is not considered when obtaining the maximum growth index for determining the growth index criterion. For school 1, the maximum growth index for determining the growth index criterion (103.429) is the growth index for students with disabilities, and for school 2, the maximum growth index for determining the growth index criterion (102.061) is the growth index for African-American students.

**Table 7**
**Identifying the maximum growth index used in finding the growth index criterion.**

| School | African-American | | Hispanic | | Subsidized | | Students with Disabilities | | Maximum Growth Index | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | Growth Index | N | Growth Index | N | Growth Index | N | Growth Index | All Groups | For Criterion |
| 1 | 349 | 102.748 | 21 | 111.000 | 517 | 102.730 | 63 | 103.429 | 111.000 | 103.429 |
| 2 | 509 | 102.061 | 22 | 106.136 | 749 | 101.311 | 150 | 100.468 | 106.136 | 102.061 |

To verify that the proposed methodology would consistently identify approximately 85 percent of schools, the proposed methodology was applied to data from the 2010, 2011, and 2012 academic years. Results of this analysis are provided in Table 8. By choosing the 85$^{th}$ percentile, the number of schools that would receive closing the achievement gap awards in 2012 is 131, which is 14% of schools. In 2010 and 2011 15% of schools are identified. In all three years, the targeted percentage of schools identified is matched.

**Table 8**
**Percent of schools that would have received closing the achievement gap awards with various growth index criteria.**

| Academic Year | 80th percentile | | 85th percentile | | 90th percentile | |
|---|---|---|---|---|---|---|
| | N | Percent | N | Percent | N | Percent |
| 2010 | 182 | 20 | 137 | 15 | 92 | 10 |
| 2011 | 181 | 19 | 138 | 15 | 91 | 10 |
| 2012 | 178 | 19 | 131 | 14 | 84 | 9 |

The changes in the distributions of growth indices that have been discussed here will also affect another element of the report cards. A school's growth rating may be increased by one level if, for any one of the historically under-achieving groups, the growth in performance on the Reading & Research assessment is greater than the two-year average growth index for all students. As demonstrated in Figure 1, the growth indices of many HUG groups will exceed the average growth indices for white students and full-pay lunch students. EOC staff anticipate that the growth indices of many HUG groups will also exceed the average growth index for all students, increasing the number of schools that will have their growth rating increased one level. EOC staff will provide an evaluation of the changes to the growth ratings that will be made as a result of the HUG adjustment, and report to the full EOC committee at the June, 2013 meeting.

EOC staff recommends that the subcommittee adopt the following methodology for identifying schools that receive awards for closing the achievement gap beginning with the 2013 state school report cards.

**Conclusion:**

1) For each school, find the growth index computed for each of the four historically under-achieving groups (African-Americans, Hispanic, subsidized meal, students with disabilities).
2) For each school, find the maximum growth index among the growth indices based on 30 or more students for the four historically underachieving groups.
3) Create a distribution of the maximum growth indices obtained from step (2). Let the 85th percentile of this distribution be the growth index criterion.
4) Compare the growth index for each HUG group to the growth index criterion obtained in step (3). If at least one HUG group exceeds the growth index criterion, the school receives an award for closing the achievement gap.

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

**EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: Academic Standards and Assessment**

**Date: May, 20, 2013**

**INFORMATION**
**Results of the 2012 Parent Survey**

**PURPOSE/AUTHORITY**
Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." In addition Section 59-18-900 of the Education Accountability Act (EAA) requires that the annual school report cards include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

**CRITICAL FACTS**
The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the South Carolina Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. The attached report reflects the results of the 2012 administration of the parent survey.

**TIMELINE/REVIEW PROCESS**
Study began in March 2013 and completed in May 2013

**ECONOMIC IMPACT FOR EOC**

**Cost:** No fiscal impact beyond current appropriations

**Fund/Source:**

**ACTION REQUEST**

☒ **For approval** ☐ **For information**

**ACTION TAKEN**

☐ **Approved** ☐ **Amended**

☐ **Not Approved** ☐ **Action deferred (explain)**

# 2013

*DRAFT*

# Results of the 2012 Parent Survey

SC EDUCATION
OVERSIGHT COMMITTEE

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B. Copy of 2012 Parent Survey
C. Regression Coefficients from Stepwise Selection of the Parent Survey
D. Regression Coefficients from Stepwise Selection of Student Survey
E. Regression Coefficients from Stepwise Selection of Teacher Survey

# Acknowledgements

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# Executive Summary

**Background:** The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act (EAA) and the Parental Involvement in Their Children's Education Act. Section 59-18-900 of the EAA requires that the annual school report card include "evaluations of the school by parents, teachers, and students" as performance indicators to evaluate schools. In addition Section 59-28-190 of the Parental Involvement in Their Children's Education Act requires the Education Oversight Committee (EOC) to "survey parents to determine if state and local efforts are effective in increasing parental involvement." The tool that has been adopted by the EOC and administered by the South Carolina Department of Education (SCDE) to meet these statutory requirements is the annual parent survey.

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. The parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. Annually, the EOC has analyzed the results of the parent survey and issued reports. The reports are online at www.eoc.sc.gov.

**Survey Responses**: In 2012 the number of parent surveys completed and returned totaled 69,581, a decline of 4,174 surveys or 5.7 percent from the prior year. Between 38 and 44 percent of all eligible parents surveyed responded to the 2012 parent survey. In 2012 there were no changes in the administration of the parent survey. As in the prior year, there were no parent surveys printed in Spanish made available to parents by the South Carolina Department of Education. In 2012 the percentage of parents who completed the survey who identified themselves as Hispanic was 5.1 percent as compared to 4.6 percent in 2011 and 5.0 percent in 2010.

An analysis of the respondents to the 2012 parent survey concluded that the survey responses typically overrepresented the perceptions of parents who had children in elementary schools and underrepresented the perceptions of parents who had

children in high school. Furthermore, the respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina. As in prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college and having a household income of greater than $35,000. Furthermore, when compared to the enrollment of students in public schools, parents of African American students were underrepresented in the responses.

The data documented that the parent survey responses were generally representative, within one percentage point, of the percentage of students enrolled in schools by their absolute rating. Nine percent of the parents who responded to the survey had children attending schools with an absolute rating of Below Average or At Risk, the same percentage as the number of students who were enrolled in a school with an absolute rating of Below Average or At Risk in school year 2011-12. On the other hand, sixty-one percent of the parents who responded to the survey had children attending schools with an absolute rating of Good or Excellent, the same percentage as the number of students who were enrolled in a school with an absolute rating of Good or Excellent in school year 2011-12.

| 2012 Absolute Rating | % of Students Enrolled in School 2011-12 | % of Parents Responding to 2012 Survey |
|---|---|---|
| Excellent | 39% | 38% |
| Good | 22% | 23% |
| Average | 30% | 31% |
| Below Average | 5% | 6% |
| At Risk | 4% | 3% |

**Parent Survey Results:** Despite a 5.7 percent decline in the number of parents responding to the annual parent survey, the results of the 2012 parent survey demonstrate that parent satisfaction levels with the three characteristics measured - the learning environment, home and school relations and social and physical environment of their child's school—were consistent with the prior year's results. Significant changes are estimated as an annual increase or decrease of three or more percent. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were

satisfied with the learning environment, home and school relations, and social and physical environment of their child's school.

**Percentage of Parents Satisfied with**:

| Characteristic | 2012 | 2011 | 2010 | Annual Increase or Decrease |
|---|---|---|---|---|
| Learning Environment | **87.2** | **84.3** | 85.9 | **2.9** |
| Home and School Relations | **82.9** | **80.2** | 81.9 | **2.7** |
| Social and Physical Environment | **84.1** | **82.4** | 83.2 | **1.7** |

When comparing parent satisfaction in 2012 with parent satisfaction over the most recent three-year period, there were no significant increases in parent satisfaction levels.

**Percentage of Parents Satisfied with**:

| Characteristic | 2012 | Mean % (2009-2011) | Difference |
|---|---|---|---|
| Learning Environment | **87.2** | 85.2 | 2.0 |
| Home and School Relations | **82.9** | 81.2 | 1.7 |
| Social and Physical Environment | **84.1** | 82.8 | 1.3 |

Parents who completed the survey in 2012 were overwhelmingly more positive about the learning environment of their child's school than in 2011 when responding to the following three questions:

**Percentage of Parents who Agree or Strongly Agree to:**

| Learning Environment Questions | 2012 | 2011 | Difference |
|---|---|---|---|
| My child's teachers give homework that helps my child learn. | **89.9** | 86.7 | ***3.2*** |
| My child's teachers encourage my child to learn. | **91.8** | 88.7 | ***3.1*** |
| My child's teachers provide extra help when my child needs it. | **81.9** | 78.7 | ***3.2*** |

Parental satisfaction, the percentage of parents agreeing or strongly agreeing, generally declined as the absolute rating of the school declines. The largest difference in parental satisfaction between the highest and lowest performing schools was in parent perception of the social and physical environment of their child's school, followed by the learning environment.

**Percentage of Parents whose Child Attends an Excellent or At-Risk School, Satisfied with:**

| Characteristic | Excellent Schools | At-Risk Schools | Difference |
|---|---|---|---|
| Learning Environment | **90.5** | **81.3** | **9.2** |
| Home and School Relations | **85.5** | **82.1** | **3.4** |
| Social and Physical Environment | **88.2** | **73.6** | **14.6** |

Parents whose child attended a school with an absolute rating of Below Average were less satisfied with the learning environment and home and school relations at their child's school than parents whose child attended a school with an absolute rating of At Risk.

**Percentage of Parents whose Child Attends a Below Average or At-Risk School, Satisfied with:**

| Characteristic | Below Average Schools | At-Risk Schools | Difference |
|---|---|---|---|
| Learning Environment | **80.7** | **81.3** | **(0.6)** |
| Home and School Relations | **79.5** | **82.1** | **(2.6)** |
| Social and Physical Environment | **77.8** | **73.6** | **4.2** |

Parents who responded to the 2012 annual survey reported comparable levels of parental involvement as in other years and identified work schedules as their greatest obstacle to involvement.

**Parents Report Obstacles to Parental Involvement in 2012**

| | |
|---|---|
| Work Schedule | 53.8% |
| Lack of timely notification of volunteer opportunities | 23.5% |
| School does not encourage involvement | 15.7% |
| Lack of child or adult care services | 14.7% |
| Family and health problems | 14.4% |
| Transportation | 11.6% |
| Involvement not appreciated | 10.6% |

As in prior years, the inclusion of parents in school decisions and the development of parent leaders and representatives fall below the ideal. Opportunities for improving communication between parents and teachers also continue to exist.

Interest in the association between responses to the surveys and school achievement levels as measured by the absolute ratings (or index) has been rekindled by the proceedings conducted to date of the cyclical review of the accountability system. In this process the usage of parent and student surveys as a part of the accountability system in other states has been studied, and interest in utilizing the opinions of parents and students as elements of school ratings has been expressed by three focus groups.

**Analysis of Parent, Student and Teacher Surveys:** This investigation examined the relationship of the responses to these surveys with the absolute index at the item or question level. It was conducted: (1) to determine which of the items or questions

presented on each survey were related to the absolute index of the school, and (2) to identify the commonalities in the items across surveys that were highly related to the absolute index.

The analyses found that the best predictor of the absolute index of the school was found when all questions on the surveys were analyzed with no constraint that the same predictors be used for elementary, middle and high schools. However, when additional analysis was performed that required the same items to be used as a predictor in two of the three school types, the results showed that for the parent and teacher surveys, there was only a slight decline in predictability. Student surveys administered in elementary and middle schools were significantly less predictable while student surveys administered to high school students were just as predictive as the parent and teacher surveys. The implication is that the same predictive items could be included on the parent and teacher surveys; however, student surveys would need to be adjusted to reflect the school type.

Finally, there were communalities among the surveys that were predictive of the absolute index of schools:

- For parents and students, items related to high expectations for student learning;
- For parents and teachers, items related to student behavior;
- For parents and teachers, items related to parent participation in school activities; and
- A parent item that indicates they are invited to their child's classroom as is a teacher item that indicates that parents attend conferences when requested.

# PART ONE
# Administration of the 2012 Parent Survey

The design and sampling methodology for the parent survey were established in 2001. The EOC contracted with the Institute of Families in Society at the University of South Carolina to design the survey and to recommend a medium for distributing the survey. To maintain complete anonymity and to maximize the return rate, the Institute recommended that the survey be mailed to a sample of parents along with a postage paid, return envelope. While the sampling methodology proposed by the Institute was implemented, the parent survey has never been mailed to parents due to budgetary restrictions. Instead, schools have been given the responsibility for distributing and collecting the forms. Generally, schools send the surveys home with students. Some schools have held parent meetings or special meetings at school during which the surveys were distributed.

Rather than surveying all parents of public school students, the parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed For example, in a school with a grade pan of grades 6 through 10, parents of children in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower, which include primary schools, child development schools and schools with configurations like K, K-1, and K-2 are not surveyed. The parent survey is typically administered during the second semester of each school year. Appendix A provides the instructions used by schools in 2012 to administer the parent as well as student and teacher surveys.

As in 2011, there were no parent surveys printed in Spanish. A copy of the 2012 survey is in the appendix. The 2012 administration of the parent survey occurred over the following time period and involved the following actions.

| | |
|---|---|
| March 16, 2012 | All schools received survey forms. |
| April 18, 2012 | Date for parent survey forms returned to school. |
| April 25, 2012 | Last day for schools to mail completed forms to contractor. |

A school survey coordinator, a staff person designated by the school principal, distributed and collected the parent surveys at each school according to instructions provided by the South Carolina Department of Education (SCDE). According to SCDE, an independent contractor hired by the agency to mail to each school the following:

- ✓ An administrative envelope containing;
    1. A letter to the principal from the Education Oversight Committee (EOC),
    2. Two sets of instructions for administering the surveys,
    3. A page of shipping instructions, and
    4. One pre-addressed, bar-coded UPS shipping label (used to return completed surveys to contractor, freight prepaid).

- ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
- ✓ Student survey forms.[1]

The name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Schools were also advised to "distribute the parent surveys as soon as possible" after delivery. Beginning in Fiscal Year 2007-08, SCDE entered into a five-year contract with a vendor to print, ship, process and scan the parent survey with the annual costs the same each year.[2] The annual costs of printing, shipping, processing and scanning the parent surveys are approximately $54,000.

Each school's designated survey coordinator then distributed envelopes containing the parent survey and letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Teachers gave each student an envelope and instructions to take the envelope home for their parents to complete and then return the completed survey to school in the sealed envelope. The envelopes were designed to maintain the confidentiality and anonymity of all parents. Parents were given the option of mailing the completed survey directly to SCDE with parents incurring the cost of the mailing or of returning the survey to the school. The school survey coordinator was expressly advised that mailing of the envelopes directly to the parents was allowed with all costs to be borne by the school. Information did not exist to document if any schools mailed the parent surveys to parents.

As in the prior year, the 2012 instructions contained the following special note that cautions schools against implementing policies that would create disincentives for parents who opt to mail in their survey responses:

> **SPECIAL NOTE**: We appreciate that schools work diligently each year to encourage parents to complete and return the parent surveys. Some schools offer incentives such as ice cream treats or extra recess time to individual students or classes where all students have returned completed parent surveys. Each year parents call the Department to inform us that their child is upset that he/she cannot return the parent survey form to school and receive the special incentive because the parent wants to mail the survey form to the Department. Parents have the option to mail in the survey form, so we would encourage you to not penalize students whose parents' mail in their completed survey form.[3]

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the independent contractor for scanning and preparation of the data files. Individual school results were tabulated by SCDE. The overall parent satisfaction scores of three questions relating to the school's overall learning environment, home and school relations, and social and physical environment were printed on the 2012 annual school report cards. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

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[1] "Administration of the 2012 Report Card Surveys," South Carolina Department of Education.
[2] Cynthia Hearn, e-mail message to Melanie Barton, February 4, 2010.
[3] "Administration of the 2012 Report Card Surveys," South Carolina Department of Education.

As in prior years, the 2012 parent survey contained a total of fifty-four questions. Forty-six questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-one questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

The remaining questions on the survey addressed parental involvement activities and socio-economic characteristics of the respondents. Parents were asked about their participation in various parental involvement activities both in and outside of the school. Parents were also asked to determine from a list of responses potential barriers to their involvement in their child's education. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child: their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent: his or her gender, race/ethnicity, highest level of education and total yearly household income.

# PART TWO
# Respondents of the 2012 Parent Survey

The American Association for Public Opinion Research (AAPOR) in 2011 issued the seventh edition of *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys*. The AAPOR notes that there are mixed mode surveys that "can consist of surveys in which there are separate samples which are conducted with different modes, a unified sample in which multiple modes are used for individual cases (e.g. in address-based samples employing both in-person and postal approaches to obtain responses), or a combination of both…However, for calculating outcome rates many of the detailed, mode-specific disposition codes are irrelevant. They can be collapsed into the major categories used in the outcome formulas used in *Standard Definitions*." [4] Therefore, as in prior years, the response rate for the parent survey is calculated accordingly:

**Numerator:** Complete surveys + Partial Surveys

**Denominator:** (Completed + Partial Surveys Returned)
+
(Non-Returned Surveys) + (Estimate of proportion surveys of unknown eligibility that are eligible)

According to Instructional Assessment Resources at the University of Texas, acceptable response rates vary by the method of distribution:

Mail: 50% adequate, 60% good, 70% very good

Phone: 80% good

Email: 40% average, 50% good, 60% very good

Online: 30% average

Classroom paper: > 50% = good

Face-to-face: 80-85% good[5]

Distribution of the South Carolina parent survey does not fall within any of the above media for distribution. Consequently, two methods were developed to analyze the response rate for the 2012 parent survey to determine the percentage of eligible parents who completed and returned a parent survey.

One method is to compare the number of surveys mailed to schools with the number of completed surveys returned. According to SCDE, a total of 185,006 parent surveys were mailed to 1,150 schools for distribution. The schools included elementary schools, middle schools, high schools, career centers, charter schools, and schools in the South Carolina Public Charter School District as well as the following special schools:

[4] The American Association for Public Opinion Research. 2011. *Standard Definitions: Final Dispositions of Case Codes and Outcome Rates for Surveys. 7th edition*. AAPOR., p. 39.
[5] Instructional Assessment Resources. University of Texas at Austin, 21 September 2011. <http://www.utexas.edu/academic/ctl/assessment/iar/teaching/gather/method/survey-Response.php>.

- Felton Laboratory School
- John de la Howe School
- Wil Lou Gray School
- School for the Deaf and the Blind
- Governor's School for Science and Mathematics
- Governor's School for the Arts and Humanities

Schools containing grades 2 or lower were not included in the survey. This first method inflates the sample size because schools requested and received extra copies of the parent survey for parents who enrolled children in the second semester or who lost their original form.

A second method is to estimate the unknown eligibility of surveys by using the statewide 135-day average daily membership of all students in grades 5, 8 and 11 in school year 2011-12 as the sample size. On the 45th, 90th and 135th days of school, school districts report each student by grade and by a pupil classification system prescribed in the Education Finance Act. In school year 2011-12 the 135-day average daily membership for grades 5, 8 and 11 rounded to the nearest student totaled 157,523.[6] This method underestimates the number of parents surveyed. The parents of some 3rd, 4th, 6th, 7th, 9th and 10th grade students also complete the survey because some schools have a grade configuration that spans multiple levels or these schools represent the highest grade level in the school.

As reflected in Table 1, the total number of parent surveys returned in 2012 decreased by 5.7 percent or 4,174 over the number returned in the prior year.

