



**SC EDUCATION  
OVERSIGHT COMMITTEE**

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**Public Awareness Subcommittee  
Meeting**

Monday, March 24, 2014  
2:00 p.m.  
Blatt Building, Room 433

**A G E N D A**

- I. Welcome and introductions  
*Ms. Barbara Hairfield, Chair*
- II. Action: Approval of PA subcommittee minutes – January 27, 2014
- III. Information: Parent Survey Report – *Dr. Kevin Andrews*
- IV. Information: Communications / Public Relations Plan FY 2012-13  
Update -- *Dana Yow*
- V. Action: FY 2014-15 Communications Plan -- *Dana Yow*
- VI. Information: 2020 Vision Release -- *Dana Yow*
- VII. Other Business

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Public Awareness Subcommittee Members

Ms. Barbara Hairfield, Chair  
Ms. Ann Bull  
Sen. Mike Fair  
Mr. Alex Martin  
Rep. Andy Patrick  
Mr. John Warner  
Mr. David Whittemore

Melanie D. Barton  
EXECUTIVE DIRECTOR

**SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE**  
**Public Awareness and Special Reading Subcommittee – Joint Meeting**

Minutes of the Meeting

January 27, 2014

Subcommittee Members Present: Barbara Hairfield, Sen. Mike Fair, Alex Martin, Rep. Andy Patrick, David Whittimore, John Warner, and Philip Bowers

Staff Present: Melanie Barton, Dana Yow, and Regina King

Guests Present: Dr. Rainey Knight, Dr. Baron Holmes; and Dr. Tony Johnson

I. Welcome and introductions

Ms. Hairfield called the meeting to order and welcomed everyone to the meeting. The minutes from the May 20, 2013, Public Awareness subcommittee meeting and Special Reading Subcommittee meetings were approved as submitted.

II. PK-20 Reading Initiative Update

Mrs. Hairfield asked Mrs. Yow to update the subcommittees on the activities of the EOC in the interim pertaining to PK-20 Reading. Mrs. Yow and Dr. Knight updated the subcommittees on the activities of staff related to early literacy, K-12 literacy, the work with the pilot school districts on the model district reading plan, and the work related to in-service and pre-service teacher preparation.

Rep. Patrick gave an explanation and update on H.3994, Read to Succeed legislation he is sponsoring in the House. Rep. Patrick explained how his legislation and a companion bill in the Senate are intended to provide assistance to students much earlier than third grade and are a comprehensive approach to helping struggling readers. The subcommittee reviewed a set of recommendations to guide future work of the PK-20 Literacy Initiative. Mr. Warner expressed his concerns about setting mandates on school districts. A motion was made and seconded to adopt the recommendations. The motion passed.

Due to the late hour, further business before the subcommittees was delayed until March 2014. The meeting was adjourned.

**EDUCATION OVERSIGHT COMMITTEE**

**Subcommittee: Public Awareness**

**Date: March 20, 2013**

**INFORMATION**

**Results of the 2013 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 2013 administration of the parent survey.

**TIMELINE/REVIEW PROCESS**

Study began in February 2013 and completed in March 2013

**ECONOMIC IMPACT FOR EOC**

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

**Fund/Source:**

**ACTION REQUEST**

**For approval**

**For information**

**Approved**

**ACTION TAKEN**

**Amended**

**Not Approved**

**Action deferred (explain)**

2014

*DRAFT*

## Results of the 2013 Parent Survey



**SC EDUCATION  
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## **Acknowledgements**

The Education Oversight Committee (EOC) acknowledges the ongoing assistance of Cynthia Hearn and Ling Gao of the South Carolina Department of Education (SCDE) in providing data files, timely updates and important information on the annual administration of the parent survey. The EOC also appreciates the parents who took the time to complete and return the annual parent survey, because their perspective is critical in evaluating public schools. And, the EOC is also grateful for principals and administrators who encouraged parental participation in the survey and who oversaw the administration of the survey.



## 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. From its inception, the parent survey contains items regarding parent perceptions of the learning environment in the school, home-school relations, and the social and physical environment of the school. Additional questions document characteristics of the parents and the children of the parents responding to the survey. Five new items are present in the 2013 Parent Survey, created by the State Department of Education. Two of these items collect information about the effectiveness of a child's teacher and a child's principal. One item addresses parent perceptions of the personalized learning experience of their child. The last two new items obtain information regarding whether parents have read the state and federal report cards for the school their child attends and the school district they reside in.

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 11<sup>th</sup> 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](http://www.eoc.sc.gov).