**Table 1**
**Total Number of Parent Surveys Returned**

| | |
|---|---|
| **2012** | **69,581** |
| 2011 | 73,755 |
| 2010 | 69,474 |
| 2009 | 67,014 |
| 2008 | 68,761 |
| 2007 | 64,596 |
| 2006 | 69,495 |
| 2005 | 66,895 |
| 2004 | 66,283 |
| 2003 | 64,732 |
| 2002 | 55,864 |

Using the two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. Between 38 and 44 percent of all eligible parents surveyed responded to the 2012 parent survey. In the prior year, 2011, using the same two methodologies, the response rate was between 40 and 47 percent. Compared to IAR's definitions of acceptable response rates for email and

[6] "SC 135-Day Average Daily Membership by Grade, by District, 2011-12," South Carolina Department of Education. < http://ed.sc.gov/agency/cfo/finance/Fiscal-Systems/DME12135.txt>.

online surveys, the response rate to the 2012 parent survey should be considered average. According to IAR, "generally, the better your respondents know you, the better your response rate. Respondents who you know by name or have regular contact with will be more likely to respond to your survey than respondents you do not know."

**Table 2**
**Determining the Response Rate**

| | Sample Size | Surveys Returned | Response Rate |
|---|---|---|---|
| Method 1: Surveys Distributed | 185,006 | 69,581 | 37.6% |
| Method 2: ADM of 5, 8 and 11th grades | 157,523 | 69,581 | 44.2% |

Parents completing the survey were asked four questions about their child:

1. What grade is your child in? (3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th or 11th)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?

Parents were asked another set of four questions about themselves and their family:

1. What is your gender?
2. What is your race/ethnic group?
3. What is the highest level of education you have completed?
   - Attended elementary/high school
   - Completed high school/GED
   - Earned associate degree
   - Attended college/training program
   - Earned college degree
   - Postgraduate study/and/or degree
4. What is your family's total yearly household income?
   - Less than $15,000
   - $15,000 - $24,999
   - $25,000 - $34,999
   - $35,000 - $54,999
   - $55,000 - $75,000
   - More than $75,000

Responses to these eight questions revealed the following about the parents who completed the 2012 parent survey. As in prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college. Over 57 percent of the respondents who answered the question about income reported earning over $35,000.

In 2012 the percentage of parents who completed the survey who identified themselves as Hispanic was 5.1 percent as compared to 4.6 percent in 2011 and 5.0 percent in 2010.

**Table 3**
**Respondents to the 2012 Parent Survey**
**(n=69,581)**

| | |
|---|---|
| **Gender** | |
| Male | **14.4%** |
| Female | **85.6%** |
| **Race** | |
| African-American | **32.1%** |
| Caucasian/white | **58.9%** |
| Hispanic | **5.0%** |
| All Other | **4.0%** |
| **Education** | |
| Attended elementary/high school | **11.0%** |
| Completed high school/GED | **23.7%** |
| Earned Associate Degree | **10.5%** |
| Attended college/training program | **21.9%** |
| Earned college degree | **21.0%** |
| Postgraduate study/and/or degree | **11.9%** |
| **Household Income** | |
| Less than $15,000 | **14.5%** |
| $15,000 - $24,999 | **14.2%** |
| $25,000 - $34,999 | **14.9%** |
| $35,000 - $54,999 | **16.7%** |
| $55,000 - $75,000 | **14.2%** |
| More than $75,000 | **26.3%** |
| **Their Child Enrolled in:** | |
| Grades 3-5 | **47.1%** |
| Grades 6-8 | **39.0%** |
| Grades 9-11 | **13.9%** |
| **Their Child's Gender:** | |
| Male | **45.3%** |
| Female | **54.7%** |
| **Their Child's Ethnicity:** | |
| African-American | **32.6%** |
| Caucasian/White | **57.1%** |
| Hispanic | **5.1%** |
| All Other | **5.2%** |
| **Their Child's Grades:** | |
| All or mostly A's and B's | **61.4%** |
| All or mostly B's and C's | **27.7%** |
| All or mostly C's and D's | **9.1%** |
| All or mostly D's and F's | **1.8%** |

Note: Percentages do not add up to 100% due to rounding.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 59,760 parents who returned the 2012 survey indicated that their child was in 5th, 8th, or 11th grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 42 percent of parents who completed the survey were elementary school parents, 33 percent, middle school and 13 percent, high school (Table 4). As compared to prior years, the percentage of surveys reflecting the perceptions of elementary and middle school parents remained relatively unchanged; however, the percentage of parents of high school students declined from 20 to 18 percent.

Comparing the surveys returned with the 135-day average daily membership of the grade, while 42 percent of all the surveys returned were from parents whose child was enrolled in grade 5, these surveys represent 51 percent of all students in grade 5 according to the average daily membership count. At grade 8, the number of surveys returned accounted for 41 percent of all children enrolled in grade 8; however, at grade 11, the percentage drops to 18 percent (Table 4). As in prior surveys, the perceptions of parents in elementary schools are over represented and the perceptions of parents who have children in high school are underrepresented.

**Table 4**
**Parental Respondents by Child's Grade**

| Child Enrolled in: | Surveys Returned | % of All Surveys | | 2011-12 135-day Average Daily Membership (ADM) | % of Surveys by Grades 5, 8 & 11 ADM |
|---|---|---|---|---|---|
| Grade 5 | 28,691 | 42% | | 55,867 | 51% |
| Grade 8 | 22,470 | 33% | | 54,259 | 41% |
| Grade 11 | 8,599 | 13% | | 47,397 | 18% |
| | | | | | |
| TOTAL | 59,760 | | | 157,523 | |

When asked about their child's race or ethnicity, 57 percent of the parents responded that their child's ethnicity was white, 33 percent African American and 5 percent Hispanic. Compared to the ethnicity of children in the public schools of South Carolina in 2010-11, parents whose children are African American were underrepresented by 3.6% in the results (Table 5).

**Table 5**
**Ethnicity of Children**

| | 2012 Parent Survey | Student Enrollment All Public Schools 2010-11[7] | Difference |
|---|---|---|---|
| White | 57.1% | 53.4% | 3.7% |
| African American | 32.6% | 36.2% | (3.6%) |
| Hispanic | 5.1% | 6.4% | (1.3%) |
| Other | 5.2% | 4.0% | 1.2% |

Note: "Other" includes American Indian/Alaskan, Asian, Hawaiian Native/Pacific Islander and Two or more races.

[7] U.S. Department of Education, National Center for Education Statistics, "Documentation to the Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education: School Year 2010-11." <http://nces.ed.gov/ccd/pdf/STnonfis101agen.pdf>.

With respect to educational attainment, 32.9 percent of parents who responded to the survey in 2012 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau projected that 24.3 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher in 2009.[8]

Regarding the annual household income of the respondents, in 2012 57.2 percent of the parents who completed the survey reported having an annual household income in excess of $35,000. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina in 2011 was $44,587.[9]

Finally, staff performed an analysis that compared the number of parents who responded to the survey according to the absolute rating of their child's school in 2012 with the percent of students enrolled in schools by their 2012 absolute report card rating. [10]

| 2012 Absolute Rating | % of Students Enrolled in School, 2011-12 | % of Parents Responding to 2012 Survey |
|---|---|---|
| Excellent | 39% | 38% |
| Good | 22% | 23% |
| Average | 30% | 31% |
| Below Average | 5% | 6% |
| At Risk | 4% | 3% |

The data document that the parent survey responses were generally representative, within one percentage point, of the percentage of students enrolled in schools by their absolute rating. Nine percent of the parents who responded to the survey had children attending schools with an absolute rating of Below Average or At Risk, the same percentage as the number of students who were enrolled in a school with an absolute rating of Below Average or At Risk in school year 2011-12. On the other hand, sixty-one percent of the parents who responded to the survey had children attending schools with an absolute rating of Good or Excellent, the same percentage as the number of students who were enrolled in a school with an absolute rating of Good or Excellent in school year 2011-12.

[8] U.S. Census Bureau, Table 233, "Educational Attainment by State: 1990 to 2009." <http://www.census.gov/compendia/statab/2012/tables/12s0233.pdf>.
[9] U.S. Census Bureau, "State and County Quick Facts" <http://quickfacts.census.gov/qfd/states/45000.html>.

[10] "Student Performance in SC," South Carolina Education Oversight Committee, 2012. < http://www.eoc.sc.gov/Home/Report%20Card%20Data/Report%20Card%20Brief.forprinter.pdf>.

## Conclusions

- The total number of parent surveys completed and returned in 2012 was 69,581, a 5.7 percent or a 4,174 decline over the number of parent surveys returned in the prior year.
- Using two methods of calculating a response rate, one method that underestimated and one that overestimated the total number of parents eligible to take the survey, the response rate to the 2012 parent survey was between 38 and 44 percent, each of which by industry standards is considered average.
- An analysis of the respondents to the 2012 parent survey found that the survey responses typically overrepresented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school. Furthermore, the respondents typically have obtained higher educational achievements and have greater median household incomes than the general population of South Carolina.
- The data documented that the parent survey responses were generally representative, within one percentage point, of the percentage of students enrolled in schools by their absolute rating. Nine percent of the parents who responded to the survey had children attending schools with an absolute rating of Below Average or At Risk, the same percentage as the number of students who were enrolled in a school with an absolute rating of Below Average or At Risk in school year 2011-12. On the other hand, sixty-one percent of the parents who responded to the survey had children attending schools with an absolute rating of Good or Excellent, the same percentage as the number of students who were enrolled in a school with an absolute rating of Good or Excellent in school year 2011-12.

# PART THREE
# Results of the 2012 Parent Survey

The parent survey was designed to determine: (1) parent perceptions or satisfaction with their child's public school and (2) parental involvement efforts in public schools. The following is an analysis that documents the actual parent responses to questions focusing on parental satisfaction and parental involvement.

## Parent Perceptions of Their Child's School

The information below summarizes the results of the 2012 parent survey. The percentages do not add to 100 percent because invalid or incomplete responses are not reflected. At the school level, responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis focuses on parent perceptions or satisfaction with the learning environment, home-school relations, and the social and physical environment of their children's schools. In analyzing responses, "significant change" is defined as a change of three percent or more in satisfaction.

### A. Learning Environment

Five questions in the parent survey ask parents to reflect upon the learning environment of their child's school. Questions 1 through 4 are designed to elicit parental agreement with specific aspects of the learning environment at their child's school, focusing on homework, expectations, and academic assistance. Question 5 offers parents the opportunity to report on their overall satisfaction with the learning environment at their child's school. For each school, the aggregate parental responses to question 5 are included on the annual school report card if a sufficient number of parents complete the survey.

Table 6 summarizes the total responses to these five questions for all parents who completed the 2012 parent survey. The data reflect the percentage of parents responding out of the total number of parents surveys completed, 69,581. Overall, 87.2 percent of parents responded that they were satisfied with the learning environment of their child's school. Across the five questions, the percentage of parents who disagreed or strongly disagreed was highest for questions 4 and 5. Approximately, one in five in parents either did not believe or did not know if their child received extra help when needed.

**Table 6**
**Percentage of Parents in 2012 Responding:**

| Learning Environment Questions | Agree or Strongly Agree | Disagree or Strongly Disagree | Don't Know |
|---|---|---|---|
| 1. My child's teachers give homework that helps my child learn. | **89.9** | **7.8** | **2.3** |
| 2. My child's school has high expectations for student learning. | **91.7** | **6.3** | **2.0** |
| 3. My child's teachers encourage my child to learn. | **91.8** | **5.4** | **2.8** |
| 4. My child's teachers provide extra help when my child needs it. | **81.9** | **11.8** | **6.3** |
| **5. I am satisfied with the learning environment at my child's school** | **87.2** | **11.2** | **1.7** |

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2008 through 2012.

**Table 7**
**2008-2012**
**Percentage of Parents who Agree or Strongly Agree to:**

| Learning Environment Questions | **2012** | 2011 | 2010 | 2009 | 2008 |
|---|---|---|---|---|---|
| 1. My child's teachers give homework that helps my child learn. | **89.9** | 86.7 | 89.0 | 89.9 | 86.9 |
| 2. My child's school has high expectations for student learning. | **91.7** | 88.9 | 90.3 | 90.9 | 88.3 |
| 3. My child's teachers encourage my child to learn. | **91.8** | 88.7 | 90.4 | 90.9 | 88.2 |
| 4. My child's teachers provide extra help when my child needs it. | **81.9** | 78.7 | 79.8 | 79.7 | 77.7 |
| **5. I am satisfied with the learning environment at my child's school** | **87.2** | 84.3 | 85.9 | 85.5 | 82.3 |

Parents who completed the survey in 2012 were overwhelmingly more positive about the overall learning environment of their child's school than in 2011. Comparing parent responses from 2012 to 2011, parents were significantly more positive on three of the five questions, Questions 1, 3 and 4 (Table 8).

**Table 8**
**Percentage of Parents who Agree or Strongly Agree to:**

| Learning Environment Questions | **2012** | 2011 | Difference |
|---|---|---|---|
| 1. My child's teachers give homework that helps my child learn. | **89.9** | 86.7 | ***3.2*** |
| 2. My child's school has high expectations for student learning. | **91.7** | 88.9 | *2.8* |
| 3. My child's teachers encourage my child to learn. | **91.8** | 88.7 | ***3.1*** |
| 4. My child's teachers provide extra help when my child needs it. | **81.9** | 78.7 | ***3.2*** |
| **5. I am satisfied with the learning environment at my child's school** | **87.2** | 84.3 | *2.9* |

To determine if there are any significant changes in parent perception of the learning environment of their child's school over recent years, an analysis was done to compare the 2012 results with the average or mean results of the prior three years. Table 9 documents the percentage of parents who agreed or strongly agreed with each statement regarding the learning environment of their child's school in 2012 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2009 through 2011. The 2012 respondents were overall more satisfied with the learning environment of their schools than the average of the respondents over the past three years; however, the difference was did not exceed three percent on any one question.

**Table 9**
**Comparing 2012 Results with Three-Year Average**
**(Percentage of Parents who Agree or Strongly Agree)**

| Learning Environment Questions | 2012 | Mean % (2009-2011) | Difference |
|---|---|---|---|
| 1. My child's teachers give homework that helps my child learn. | **89.9** | 88.5 | 1.4 |
| 2. My child's school has high expectations for student learning. | **91.7** | 90.0 | 1.7 |
| 3. My child's teachers encourage my child to learn. | **91.8** | 90.0 | 1.8 |
| 4. My child's teachers provide extra help when my child needs it. | **81.9** | 79.4 | 2.5 |
| **5. I am satisfied with the learning environment at my child's school** | **87.2** | 85.2 | 2.0 |

Comparing parental responses to Question 5 with the 2012 absolute rating of their child's school, Table 10 documents that a higher percentage parents whose child attended a school with an absolute rating of Excellent strongly agreed that they were satisfied with the overall learning environment at their child's school. Parental satisfaction generally declines as the absolute rating of the school declines, except for the case of parents whose child attends an At Risk school. Still, comparing parents whose child attended a school with an Excellent rating versus parents whose child attended a school with an At-Risk rating, there was an approximate 9 percent difference in parent satisfaction with the learning environment. Furthermore, the percentage of parents in schools rated At Risk or Below Average who disagrees or strongly disagrees with the question is approximately twice that of parents in schools with an Excellent absolute rating.

**Table 10**
**I am satisfied with the learning environment at my child's school.**
**(Percentage of parents by Absolute Rating of Child's School)**

| 2012 Absolute Rating | Agree or Strongly Agree | Disagree or Strongly Disagree |
|---|---|---|
| Excellent | 90.5 | 8.3 |
| Good | 87.7 | 10.8 |
| Average | 84.4 | 13.6 |
| Below Average | 80.7 | 16.8 |
| At Risk | 81.3 | 15.9 |

Then, analyzing the responses across elementary, middle and high schools based again on absolute ratings, the data reveal that parent satisfaction with the learning environment of their child's school tends to be greatest for parents whose children are enrolled in elementary schools and declines for parents whose children are enrolled in middle or high schools, even across absolute ratings (Table 11). The only exception is for parents whose children attend schools with an At-Risk rating. Parents whose children attend high schools with an At-Risk rating were more satisfied with the learning environment of their child's school than were parents whose children attended elementary or high schools with an At-Risk rating. Included in Table 11 are the number of parent responses for each school level and absolute rating.

**Table 11**
**I am satisfied with the learning environment at my child's school.**
**(Percentage of parents by Absolute Rating of Child's Elementary, Middle or High School)**

| 2012 Absolute Rating | Type | Total Number Parent Responses | Agree or Strongly Agree | Disagree or Strongly Disagree |
|---|---|---|---|---|
| Excellent | Elementary | 13,139 | 93.1 | 6.1 |
| | Middle | 7,591 | 88.7 | 9.7 |
| | High | 4,853 | 86.1 | 11.8 |
| | | | | |
| Good | Elementary | 8,071 | 91.5 | 7.5 |
| | Middle | 5,326 | 84.4 | 13.8 |
| | High | 1,904 | 80.6 | 16.1 |
| | | | | |
| Average | Elementary | 10,508 | 87.6 | 10.8 |
| | Middle | 8,345 | 81.5 | 16.3 |
| | High | 2,057 | 80.2 | 17.4 |
| | | | | |
| Below Average | Elementary | 2,179 | 83.7 | 14.4 |
| | Middle | 1,416 | 78.1 | 18.9 |
| | High | 112 | 57.1 | 35.7 |
| | | | | |
| At Risk | Elementary | 558 | 76.7 | 18.3 |
| | Middle | 546 | 74.4 | 22.9 |
| | High | 831 | 88.9 | 9.8 |

## B. Home and School Relations

The next eleven questions on the parent survey determine parent perception of home and school relations by focusing on the relationship between the parent and their child's teacher and between the parent and the school. Question 11 offers parents the opportunity to report on their overall satisfaction with home and school relations at their child's school. For each school, the aggregate parental responses to question 11 are included on the annual school report card.

Table 12 summarizes the total responses to these eleven questions for all parents who completed the 2012 parent survey.

**Table 12**
**Percentage of Parents in 2012 Responding:**

| Home and School Relations Questions | Agree or Strongly Agree | Disagree or Strongly Disagree | Don't Know |
|---|---|---|---|
| 1. My child's teachers contact me to say good things about my child | **57.3** | **40.9** | **1.8** |
| 2. My child's teachers tell me how I can help my child learn. | **65.4** | **32.6** | **2.0** |
| 3. My child's teachers invite me to visit my child's classrooms during the school day. | **54.0** | **41.5** | **4.5** |
| 4. My child's school returns my phone calls or e-mails promptly. | **81.0** | **13.5** | **5.6** |
| 5. My child's school includes me in decision-making. | **69.8** | **24.3** | **5.9** |
| 6. My child's school gives me information about what my child should be learning in school. | **78.3** | **19.8** | **2.0** |
| 7. My child's school considers changes based on what parents say. | **52.6** | **24.6** | **22.8** |
| 8. My child's school schedules activities at times that I can attend. | **79.7** | **16.4** | **3.9** |
| 9. My child's school treats all students fairly. | **70.0** | **17.4** | **12.6** |
| 10. My principal at my child's school is available and welcoming. | **82.4** | **9.9** | **7.8** |
| **11. I am satisfied with home and school relations at my child's school** | **82.9** | **13.7** | **3.4** |

Overall, 82.9 percent of parents were satisfied with home and school relations at their child's school. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child's school, found the following.

- Parents overwhelmingly agreed that the principal at their child's school was available and welcoming.

- Over 80 percent of the parents agreed that their child's school returned phone calls or e-mails promptly, provided information about what their child should be learning, and scheduled activities at times that parents could attend.

- Approximately four out of ten parents disagreed or strongly disagreed that their child's teachers contacted them to say good things about their child or invited the parents to visit the classroom during the school day.

- One third of the parents disagreed that their child's teachers told them how to help their child learn.

- One-fourth of parents disagreed or strongly disagreed that their child's school included parents in decision-making.

- One-half of all parents responded that they did not believe or did not know if the school considered changes based on parental input.

- Nearly one in three parents did not believe or did not know if students were treated fairly at their child's school.

As documented by Table 13, the trend is that parental satisfaction with home and school relations has increased since 2008.

**Table 13**
**2004-2012**
**Home and School Relations**
**Question 11: I am satisfied with home and school relations at my child's school.**

| | **2012** | 2011 | 2010 | 2009 | 2008 | 2007 | 2006 | 2005 | 2004 |
|---|---|---|---|---|---|---|---|---|---|
| Agree or Strongly Agree | **82.9%** | 80.2% | 81.9% | 81.4% | 77.8% | 77.9% | 76.6% | 67.8% | 66.9% |
| Disagree or Strongly Disagree | **13.7%** | 13.9% | 14.3% | 14.9% | 16.0% | 17.1% | 16.6% | 17.7% | 18.2% |

Analyzing parental satisfaction trends over the recent years, Table 14 documents parental satisfaction with all eleven questions regarding home and school relations since 2008.

**Table 14**
**2008-2012**
**Percentage of Parents who Agree or Strongly Agree to:**

| **Home and School Relations Questions** | **2012** | 2011 | 2010 | 2009 | 2008 |
|---|---|---|---|---|---|
| 1. My child's teachers contact me to say good things about my child. | **57.3** | 54.5 | 52.2 | 57.2 | 53.8 |
| 2. My child's teachers tell me how I can help my child learn. | **65.4** | 62.4 | 64.1 | 64.4 | 62.2 |
| 3. My child's teachers invite me to visit my child's classrooms during the school day. | **54.0** | 52.0 | 53.7 | 54.8 | 53.2 |
| 4. My child's school returns my phone calls or e-mails promptly. | **81.0** | 77.7 | 79.5 | 79.3 | 75.0 |
| 5. My child's school includes me in decision-making. | **69.8** | 66.7 | 67.8 | 67.9 | 65.1 |
| 6. My child's school gives me information about what my child should be learning in school. | **78.3** | 75.6 | 78.3 | 78.3 | 75.4 |
| 7. My child's school considers changes based on what parents say. | **52.6** | 49.2 | 50.1 | 50.5 | 47.8 |
| 8. My child's school schedules activities at times that I can attend. | **79.7** | 76.9 | 78.9 | 78.8 | 75.5 |
| 9. My child's school treats all students fairly. | **70.0** | 67.3 | 67.5 | 67.4 | 63.4 |
| 10. My principal at my child's school is available and welcoming. | **82.4** | 80.1 | 81.4 | 80.8 | 77.3 |
| **11. I am satisfied with home and school relations at my child's school** | **82.9** | 80.2 | 81.9 | 81.4 | 77.8 |

An additional analysis was done comparing the mean or average percentage of parents who agreed or strongly agreed to each statement over the past three years with the responses from 2012. Table 15 documents the percentage of parents who agreed or strongly agreed with each statement regarding home and school relations at their child's school in 2012 compared to the

average percentage of parents who agreed or strongly agreed with each statement in years 2009 through 2011. Again, using a three percent change as "significant," there was no significant increase or decrease in parental responses to any of these questions. However, Table 15 documents that the parental responses in 2012 to all questions related to home and school relations exceeded the three year-average of parental responses.

**Table 15**
**Comparing 2012 Results with Three-Year Average**
**(Percentage of Parents who Agree or Strongly Agree)**

| Home and School Relations Questions | 2012 | Mean % (2009-2011) | Difference |
|---|---|---|---|
| 1. My child's teachers contact me to say good things about my child. | **57.3** | 54.6 | 2.7 |
| 2. My child's teachers tell me how I can help my child learn. | **65.4** | 63.6 | 1.8 |
| 3. My child's teachers invite me to visit my child's classrooms during the school day. | **54.0** | 53.5 | 0.5 |
| 4. My child's school returns my phone calls or e-mails promptly. | **81.0** | 78.8 | 2.2 |
| 5. My child's school includes me in decision-making. | **69.8** | 67.5 | 2.3 |
| 6. My child's school gives me information about what my child should be learning in school. | **78.3** | 77.4 | 0.9 |
| 7. My child's school considers changes based on what parents say. | **52.6** | 49.9 | 2.7 |
| 8. My child's school schedules activities at times that I can attend. | **79.7** | 78.2 | 1.5 |
| 9. My child's school treats all students fairly. | **70.0** | 67.4 | 2.6 |
| 10. My principal at my child's school is available and welcoming. | **82.4** | 80.8 | 1.6 |
| **11. I am satisfied with home and school relations at my child's school** | **82.9** | 81.2 | 1.7 |

Comparing parental responses to Question 11 with the 2012 absolute rating of their child's school, Table 16 documents that a higher percentage of parents whose child attended a school with an absolute rating of Excellent strongly agreed that they were satisfied with home and school relations. Again, parental satisfaction declines proportionately as the absolute rating of the school declines. The difference between the percentage of parents whose children attended an Excellent Schools and the percentage of parents whose children attended an At-Risk school and who agreed or strongly agreed with Question 11 was 3.4 percent as compared to 9.2 percent regarding parent perceptions of the learning environment of their child's school.

**Table 16**
**I am satisfied with home and school relations at my child's school.**
**(Percentage of parents by Absolute Rating of Child's School)**

| 2012 Absolute Rating | Agree or Strongly Agree | Disagree or Strongly Disagree |
|---|---|---|
| Excellent | 85.5 | 11.6 |
| Good | 82.3 | 14.1 |
| Average | 80.8 | 15.4 |
| Below Average | 79.5 | 16.9 |
| At Risk | 82.1 | 14.9 |

Then, analyzing the responses across elementary, middle and high schools based again on absolute ratings, the data reveal that parent satisfaction with the learning environment of their child's school tends to be greatest for parents whose children are enrolled in elementary schools and typically declines for parents whose children are enrolled in middle or high schools, even across absolute ratings (Table 17). The only exception is again high schools with an absolute rating of At Risk where parent responses are significantly more positive than all other parents of high school students

**Table 17**
**I am satisfied with home and school relations at my child's school.**
**(Percentage of parents by Absolute Rating of Child's Elementary, Middle or High School)**

| 2012 Absolute Rating | Type | Agree or Strongly Agree | Disagree or Strongly Disagree |
|---|---|---|---|
| Excellent | Elementary | 89.6 | 8.2 |
| | Middle | 81.8 | 14.6 |
| | High | 80.1 | 16.1 |
| | | | |
| Good | Elementary | 87.4 | 10.3 |
| | Middle | 77.4 | 17.9 |
| | High | 74.6 | 20.0 |
| | | | |
| Average | Elementary | 85.0 | 11.6 |
| | Middle | 76.8 | 19.1 |
| | High | 76.1 | 19.5 |
| | | | |
| Below Average | Elementary | 83.0 | 14.2 |
| | Middle | 75.7 | 19.7 |
| | High | 60.0 | 33.6 |
| | | | |
| At Risk | Elementary | 79.8 | 16.1 |
| | Middle | 75.4 | 21.4 |
| | High | 88.0 | 10.0 |

## C. Social and Physical Environment

The next five questions on the parent survey focus on the social and physical environment of schools. These questions are designed to elicit parent perceptions of the cleanliness, safety, and climate of their child's school. Question 5 asks parents to report on their overall satisfaction with the social and physical environment of their child's schools. For each school, the aggregate parental responses to question 5 are included on the annual school report card.

Table 18 summarizes the total responses to these five questions for all parents who completed the 2012 parent survey.

**Table 18**
**Percentage of Parents in 2012 Responding:**

| Social and Physical Environment Questions | Agree or Strongly Agree | Disagree or Strongly Disagree | Don't Know |
|---|---|---|---|
| 1. My child's school is kept neat and clean. | **91.3** | **5.5** | **3.1** |
| 2. My child feels safe at school. | **90.9** | **7.1** | **2.1** |
| 3. My child's teachers care about my child as an individual. | **84.1** | **8.7** | **7.2** |
| 4. Students at my child's school are well behaved. | **63.7** | **23.2** | **13.1** |
| **5. I am satisfied with the social and physical environment at my child's school.** | **84.1** | **12.2** | **3.7** |

Nine in ten parents agreed or strongly agreed that their child's school was kept neat and clean and that their child felt safe at school. On the other hand, over one out of three parents either did not believe or did not know that students at their child's school were well behaved. And, 15.0 percent of parents did not know or did not believe that their child's teachers cared about their child as an individual.

Table 19 compares the 2012 results of the South Carolina parent survey with the results of parent surveys administered since 2008. The data document that parental responses to the five questions regarding the social and physical environment of their child's school are consistent with the prior year's results. Over time, however, parent satisfaction with the social and physical environment of their child's schools as reflected in the responses to these five questions has increased.

**Table 19**
**2008-2012**
**Percentage of Parents who Agree or Strongly Agree to:**

| Social and Physical Environment Questions | 2012 | 2011 | 2010 | 2009 | 2008 |
|---|---|---|---|---|---|
| 1. My child's school is kept neat and clean. | **91.3** | 90.0 | 91.0 | 90.7 | 87.9 |
| 2. My child feels safe at school. | **90.9** | 89.7 | 90.5 | 90.1 | 86.3 |
| 3. My child's teachers care about my child as an individual. | **84.1** | 81.1 | 82.1 | 82.2 | 79.0 |
| 4. Students at my child's school are well behaved. | **63.7** | 61.2 | 62.4 | 61.4 | 56.6 |
| **5. I am satisfied with the social and physical environment at my child's school** | **84.1** | 82.4 | 83.2 | 82.7 | 78.6 |

A final analysis was conducted to gauge parent satisfaction with the social and physical environment of their child's school in 2012 with the results of surveys completed during the prior three years. Table 20 documents the percentage of parents who agreed or strongly agreed with each statement regarding the social and physical environment at their child's school in 2012 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2009 through 2011. Again, there were no significant increases or decreases when comparing parental responses in 2012 with the average of the three prior years.

**Table 20**
**Comparing 2012 Results with Three-Year Average**
**(Percentage of Parents who Agree or Strongly Agree)**

| Social and Physical Environment Questions | 2012 | Mean % (2009-2011) | Difference |
|---|---|---|---|
| 1. My child's school is kept neat and clean. | **91.3** | 90.6 | 0.7 |
| 2. My child feels safe at school. | **90.9** | 90.1 | 0.8 |
| 3. My child's teachers care about my child as an individual. | **84.1** | 81.8 | 2.3 |
| 4. Students at my child's school are well behaved. | **63.7** | 61.7 | 2.0 |
| **5. I am satisfied with the social and physical environment at my child's school.** | **84.1** | 82.8 | 1.3 |

Comparing parental responses to Question 5 with the 2012 absolute rating of their child's school, Table 21 documents that a higher percentage of parents whose child attended a school with an Excellent rating strongly agreed that they were satisfied with the social and physical environment at their child's school. Again, parental satisfaction generally declines as the absolute rating of the school declines. The difference between the percentage of parents whose children attended a school with an absolute rating of Excellent and those whose children attended a school with an absolute rating of At Risk and who agreed or strongly agreed that they were satisfied with the social and physical environment of their child's school was 14.6 percent as compared to 3.4 percent for learning environment and 9.2 for home and school relations.

**Table 21**
**I am satisfied with the social and physical environment at my child's school.**
**(Percentage of parents by Absolute Rating of Child's School)**

| 2012 Absolute Rating | Agree or Strongly Agree | Disagree or Strongly Disagree |
|---|---|---|
| Excellent | 88.2 | 9.2 |
| Good | 84.3 | 12.0 |
| Average | 81.0 | 14.3 |
| Below Average | 77.8 | 17.9 |
| At Risk | 73.6 | 18.4 |

Then, analyzing the responses across elementary, middle and high schools based again on absolute ratings, the data reveal that parent satisfaction with the learning environment of their child's school tends to be greatest for parents whose children are enrolled in elementary schools and typically declines for parents whose children are enrolled in middle or high schools, even across absolute ratings. Table 22 documents the large differences between parent satisfaction between schools with an Excellent or Good absolute rating and schools with a Below Average or At-Risk rating. As in the answers to the prior questions, parents whose children attended a school with an absolute rating of Below Average were much less satisfied in 2012 with the overall performance of their child's school than even parents whose children attended a school with an absolute rating of At Risk.

**Table 22**
**I am satisfied with the social and physical environment at my child's school.**
**(Percentage of parents by Absolute Rating of Child's Elementary, Middle or High School)**

| 2012 Absolute Rating | Type | Agree or Strongly Agree | Disagree or Strongly Disagree |
|---|---|---|---|
| Excellent | Elementary | 92.5 | 6.0 |
| | Middle | 85.2 | 11.3 |
| | High | 80.9 | 14.8 |
| | | | |
| Good | Elementary | 89.8 | 7.8 |
| | Middle | 79.3 | 15.5 |
| | High | 75.5 | 19.7 |
| | | | |
| Average | Elementary | 85.8 | 10.4 |
| | Middle | 76.8 | 17.6 |
| | High | 73.9 | 21.5 |
| | | | |
| Below Average | Elementary | 81.9 | 14.8 |
| | Middle | 73.8 | 20.6 |
| | High | 46.8 | 45.9 |
| | | | |
| At Risk | Elementary | 76.6 | 19.1 |
| | Middle | 68.1 | 28.4 |
| | High | 75.3 | 10.9 |

## Parental Involvement

According to the National Network of Partnership Schools, founded and directed by Dr. Joyce Epstein at Johns Hopkins University, there are six types of successful partnerships between the school, family and community:[11]

- Type 1. Parenting – Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.

- Type 2. Communicating – Conduct effective communications from school-to-home and home-to-school about school programs and student progress.

- Type 3. Volunteering – Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.

- Type 4. Learning at Home – Involve families with their children on homework and other curriculum-related activities and decisions.

[11] Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Education*. Thousand Oaks, CA: Corwin Press, Inc. <http://www.csos.jhu.edu/P2000/nnps_model/school/sixtypes.htm>.

- Type 5. Decision Making – Include families as participants in school decisions, and develop parent leaders and representatives.

- Type 6. Collaborating with the family – Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

In addition to determining parent satisfaction with their child's school, the annual survey of parents in South Carolina includes questions designed to elicit information on the level of parental involvement in schools. The questions focus on the first five types of parental involvement. It should be reiterated that parents self-report their involvement.

First, parents were asked to specifically respond to eight questions relating to their involvement in their child's school. These questions focus on the following types of parental involvement: parenting, volunteering and decision making. Parents were asked specifically to respond to these eight questions in one of four ways:

- I do this.
- I don't do this but would like to.
- I don't do this and I don't care to.
- The school does not offer this activity/event.

The responses are reflected in Table 23 with the fourth column highlighting the percentage of parents who expressed an interest in becoming involved in these school activities. These parents want to be involved but either have personal barriers preventing their involvement or face obstacles at the school level. At the school level, parents responding "I don't do this but would like to" are the parents for whom school initiatives to improve parental involvement should be focused.

**Table 23**
**Percentage of Parents in 2012 Responding:**

| | n = | "I do this" | "I don't do but would like to" | "I don't do & I don't care to: | "The school does not offer this activity/event" |
|---|---|---|---|---|---|
| Attend Open Houses or parent-teacher conferences | (67,688) | 80.4 | **15.4** | 3.3 | 1.0 |
| Attend student programs or performances | (68,074) | 80.3 | **15.2** | 3.1 | 1.4 |
| Volunteer for the school | (67,119) | 36.9 | **38.6** | 20.9 | 3.6 |
| Go on trip with my child's school | (67,409) | 35.7 | **43.8** | 15.1 | 5.4 |
| Participate in School Improvement Council Meetings | (66,378) | 13.0 | **46.4** | 35.0 | 5.6 |
| Participate in Parent-teacher Student Organizations | (67,327) | 31.4 | **37.0** | 28.5 | 3.1 |
| Participate in school committees | (66,765) | 17.2 | **40.3** | 35.1 | 7.4 |
| Attend parent workshops | (67,660) | 26.6 | **40.0** | 19.1 | 14.3 |

Based on the responses in Table 22 and the six types of involvement, there are significant opportunities for improving parental involvement in South Carolina's public schools.

- Decision-Making - Fewer parents report being involved in the School Improvement Council, Parent-Teacher-Student Organizations and school committees than in any other activity. Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth where parents want to be involved in these decision-making organizations.

- Volunteering – Approximately 37 percent of the parents responded that they volunteered while 39 percent wanted to volunteer.

- Parenting - Over three-fourths of the parents attended open houses, parent-teacher conferences or student programs, all activities that support their children. Approximately one-fourth reported attending parent workshops while 7 percent contend that such workshops were not provided at their child's school.

Parents were asked five questions about their involvement with their child's education, both at the school site and at home. These questions are directed at learning at home, parents involved with their children's homework and other activities and decisions. Parents could respond in one of three ways:

- I do this
- I don't do this but would like to
- I don't do this and I don't care to

Table 24 summarizes parental responses to these five questions.

**Table 24**
**Percentage of Parents in 2012 Responding:**

| | n= | "I do this" | "I don't do but would like to" | "I don't do & I don't care to" |
|---|---|---|---|---|
| Visit my child's classroom during the school day | (67,000) | 33.9 | 50.7 | 15.5 |
| Contact my child's teachers about my child's school work. | (68,239) | 77.5 | 18.1 | 4.4 |
| Limit the amount of time my child watches TV, plays video games, surfs the Internet | (67,645) | 85.9 | 8.4 | 5.8 |
| Make sure my child does his/her homework | (68,688) | 95.5 | 3.3 | 1.2 |
| Help my child with homework when he/she needs it. | (67,915) | 94.3 | 4.5 | 1.2 |

Clearly, parents overwhelmingly report being involved in activities and decisions to support their child's learning. At least 94 percent of parents reported helping their child with his or her

homework while 86 percent report limiting television and other distractions at home. Approximately one-third of parents responded that they visited their child's classroom during the day while a majority wanted to become involved in this way. These responses are similar to parent responses in prior years.

There are obstacles that impede parental involvement in schools. These obstacles may include lack of transportation, family responsibilities, and work schedules. Schools may not encourage or facilitate parental involvement at the school level. The annual parent survey asks parents to respond "true" or "false" to seven questions on factors that impact their involvement. The results for 2012 as well as the results from 2004 are included in Table 25. Across time, work schedule is the most common obstacle to parent involvement. At the individual school, the responses to these questions may assist principals and teachers in scheduling parental involvement activities or even parent-teacher conferences at times and places convenient for both parents and teachers.