**Survey Responses:** In 2013 the number of parent surveys completed and returned totaled 66,787, a decline of 2,793 surveys or 4.0 percent from the prior year. Between 36 and 42 percent of all eligible parents surveyed responded to the 2013 parent survey. In 2013 there were no changes in the process of administering 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 2013 the percentage of parents who completed the survey who identified themselves as Hispanic was 5.3 percent as compared to 5.1 percent in 2012, 4.6 percent in 2011, and 5.0 percent in 2010.

An analysis of the respondents to the 2013 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 four percentage points, 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 students enrolled in a school with an Absolute Rating of Below Average or At Risk in school year 2012-13. On the other hand, 61 percent of the parents who responded to the survey had children attending schools with an Absolute Rating of Good or Excellent, compared to 60 percent of children who were enrolled in a school with an Absolute Rating of Good or Excellent in school year 2012-13.

2013 Absolute Rating	Percent of Students Enrolled in School 2012-13	Percent of Parents Responding to 2013 Survey
Excellent	41	38
Good	19	23
Average	31	31
Below Average	6	6
At Risk	3	3

**Parent Survey Results:** Despite a 4.0 percent decline in the number of parents responding to the annual parent survey, the results of the 2013 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**

<b>Characteristic</b>	<b>2013</b>	2012	2011	2010	<b>Difference between 2013 and 2012</b>
Learning Environment	<b>87.0</b>	87.2	84.3	85.9	<b>(0.2)</b>
Home and School Relations	<b>83.3</b>	82.9	80.2	81.9	<b>0.4</b>
Social and Physical Environment	<b>84.3</b>	84.1	82.4	83.2	<b>0.2</b>

When comparing parent satisfaction in 2013 with parent satisfaction over the most recent three-year period, there were no significant increases in parent satisfaction levels.

**Percentage of Parents Satisfied with**

<b>Characteristic</b>	<b>2013</b>	<b>Mean % (2010-2012)</b>	<b>Difference between 2013 and Mean of three years</b>
Learning Environment	<b>87.0</b>	85.8	1.3
Home and School Relations	<b>83.3</b>	81.7	1.6
Social and Physical Environment	<b>84.3</b>	83.2	1.1

Parents who completed the survey in 2013 were overwhelmingly more positive about the learning environment of their child’s school than in 2012 when responding to the following three questions:

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

<b>Learning Environment Questions</b>	<b>2013</b>	<b>2012</b>	<b>Difference</b>
My child's teachers give homework that helps my child learn.	<b>89.6</b>	<b>89.9</b>	<b>(0.3)</b>
My child's teachers encourage my child to learn.	<b>91.5</b>	<b>91.8</b>	<b>(0.3)</b>
My child's teachers provide extra help when my child needs it.	<b>81.7</b>	<b>81.9</b>	<b>(0.2)</b>

Parental satisfaction, the percentage of parents agreeing or strongly agreeing, generally declines 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:**

<b>Characteristic</b>	<b>Excellent Schools</b>	<b>At-Risk Schools</b>	<b>Difference</b>
Learning Environment	<b>90.1</b>	<b>81.3</b>	<b>8.8</b>
Home and School Relations	<b>86.3</b>	<b>82.4</b>	<b>3.9</b>
Social and Physical Environment	<b>88.5</b>	<b>74.8</b>	<b>13.7</b>

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 School Rated Below Average or At-Risk, Satisfied with:**

<b>Characteristic</b>	<b>Below Average Schools</b>	<b>At-Risk Schools</b>	<b>Difference</b>
Learning Environment	<b>78.7</b>	<b>81.3</b>	<b>(2.6)</b>
Home and School Relations	<b>78.7</b>	<b>82.4</b>	<b>(3.7)</b>
Social and Physical Environment	<b>75.7</b>	<b>74.8</b>	<b>0.9</b>

Parents who responded to the 2013 annual survey reported levels of parental involvement compared to previous years and identified work schedules as their greatest obstacle to involvement.

**Parents Report Obstacles to Parental Involvement in 2013**

Work Schedule	54.6%
Lack of timely notification of volunteer opportunities	23.7%
School does not encourage involvement	16.1%
Family and health problems	14.6%
Lack of child or adult care services	14.1%
Transportation	11.6%
Involvement not appreciated	11.3%

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.

**New Items:** Five new questions were added to the parent questionnaire this year to obtain information about parent views about teacher and principal effectiveness, whether each child has a personalized learning experience, and parental awareness of federal and state report card grades. Three of these questions were unclear in their design, making interpretation of parent responses difficult. Parents of middle and high school students were asked to rate their child’s teacher, when their child had a different teacher for each core content class. All parents were asked to respond to questions regarding whether they have read state and federal report cards with responses of varying degrees of agreement rather than with a yes/no response.