**Table 25**
**2004-2012 Percentage of Parents Replying "True" to these questions**

| | **2012** | 2011 | 2010 | 2009 | 2008 | 2007 | 2006 | 2005 | 2004 |
|---|---|---|---|---|---|---|---|---|---|
| Lack of transportation reduces my involvement | **11.6** | 11.5 | 11.8 | 11.7 | 11.6 | 11.8 | 12.9 | 12.3 | 12.5 |
| Family health problems reduce my involvement. | **14.4** | 14.3 | 14.3 | 14.7 | 14.9 | 15.0 | 15.5 | 15.4 | 14.9 |
| Lack of available care for my children or other family members reduces my involvement. | **14.7** | 14.5 | 15.1 | 15.4 | 15.2 | 15.4 | 16.1 | 15.9 | 15.5 |
| My work schedule makes it hard for me to be involved. | **53.8** | 54.4 | 55.1 | 55.6 | 56.2 | 55.4 | 55.6 | 55.5 | 56.2 |
| The school does not encourage my involvement. | **15.7** | 16.2 | 17.4 | 17.6 | 18.0 | 19.6 | 19.8 | 20.0 | 20.4 |
| Information about how to be involved either comes too late or not at all. | **23.5** | 24.6 | 25.3 | 25.7 | 26.8 | 27.3 | 28.2 | 28.3 | 29.1 |
| I don't feel like it is appreciated when I try to be involved. | **10.6** | 11.4 | 12.0 | 12.1 | 12.8 | 13.6 | 14.0 | 14.1 | 14.1 |

Finally, parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions and across time, two-thirds or more of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 26). Approximately twenty percent rated their child's school overall as "okay."

**Table 26**
**2009 – 2012**
**Percentage of Parents who responded:**

| | Very Good or Good | | | | Bad or Very Bad | | | | Okay | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Question:** | **2012** | 2011 | 2010 | 2009 | **2012** | 2011 | 2010 | 2009 | **2012** | 2011 | 2010 | 2009 |
| School's overall friendliness. | **81.5** | 80.4 | 79.6 | 78.8 | **2.2** | 2.4 | 2.4 | 2.4 | **16.3** | 17.2 | 17.8 | 18.8 |
| School's interest in parents' ideas and opinions. | **63.9** | 63.0 | 61.4 | 61.7 | **7.2** | 7.6 | 7.9 | 7.8 | **28.9** | 29.5 | 30.5 | 30.6 |
| School's effort to get important information from parents. | **68.8** | 67.8 | 66.8 | 66.0 | **7.2** | 7.5 | 7.8 | 7.9 | **24.0** | 24.7 | 25.2 | 26.1 |
| The school's efforts to give important information to parents. | **74.3** | 73.3 | 72.7 | 71.7 | **6.0** | 6.2 | 6.3 | 6.5 | **19.7** | 20.5 | 20.9 | 21.8 |
| How the school is doing overall. | **77.5** | 76.4 | 75.1 | 74.3 | **3.2** | 3.4 | 3.5 | 3.7 | **19.3** | 20.2 | 21.3 | 22.0 |

## Conclusions:

- Despite a 5.7 percent decline in the number of parents responding to the annual parent survey, the results of the 2012 parent survey demonstrate that parental satisfaction with their child's public schools as measured by the learning environment, home and school relations and social and physical environment, was at comparable levels to the prior year's survey results

**Percentage of Parents Satisfied with**:

| Characteristic | 2012 | 2011 | 2010 | Difference between 2012 and 2011 |
|---|---|---|---|---|
| Learning Environment | **87.2** | 84.3 | 85.9 | **2.9** |
| Home and School Relations | **82.9** | 80.2 | 81.9 | **2.7** |
| Social and Physical Environment | **84.1** | 82.4 | 83.2 | **1.7** |

- When comparing parent satisfaction in 2012 with parent satisfaction over the most recent three-year period, there were no significant increases or decreases in parent satisfaction levels.

**Percentage of Parents Satisfied with**:

| Characteristic | 2012 | Mean % (2009-2011) | Difference between 2012 and Mean of three years |
|---|---|---|---|
| Learning Environment | **87.2** | 85.2 | 2.0 |
| Home and School Relations | **82.9** | 81.2 | 1.7 |
| Social and Physical Environment | **84.1** | 82.8 | 1.3 |

- Parental satisfaction, the percentage of parents agreeing or strongly agreeing, declines as the absolute rating of the school declines. The largest difference in parental satisfaction between the highest and lowest performing schools is in parent perception of the social and physical environment of their child's school, followed closely by the learning environment.

**Percentage of Parents whose Child Attends an Excellent or At-Risk School, Satisfied with:**

| Characteristic | Excellent Schools | At-Risk Schools | Difference |
|---|---|---|---|
| Learning Environment | **90.5** | **81.3** | **9.2** |
| Home and School Relations | **85.5** | **82.1** | **3.4** |
| Social and Physical Environment | **88.2** | **73.6** | **14.6** |

- Parents whose child attended a school with an absolute rating of Below Average were less satisfied with the learning environment and home and school relations at their child's school than parents whose child attended a school with an absolute rating of At Risk.

**Percentage of Parents whose Child Attends a Below Average or At-Risk School, Satisfied with:**

| Characteristic | Below Average Schools | At-Risk Schools | Difference |
|---|---|---|---|
| Learning Environment | **80.7** | **81.3** | **(0.6)** |
| Home and School Relations | **79.5** | **82.1** | **(2.6)** |
| Social and Physical Environment | **77.8** | **73.6** | **4.2** |

- Parents who responded to the 2012 annual survey reported comparable levels of parental involvement as in other years and identified work schedules as their greatest obstacle to involvement.

- As in prior years, the inclusion of parents in school decisions and the development of parent leaders and representatives fall below the ideal. Opportunities for improving communication between parents and teachers also continue to exist.

# PART FOUR
# Analysis of Parent, Teacher and Student Surveys

In addition to parents South Carolina students and teachers are also asked to complete annual surveys pursuant to Section 59-18-900 (D) of the Education Accountability Act which states:

> (D) The comprehensive report card must include a comprehensive set of performance indicators with information on comparisons, trends, needs, and performance over time which is helpful to parents and the public in evaluating the school. Special efforts are to be made to ensure that the information contained in the report card is provided in an easily understood manner and a reader-friendly format. This information should also provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement. The report card should include information in such areas as programs and curriculum, school leadership, community and parent support, faculty qualifications, **evaluations of the school by parents, teachers, and students.** In addition, the report card must contain other criteria including, but not limited to, information on promotion and retention ratios, disciplinary climate, dropout ratios, dropout reduction data, student and teacher ratios, and attendance data.

Since 2002 the South Carolina Department of Education has administered all three surveys. Parents, teachers and student all respond to the following three questions.

- I am satisfied with the learning environment at my school or my child's school.
- I am satisfied with the home and school relations at my school or my child's school.
- I am satisfied with the social and physical environment at my school or at my child's school.

The answers to these three questions and have been communicated to the public on the annual school report cards and through analyses published by the EOC.

While the actual content of the three surveys is different, these surveys have been constructed so that they obtain information regarding the overall attitudes of parents, teachers, and students toward the school in each of three areas: Learning Environment, Home and School Relations; and Social and Physical Environment. For each of these areas a number of questions are asked regarding specific aspects. The parent survey contains 46 questions; the student survey contains 44 questions, and the teacher survey contains 55 questions.

As a part of a more in-depth investigation of the 2007 parent survey, the ability of an overall score in each of the three areas (learning environment, social and physical environment, and home and school relations) to predict the absolute index was examined. The score for each area was obtained by averaging the items of each section – the overall question for each area was not used. Each of the three

components was found to be predictive of the absolute index for all school types, elementary, middle, and high.

Interest in the association between responses to the surveys and school achievement levels as measured by the absolute index or rating has been rekindled by the proceedings conducted to date of the cyclical review of the accountability system. In this process the usage of parent and student surveys as a part of the accountability system in other states has been studied, and interest in utilizing the opinions of parents and students as elements of school ratings has been expressed by three focus groups.

The following investigation examined the relationship of each survey with the absolute index at the item or question level. It was conducted to determine (1) which of the items presented on each survey were related to the absolute index of the school, and (2) identify the commonalities in the items across surveys that were highly related to the absolute index. This information may be useful in considerations of revising each of the surveys, and in identifying those elements that are most useful as predictors of absolute rating.

Data

Data were obtained from the South Carolina Department of Education for responses to the parent, student, and teacher questionnaires administered for the 2011-2012 academic year. Records were used when they contained a valid school identification number. The number of records of each type of survey used in these analyses is as follows:

| Survey Type | Number of Records Used |
|---|---|
| Parent | 69,037 |
| Student | 142,038 |
| Teacher | 38,510 |

Analyses

Each parent, student, or teacher responding to the survey provides responses with respect to their perceptions of a specific school. The responses for all parents evaluating the same school can be averaged to provide a summary of the attitudes of parents toward that school. Similarly, the responses of students and teachers associated with a specific school can be averaged to provide a summary of the attitudes of students and teachers towards that school for each item. In this analysis, the mean item scores created by school were used as predictors of the school absolute index. Three analyses were performed.

In the first analysis (Model 1), the three questions regarding satisfaction with the learning environment, social and physical environment, and home and school relations were used as predictors of the absolute index. No other specific questions were included in the model. This analysis provided a baseline for the relationship between parent, student, and teacher perceptions of the school and the absolute index of the school.

The second analysis (Model 2) includes the overall question for each area as predictors of the absolute index and allows the remaining individual items from all three areas of the questionnaire to be included based on a selection process. The result includes as predictors those items or questions that best enhance the ability to predict the absolute index and excludes those items that do not enhance the ability to predict the absolute

index. This analysis examines which of the specific items add to the prediction of the absolute index over and above the prediction made by the summary questions for the three areas. Analyses were performed separately by school type, and no attempt was made to modify the prediction equations from any school type to obtain consistency across school types.

The third analysis (Model 3) does not include any of the overall questions for the three areas as predictors of the absolute index in order to focus more exclusively on the efficacy of the individual items in the parent, student, and teacher surveys as predictors of the absolute index. As in the second analysis, this analysis includes as predictors those items that best enhance the ability to predict the absolute index, and does not include those items that do not enhance the ability to predict the absolute index. Once regression analyses were performed for elementary, middle, and high schools, the results were examined to find which items were included as predictors of the absolute index. When an item was included as a predictor in two of three school types, it was included as a predictor for all school types. When an item was included as a predictor for only one school type it was excluded as a predictor for all school types. The same items were ultimately used as predictors for elementary, middle, and high schools.

As already described, the second and third analyses employed a process which allows each item in the survey to be included as a predictor of the absolute index, but only included those items that enhance the prediction of the absolute index - this process is a "stepwise" regression. In a stepwise regression the items that are considered as potential predictors are identified, and analyzed in the following sequence. In the first "step", the item that is the best predictor of the absolute index is included in the regression equation. Each subsequent "step" in a stepwise selection process is actually composed of two parts. The first part finds the item that best predicts the absolute index – over and above items that have already been included. The second part of each step is to re-evaluate all of the variables that have been included as predictors to see if, because of adding the latest variable, all of the variables in the model still function as predictors. An item that is added as a predictor early in a stepwise process could be removed as a predictor at a later time. At the end of the stepwise selection process the most succinct group of items that provide the best prediction of the absolute index are included as predictors in the regression equation. For this analysis the statistical criterion for entry into an equation (the first part of each step) is a significance level of .05, and the criterion for removal from an equation (the second part of each step is a significance level of .01.

The numeric indicator of the effectiveness of each regression equation is an $R^2$ value. As a statistical indicator, $R^2$ gives the percentage of variability in absolute indices than can be explained by the predictors included in a regression equation. Higher $R^2$ values indicate better prediction than do lower $R^2$ values. An $R^2$ value of .40 cannot, however, be regarded to be "twice as good" as an $R^2$ value of .20.

Results

Table 27 presents the results of the three regression processes for elementary, middle, and high schools for each survey (parent, student, and teacher).

**Table 27**
**$R^2$ Values Obtained for Each Survey By School Type**

| Survey | School Type | | |
|---|---|---|---|
| | Elementary | Middle | High |
| Parent | Model 1: 0.30<br>Model 2: 0.54<br>Model 3: 0.54 | Model 1: 0.25<br>Model 2: 0.57<br>Model 3: 0.57 | Model 1: 0.17<br>Model 2: 0.40<br>Model 3: 0.37 |
| Student | Model 1: 0.11<br>Model 2: 0.46<br>Model 3: 0.26 | Model 1: 0.19<br>Model 2: 0.64<br>Model 3: 0.27 | Model 1: 0.19<br>Model 2: 0.57<br>Model 3: 0.33 |
| Teacher | Model 1: 0.44<br>Model 2: 0.64<br>Model 3: 0.57 | Model 1: 0.38<br>Model 2: 0.69<br>Model 3: 0.62 | Model 1: 0.36<br>Model 2: 0.57<br>Model 3: 0.46 |

Within each survey type (parent, student, and teacher), Model 1 consistently provides the least effective prediction of the absolute index, as it consistently has the lowest $R^2$ values, regardless of school type. These results are as would be expected. Model 1 produced the most basic prediction of the absolute index because no information from the specific items of the questionnaires was allowed as predictors of the absolute index. The $R^2$ values are, then, the smallest of all three models.

Model 2 consistently provides the best prediction of the absolute index. The results presented in Model 2 include the overall questions, and allow any of the specific questions to be included as predictors. The models differ for elementary, middle, and high school in that for each school type, the best prediction possible was made by including the items that were best predictors for each school type – with no constraint that the same predictors be used for elementary, middle and high schools.

Model 3 provides a prediction that is not as effective as Model 2. For parents and teachers, predictions using Model 3 are only modestly effective than Model 2, however for students predictions using Model 3 are substantially less effective than Model 2. Model 3 differs from Model 2 in two important ways: (1) it does not include as predictors any of the overall questions, and (2) the same items were used as predictors for elementary, middle, and high schools. In order to be included as a predictor for Model 3, an item must have been selected as a predictor in two or three of the school types (elementary, middle, or high).

The second condition, in particular, means that the prediction equations used for elementary, middle, and high schools will not be optimal for each context. An item that was a predictor for elementary schools that was not a predictor for either middle or high schools was not included as a predictor for Model 3. That the $R^2$ values for Model 3 are as modestly lower than the $R^2$ values for Model 2 is interesting. For the parent and teacher surveys, although the requirement that the same predictors be used for elementary, middle, and high schools did result in a slight decrease in the $R^2$ values obtained, it did not seem to decrease the ability to predict the absolute index dramatically. For the student surveys the requirement that the same predictors be used for elementary, middle, and high schools did result in a pronounced decrease in the ability to predict the absolute index.

In general, responses to the teacher survey are more predictive of the absolute index than are responses to the parent survey. How the ability of responses to the student survey to predict the absolute index compares to that of the parent and teacher survey depends upon the model and the school type. For Model 1, responses to the student surveys in elementary and middle schools are not as predictive of the absolute index as the parent survey or the teacher survey; however, in high schools the student survey is similar in its ability to predict the absolute index as the parent survey. For Model 2 in elementary schools the student survey is not as predictive as either parents or teachers; however, in middle and high schools the students survey is more predictive than the parent survey, and similar in predictive power to that of the teacher survey. For Model 3 the student surveys are not as predictive as either the parent or the teacher surveys.

The most outstanding difference between the student surveys and the parent and teacher surveys is the difference between how well Models 2 and 3 predict the absolute index. For students, the difference between Models 2 and 3 is much larger. Recall that in Model 2 there is no attempt to identify common items across school types. For the student survey the items included as predictors for each school type are effective predictors; however, the items included differ across school types. When the condition of including only those items shown to be predictors in two or more school types is imposed (Model 3), the predictive ability of the student survey decreases substantially.

Table 28 includes the items selected within the analyses by parents, students and teachers as predictors of the absolute index.

**Table 28**
**Common Items used as predictors for the parent, student, and teacher surveys**

| Parent | Student | Teacher |
|---|---|---|
| Learning Environment | | |
| Q2) My child's school has high expectations for student learning. | Q15) The textbooks and workbooks I use at my school really help me to learn. | Q1) My school provides challenging instructional programs for students.<br>Q15) Our school has a good selection of library and media material.<br>Q18) There are relevant professional development opportunities offered to teachers at my school. |
| **Social and Physical Environment** | | |
| Q4) Students at my child's school are well-behaved. | | Q32) Students at my school behave well in class.<br>Q34) Rules and consequences for behavior are clear to students. |
| **Home and School Relations** | | |
| Q3) My child's teachers invite me to visit my child's classrooms during the school day.<br>Q4) My child's school returns my phone calls or e-mails promptly.<br>Q5) My child's school includes me in decision-making. | Q1) My parent knows what I am expected to learn in school.<br>Q7) Parents volunteer and participate in activities at my school. | Q48) Parents attend conferences requested by teachers at my school. |

Based on the presentation of Table 28, the following communalities across survey types can be noted:

- For parents and students, items related to high expectations for student learning are included.
- For parents and teachers, items related to student behavior are included.
- For parents and teachers, items related to parent participation in school activities are included.
- A parent item that indicates they are invited to their child's classroom is included, as is a teacher item that indicates that parents attend conferences when requested.

Details of the stepwise regression processes used to identify the common items identified as predictors for parents, students, and teachers are included in Appendices A, B, and C, respectively.

Should survey data be incorporated in any way in the report card process, these themes should be included in some way to ensure that aspects of school quality that are relevant for all school settings are represented.

# ADMINISTRATION OF THE 2012 REPORT CARD SURVEYS

APPENDIX A

The Education Accountability Act of 1998 specifies that "school report cards should include information in such areas as…evaluations of the school by parents, teachers, and students." To obtain these evaluations, the Education Oversight Committee (EOC) has constructed student, teacher, and parent surveys that are designed to measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. The purpose of these teacher, parent, and student surveys is to obtain information related to the perceptions of these groups about your school. Results will provide valuable information to principals, teachers, parents, School Improvement Councils, and community groups in their efforts to identify areas for improvement. Results will also appear on the annual school report cards.

## SCHEDULE

**Teacher Surveys** – on www.ed.sc.gov website

February 27, 2012 – Teacher Survey portal opens.
March 30, 2012 – Teacher Survey portal closes.

**Student & High School Student Surveys –** paper forms

March 16, 2012 – All schools should receive survey forms by this date.
April 25, 2012 – Last day for schools to ship completed survey forms to contractor.

**Parent Surveys –** paper forms

March 16, 2012 – All schools should receive survey forms by this date.
April 18, 2012 – Date for parent survey forms to be returned to the school. This is the due date in the letter to parents.
April 25, 2012 – Last day for schools to ship completed survey forms to contractor.

## CONTACTS

If your student or parent survey forms are damaged in shipment please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

If you have questions about administration procedures for any survey, please contact Cynthia Hearn at chearn@ed.sc.gov or 803-734-8269.

## INDEX

This booklet is divided into sections by the different tasks required for the administration of surveys.


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## CHANGES THIS YEAR

No changes.

## GENERAL GUIDELINES

- ✓ Useful survey results are dependent upon candid responses. The survey administration must encourage candid responses by protecting the anonymity of the respondents and by communicating to respondents that the information is important and will be used for improvement purposes. A letter from the State Superintendent of Education enclosed with the parent survey explains the survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms or the envelopes containing the parent survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous**.**
- ✓ While principals should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. School staff are not allowed to review completed surveys.
- ✓ School principals must designate a staff person to serve as the school's survey coordinator. This person will be responsible for overseeing the distribution of surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator also will keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the Department of Education.
- ✓ Guidelines established by the Education Oversight Committee determine the grade level(s) to be surveyed in each school. All students in the highest grade at elementary and middle schools should complete a student survey. Their parents should receive the parent survey form. For high schools and career centers the surveys should be administered to all 11$^{th}$ graders and their parents. Appendix A on page 7 lists the grade level(s) to be surveyed as determined by the grade span of the school.
- ✓ Sampling is not allowed. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Special education students are to be included and should be provided the same accommodations used for testing.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ These survey forms cannot be copied. The scanning equipment can not scan photocopies.
- ✓ Retain the container in which you received the survey forms. That same container can be used to return the survey forms to the contractor.