If agree and strongly agree responses are combined, and disagree and strongly disagree are combined, it appears that parents of elementary school students view their child's teacher and principal more favorably than do parents of middle or high school students, and parents tend to regard their child's teacher more favorably than their child's principal. Parents of elementary school students view their child as experiencing a personalized learning experience more than do parents of middle or high school students. Approximately three-fourths of parents report having read the federal and state report cards for their schools, and slightly less report having read the report cards for their school district.

**Percent of Parents who Agree or Strongly Agree with New Items in the 2013 Parent Survey by School Type:**

<b>Item</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Teacher Effectiveness	<b>91.4</b>	<b>85.5</b>	<b>83.6</b>
Principal Effectiveness	<b>86.6</b>	<b>81.6</b>	<b>78.8</b>
Personalized Learning Experience	<b>77.7</b>	<b>67.1</b>	<b>67.4</b>
School Report Card	<b>76.5</b>	<b>74.5</b>	<b>71.1</b>
District Report Card	<b>69.6</b>	<b>68.6</b>	<b>65.2</b>



## PART ONE Administration of the 2013 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 11<sup>th</sup> 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, 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 2013 to administer the parent as well as student and teacher surveys.

As in 2013, there were no parent surveys printed in Spanish. A copy of the 2013 survey is in the appendix. The 2013 administration of the parent survey occurred over the following time period and involved the following actions.

February 28, 2013	All schools received survey forms.
March 25, 2013	Date for parent survey forms returned to school.
March 28, 2013	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.<sup>1</sup>

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.<sup>2</sup> 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 2013 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.<sup>3</sup>

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 2013 annual school report cards. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

With the addition of five new items, the 2013 parent survey contained a total of fifty-nine 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

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<sup>1</sup> “Administration of the 2013 Report Card Surveys,” South Carolina Department of Education.

<sup>2</sup> Cynthia Hearn, e-mail message to Melanie Barton, February 4, 2010.

<sup>3</sup> “Administration of the 2013 Report Card Surveys,” South Carolina Department of Education.

child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

Parents were asked thirteen questions 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. Five new questions appear on the 2013 survey: the first two items asked about the effectiveness of a child's teacher and principal, the third asked about a child's personalized learning experience, and the last two of the new items asked about parental awareness of the school and district report cards. 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.





- 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 2012-13 as the sample size. On the 45<sup>th</sup>, 90<sup>th</sup> and 135<sup>th</sup> 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 2012-13 the 135-day average daily membership for grades 5, 8 and 11 rounded to the nearest student totaled 156,859.<sup>6</sup> This method underestimates the number of parents surveyed. The parents of some 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> 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 2013 was 66,787, which was 2,794 (4.0 percent) fewer than the number returned in the prior year.

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

<b>2013</b>	<b>66,787</b>
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 36 and 43 percent of all eligible parents surveyed responded to the 2013 parent survey. In the prior year (2012), using the same two methodologies, the response rate was between 38 and 44 percent. Compared to IAR’s definitions of acceptable response rates for email and online surveys, the response rate to the 2013 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

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<sup>6</sup> “SC 135-Day Average Daily Membership by Grade, by District, 2012-13, obtained from Mellanie Jinnette, March 3, 2014.

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**

	<b>Sample Size</b>	<b>Surveys Returned</b>	<b>Response Rate</b>
Method 1: Surveys Distributed	185,119	66,787	36.1%
Method 2: ADM of 5, 8 and 11 <sup>th</sup> grades	156,859	66,787	42.6%

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

1. What grade is your child in? (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup>)
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 2013 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 2013 the percentage of parents who completed the survey who identified themselves as Hispanic was 5.3 percent, as compared to 5.1 percent in 2012, 4.6 percent in 2011 and 5.0 percent in 2010.

**Table 3**  
**Respondents to the 2013 Parent Survey**  
**(n=66,787)**

Gender

Male	<b>14.9%</b>
Female	<b>85.1%</b>

Race

African-American	<b>31.1%</b>
Caucasian/white	<b>59.6%</b>
Hispanic	<b>5.3%</b>
All Other	<b>4.0%</b>

Education

Attended elementary/high school	<b>10.7%</b>
Completed high school/GED	<b>23.2%</b>
Earned Associate Degree	<b>10.4%</b>
Attended college/training program	<b>21.1%</b>
Earned college degree	<b>21.8%</b>
Postgraduate study/and/or degree	<b>12.8%</b>

Household Income

Less than \$15,000	<b>13.9%</b>
\$15,000 - \$24,999	<b>14.1%</b>
\$25,000 - \$34,999	<b>14.1%</b>
\$35,000 - \$54,999	<b>16.6%</b>
\$55,000 - \$75,000	<b>14.1%</b>
More than \$75,000	<b>27.3%</b>

Their Child Enrolled in:

Grades 3-5	<b>45.2%</b>
Grades 6-8	<b>35.8%</b>
Grades 9-11	<b>19.0%</b>

Their Child's Gender:

Male	<b>45.4%</b>
Female	<b>54.6%</b>

Their Child's Ethnicity:

African-American	<b>31.5%</b>
Caucasian/White	<b>57.7%</b>
Hispanic	<b>5.4%</b>
All Other	<b>5.4%</b>

Their Child's Grades:

All or mostly A's and B's	<b>62.9%</b>
All or mostly B's and C's	<b>27.0%</b>
All or mostly C's and D's	<b>8.4%</b>
All or mostly D's and F's	<b>1.7%</b>

Note: Percentages may 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, 57,290 parents who returned the 2013 survey indicated that their child was in 5<sup>th</sup>, 8<sup>th</sup>, or 11<sup>th</sup> grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 46 percent of parents who completed the survey were elementary school parents, 35 percent middle school, and 19 percent high school (Table 4). As compared to prior years, the percentage of surveys reflecting the perceptions of elementary school parents declined by 2 percent, middle school parents declined by 3 percent, and the percentage of parents of high school students increased by 5 percent (from 13 to 19 percent).

The representativeness of the 2013 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2012-13 academic year to the grade level and ethnicity of students as reported by parents in the 2013 parent survey. Considering only students in grades 5, 8, and 11, 46 percent of the parent surveys indicate their child was enrolled in grade 5, yet according to the 135-day Average Daily Membership (ADM) enrollment, only 35 percent of students are in grade 5. The percentage of children parents report as enrolled in grade 8 is nearly identical to the percentage of student enrolled in grade 8 according to the ADM. The percentage of students parents report as enrolled in grade 11 (19 percent) is much smaller than the percentage of students enrolled in grade 11 from the ADM (30%). Elementary school students are, then, over-represented in the parent surveys returned and high school students are under-represented in these data.

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

<b>Grade of Child</b>	<b>Surveys Returned</b>	<b>% of Surveys from Grades 5, 8, &amp; 11</b>	<b>2012-13 135-day ADM</b>	<b>% of ADMs for Grades 5, 8 &amp; 11</b>
Grade 5	26,405	46%	54,684	35%
Grade 8	20,034	35%	55,279	35%
Grade 11	10,851	19%	46,896	30%
TOTAL	57,290		156,859	

When asked about their child's race or ethnicity, 57.7 percent of the parents responded that their child's ethnicity was white, 31.5 percent African American and 5.4 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 4.7% in the results (Table 5).

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

	<b>2013 Parent Survey</b>	<b>Student Enrollment All Public Schools 2012-13<sup>7</sup></b>	<b>Difference</b>
White	57.7%	53.4%	4.3%
African American	31.5%	36.2%	(4.7%)
Hispanic	5.4%	6.4%	(1.2%)
Other	5.4%	4.0%	1.4%

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

With respect to educational attainment, 34.6 percent of parents who responded to the survey in 2013 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.<sup>8</sup>

Regarding the annual household income of the respondents, in 2013 58.0 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 2012 was \$52,763.<sup>9</sup>

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 2013 with the percent of students enrolled in schools by their 2013 absolute report card rating.<sup>10</sup>

<b>2013 Absolute Rating</b>	<b>% of Students Enrolled in School, 2012-13</b>	<b>% of Parents Responding to 2013 Survey</b>
Excellent	41%	38%
Good	19%	23%
Average	31%	31%
Below Average	6%	6%
At Risk	3%	3%

The data document that for each report card rating, the percentages of students enrolled and parents responding are within four percent of one another. 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 2012-13. Sixty-one percent of the parents who responded to the survey had children attending schools with an Absolute Rating of Good or Excellent, which is comparable to the 60 percent of students who were enrolled in a school with an Absolute Rating of Good or Excellent in school year 2012-13.

<sup>8</sup> U.S. Census Bureau, Table 233, "Educational Attainment by State: 1990 to 2009." <<http://www.census.gov/compendia/statab/2012/tables/12s0233.pdf>>.

<sup>9</sup> U.S. Census Bureau, "State and County Quick Facts" <<http://quickfacts.census.gov/qfd/states/45000.html>>.

<sup>10</sup> "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**

- A total of 66,787 parent surveys were completed and returned in 2013, which was 2,794 (4.0 percent) fewer than the number 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 2013 parent survey was between 36 and 42 percent, each of which by industry standards is considered average.
- An analysis of the respondents to the 2013 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 four percentage points, 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 2012-13. Also, sixty percent of the parents who responded to the survey had children attending schools with an Absolute Rating of Good or Excellent, while 60 percent of students who were enrolled in a school with an Absolute Rating of Good or Excellent in school year 2012-13.