## RECEIPT AND DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
  - ✓ An administrative envelope containing;
    5. A letter to the principal from the Education Oversight Committee (EOC),
    6. Two sets of instructions for administering the surveys,
    7. A page of shipping instructions, and
    8. One pre-addressed, bar-coded UPS shipping label (used to return completed surveys to contractor, freight prepaid).
  - ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
  - ✓ Student survey forms.
- The number of survey forms printed for your school is based on numbers provided by your district office. Contact Mike Pulaski if you received fewer surveys than ordered.
- Check a few student and parent survey forms to make sure that your school name is on the form. If you have received survey forms for another school, please contact Mike Pulaski.
- Keep the box in which the survey forms were delivered to use for the return shipment.
- Give the letter from the EOC to your principal.
- Determine the number of student and parent survey forms you will need for each class at the designated grade level(s). Count the surveys into classroom stacks and distribute.

## SURVEY GUIDELINES

<u>Student & High School Student Surveys</u>

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they <u>agree</u>, <u>mostly agree</u>, <u>mostly disagree</u>, or <u>disagree</u> with each statement. Students will mark their responses by darkening bubbles on the survey form. If they do not have knowledge relative to the statement, students should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items. Teachers may read items to special education students with an oral administration testing accommodation. On the last page of these instructions is the script for teachers to use to explain the survey to students.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use pencils. A number 2 pencil is not required.

Parent Surveys

- Schools will distribute envelopes containing parent surveys to students in the appropriate grade(s). Students should take the envelope home for their parents to complete the survey inside and then return the envelope to the school. Envelopes are used to maintain confidentiality.
- No names or other identifying information should appear on the survey forms or the envelopes containing the survey form. Every effort should be made to ensure that responses to the surveys remain anonymous.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. The name of the school appears on the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- The parent survey forms are identical for all grade levels. If you are surveying parents for more than one grade level, the correct number of survey forms for all grade levels will be in your shipment.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The letter enclosed with the survey form tells parents that they are being asked for their opinions about their child's school. Parents are asked to think about the entire year rather than a specific event or something that happened only once or twice. They are asked to provide honest responses that can help to improve the school.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- Parents have the option of mailing their completed survey form to the Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.

**SPECIAL NOTE**: We appreciate that schools work diligently each year to encourage parents to complete and return the parent surveys. Some schools offer incentives such as ice cream treats or extra recess time to individual students or classes where all students have returned completed parent surveys. Each year parents call the Department to inform us that their child is upset that he/she cannot return the parent survey form to school and receive the special incentive because the parent wants to mail the survey form directly to the Department. Parents have the option to mail in the survey form, so we would encourage you to not penalize students whose parents' mail in their completed survey form.

## ADMINISTRATION OF SURVEYS

Student & High School Student Surveys

- Choose a day within the time period to administer the survey to the students. The survey should be administered to students at the same time (homeroom or advisory period for example).
- Copy the teacher instructions from the last page of these administration procedures and provide a copy of the instructions with the survey forms. Make sure the classroom teachers administering the student surveys are familiar with the administration instructions for your school.
- On the day the survey is to be administered, distribute materials to each classroom teacher within the designated grade(s).
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Parent Survey

- Distribute the parent surveys **as soon as possible** after they are received at the school. This should allow sufficient time for parents to complete and return the survey prior to the April 18 due date.
- Distribute the envelopes containing the parent survey form and letter to each classroom teacher within the designated grade(s). Have the teachers distribute the envelopes to students. Teachers should ask students to take the envelopes home for their parents to complete the surveys. Students should be instructed not to remove the survey form or letter from the envelope. Students should bring the envelopes containing the completed surveys back to school as soon as possible.
- If your budget allows, survey forms may be mailed to students' homes.
- Make sure you are available to respond to any problems that may arise during administration of the surveys.
- As the due date for returning the parent survey approaches, you may want to send home a note or use your automated phone system to remind parents of the due date.

Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the State Department of Education website at www.ed.sc.gov.
- Teachers, librarians, guidance counselors, and speech therapists at the school should complete the teacher survey. Part-time teachers may complete a survey form if they are on campus at least half of each school day or week.
- The survey may be completed using any computer with internet access. Teachers may use their home computers.
- There is no way to determine which teachers have completed the survey, but the internet site keeps track of how many survey forms have been completed for each school. A teacher survey reporting tool may be accessed from the first page of the teacher survey which will allow you to see how many surveys have been completed for your school.
- Problems with your school's internet access should be directed to your district technology coordinator.

## PREPARING SURVEYS FOR SHIPMENT

Student & High School Student Surveys

- Place all surveys flat, face up, and turned the same way. Return all completed survey forms, even those that may be damaged. No changes or edits may be made to student responses. School personnel should not be allowed to review student responses.
- Carefully paper-band the completed forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

Parent Survey

- All parent surveys should be returned in their individual envelopes. Envelopes should be returned flat, face up, and all turned the same way.
- All parent surveys returned without the envelope should be placed on top of the envelopes. Place the survey forms flat, face up, and turned the same way. Return all completed survey forms, even those that may be damaged. No changes or edits may be made to parent responses. School personnel should not be allowed to review parent responses.
- Carefully paper-band the completed survey forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

## SHIPPING THE COMPLETED SURVEYS

- Please return all of your school's completed student and parent survey forms at the same time. Package both types of surveys in the same sturdy box. Use crumpled paper, cardboard, or Styrofoam beads to fill the voids in the shipping carton to help keep surveys from being damaged during transit. You may want to use the box in which the survey forms were delivered for the return shipment.

- Attach the pre-addressed, bar-coded UPS return shipping label to your package. (NOTE: If you are re-using the original delivery box be sure to remove or cover up the old label.) Give the package to your UPS driver the next time a delivery is made to your school. You can also drop off the package at any UPS store or drop box as well as select Office Depot and Staples locations. **Scheduling a special pick up from your school will cost you extra.**

- The pre-addressed, bar-coded UPS return shipping label was included in the administrative envelope along with these instructions. If the return UPS shipping label is missing, please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

- All surveys must be shipped on or before **Wednesday, April 25, 2012**.

## Appendix A—Student and Parent Survey Participants

| School's Grade Span | Grade Level of Students and Parents to be Surveyed | | School's Grade Span | Grade Level of Students and Parents to be Surveyed |
|---|---|---|---|---|
| K-1, K-2, 1-2 | none | | 4-9 | 5 & 9 |
| K-3 | 3 | | 5-9 | 9 |
| 1-3 | 3 | | 6-9 | 9 |
| 2-3 | 3 | | 7-9 | 9 |
| K-4 | 4 | | 8-9 | 9 |
| 1-4 | 4 | | K-10 | 5, 8, & 10 |
| 2-4 | 4 | | 1-10 | 5, 8, & 10 |
| 3-4 | 4 | | 2-10 | 5, 8, & 10 |
| K-5 | 5 | | 3-10 | 5, 8, & 10 |
| 1-5 | 5 | | 4-10 | 5, 8, & 10 |
| 2-5 | 5 | | 5-10 | 8 & 10 |
| 3-5 | 5 | | 6-10 | 8 & 10 |
| 4-5 | 5 | | 7-10 | 8 & 10 |
| K-6 | 6 | | 8-10 | 10 |
| 1-6 | 6 | | 9-10 | 10 |
| 2-6 | 6 | | K-11 | 5, 8, & 11 |
| 3-6 | 6 | | 1-11 | 5, 8, & 11 |
| 4-6 | 6 | | 2-11 | 5, 8, & 11 |
| 5-6 | 6 | | 3-11 | 5, 8, & 11 |
| K-7 | 5 & 7 | | 4-11 | 5, 8, & 11 |
| 1-7 | 5 & 7 | | 5-11 | 8 & 11 |
| 2-7 | 5 & 7 | | 6-11 | 8 & 11 |
| 3-7 | 5 & 7 | | 7-11 | 8 & 11 |
| 4-7 | 5 & 7 | | 8-11 | 11 |
| 5-7 | 7 | | 9-11 | 11 |
| 6-7 | 7 | | 10-11 | 11 |
| K-8 | 5 & 8 | | K-12 | 5, 8, & 11 |
| 1-8 | 5 & 8 | | 1-12 | 5, 8, & 11 |
| 2-8 | 5 & 8 | | 2-12 | 5, 8, & 11 |
| 3-8 | 5 & 8 | | 3-12 | 5, 8, & 11 |
| 4-8 | 5 & 8 | | 4-12 | 5, 8, & 11 |
| 5-8 | 8 | | 5-12 | 8 & 11 |
| 6-8 | 8 | | 6-12 | 8 & 11 |
| 7-8 | 8 | | 7-12 | 8 & 11 |
| K-9 | 5 & 9 | | 8-12 | 11 |
| 1-9 | 5 & 9 | | 9-12 | 11 |
| 2-9 | 5 & 9 | | 10-12 | 11 |
| 3-9 | 5 & 9 | | 11-12 | 11 |

# TEACHER INSTRUCTIONS FOR STUDENT SURVEY

Surveys should be administered in a classroom setting. One student should be designated in each classroom to collect the student surveys and to bring them to the school survey coordinator. To ensure confidentiality, teachers should not collect completed surveys. Classroom teachers and school administrators are not to review completed student surveys.

Pass out surveys and pencils.

The teacher should read the following script.

> **Today you are being asked your opinions about our school. There are no right or wrong answers. When you read each item, think about the entire year rather than a specific event or something that happened once or twice. Please provide honest and true answers so that we can change and improve our school. Do not talk to other students, but you can ask me a question if you do not understand a statement. Do NOT write your name on the survey. Do not fold or bend the sheet.**
>
> **First, read the instructions at the top of the form and mark your grade. Make sure you have a pencil. Do not use a pen. You will read each statement, and mark your response on your survey sheet. Darken the ovals completely with your pencil. Erase any stray marks or changes. Remember to continue on the back of the sheet.**
>
> **There are four choices for each sentence. Decide whether you agree, mostly agree, mostly disagree, or disagree with each sentence. Do your best to decide. If you do not know anything about the subject, you can skip the sentence and go on to the next one.**
>
> **When you have completed the survey, check to see that you have marked only one response to each sentence and that you have marked your correct grade. Then, place your survey on your desk. (The designated student) will collect the forms.**

Have the student designated to collect surveys do so. Then, have the student take the completed surveys to the school survey coordinator.

Thank You

# South Carolina Parent Survey

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

**MARKING INSTRUCTIONS**

- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Correct Mark: ● Incorrect Marks:

| Please mark how much you agree or disagree with each of the following statements about the Learning Environment at your child's school. | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| 1. My child's teachers give homework that helps my child learn. | ○ | ○ | ○ | ○ | ○ |
| 2. My child's school has high expectations for student learning. | ○ | ○ | ○ | ○ | ○ |
| 3. My child's teachers encourage my child to learn. | ○ | ○ | ○ | ○ | ○ |
| 4. My child's teachers provide extra help when my child needs it. | ○ | ○ | ○ | ○ | ○ |
| 5. I am satisfied with the learning environment at my child's school. | ○ | ○ | ○ | ○ | ○ |

| Please mark how much you agree or disagree with each of the following statements about Home and School Relations. | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| 1. My child's teachers contact me to say good things about my child. | ○ | ○ | ○ | ○ | ○ |
| 2. My child's teachers tell me how I can help my child learn. | ○ | ○ | ○ | ○ | ○ |
| 3. My child's teachers invite me to visit my child's classrooms during the school day. | ○ | ○ | ○ | ○ | ○ |
| 4. My child's school returns my phone calls or e-mails promptly. | ○ | ○ | ○ | ○ | ○ |
| 5. My child's school includes me in decision-making. | ○ | ○ | ○ | ○ | ○ |
| 6. My child's school gives me information about what my child should be learning in school. | ○ | ○ | ○ | ○ | ○ |
| 7. My child's school considers changes based on what parents say. | ○ | ○ | ○ | ○ | ○ |
| 8. My child's school schedules activities at times that I can attend. | ○ | ○ | ○ | ○ | ○ |
| 9. My child's school treats all students fairly. | ○ | ○ | ○ | ○ | ○ |
| 10. The principal at my child's school is available and welcoming. | ○ | ○ | ○ | ○ | ○ |
| 11. I am satisfied with home and school relations at my child's school. | ○ | ○ | ○ | ○ | ○ |

| Please mark how much you agree or disagree with each of the following statements about the Social and Physical Environment at your child's school. | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| 1. My child's school is kept neat and clean. | ○ | ○ | ○ | ○ | ○ |
| 2. My child feels safe at school. | ○ | ○ | ○ | ○ | ○ |
| 3. My child's teachers care about my child as an individual. | ○ | ○ | ○ | ○ | ○ |
| 4. Students at my child's school are well-behaved. | ○ | ○ | ○ | ○ | ○ |
| 5. I am satisfied with the social and physical environment at my child's school. | ○ | ○ | ○ | ○ | ○ |

| Please tell us if you do the following. | I do this | I don't do this, but I would like to | I don't do this, and I don't care to | The school does not offer this activity/event |
|---|---|---|---|---|
| 1. Attend Open Houses or parent-teacher conferences | ○ | ○ | ○ | ○ |
| 2. Attend student programs or performances | ○ | ○ | ○ | ○ |
| 3. Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.) | ○ | ○ | ○ | ○ |
| 4. Go on trips with my child's school (out of town band contest, field trip to the museum, etc.) | ○ | ○ | ○ | ○ |
| 5. Participate in School Improvement Council meetings. | ○ | ○ | ○ | ○ |
| 6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.) | ○ | ○ | ○ | ○ |
| 7. Participate in school committees (textbook committee, spring carnival committee, etc.) | ○ | ○ | ○ | ○ |
| 8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.) | ○ | ○ | ○ | ○ |

| Please tell us if you do the following. | I do this | I don't do this, but I would like to | I don't do this, and I don't care to |
|---|---|---|---|
| 1. Visit my child's classrooms during the school day. | ○ | ○ | ○ |
| 2. Contact my child's teachers about my child's school work. | ○ | ○ | ○ |
| 3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc. | ○ | ○ | ○ |
| 4. Make sure my child does his/her homework. | ○ | ○ | ○ |
| 5. Help my child with homework when he/she needs it. | ○ | ○ | ○ |

Go on to next page.

APPENDIX B

**Please mark if each of the following is TRUE or FALSE.**

| | TRUE | FALSE |
|---|---|---|
| 1. Lack of transportation reduces my involvement. | ○ | ○ |
| 2. Family health problems reduce my involvement. | ○ | ○ |
| 3. Lack of available care for my children or other family members reduces my involvement. | ○ | ○ |
| 4. My work schedule makes it hard for me to be involved. | ○ | ○ |
| 5. The school does not encourage my involvement. | ○ | ○ |
| 6. Information about how to be involved either comes too late or not at all. | ○ | ○ |
| 7. I don't feel like it is appreciated when I try to be involved. | ○ | ○ |

**Please rate your school on...**

| | Very good | Good | Okay | Bad | Very bad |
|---|---|---|---|---|---|
| 1. The school's overall friendliness. | ○ | ○ | ○ | ○ | ○ |
| 2. The school's interest in parents' ideas and opinions. | ○ | ○ | ○ | ○ | ○ |
| 3. The school's efforts to get important information from parents. | ○ | ○ | ○ | ○ | ○ |
| 4. The school's efforts to give important information to parents. | ○ | ○ | ○ | ○ | ○ |
| 5. How the school is doing overall. | ○ | ○ | ○ | ○ | ○ |

**Please answer the following questions about your child who attends the school identified at the bottom of this page.**

1. What grade is your child in? ○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th

2. What is your child's gender? ○ Male ○ Female

3. What is your child's race/ethnicity?
   ○ African - American/Black ○ Hispanic ○ Asian American/Pacific Islander
   ○ Caucasian/white ○ Native American ○ Other

4. What grades did your child receive on his/her last report card?
   ○ All or mostly A's and B's ○ All or mostly C's and D's
   ○ All or mostly B's and C's ○ All or mostly D's and F's

**Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are involving all parents. For each question, please mark only one answer. Your answers will be kept private.**

1. What is your gender? ○ Male ○ Female

2. What is your race/ethnic group?
   ○ African - American/Black ○ Hispanic ○ Asian American/Pacific islander
   ○ Caucasian/white ○ Native American ○ Other

3. What is the highest level of education you have completed?
   ○ Attended elementary/high school ○ Earned Associate Degree ○ Earned college degree
   ○ Completed high school/GED ○ Attended college/training program ○ Postgraduate study and/or degree

4. What is your family's total yearly household income?
   ○ Less than $15,000 ○ $25,000 - $34,999 ○ $55,000 - $75,000
   ○ $15,000 - $24,999 ○ $35,000 - $54,999 ○ More than $75,000

**Thank you very much for completing this survey!**

DO NOT MARK IN THIS AREA

3205044 **Leaphart Elementary**

**Appendix C. Regression Coefficients from Stepwise Selection of the Parent Survey**.

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_1 | My child's teachers give homework that helps my child learn. | . | . | . |
| LE_2 | My child's school has high expectations for student learning. | 0.45837 | 0.56618 | 0.73094 |
| LE_3 | My child's teachers encourage my child to learn. | . | . | . |
| LE_4 | My child's teachers provide extra help when my child needs it. | . | . | . |
| LE_5 | I am satisfied with the learning environment at my child's school. | . | . | . |
| HSR_1 | My child's teachers contact me to say good things about my child. | . | . | . |
| HSR_2 | My child's teachers tell me how I can help my child learn. | -0.28486 | . | . |
| HSR_3 | My child's teachers invite me to visit my child's classrooms during the school day. | -0.22415 | -0.76804 | -0.99696 |
| HSR_4 | My child's school returns my phone calls or e-mails promptly. | 0.68375 | 0.87115 | . |
| HSR_5 | My child's school includes me in decision-making. | -0.31031 | -0.53968 | . |
| HSR_6 | My child's school gives me information about what my child should be learning in school. | . | 0.36580 | . |
| HSR_7 | My child's school considers changes based on what parents say. | . | . | . |
| HSR_8 | My child's school schedules activities at times that I can attend. | . | . | . |
| HSR_9 | My child's school treats all students fairly. | . | . | . |
| HSR_10 | The principal at my child's school is available and welcoming. | -0.18840 | . | . |

APPENDIX C

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| HSR_11 | I am satisfied with home-school relations at my child's school. | . | -0.58303 | . |
| SPE_1 | My child's school is kept neat and clean. | . | . | . |
| SPE_2 | My child feels safe at school. | . | . | . |
| SPE_3 | My child's teachers care about my child as an individual. | . | . | . |
| SPE_4 | Students at my child's school are well-behaved. | 0.49154 | 0.51380 | 0.60789 |
| SPE_5 | I am satisfied with the social and physical environment at my child's school. | . | . | . |
| RATE_1 | The school's overall friendliness. | . | . | . |
| RATE_2 | The school's interest in parents' ideas and opinions. | -0.67905 | . | . |
| RATE_3 | The school's efforts to get important information from parents. | . | . | . |
| RATE_4 | The school's efforts to give important information to parents. | . | . | . |
| RATE_5 | How the school is doing overall. | 0.79750 | . | . |