## PART THREE

### Results for Recurring Items of the 2013 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 2013 parent survey. 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 2013 parent survey. Overall, 87.0 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 2013 Responding**

<b>Learning Environment Questions</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>	<b>Don’t Know</b>
1. My child's teachers give homework that helps my child learn.	<b>89.6</b>	<b>8.1</b>	<b>2.4</b>
2. My child's school has high expectations for student learning.	<b>91.7</b>	<b>6.2</b>	<b>2.1</b>
3. My child's teachers encourage my child to learn.	<b>91.5</b>	<b>5.6</b>	<b>3.0</b>
4. My child's teachers provide extra help when my child needs it.	<b>81.7</b>	<b>11.8</b>	<b>6.5</b>
<b>5. I am satisfied with the learning environment at my child's school</b>	<b>87.0</b>	<b>11.2</b>	<b>1.8</b>

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2009 through 2013. The overall trend is of an increase in parental satisfaction.

**Table 7**  
**2009-2013**  
**Percentage of Parents who Agree or Strongly Agree**

<b>Learning Environment Questions</b>	<b>2013</b>	2012	2011	2010	2009
1. My child's teachers give homework that helps my child learn.	<b>89.6</b>	89.9	86.7	89.0	89.9
2. My child's school has high expectations for student learning.	<b>91.7</b>	91.7	88.9	90.3	90.9
3. My child's teachers encourage my child to learn.	<b>91.5</b>	91.8	88.7	90.4	90.9
4. My child's teachers provide extra help when my child needs it.	<b>81.7</b>	81.9	78.7	79.8	79.7
<b>5. I am satisfied with the learning environment at my child's school</b>	<b>87.0</b>	87.2	84.3	85.9	85.5

The differences between the percentages of parents who expressed that they are satisfied with the overall learning environment at their child's school in 2013 compared to 2012 are small and can be characterized as normal annual fluctuations. The percentage of parents who believe that their school has high expectations for learning also did not differ from 2012 to 2013. For the remaining questions regarding a school's learning environment there were very small decreases in the percentage of parents who view the learning environment favorably. It is worth noting, however, that the percentages of parents who agree or strongly agree with each statement reached their highest values in 2012. In this light, slight declines from 2012 to 2013 should not be over-interpreted.

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

<b>Learning Environment Questions</b>	<b>2013</b>	2012	Difference
1. My child's teachers give homework that helps my child learn.	<b>89.6</b>	89.9	(0.3)
2. My child's school has high expectations for student learning.	<b>91.7</b>	91.7	0.0
3. My child's teachers encourage my child to learn.	<b>91.5</b>	91.8	(0.3)
4. My child's teachers provide extra help when my child needs it.	<b>81.7</b>	81.9	(0.2)
<b>5. I am satisfied with the learning environment at my child's school</b>	<b>87.0</b>	87.2	(0.2)

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 2013 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 2013 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2010 through 2012. The 2013 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 did not exceed three percent on any one question.

**Table 9**  
**Comparing 2013 Results with Three-Year Average**  
**(Percentage of Parents who Agree or Strongly Agree)**

<b>Learning Environment Questions</b>	<b>2013</b>	<b>Mean % (2010-2012)</b>	<b>Difference</b>
1. My child's teachers give homework that helps my child learn.	<b>89.6</b>	88.5	1.1
2. My child's school has high expectations for student learning.	<b>91.7</b>	90.3	1.4
3. My child's teachers encourage my child to learn.	<b>91.5</b>	90.3	1.2
4. My child's teachers provide extra help when my child needs it.	<b>81.7</b>	80.1	1.6
<b>5. I am satisfied with the learning environment at my child's school</b>	<b>87.0</b>	85.8	1.2

Table 10 presents the responses to Question 5 by the absolute report card ratings schools received in 2013. The highest percentage of parents who agree or strongly agree that they were satisfied with the overall learning environment at their child's schools were parents whose child attended a school with an Absolute Rating of Excellent. Parental satisfaction generally declines as the Absolute Rating of the school declines, except for the case of parents whose child attends a school rated At Risk. The percentage of parents of students who were satisfied with the overall learning environment in schools with Excellent Absolute Ratings was approximately 11 percent higher than the percentage of parents in schools with Below Average ratings. Furthermore, the percentage of parents in schools rated At Risk or Below Average who disagree or strongly disagree 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)**

<b>2013 Absolute Rating</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Excellent	90.1	8.7
Good	87.8	10.4
Average	84.4	13.5
Below Average	78.7	18.6
At Risk	81.3	15.5

Analyzing the responses by Absolute Rating for elementary, middle and high schools, a clear pattern emerges: 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, regardless of the Absolute Rating (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.

**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)**

<b>2013 Absolute Rating</b>	<b>School Type</b>	<b>Number of Responses</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Excellent	Elementary	12,187	92.8	6.4
	Middle	6,308	89.0	9.8
	High	5,928	85.5	12.3
Good	Elementary	6,821	90.2	8.5
	Middle	4,925	86.2	11.9
	High	1,574	81.1	15.6
Average	Elementary	10,247	87.8	10.6
	Middle	8,958	81.8	15.6
	High	1,521	76.9	20.5
Below Average	Elementary	1,731	81.2	16.4
	Middle	1,489	76.4	20.8
	High	148	72.3	23.0
At Risk	Elementary	356	82.6	12.9
	Middle	288	74.0	24.3
	High	482	83.6	13.1

## **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 2013 parent survey.

**Table 12**  
**Percentage of Parents in 2013 Responding:**

<b>Home and School Relations Questions</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>	<b>Don't Know</b>
1. My child's teachers contact me to say good things about my child	<b>56.9</b>	<b>41.0</b>	<b>2.1</b>
2. My child's teachers tell me how I can help my child learn.	<b>64.5</b>	<b>33.1</b>	<b>2.3</b>
3. My child's teachers invite me to visit my child's classrooms during the school day.	<b>51.5</b>	<b>43.6</b>	<b>5.0</b>
4. My child's school returns my phone calls or e-mails promptly.	<b>80.9</b>	<b>13.5</b>	<b>5.6</b>
5. My child's school includes me in decision-making.	<b>69.2</b>	<b>24.6</b>	<b>6.2</b>
6. My child's school gives me information about what my child should be learning in school.	<b>78.1</b>	<b>19.9</b>	<b>2.0</b>
7. My child's school considers changes based on what parents say.	<b>52.0</b>	<b>24.6</b>	<b>23.4</b>
8. My child's school schedules activities at times that I can attend.	<b>79.6</b>	<b>16.2</b>	<b>4.2</b>
9. My child's school treats all students fairly.	<b>70.3</b>	<b>16.7</b>	<b>13.0</b>
10. My principal at my child's school is available and welcoming.	<b>82.2</b>	<b>9.7</b>	<b>8.1</b>
<b>11. I am satisfied with home and school relations at my child's school</b>	<b>83.3</b>	<b>13.3</b>	<b>3.5</b>

Overall, 83.3 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.
- Approximately 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 2005.

**Table 13**  
**2005-2013**  
**Home and School Relations**  
**Question 11: I am satisfied with home and school relations at my child's school.**

	<b>2013</b>	2012	2011	2010	2009	2008	2007	2006	2005
Agree or Strongly Agree	<b>83.3</b>	82.9	80.2	81.9	81.4	77.8	77.9	76.6	67.8
Disagree or Strongly Disagree	<b>13.3</b>	13.7	13.9	14.3	14.9	16.0	17.1	16.6	17.7

Analyzing parental satisfaction trends over the recent years, Table 14 documents parental satisfaction for all eleven questions regarding home and school relations since 2009. For nine of the eleven questions, the percentages of parents who view the Home School Relations favorably were highest in 2012. For the remaining two questions the highest ratings were obtained in 2013, one of which was the question regarding the overall satisfaction with home and school relations.

**Table 14**  
**2009-2013**  
**Percentage of Parents who Agree or Strongly Agree**

Home and School Relations Questions	2013	2012	2011	2010	2009
1. My child's teachers contact me to say good things about my child.	<b>56.9</b>	57.3	54.5	52.2	57.2
2. My child's teachers tell me how I can help my child learn.	<b>64.5</b>	65.4	62.4	64.1	64.4
3. My child's teachers invite me to visit my child's classrooms during the school day.	<b>51.5</b>	54.0	52.0	53.7	54.8
4. My child's school returns my phone calls or e-mails promptly.	<b>80.9</b>	81.0	77.7	79.5	79.3
5. My child's school includes me in decision-making.	<b>69.2</b>	69.8	66.7	67.8	67.9
6. My child's school gives me information about what my child should be learning in school.	<b>78.1</b>	78.3	75.6	78.3	78.3
7. My child's school considers changes based on what parents say.	<b>52.0</b>	52.6	49.2	50.1	50.5
8. My child's school schedules activities at times that I can attend.	<b>79.6</b>	79.7	76.9	78.9	78.8
9. My child's school treats all students fairly.	<b>70.3</b>	70.0	67.3	67.5	67.4
10. My principal at my child's school is available and welcoming.	<b>82.2</b>	82.4	80.1	81.4	80.8
<b>11. I am satisfied with home and school relations at my child's school</b>	<b>83.3</b>	82.9	80.2	81.9	81.4

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 2013. 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 2013 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2010 through 2012. Again, using a three percent change as "significant," there was no significant increase or decrease in parental responses to any of these questions.