APPENDIX D

**Appendix D. Regression Coefficients from Stepwise Selection of the Student Survey.**

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_1 | My classes are challenging (not too easy; they make me think). | . | 0.90903 | . |
| LE_2 | My teachers want me to understand what I am learning, not just remember facts. | . | . | . |
| LE_3 | My teachers expect students to learn. | . | . | 1.02516 |
| LE_4 | My teachers expect students to behave. | . | . | 0.93591 |
| LE_5 | My teachers spend enough time helping me learn. | . | . | . |
| LE_6 | My teachers help students when they do not understand something. | . | . | -0.93967 |
| LE_7 | My teachers do a good job teaching me mathematics. | . | 0.56841 | . |
| LE_8 | My teachers do a good job teaching me English language Arts. | . | . | . |
| LE_9 | My teachers give tests on what I learn in class. | 0.70818 | . | . |
| LE_10 | My teachers give homework assignments that help me learn better. | -0.30639 | . | . |
| LE_11 | My classes are interesting and fun. | . | . | . |
| LE_12 | Students at my school believe they can do good work. | . | . | . |
| LE_13 | My teachers praise students when they do good work. | -0.37231 | . | . |
| LE_14 | Work done by students can be seen on the walls of my school. | . | . | . |
| LE_15 | The textbooks and workbooks I use at my school really help me to learn. | -0.48552 | -1.15510 | -0.39646 |
| LE_16 | The media center at my school has a good selection of books. | 0.17122 | . | . |
| LE_17 | I use computers and other technology at my school to help me learn. | . | . | . |

APPENDIX D

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_18 | I am satisfied with the learning environment in my school. | . | . | . |
| SPE_1 | The grounds around my school are kept clean. | . | . | . |
| SPE_2 | The hallways at my school are kept clean. | . | . | . |
| SPE_3 | The bathrooms at my school are kept clean. | . | . | . |
| SPE_4 | Broken things at my school get fixed. | . | . | . |
| SPE_5 | There is enough room for students to learn at my school. | . | . | . |
| SPE_6 | Students at my school behave well in class. | . | . | 0.41232 |
| SPE_7 | Students at my school behave well in the hallways, in the lunchroom, and on the playground. | 0.29850 | . | . |
| SPE_8 | Students at my school know the rules and what happens when students break the rules. | -0.35734 | . | . |
| SPE_9 | The rules about how students should behave in my school are fair. | . | . | . |
| SPE_10 | The rules for behavior are enforced at my school. | 0.39018 | . | . |
| SPE_11 | I feel safe at my school before and after school hours. | . | . | . |
| SPE_12 | I feel safe at my school during the school day. | . | 0.68152 | . |
| SPE_13 | I feel safe going to or coming from my school. | . | . | 0.48503 |
| SPE_14 | Students from different backgrounds get along well at my school. | . | . | . |
| SPE_15 | Teachers and students get along well with each other at my school. | 0.33163 | . | . |
| SPE_16 | Teachers work together to help students at my school. | . | . | . |
| SPE_17 | My school has a variety of extracurricular activities for students. | . | . | . |

APPENDIX D

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| SPE_18 | I am satisfied with the social and physical environment at my school. | . | . | . |
| HSR_1 | My parent knows what I am expected to learn in school. | -0.59938 | -1.60901 | -0.89273 |
| HSR_2 | My parent knows how well I am doing in school. | 0.53192 | . | . |
| HSR_3 | My school informs parents about school programs and activities. | . | . | -0.43687 |
| HSR_4 | Parents at my school know their children's homework assignments. | . | . | . |
| HSR_5 | My parent helps me with my homework when I need it. | . | . | . |
| HSR_6 | Parents are welcomed at my school. | . | . | . |
| HSR_7 | Parents volunteer and participate in activities at my school. | 0.36336 | 0.95986 | 0.42272 |
| HSR_8 | I am satisfied with home-school relations. | . | . | 0.69669 |

**Appendix E. Regression Coefficients from Stepwise Selection of the Teacher Survey.**

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_1 | My school provides challenging instructional programs for students. | 0.46575 | 0.88361 | . |
| LE_2 | Teachers at my school effectively implement the State Curriculum Standards. | 0.40354 | . | . |
| LE_3 | Teachers at my school focus instruction on understanding, not just memorizing facts. | . | . | . |
| LE_4 | Teachers at my school have high expectations for students' learning. | . | . | . |
| LE_5 | There is a sufficient amount of classroom time allocated to instruction in essential skills. | -0.19520 | . | . |
| LE_6 | Student assessment information is effectively used by teachers to plan instruction. | . | . | . |
| LE_7 | Effective instructional strategies are used to meet the needs of low achieving students. | . | . | . |
| LE_8 | My school offers effective programs for students with disabilities. | . | . | . |
| LE_9 | Instructional strategies are used to meet the needs of academically gifted students. | 0.17933 | . | . |
| LE_10 | The level of teacher and staff morale is high at my school. | . | . | . |
| LE_11 | Teachers respect each other at my school. | -0.21652 | . | . |
| LE_12 | Teachers at my school are recognized and appreciated for good work. | . | . | . |
| LE_13 | Students at my school are motivated and interested in learning. | . | . | . |
| LE_14 | There are sufficient materials and supplies available for classroom and instructional use. | . | . | . |
| LE_15 | Our school has a good selection of library and media material. | 0.15118 | 0.22244 | 0.41973 |

APPENDIX E

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_16 | Our school has sufficient computers for instructional use. | . | -0.12926 | . |
| LE_17 | Computers are used effectively for instruction at my school. | . | . | -0.36800 |
| LE_18 | There are relevant professional development opportunities offered to teachers at my school. | -0.24329 | -0.29443 | . |
| LE_19 | The school administration communicates clear instructional goals for the school. | . | . | . |
| LE_20 | The school administration sets high standards for students. | . | . | . |
| LE_21 | The school administration has high expectations for teacher performance. | . | . | . |
| LE_22 | The school administration provides effective instructional leadership. | . | . | . |
| LE_23 | Student assessment information is used to set goals and plan programs for my school. | . | . | . |
| LE_24 | Teacher evaluation at my school focuses on instructional improvement. | . | -0.25079 | . |
| LE_25 | The school administration arranges for collaborative planning and decision making. | . | . | . |
| LE_26 | I am satisfied with the learning environment in my school. | . | . | . |
| SPE_27 | The grounds around my school are kept clean. | . | . | -0.37108 |
| SPE_28 | The hallways at my school are kept clean. | . | . | . |
| SPE_29 | The bathrooms at my school are kept clean. | . | . | . |
| SPE_30 | The school building is maintained well and repaired when needed. | . | . | . |
| SPE_31 | There is sufficient space for instructional programs at my school. | . | . | . |

APPENDIX E

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| SPE_32 | Students at my school behave well in class. | 0.38512 | 0.59898 | 0.88115 |
| SPE_33 | Students at my school behave well in the hallways, in the lunchroom, and on school grounds. | . | . | . |
| SPE_34 | Rules and consequences for behavior are clear to students. | -0.17706 | -0.33773 | -0.46160 |
| SPE_35 | The rules for behavior are enforced at my school. | . | . | . |
| SPE_36 | I feel safe at my school before and after school hours. | . | . | . |
| SPE_37 | I feel safe at my school during the school day. | . | . | . |
| SPE_38 | I feel safe going to or coming from my school. | . | . | . |
| SPE_39 | Students from different backgrounds get along well at my school. | . | -0.35550 | . |
| SPE_40 | Teachers and students get along well with each other at my school. | . | . | . |
| SPE_41 | Teachers at my school collaborate for instructional planning. | . | . | . |
| SPE_42 | I am satisfied with the social and physical environment at my school. | . | 0.34990 | . |
| HSR_43 | Parents at my school are aware of school policies. | . | . | . |
| HSR_44 | Parents at my school know about school activities. | . | . | . |
| HSR_45 | Parents at my school understand the school's instructional programs. | . | . | . |
| HSR_46 | Parents at my school are interested in their children's schoolwork. | . | . | . |
| HSR_47 | Parents at my school support instructional decisions regarding their children. | -0.41800 | . | . |

APPENDIX E

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| HSR_48 | Parents attend conferences requested by teachers at my school. | 0.49818 | 0.51263 | . |
| HSR_49 | Parents at my school cooperate regarding discipline problems. | . | -0.38837 | . |
| HSR_50 | Parents attend school meetings and other school events. | . | . | 0.70520 |
| HSR_51 | Parents participate as volunteer helpers in the school or classroom. | 0.23333 | . | . |
| HSR_52 | Parents are involved in school decisions through advisory committees. | . | . | . |
| LE_71 | School administrators visit classrooms to observe instruction. | . | . | . |
| SPE_72 | The rules about how students should behave in my school are fair. | . | . | . |
| HSR_73 | I am satisfied with home and school relations. | . | . | . |

The Education Oversight Committee does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in its practices relating to employment or establishment and administration of its programs and initiatives. Inquiries regarding employment, programs and initiatives of the Committee should be directed to the Executive Director 803.734.6148.

# ADMINISTRATION OF THE 2012 REPORT CARD SURVEYS

The Education Accountability Act of 1998 specifies that "school report cards should include information in such areas as…evaluations of the school by parents, teachers, and students." To obtain these evaluations, the Education Oversight Committee (EOC) has constructed student, teacher, and parent surveys that are designed to measure perceptions of three factors: home and school relations, the school's learning environment, and the school's social and physical environment. The purpose of these teacher, parent, and student surveys is to obtain information related to the perceptions of these groups about your school. Results will provide valuable information to principals, teachers, parents, School Improvement Councils, and community groups in their efforts to identify areas for improvement. Results will also appear on the annual school report cards.

## SCHEDULE

**Teacher Surveys** – on www.ed.sc.gov website

February 27, 2012 – Teacher Survey portal opens.
March 30, 2012 – Teacher Survey portal closes.

**Student & High School Student Surveys –** paper forms

March 16, 2012 – All schools should receive survey forms by this date.
April 25, 2012 – Last day for schools to ship completed survey forms to contractor.

**Parent Surveys –** paper forms

March 16, 2012 – All schools should receive survey forms by this date.
April 18, 2012 – Date for parent survey forms to be returned to the school. This is the due date in the letter to parents.
April 25, 2012 – Last day for schools to ship completed survey forms to contractor.

## CONTACTS

If your student or parent survey forms are damaged in shipment please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

If you have questions about administration procedures for any survey, please contact Cynthia Hearn at chearn@ed.sc.gov or 803-734-8269.

## INDEX

This booklet is divided into sections by the different tasks required for the administration of surveys.


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## CHANGES THIS YEAR

No changes.

## GENERAL GUIDELINES

- ✓ Useful survey results are dependent upon candid responses. The survey administration must encourage candid responses by protecting the anonymity of the respondents and by communicating to respondents that the information is important and will be used for improvement purposes. A letter from the State Superintendent of Education enclosed with the parent survey explains the survey and its purpose.
- ✓ No names or other identifying information should appear on the survey forms or the envelopes containing the parent survey forms. Every effort should be made to ensure that responses to the surveys remain anonymous**.**
- ✓ While principals should be aware of survey procedures and due dates, they should not be involved in handling completed survey forms. School staff are <u>not</u> allowed to review completed surveys.
- ✓ School principals must designate a staff person to serve as the school's survey coordinator. This person will be responsible for overseeing the distribution of surveys to students and parents and packaging completed surveys for return to contractor. The school survey coordinator also will keep teachers informed of the web-based teacher survey procedures and due dates and report any problems to the Department of Education.
- ✓ Guidelines established by the Education Oversight Committee determine the grade level(s) to be surveyed in each school. All students in the highest grade at elementary and middle schools should complete a student survey. Their parents should receive the parent survey form. For high schools and career centers the surveys should be administered to all 11$^{th}$ graders and their parents. Appendix A on page 7 lists the grade level(s) to be surveyed as determined by the grade span of the school.
- ✓ <u>Sampling is not allowed</u>. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Special education students are to be included and should be provided the same accommodations used for testing.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ These survey forms cannot be copied. The scanning equipment can not scan photocopies.
- ✓ Retain the container in which you received the survey forms. That same container can be used to return the survey forms to the contractor.

## RECEIPT AND DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
  - ✓ An administrative envelope containing;
    1. A letter to the principal from the Education Oversight Committee (EOC),
    2. Two sets of instructions for administering the surveys,
    3. A page of shipping instructions, and
    4. One pre-addressed, bar-coded UPS shipping label (used to return completed surveys to contractor, freight prepaid).
  - ✓ Parent survey envelopes. Each envelope contains a letter from the State Superintendent of Education and a parent survey form.
  - ✓ Student survey forms.
- The number of survey forms printed for your school is based on numbers provided by your district office. Contact Mike Pulaski if you received fewer surveys than ordered.
- Check a few student and parent survey forms to make sure that your school name is on the form. If you have received survey forms for another school, please contact Mike Pulaski.
- Keep the box in which the survey forms were delivered to use for the return shipment.
- Give the letter from the EOC to your principal.
- Determine the number of student and parent survey forms you will need for each class at the designated grade level(s). Count the surveys into classroom stacks and distribute.

## SURVEY GUIDELINES

<u>Student & High School Student Surveys</u>

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they <u>agree</u>, <u>mostly agree</u>, <u>mostly disagree</u>, or <u>disagree</u> with each statement. Students will mark their responses by darkening bubbles on the survey form. If they do not have knowledge relative to the statement, students should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items. Teachers may read items to special education students with an oral administration testing accommodation. On the last page of these instructions is the script for teachers to use to explain the survey to students.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use pencils. A number 2 pencil is not required.

## ADMINISTRATION OF THE 2012 REPORT CARD SURVEYS

Parent Surveys

- Schools will distribute envelopes containing parent surveys to students in the appropriate grade(s). Students should take the envelope home for their parents to complete the survey inside and then return the envelope to the school. Envelopes are used to maintain confidentiality.
- No names or other identifying information should appear on the survey forms or the envelopes containing the survey form. Every effort should be made to ensure that responses to the surveys remain anonymous.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. The name of the school appears on the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- The parent survey forms are identical for all grade levels. If you are surveying parents for more than one grade level, the correct number of survey forms for all grade levels will be in your shipment.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The letter enclosed with the survey form tells parents that they are being asked for their opinions about their child's school. Parents are asked to think about the entire year rather than a specific event or something that happened only once or twice. They are asked to provide honest responses that can help to improve the school.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- Parents have the option of mailing their completed survey form to the Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.

**SPECIAL NOTE**: We appreciate that schools work diligently each year to encourage parents to complete and return the parent surveys. Some schools offer incentives such as ice cream treats or extra recess time to individual students or classes where all students have returned completed parent surveys. Each year parents call the Department to inform us that their child is upset that he/she cannot return the parent survey form to school and receive the special incentive because the parent wants to mail the survey form directly to the Department. Parents have the option to mail in the survey form, so we would encourage you to not penalize students whose parents' mail in their completed survey form.

# ADMINISTRATION OF SURVEYS

Student & High School Student Surveys

- Choose a day within the time period to administer the survey to the students. The survey should be administered to students at the same time (homeroom or advisory period for example).
- Copy the teacher instructions from the last page of these administration procedures and provide a copy of the instructions with the survey forms. Make sure the classroom teachers administering the student surveys are familiar with the administration instructions for your school.
- On the day the survey is to be administered, distribute materials to each classroom teacher within the designated grade(s).
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Parent Survey

- Distribute the parent surveys **as soon as possible** after they are received at the school. This should allow sufficient time for parents to complete and return the survey prior to the April 18 due date.
- Distribute the envelopes containing the parent survey form and letter to each classroom teacher within the designated grade(s). Have the teachers distribute the envelopes to students. Teachers should ask students to take the envelopes home for their parents to complete the surveys. Students should be instructed not to remove the survey form or letter from the envelope. Students should bring the envelopes containing the completed surveys back to school as soon as possible.
- If your budget allows, survey forms may be mailed to students' homes.
- Make sure you are available to respond to any problems that may arise during administration of the surveys.
- As the due date for returning the parent survey approaches, you may want to send home a note or use your automated phone system to remind parents of the due date.

Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the State Department of Education website at www.ed.sc.gov.
- Teachers, librarians, guidance counselors, and speech therapists at the school should complete the teacher survey. Part-time teachers may complete a survey form if they are on campus at least half of each school day or week.
- The survey may be completed using any computer with internet access. Teachers may use their home computers.
- There is no way to determine which teachers have completed the survey, but the internet site keeps track of how many survey forms have been completed for each school. A teacher survey reporting tool may be accessed from the first page of the teacher survey which will allow you to see how many surveys have been completed for your school.
- Problems with your school's internet access should be directed to your district technology coordinator.

## PREPARING SURVEYS FOR SHIPMENT

Student & High School Student Surveys

- Place all surveys flat, face up, and turned the same way. Return all completed survey forms, even those that may be damaged. No changes or edits may be made to student responses. School personnel should not be allowed to review student responses.
- Carefully paper-band the completed forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

Parent Survey

- All parent surveys should be returned in their individual envelopes. Envelopes should be returned flat, face up, and all turned the same way.
- All parent surveys returned without the envelope should be placed on top of the envelopes. Place the survey forms flat, face up, and turned the same way. Return all completed survey forms, even those that may be damaged. No changes or edits may be made to parent responses. School personnel should not be allowed to review parent responses.
- Carefully paper-band the completed survey forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

## SHIPPING THE COMPLETED SURVEYS

- Please return all of your school's completed student and parent survey forms at the same time. Package both types of surveys in the same sturdy box. Use crumpled paper, cardboard, or Styrofoam beads to fill the voids in the shipping carton to help keep surveys from being damaged during transit. You may want to use the box in which the survey forms were delivered for the return shipment.

- Attach the pre-addressed, bar-coded UPS return shipping label to your package. (NOTE: If you are re-using the original delivery box be sure to remove or cover up the old label.) Give the package to your UPS driver the next time a delivery is made to your school. You can also drop off the package at any UPS store or drop box as well as select Office Depot and Staples locations. **Scheduling a special pick up from your school will cost you extra.**

- The pre-addressed, bar-coded UPS return shipping label was included in the administrative envelope along with these instructions. If the return UPS shipping label is missing, please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.

- All surveys must be shipped on or before **Wednesday, April 25, 2012**.