**Table 15**  
**Comparing 2013 Results with Three-Year Average**  
**(Percentage of Parents who Agree or Strongly Agree)**

Home and School Relations Questions	2013	Mean % (2010-2012)	Difference
1. My child's teachers contact me to say good things about my child.	<b>56.9</b>	54.7	2.2
2. My child's teachers tell me how I can help my child learn.	<b>64.5</b>	63.9	0.6
3. My child's teachers invite me to visit my child's classrooms during the school day.	<b>51.5</b>	53.2	-1.7
4. My child's school returns my phone calls or e-mails promptly.	<b>80.9</b>	79.4	1.5
5. My child's school includes me in decision-making.	<b>69.2</b>	68.1	1.1
6. My child's school gives me information about what my child should be learning in school.	<b>78.1</b>	77.4	0.7
7. My child's school considers changes based on what parents say.	<b>52.0</b>	50.6	1.4

8. My child's school schedules activities at times that I can attend.	<b>79.6</b>	78.5	1.1
9. My child's school treats all students fairly.	<b>70.3</b>	68.3	2.0
10. My principal at my child's school is available and welcoming.	<b>82.2</b>	81.3	0.9
<b>11. I am satisfied with home and school relations at my child's school</b>	<b>83.3</b>	81.7	1.6

Table 16 presents the responses to Question 11 by the absolute report card ratings schools received in 2013. 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 as the Absolute Rating of the school declines. The percentage of parents of students who were satisfied with the home and school relations in schools with Excellent Absolute Ratings was approximately 8 percent higher than the percentage of parents in schools with Below Average ratings. Recall that this difference was approximately 11 percent for parental perceptions of the learning environment in their child's school. The percentage of parents in schools with Below Average ratings who disagree or strongly disagree with the question is approximately 7 percent higher than the percentage of parents with students in schools with Absolute Ratings of Excellent.

**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)**

<b>2013 Absolute Rating</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Excellent	86.3	10.8
Good	83.3	13.3
Average	80.9	15.5
Below Average	78.7	17.6
At Risk	82.4	13.6

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, across Absolute Ratings (Table 17). Exceptions occur for middle and high schools with Average or At Risk Absolute Ratings, where a larger percentage of high school parents view the home and school relations favorably than do middle school parents.

**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)**

<b>2013 Absolute Rating</b>	<b>School Type</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Excellent	Elementary	90.2	7.7
	Middle	84.4	12.5
	High	80.0	15.6
Good	Elementary	87.6	10.0
	Middle	79.1	16.6
	High	75.9	19.4
Average	Elementary	85.1	12.1
	Middle	76.4	19.0
	High	76.7	18.9
Below Average	Elementary	82.0	14.5
	Middle	75.9	20.9
	High	68.7	21.8
At Risk	Elementary	82.9	13.2
	Middle	76.1	19.0
	High	84.6	11.5

### **C. Social and Physical Environment**

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 student behavior at 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 2013 parent survey.

**Table 18  
Percentage of Parents in 2013 Responding**

<b>Social and Physical Environment Questions</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>	<b>Don't Know</b>
1. My child's school is kept neat and clean.	<b>91.5</b>	<b>5.7</b>	<b>2.8</b>
2. My child feels safe at school.	<b>91.0</b>	<b>7.1</b>	<b>1.9</b>
3. My child's teachers care about my child as an individual.	<b>83.7</b>	<b>8.6</b>	<b>7.7</b>
4. Students at my child's school are well behaved.	<b>64.0</b>	<b>22.6</b>	<b>13.5</b>
<b>5. I am satisfied with the social and physical environment at my child's school.</b>	<b>84.3</b>	<b>12.0</b>	<b>3.7</b>

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 whether students at their child’s school were well behaved, and 16.3 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 2013 results of the South Carolina parent survey with the results of parent surveys administered since 2009. 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, 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**  
**2009-2013**  
**Percentage of Parents who Agree or Strongly Agree**

<b>Social and Physical Environment Questions</b>	<b>2013</b>	2012	2011	2010	2009
1. My child's school is kept neat and clean.	<b>91.5</b>	91.3	90.0	91.0	90.7
2. My child feels safe at school.	<b>91.0</b>	90.9	89.7	90.5	90.1
3. My child's teachers care about my child as an individual.	<b>83.7</b>	84.1	81.1	82.1	82.2
4. Students at my child's school are well behaved.	<b>64.0</b>	63.7	61.2	62.4	61.4
<b>5. I am satisfied with the social and physical environment at my child's school</b>	<b>84.3</b>	84.1	82.4	83.2	82.7

A final analysis was conducted to gauge parent satisfaction with the social and physical environment of their child’s school in 2013 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 2013 compared to the average percentage of parents who agreed or strongly agreed with each statement in years 2010 through 2012. Again, there were no significant increases or decreases when comparing parental responses in 2013 with the average of the three prior years.