## Appendix A—Student and Parent Survey Participants

| School's Grade Span | Grade Level of Students and Parents to be Surveyed | | School's Grade Span | Grade Level of Students and Parents to be Surveyed |
|---|---|---|---|---|
| K-1, K-2, 1-2 | none | | 4-9 | 5 & 9 |
| K-3 | 3 | | 5-9 | 9 |
| 1-3 | 3 | | 6-9 | 9 |
| 2-3 | 3 | | 7-9 | 9 |
| K-4 | 4 | | 8-9 | 9 |
| 1-4 | 4 | | K-10 | 5, 8, & 10 |
| 2-4 | 4 | | 1-10 | 5, 8, & 10 |
| 3-4 | 4 | | 2-10 | 5, 8, & 10 |
| K-5 | 5 | | 3-10 | 5, 8, & 10 |
| 1-5 | 5 | | 4-10 | 5, 8, & 10 |
| 2-5 | 5 | | 5-10 | 8 & 10 |
| 3-5 | 5 | | 6-10 | 8 & 10 |
| 4-5 | 5 | | 7-10 | 8 & 10 |
| K-6 | 6 | | 8-10 | 10 |
| 1-6 | 6 | | 9-10 | 10 |
| 2-6 | 6 | | K-11 | 5, 8, & 11 |
| 3-6 | 6 | | 1-11 | 5, 8, & 11 |
| 4-6 | 6 | | 2-11 | 5, 8, & 11 |
| 5-6 | 6 | | 3-11 | 5, 8, & 11 |
| K-7 | 5 & 7 | | 4-11 | 5, 8, & 11 |
| 1-7 | 5 & 7 | | 5-11 | 8 & 11 |
| 2-7 | 5 & 7 | | 6-11 | 8 & 11 |
| 3-7 | 5 & 7 | | 7-11 | 8 & 11 |
| 4-7 | 5 & 7 | | 8-11 | 11 |
| 5-7 | 7 | | 9-11 | 11 |
| 6-7 | 7 | | 10-11 | 11 |
| K-8 | 5 & 8 | | K-12 | 5, 8, & 11 |
| 1-8 | 5 & 8 | | 1-12 | 5, 8, & 11 |
| 2-8 | 5 & 8 | | 2-12 | 5, 8, & 11 |
| 3-8 | 5 & 8 | | 3-12 | 5, 8, & 11 |
| 4-8 | 5 & 8 | | 4-12 | 5, 8, & 11 |
| 5-8 | 8 | | 5-12 | 8 & 11 |
| 6-8 | 8 | | 6-12 | 8 & 11 |
| 7-8 | 8 | | 7-12 | 8 & 11 |
| K-9 | 5 & 9 | | 8-12 | 11 |
| 1-9 | 5 & 9 | | 9-12 | 11 |
| 2-9 | 5 & 9 | | 10-12 | 11 |
| 3-9 | 5 & 9 | | 11-12 | 11 |

# TEACHER INSTRUCTIONS FOR STUDENT SURVEY

Surveys should be administered in a classroom setting. One student should be designated in each classroom to collect the student surveys and to bring them to the school survey coordinator. To ensure confidentiality, teachers should not collect completed surveys. Classroom teachers and school administrators are not to review completed student surveys.

Pass out surveys and pencils.

The teacher should read the following script.

> **Today you are being asked your opinions about our school. There are no right or wrong answers. When you read each item, think about the entire year rather than a specific event or something that happened once or twice. Please provide honest and true answers so that we can change and improve our school. Do not talk to other students, but you can ask me a question if you do not understand a statement. Do NOT write your name on the survey. Do not fold or bend the sheet.**
>
> **First, read the instructions at the top of the form and mark your grade. Make sure you have a pencil. Do not use a pen. You will read each statement, and mark your response on your survey sheet. Darken the ovals completely with your pencil. Erase any stray marks or changes. Remember to continue on the back of the sheet.**
>
> **There are four choices for each sentence. Decide whether you agree, mostly agree, mostly disagree, or disagree with each sentence. Do your best to decide. If you do not know anything about the subject, you can skip the sentence and go on to the next one.**
>
> **When you have completed the survey, check to see that you have marked only one response to each sentence and that you have marked your correct grade. Then, place your survey on your desk. (The designated student) will collect the forms.**

Have the student designated to collect surveys do so. Then, have the student take the completed surveys to the school survey coordinator.

Thank You

# South Carolina Parent Survey

Parents in South Carolina who have children in selected grades are being asked to complete this survey. This survey asks you how you feel about your child's school. Since this survey will be used to help make your child's school a better place, it is very important to tell us exactly what you think. Your answers will be kept private. The school will get a summary of the survey results.

## MARKING INSTRUCTIONS

- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Correct Mark: ● Incorrect Marks:

| Please mark how much you agree or disagree with each of the following statements about the Learning Environment at your child's school. | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| 1. My child's teachers give homework that helps my child learn. | ○ | ○ | ○ | ○ | ○ |
| 2. My child's school has high expectations for student learning. | ○ | ○ | ○ | ○ | ○ |
| 3. My child's teachers encourage my child to learn. | ○ | ○ | ○ | ○ | ○ |
| 4. My child's teachers provide extra help when my child needs it. | ○ | ○ | ○ | ○ | ○ |
| 5. I am satisfied with the learning environment at my child's school. | ○ | ○ | ○ | ○ | ○ |

| Please mark how much you agree or disagree with each of the following statements about Home and School Relations. | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| 1. My child's teachers contact me to say good things about my child. | ○ | ○ | ○ | ○ | ○ |
| 2. My child's teachers tell me how I can help my child learn. | ○ | ○ | ○ | ○ | ○ |
| 3. My child's teachers invite me to visit my child's classrooms during the school day. | ○ | ○ | ○ | ○ | ○ |
| 4. My child's school returns my phone calls or e-mails promptly. | ○ | ○ | ○ | ○ | ○ |
| 5. My child's school includes me in decision-making. | ○ | ○ | ○ | ○ | ○ |
| 6. My child's school gives me information about what my child should be learning in school. | ○ | ○ | ○ | ○ | ○ |
| 7. My child's school considers changes based on what parents say. | ○ | ○ | ○ | ○ | ○ |
| 8. My child's school schedules activities at times that I can attend. | ○ | ○ | ○ | ○ | ○ |
| 9. My child's school treats all students fairly. | ○ | ○ | ○ | ○ | ○ |
| 10. The principal at my child's school is available and welcoming. | ○ | ○ | ○ | ○ | ○ |
| 11. I am satisfied with home and school relations at my child's school. | ○ | ○ | ○ | ○ | ○ |

| Please mark how much you agree or disagree with each of the following statements about the Social and Physical Environment at your child's school. | Strongly Disagree | Disagree | Agree | Strongly Agree | Don't Know |
|---|---|---|---|---|---|
| 1. My child's school is kept neat and clean. | ○ | ○ | ○ | ○ | ○ |
| 2. My child feels safe at school. | ○ | ○ | ○ | ○ | ○ |
| 3. My child's teachers care about my child as an individual. | ○ | ○ | ○ | ○ | ○ |
| 4. Students at my child's school are well-behaved. | ○ | ○ | ○ | ○ | ○ |
| 5. I am satisfied with the social and physical environment at my child's school. | ○ | ○ | ○ | ○ | ○ |

| Please tell us if you do the following. | I do this | I don't do this, but I would like to | I don't do this, and I don't care to | The school does not offer this activity/event |
|---|---|---|---|---|
| 1. Attend Open Houses or parent-teacher conferences | ○ | ○ | ○ | ○ |
| 2. Attend student programs or performances | ○ | ○ | ○ | ○ |
| 3. Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.) | ○ | ○ | ○ | ○ |
| 4. Go on trips with my child's school (out of town band contest, field trip to the museum, etc.) | ○ | ○ | ○ | ○ |
| 5. Participate in School Improvement Council meetings. | ○ | ○ | ○ | ○ |
| 6. Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.) | ○ | ○ | ○ | ○ |
| 7. Participate in school committees (textbook committee, spring carnival committee, etc.) | ○ | ○ | ○ | ○ |
| 8. Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.) | ○ | ○ | ○ | ○ |

| Please tell us if you do the following. | I do this | I don't do this, but I would like to | I don't do this, and I don't care to |
|---|---|---|---|
| 1. Visit my child's classrooms during the school day. | ○ | ○ | ○ |
| 2. Contact my child's teachers about my child's school work. | ○ | ○ | ○ |
| 3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc. | ○ | ○ | ○ |
| 4. Make sure my child does his/her homework. | ○ | ○ | ○ |
| 5. Help my child with homework when he/she needs it. | ○ | ○ | ○ |

Go on to next page.

## Please mark if each of the following is TRUE or FALSE.

| | TRUE | FALSE |
|---|---|---|
| 1. Lack of transportation reduces my involvement. | ○ | ○ |
| 2. Family health problems reduce my involvement. | ○ | ○ |
| 3. Lack of available care for my children or other family members reduces my involvement. | ○ | ○ |
| 4. My work schedule makes it hard for me to be involved. | ○ | ○ |
| 5. The school does not encourage my involvement. | ○ | ○ |
| 6. Information about how to be involved either comes too late or not at all. | ○ | ○ |
| 7. I don't feel like it is appreciated when I try to be involved. | ○ | ○ |

## Please rate your school on...

| | Very good | Good | Okay | Bad | Very bad |
|---|---|---|---|---|---|
| 1. The school's overall friendliness. | ○ | ○ | ○ | ○ | ○ |
| 2. The school's interest in parents' ideas and opinions. | ○ | ○ | ○ | ○ | ○ |
| 3. The school's efforts to **get** important information **from** parents. | ○ | ○ | ○ | ○ | ○ |
| 4. The school's efforts to **give** important information **to** parents. | ○ | ○ | ○ | ○ | ○ |
| 5. How the school is doing overall. | ○ | ○ | ○ | ○ | ○ |

## Please answer the following questions about your child who attends the school identified at the bottom of this page.

1. What grade is your child in? ○ 3rd ○ 4th ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th

2. What is your child's gender? ○ Male ○ Female

3. What is your child's race/ethnicity?
   - ○ African - American/Black
   - ○ Hispanic
   - ○ Asian American/Pacific Islander
   - ○ Caucasian/white
   - ○ Native American
   - ○ Other

4. What grades did your child receive on his/her last report card?
   - ○ All or mostly A's and B's
   - ○ All or mostly C's and D's
   - ○ All or mostly B's and C's
   - ○ All or mostly D's and F's

## Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are involving all parents. For each question, please mark only one answer. Your answers will be kept private.

1. What is your gender? ○ Male ○ Female

2. What is your race/ethnic group?
   - ○ African - American/Black
   - ○ Hispanic
   - ○ Asian American/Pacific islander
   - ○ Caucasian/white
   - ○ Native American
   - ○ Other

3. What is the highest level of education you have completed?
   - ○ Attended elementary/high school
   - ○ Earned Associate Degree
   - ○ Earned college degree
   - ○ Completed high school/GED
   - ○ Attended college/training program
   - ○ Postgraduate study and/or degree

4. What is your family's total yearly household income?
   - ○ Less than $15,000
   - ○ $25,000 - $34,999
   - ○ $55,000 - $75,000
   - ○ $15,000 - $24,999
   - ○ $35,000 - $54,999
   - ○ More than $75,000

**Thank you very much for completing this survey!**

DO NOT MARK IN THIS AREA

3205044

**Leaphart Elementary**

**Appendix C. Regression Coefficients from Stepwise Selection of the Parent Survey**.

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_1 | My child's teachers give homework that helps my child learn. | . | . | . |
| LE_2 | My child's school has high expectations for student learning. | 0.45837 | 0.56618 | 0.73094 |
| LE_3 | My child's teachers encourage my child to learn. | . | . | . |
| LE_4 | My child's teachers provide extra help when my child needs it. | . | . | . |
| LE_5 | I am satisfied with the learning environment at my child's school. | . | . | . |
| HSR_1 | My child's teachers contact me to say good things about my child. | . | . | . |
| HSR_2 | My child's teachers tell me how I can help my child learn. | -0.28486 | . | . |
| HSR_3 | My child's teachers invite me to visit my child's classrooms during the school day. | -0.22415 | -0.76804 | -0.99696 |
| HSR_4 | My child's school returns my phone calls or e-mails promptly. | 0.68375 | 0.87115 | . |
| HSR_5 | My child's school includes me in decision-making. | -0.31031 | -0.53968 | . |
| HSR_6 | My child's school gives me information about what my child should be learning in school. | . | 0.36580 | . |
| HSR_7 | My child's school considers changes based on what parents say. | . | . | . |
| HSR_8 | My child's school schedules activities at times that I can attend. | . | . | . |
| HSR_9 | My child's school treats all students fairly. | . | . | . |
| HSR_10 | The principal at my child's school is available and welcoming. | -0.18840 | . | . |

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| HSR_11 | I am satisfied with home-school relations at my child's school. | . | -0.58303 | . |
| SPE_1 | My child's school is kept neat and clean. | . | . | . |
| SPE_2 | My child feels safe at school. | . | . | . |
| SPE_3 | My child's teachers care about my child as an individual. | . | . | . |
| SPE_4 | Students at my child's school are well-behaved. | 0.49154 | 0.51380 | 0.60789 |
| SPE_5 | I am satisfied with the social and physical environment at my child's school. | . | . | . |
| RATE_1 | The school's overall friendliness. | . | . | . |
| RATE_2 | The school's interest in parents' ideas and opinions. | -0.67905 | . | . |
| RATE_3 | The school's efforts to get important information from parents. | . | . | . |
| RATE_4 | The school's efforts to give important information to parents. | . | . | . |
| RATE_5 | How the school is doing overall. | 0.79750 | . | . |

**Appendix D. Regression Coefficients from Stepwise Selection of the Student Survey.**

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_1 | My classes are challenging (not too easy; they make me think). | . | 0.90903 | . |
| LE_2 | My teachers want me to understand what I am learning, not just remember facts. | . | . | . |
| LE_3 | My teachers expect students to learn. | . | . | 1.02516 |
| LE_4 | My teachers expect students to behave. | . | . | 0.93591 |
| LE_5 | My teachers spend enough time helping me learn. | . | . | . |
| LE_6 | My teachers help students when they do not understand something. | . | . | -0.93967 |
| LE_7 | My teachers do a good job teaching me mathematics. | . | 0.56841 | . |
| LE_8 | My teachers do a good job teaching me English language Arts. | . | . | . |
| LE_9 | My teachers give tests on what I learn in class. | 0.70818 | . | . |
| LE_10 | My teachers give homework assignments that help me learn better. | -0.30639 | . | . |
| LE_11 | My classes are interesting and fun. | . | . | . |
| LE_12 | Students at my school believe they can do good work. | . | . | . |
| LE_13 | My teachers praise students when they do good work. | -0.37231 | . | . |
| LE_14 | Work done by students can be seen on the walls of my school. | . | . | . |
| LE_15 | The textbooks and workbooks I use at my school really help me to learn. | -0.48552 | -1.15510 | -0.39646 |
| LE_16 | The media center at my school has a good selection of books. | 0.17122 | . | . |
| LE_17 | I use computers and other technology at my school to help me learn. | . | . | . |

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_18 | I am satisfied with the learning environment in my school. | . | . | . |
| SPE_1 | The ground around my school are kept clean. | . | . | . |
| SPE_2 | The hallways at my school are kept clean. | . | . | . |
| SPE_3 | The bathrooms at my school are kept clean. | . | . | . |
| SPE_4 | Broken things at my school get fixed. | . | . | . |
| SPE_5 | There is enough room for students to learn at my school. | . | . | . |
| SPE_6 | Students at my school behave well in class. | . | . | 0.41232 |
| SPE_7 | Students at my school behave well in the hallways, in the lunchroom, and on the playground. | 0.29850 | . | . |
| SPE_8 | Students at my school know the rules and what happens when students break the rules. | -0.35734 | . | . |
| SPE_9 | The rules about how students should behave in my school are fair. | . | . | . |
| SPE_10 | The rules for behavior are enforced at my school. | 0.39018 | . | . |
| SPE_11 | I feel safe at my school before and after school hours. | . | . | . |
| SPE_12 | I feel safe at my school during the school day. | . | 0.68152 | . |
| SPE_13 | I feel safe going to or coming from my school. | . | . | 0.48503 |
| SPE_14 | Students from different backgrounds get along well at my school. | . | . | . |
| SPE_15 | Teachers and students get along well with each other at my school. | 0.33163 | . | . |
| SPE_16 | Teachers work together to help students at my school. | . | . | . |
| SPE_17 | My school has a variety of extracurricular activities for students. | . | . | . |

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| SPE_18 | I am satisfied with the social and physical environment at my school. | . | . | . |
| HSR_1 | My parent knows what I am expected to learn in school. | -0.59938 | -1.60901 | -0.89273 |
| HSR_2 | My parent knows how well I am doing in school. | 0.53192 | . | . |
| HSR_3 | My school informs parents about school programs and activities. | . | . | -0.43687 |
| HSR_4 | Parents at my school know their children's homework assignments. | . | . | . |
| HSR_5 | My parent helps me with my homework when I need it. | . | . | . |
| HSR_6 | Parents are welcomed at my school. | . | . | . |
| HSR_7 | Parents volunteer and participate in activities at my school. | 0.36336 | 0.95986 | 0.42272 |
| HSR_8 | I am satisfied with home-school relations. | . | . | 0.69669 |

**Appendix E. Regression Coefficients from Stepwise Selection of the Teacher Survey.**

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_1 | My school provides challenging instructional programs for students. | 0.46575 | 0.88361 | . |
| LE_2 | Teachers at my school effectively implement the State Curriculum Standards. | 0.40354 | . | . |
| LE_3 | Teachers at my school focus instruction on understanding, not just memorizing facts. | . | . | . |
| LE_4 | Teachers at my school have high expectations for students' learning. | . | . | . |
| LE_5 | There is a sufficient amount of classroom time allocated to instruction in essential skills. | -0.19520 | . | . |
| LE_6 | Student assessment information is effectively used by teachers to plan instruction. | . | . | . |
| LE_7 | Effective instructional strategies are used to meet the needs of low achieving students. | . | . | . |
| LE_8 | My school offers effective programs for students with disabilities. | . | . | . |
| LE_9 | Instructional strategies are used to meet the needs of academically gifted students. | 0.17933 | . | . |
| LE_10 | The level of teacher and staff morale is high at my school. | . | . | . |
| LE_11 | Teachers respect each other at my school. | -0.21652 | . | . |
| LE_12 | Teachers at my school are recognized and appreciated for good work. | . | . | . |
| LE_13 | Students at my school are motivated and interested in learning. | . | . | . |
| LE_14 | There are sufficient materials and supplies available for classroom and instructional use. | . | . | . |

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| LE_15 | Our school has a good selection of library and media material. | 0.15118 | 0.22244 | 0.41973 |
| LE_16 | Our school has sufficient computers for instructional use. | . | -0.12926 | . |
| LE_17 | Computers are used effectively for instruction at my school. | . | . | -0.36800 |
| LE_18 | There are relevant professional development opportunities offered to teachers at my school. | -0.24329 | -0.29443 | . |
| LE_19 | The school administration communicates clear instructional goals for the school. | . | . | . |
| LE_20 | The school administration sets high standards for students. | . | . | . |
| LE_21 | The school administration has high expectations for teacher performance. | . | . | . |
| LE_22 | The school administration provides effective instructional leadership. | . | . | . |
| LE_23 | Student assessment information is used to set goals and plan programs for my school. | . | . | . |
| LE_24 | Teacher evaluation at my school focuses on instructional improvement. | . | -0.25079 | . |
| LE_25 | The school administration arranges for collaborative planning and decision making. | . | . | . |
| LE_26 | I am satisfied with the learning environment in my school. | . | . | . |
| SPE_27 | The grounds around my school are kept clean. | . | . | -0.37108 |
| SPE_28 | The hallways at my school are kept clean. | . | . | . |
| SPE_29 | The bathrooms at my school are kept clean. | . | . | . |
| SPE_30 | The school building is maintained well and repaired when needed. | . | . | . |

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| SPE_31 | There is sufficient space for instructional programs at my school. | . | . | . |
| SPE_32 | Students at my school behave well in class. | 0.38512 | 0.59898 | 0.88115 |
| SPE_33 | Students at my school behave well in the hallways, in the lunchroom, and on school grounds. | . | . | . |
| SPE_34 | Rules and consequences for behavior are clear to students. | -0.17706 | -0.33773 | -0.46160 |
| SPE_35 | The rules for behavior are enforced at my school. | . | . | . |
| SPE_36 | I feel safe at my school before and after school hours. | . | . | . |
| SPE_37 | I feel safe at my school during the school day. | . | . | . |
| SPE_38 | I feel safe going to or coming from my school. | . | . | . |
| SPE_39 | Students from different backgrounds get along well at my school. | . | -0.35550 | . |
| SPE_40 | Teachers and students get along well with each other at my school. | . | . | . |
| SPE_41 | Teachers at my school collaborate for instructional planning. | . | . | . |
| SPE_42 | I am satisfied with the social and physical environment at my school. | . | 0.34990 | . |
| HSR_43 | Parents at my school are aware of school policies. | . | . | . |
| HSR_44 | Parents at my school know about school activities. | . | . | . |
| HSR_45 | Parents at my school understand the school's instructional programs. | . | . | . |
| HSR_46 | Parents at my school are interested in their children's schoolwork. | . | . | . |

| Item Number | Item Text | Elementary | Middle | High |
|---|---|---|---|---|
| HSR_47 | Parents at my school support instructional decisions regarding their children. | -0.41800 | . | . |
| HSR_48 | Parents attend conferences requested by teachers at my school. | 0.49818 | 0.51263 | . |
| HSR_49 | Parents at my school cooperate regarding discipline problems. | . | -0.38837 | . |
| HSR_50 | Parents attend school meetings and other school events. | . | . | 0.70520 |
| HSR_51 | Parents participate as volunteer helpers in the school or classroom. | 0.23333 | . | . |
| HSR_52 | Parents are involved in school decisions through advisory committees. | . | . | . |
| LE_71 | School administrators visit classrooms to observe instruction. | . | . | . |
| SPE_72 | The rules about how students should behave in my school are fair. | . | . | . |
| HSR_73 | I am satisfied with home and school relations. | . | . | . |

SC EDUCATION OVERSIGHT COMMITTEE

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**Results of Survey of School Districts on Implementation of**

**Common Core State Standards**

As a result of inquiries from members of the SC General Assembly, the EOC staff conducted a survey of school districts on their implementation of the Common Core State Standards (CCSS). School districts were asked to respond to the following questions by April 23, 2013:

1. In the current school year, 2012-13, please indicate which grade levels in your district have implemented Common Core State Standards in ELA and mathematics.
2. What grade levels in your district will implement Common Core State Standards in ELA and mathematics next school year?

We received responses from 41 districts (50% of all SC school districts) as well as the SC School for the Deaf and Blind. Seventy percent of the students enrolled in South Carolina public schools are represented in the responses of the 41 school districts and the SC School for the Deaf and Blind.

Of the 42 respondents, 19 districts are currently implementing CCSS (ELA and math) in grades kindergarten through 2nd grade. Six districts are implementing CCSS across the grades (K-12) in ELA and mathematics. Thirteen districts are implementing CCSS in some other grade configuration other than K-2 or K-12, and two school districts responding are not implementing the new standards this school year.

For next school year, 2013-14, 31 of the 40 responding school districts (78% of responding districts) are prepared to implement CCSS in grades K-12. The SC School for the Deaf and Blind is also prepared to implement CCSS in all grades.

| School District Responding to Survey | Grade levels implementing CCSS in current school year (2012-13) | Grade levels implementing CCSS *next* school year (2013-14) |
|---|---|---|
| Abbeville *(enrollment: 3,150)* | K-2 | K-8 |
| Aiken *(enrollment: 24,758)* | K-7 | K-8 |
| Anderson One *(enrollment: 9,276)* | K-2 | K-11 |
| Anderson Four *(enrollment: 2,875)* | K-2 | K-12 |

| School District Responding to Survey | Grade levels implementing CCSS in current school year (2012-13) | Grade levels implementing CCSS *next* school year (2013-14) |
|---|---|---|
| Anderson Five *(enrollment:12,559)* | 6-12 | 6-12 |
| Barnwell 29 *(enrollment: 929)* | K-10th grade, 12th grade | K-12 |
| Barnwell 45 *(enrollment: 2,406)* | K-3 | K-12 |
| Berkeley *(enrollment: 30,085)* | K-12 | K-12 |
| Charleston *(enrollment: 44,126)* | ELA - K-12 grades Common Core Writing Standard #1<br>Math - K-2 full CCSS | K-12 |
| Chester *(enrollment: 5,499)* | K-1 | K-12 |
| Dorchester Two *(enrollment: 23,347)* | K-2 | K-12 |
| Edgefield *(enrollment: 3,926)* | K-2 | K-12 |
| Fairfield *(enrollment: 3,108)* | K-2 | K-2 |
| Florence 3 *(enrollment: 3,608)* | K-2 | K-12 |
| Greenville *(enrollment: 72,156)* | K-8 | K-11 |
| Greenwood 50 *(enrollment: 9,094)* | K-12 | K-12 |
| Greenwood 52 *(enrollment: 1,712)* | K-8 | K-12 |
| Horry *(enrollment: 38,960)* | K-12 | K-12 |
| Kershaw *(enrollment: 10,345)* | none | K-12 |

| School District Responding to Survey | Grade levels implementing CCSS in current school year (2012-13) | Grade levels implementing CCSS *next* school year (2013-14) |
|---|---|---|
| Laurens 56<br>*(enrollment: 3,050)* | 1st grade, 2nd grade | K-8 |
| Lee County<br>*(enrollment: 2,252)* | K-2 | K-12 |
| Lexington One<br>*(enrollment: 22,991)* | K-1 | K-12 |
| Lexington Two<br>*(enrollment: 8,865)* | K-2 | K-12 |
| Lexington Three<br>*(enrollment: 2,021)* | K-8 | K-12 |
| Lexington Four<br>*(enrollment: 3,494)* | K-2 | K-12 |
| Lexington/ Richland Five<br>*(enrollment: 16,560)* | K-2 | K-12 |
| Marion<br>*(enrollment: 5,293)* | K-2 | K-12 |
| Marlboro County<br>*(enrollment: 4,317)* | K-2 | K-12 |
| Newberry<br>*(enrollment: 5,804)* | K-2 | K-12 |
| Oconee<br>*(enrollment: 10,546)* | K-5 | K-12 |
| Orangeburg Three<br>*(enrollment: 3,058)* | K-2 | K-12 |
| Pickens County<br>*(enrollment: 16,548)* | K-12 | K-12 |
| Richland 1<br>*(enrollment: 23,945)* | K-6 | K-6 |
| Richland 2<br>*(enrollment: 25,964)* | K-2 | K-12 |
| Saluda County Schools<br>*(enrollment: 2,152)* | K-12 | K-12 |

| School District Responding to Survey | Grade levels implementing CCSS in current school year (2012-13) | Grade levels implementing CCSS *next* school year (2013-14) |
|---|---|---|
| SC School for the Deaf and Blind *(enrollment: 299)* | K-5 | K-12 |
| Spartanburg District 2 *(enrollment: 9,970)* | none | K-12 |
| Spartanburg 5 *(enrollment: 7,695)* | K-2 | 3-8 |
| Williamsburg *(enrollment: 4,738)* | K-2 | K-12 |
| York One *(enrollment: 5,166)* | K-1 | K-12 |
| York 2 – Clover School District *(enrollment: 6,616)* | K-12 (ELA)<br>K-5, Algebra I (Math) | K-9 |
| York 3 -- Rock Hill Schools *(enrollment: 17,218)* | K-2 | K-12 |

*Enrollment data based on 45-day enrollment for 2011-12 school year, published on 2012 district report cards.*

*Districts were given the opportunity to provide additional comments in the survey instrument:*

***Aiken***
We are implementing ELA in K-12 this year and will continue in 13-14.

***Anderson One***
Anderson School District One's Common Core Implementation: Our district has been intentional in its approach to training teachers to implement the common core state standards. We began training for common core prior to the school year, 2011-2012. Administrators and teachers attended off-site training and all ELA and Math teachers were trained during the school year. The district Summer Academy hosted outside keynote speakers and additional training. During this school year more training has taken place for all ELA and Math teachers, K-12. We have spent many thousands of dollars in training, conference attendance, substitutes, etc. We do feel the time invested to this point has been very helpful to the teachers. Our Summer Academy planned for June 10, 2013 is all Common Core focused.

The response of the training has been outstanding. Our district typically has test scores on all standardized tests in the top 5% of the state. Our teachers are ready for more challenging standards to raise the bar and provide opportunities for students to have more rigorous instruction. Both ELA and Math teachers believe CCSS will bring that challenge. It will require

the teachers to increase their knowledge content while helping our students be better prepared for college and careers.

K5-grade 2 have fully implemented the CCSS and we will fully implement. After much work with teachers to create gap units) the CCSS for all ELA and Math teachers K-12. We have selected textbooks that support the common core.

We do not care what the standards are called and would be fine if we added the additional 15% that other states have done and give them a new name. We do care if they are taken away. We feel to improve instruction and test scores for the students in our district and state we need the level of rigor raised.

***Anderson 4***
We have invested funds in professional development and curriculum materials for successful transition.

***Anderson 5***
Portions of Common Core State Standards are being implemented this year where topics correlate with current SC standards. We are removing the SC standards from our curricula for 2013-2014 and FULLY implementing Common Core State Standards.

***Barnwell 45***
We are moving forward with full implementation in all grades next school year for instructional purposes, based on the State Department's implementation timeline. We have had professional development all year to prepare for the transition and new pacing guides and curriculum guides are currently being completed.

***Berkeley***
2012-2013 Highlights: $250,000 spent on summer training for teachers (summer 2012) $200,000 spent on principal and instructional coach training All early release days dedicated to CCSS training CCSS ELA and math curriculum (K-12) was written during the school year - and teachers will be trained in the use of that curriculum in the summer of 2013 Three CCSS trainings a month (voluntary) after hours for teachers in ELA and math Parent, school board, and business presentations (to the Berkeley and Charleston Chamber of Commerce) about CCSS implementation School and district strategic plans for the current school year and next year reflect CCSS implementation. An additional $250,000 is budgeted for teacher training for this summer (2013). We moved forward in implementing CCSS fully one year ago.

Year 1 is a familiarization and conversion of curriculum. Year 2 is more the implementation

***Dorchester 2***
2012-2013- implemented 3-10 writing. All other ELA will be added in 2013-2014. High School math will include algebra I and geometry with partial algebra II and stats in 2013-2014.

ELA Writing standards were also implemented in 3-10 in 2012-2013 school year. Additional ELA standards will be added to those grades in 2013-14.

***Florence 3***
Partial implementation in high school for 2013-2014. Training was held throughout the year for all teachers.

***Greenville***
Greenville County School District spends an average of $100,000 each year toward curriculum writing and implementation of CCSS into the existing curriculum. Additionally, Greenville County will spend roughly $1,000,000 for materials to support full CCSS implementation in ELA and Mathematics beginning in 2013-2014.

***Greenwood 50***
During the 2012-13 school year, our district fully implemented Common Core in all grade levels. We have spent approximately $150,000 providing each of our teachers with approximately 150 hours of professional development related to Common Core.

***Kershaw***
We will start a deliberative implementation process next school year.

***Laurens 56***
We have participated in extensive professional development for the past 20 months, increasing the intensity based on our implementation plan. More training,K-12, is planned for Summer 2013.

***Lexington One***
We are prepared. Our teachers and school leaders have studied the implications of the instructional shifts and developed curricula that will be implemented during the bridge year, which is 2013-14.

Common Core State Standards Implementation in Lexington School District One: We began professional development in Spring 2012. All teachers and administrators participated in a virtual module that introduced CCSS.

In summer 2012, the Implementation Leadership Team members (100 participants) participated in a weeklong institute to prepare to lead the all-day Whatever It Takes (school leadership teams) sessions in 2012-2013.

We are currently fully implementing ELA standards in kindergarten and first grade. With a newly adopted reading program that is aligned to CCSS ELA in K-5, we are partially implementing in ELA in Grades 2-5.

Implementation of Common Core State Standards for Mathematics

| Grade/Course | Level of Implementation | Date |
|---|---|---|
| Kindergarten | All CCSSM content taught | Fall 2011 |
| Grades 1-2 | All CCSSM content taught | Fall 2012 |
| Grades 3-5 | All CCSSM content taught plus SC Academic Standards that are not included in CCSSM | Fall 2012 |
| Grades 6-8 | Partial implementation (pre-requisite content for grade-level | Fall 2012 |

| | | |
|---|---|---|
| | CCSSM taught in appropriate grade) plus all 2007 SC Academic Standards not included in CCSSM taught | |
| Algebra 1 | CCSSM designated for Algebra 1 plus 2007 SC Academic Standards for Algebra 1 not included in this content | Fall 2012 |
| Algebra 1, Part 1; Algebra 1, Part 2; | CCSSM designated for Algebra 1 plus 2007 SC Academic Standards for Algebra 1 not included in this content | Fall 2012 |
| Algebra 2; | Partial implementation (CCSSM designated for Algebra 1 that were not taught in Algebra 1 in 2011-2012 plus most CCSSM designated for Algebra 2) | Fall 2012 |
| Geometry; | Partial implementation (most, but not all, CCSSM taught) | Fall 2012 |
| Other Courses | Partial implementation | Fall 2012 |
| Grades 6-8 | Full implementation | Fall 2013 |
| All High School Courses | Full implementation | Fall 2013 |

We have taken a capacity-building approach to implementing these standards. Approximately 100 teachers and school and district administrators lead the CCSS implementation through service on the Implementation Leadership Team. This year, school leadership teams (approximately 350 teachers district-wide) attended six full-day "Whatever It Takes" sessions. School leadership teams led the professional learning and curriculum design process back at their school after each all-day session. **EVERY** teacher in the district has participated in professional learning during the 2012-2013 school year. Every teacher has viewed a series of virtual modules that explain the instructional shifts that accompany the transition to CCSS. Many teachers have already begun implementing these shifts. In addition, all teachers have participated in professional learning regarding increasing rigor in instruction and assessment with an emphasis on Webb's Depth of Knowledge and the Cognitive Rigor Matrix. Every teacher has participated in designing new curricula for every content area to incorporate the new standards. We have developed new units of study for every course – ELA, math, science, social studies, and all technical subjects, including fine and performing arts and PE.

During monthly Team Learning sessions, school and district administrators have studied Webb's Depth of Knowledge, the Standards for Mathematical Practice, rigorous instruction and assessment, and Smarter Balanced assessment tasks.

This summer, Implementation Leadership Team members (100 participants) will participate in a weeklong institute to prepare to lead the four all-day Whatever It Takes sessions next year. In addition, approximately 200 teachers will participate in curriculum design courses to continue work on units of study and the compilation of instructional resources to be utilized during the 2013-1014 school year (bridge year).

We are READY for the bridge year in Lexington One!

<u>Hours of Professional Learning and Curriculum Design with CCSS:</u>

District Implementation Team (20 participants) – 184 hours each

Implementation Leadership Team (100 participants) – 80 hours each

Whatever It Takes School Leadership Team (350 participants) – 48 hours each

Every Teacher and Administrator in the District – 20 hours each

Summer Institute and Team Learning (all administrators) – 20 hours each

*These hours do not include invitational and targeted professional learning and curriculum work sessions for ELA and Math teachers

Costs associated with professional learning with CCSS:

Virtual modules viewed by all teachers - $0

Professional learning to prepare for curriculum design process - $22,671.00

2012 Implementation Leadership Team Institute (stipends) – Approx. $30,000

Curriculum writing to supplement math curriculum (stipends) – Approx. $15,000

2012- 2013 Whatever It Takes Sessions (substitute pay) – Approx. $150,000

2013 Implementation Leadership Team Institute (stipends) – Approx. $30,000

Summer curriculum courses (graduate courses, facilitators) - $35,000

***Lexington 4***
Common Core implementation in credit bearing courses is of course impacted by our current HSAP and EOCEP assessments. Also there are well known differences in the design of common core math standards and the organization of current high school math courses. This issue has not been resolved in South Carolina as it has in many of the other states that have adopted the common core.

***Lexington / Richland 5***
This was a transition year where both state standards and elements of common core were taught.

***Marion***
This year we fully implemented Common Core K-2 and implemented the writing, speaking, and listening standards K-12.

***Newberry***
We began implementing the CCSS writing 2012-13 K-12 science, social studies and technical areas.

***Oconee***
Dianne England, our Assistant Supt of Instruction, also completed the survey but I wanted to add some specifics. We have used all of our staff development days and our 4 early release days to prepare for the implementation of the CCSS. I am not sure how to put a $$ amount on that. Our district has also invested in the following to help with implementation: Common Core

Black Belt program: $74,250 for 34 Black Belt participants  Deconstructed standards: $20,300 Printed standards for teachers and administrators: $29,000  Travel to attend CCSS and Smarter Balanced conferences/seminars/trainings: Thousands of dollars  ELA and Math CCSS cohort: between stipends and sub pay: around $15,000  Again, I cannot put a dollar amount on the man-hours that have been spent on the transition**.**

We fully implemented the CCSS in grades K-5 this year. We also dedicated monthly professional development time and p.d. funding to preparing our teachers for this implementation. Next year it will be all grades K-12. Much thought, time, money and effort have gone into this preparation over the past two years.

***Pickens***

Our district has dedicated two years of professional development toward the implementation of CCSS. We've formed district implementation teams at all levels of our system, provided training from experts in ELA and mathematics, revamped our curriculum, and focused on implementing instructional strategies that promote higher levels of thinking among our students. Across the state, we need to continue our work with CCSS as these standards will push our schools to raise the bar for our students and give us a better national comparison of how our students are performing.  To move away from these standards now would be a huge blow to education in SC.  First of all, districts have invested a considerable amount of professional development funding through Title II and EIA funding to provide learning opportunities for our teachers and administrators. As we all know, none of our schools can afford to waste funds. We also cannot afford to retreat from this initiative at this point in its implementation. If we truly want to make a change in public education, to turn back now would send the wrong message to our teachers about education reform and stall future progress.  Despite two years of work, there are many more years of work ahead of us if we want to prepare students to meet the high expectations they will face in college and the workplace.  It is time to put aside the debate about "should we teach CCSS?" and spend our time ensuring that we are preparing our students and determining how we will do that.  Note in our district all ELA & Math K-12 have begun some phase of implementation that will continue next year and beyond.

***Saluda***

Saluda has devoted countless hours in professional development district-wide in order to prepare our students to master the CCSS. Check out our web pages to see all that we have accomplished as far as a coordinated, sustained PD plan http://www.saludaschools.org/domain/5 and look here to see the staff resources from our PD sessions http://www.saludaschools.org/domain/27  I believe the CCSS are right for our students and the rigor and higher expectations are what our students need in order to prepare for careers and the work force. Our students from 4K-12 are definitely reading and comprehending and writing more than ever through implementing the CCSS and I have seen the improvements first hand across the district. Last year I was Principal of Saluda Middle School, which had already moved to using the CCSS last year and we received our highest gains and accolades by doing so - just check our annual state report card for the evidence. I would love to explain in detail all that Saluda and our amazing teachers have accomplished with the CCSS if interested. 864.445.8441

***Spartanburg 2***

Our district instructional team and school-based ELA and Math coaches have worked with teachers throughout the year to transition to Common Core; thus, some lessons this year in all grade-levels were infused with the Common Core instructional shifts. We have also been writing our new ELA and Math Curriculum Guides this year that we will begin to implement next year in all grade levels. These will be fluid documents subject to much revision over time as we continue the Common Core journey.

***York 1***

This school year we are preparing teachers for full implementation. We have been using drop-in units in math and making adjustments to our curriculum although we have not begun a full implementation.

***York 2***

We are fully implemented in CCSS for grades K-12 for ELA. However, in mathematics, we are fully implemented in Grades K-5 and in Algebra 1. We have partial implementation in Grades 6, 7, and 8.

***School for the Deaf and Blind***

For 2012-2013, the implementation has been in ELA (K-5). Our plan is to fully implement CCSS for ELA and math next year.

***Comment from Jane Lindle, Clemson University***

We have been preparing school leaders to understand and implement high standards, including Common Core since 2011.