**Table 20**  
**Comparing 2013 Results with Three-Year Average**  
**(Percentage of Parents who Agree or Strongly Agree)**

<b>Social and Physical Environment Questions</b>	<b>2013</b>	<b>Mean % (2010-2012)</b>	<b>Difference</b>
1. My child's school is kept neat and clean.	<b>91.5</b>	90.8	0.7
2. My child feels safe at school.	<b>91.0</b>	90.4	0.6
3. My child's teachers care about my child as an individual.	<b>83.7</b>	82.4	(0.7)
4. Students at my child's school are well behaved.	<b>64.0</b>	62.4	1.6
<b>5. I am satisfied with the social and physical environment at my child's school.</b>	<b>84.3</b>	83.2	1.1

Comparing parental responses to Question 5 with the 2013 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 13.7 percent as compared to 8.3 percent for learning environment and 3.9 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)**

<b>2012 Absolute Rating</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Excellent	88.5	8.9
Good	85.2	11.4
Average	81.2	14.5
Below Average	75.7	19.3
At Risk	74.8	17.6

Analyzing the responses by school type (elementary, middle and high) and 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 2013 with the overall performance of their child’s school than even parents whose children attended a school with an Absolute Rating of At Risk. Parents of high school students in schools with an At Risk Absolute Rating were more satisfied with the social and physical environment of their child’s school than were parents of middle school students 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)**

<b>2012 Absolute Rating</b>	<b>Type</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Excellent	Elementary	92.9	5.5
	Middle	86.6	10.2
	High	81.3	14.6
Good	Elementary	89.7	7.9
	Middle	82.1	13.7
	High	73.9	20.7
Average	Elementary	86.5	10.2
	Middle	76.3	18.3
	High	72.4	22.8
Below Average	Elementary	79.3	16.6
	Middle	72.2	21.8
	High	68.5	26.9
At Risk	Elementary	79.1	15.9
	Middle	70.2	24.6
	High	72.7	15.5

### **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:<sup>11</sup>

- 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.
- 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.

<sup>11</sup> Epstein, et. al. 2002. *School, Family, and Community Partnerships: Your Handbook for Action, Second Edition*. Thousand Oaks, CA: Corwin Press, Inc. <[http://www.csos.jhu.edu/P2000/nmps\\_model/school/sixtypes.htm](http://www.csos.jhu.edu/P2000/nmps_model/school/sixtypes.htm)>.

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**  
**Percent of Parents Providing Each Response to**  
**Parental Involvement Questions Regarding Activities at the School**

<u>Parental Involvement Question</u>	I do this	I don’t but would like to	I don’t and don’t care to	Activity/event not offered
Attend Open Houses or parent-teacher conferences	79.7	<b>15.4</b>	3.9	1.0
Attend student programs or performances	80.1	<b>15.1</b>	3.5	1.3
Volunteer for the school	36.2	<b>37.3</b>	23.1	3.4
Go on trip with my child’s school	35.0	<b>42.3</b>	16.7	6.0
Participate in School Improvement Council Meetings	12.7	<b>43.9</b>	37.8	5.6
Participate in Parent-teacher Student Organizations	31.0	<b>34.8</b>	31.3	2.9
Participate in school committees	16.4	<b>38.2</b>	38.3	7.1
Attend parent workshops	25.6	<b>38.7</b>	21.1	14.7

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 – Substantially fewer parents report being involved in the School Improvement Council and school committees than in any other activity. Slightly less than one-third of parents report participating in Parent-Teacher-Student Organizations. 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 36 percent of the parents responded that they volunteered while 37 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 15 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 learning, 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**  
**Percent of Parents Providing Each Response to**  
**Parental Involvement Questions Regarding Their Child’s Learning**

	<b>I do this</b>	<b>I don’t but would like to</b>	<b>I don’t and don’t care to</b>
Visit my child’s classroom during the school day	30.8	51.5	17.7
Contact my child’s teachers about my child’s school work.	76.3	18.5	5.2
Limit the amount of time my child watches TV, plays video games, surfs the Internet	84.5	8.7	6.9
Make sure my child does his/her homework	95.2	3.3	1.5
Help my child with homework when he/she needs it.	93.9	4.7	1.5

Clearly, parents overwhelmingly report being involved in activities and decisions to support their child’s learning. Over 93 percent of parents reported helping their child with his or her homework while 84.5 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

from 2007 through 2013 are included in Table 25. Consistently across years, 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**  
**Percentage of Parents Experiencing Each Impediment to Involvement in Schools**

	2013	2012	2011	2010	2009	2008	2007
Lack of transportation reduces my involvement	<b>11.6</b>	11.6	11.5	11.8	11.7	11.6	11.8
Family health problems reduce my involvement.	<b>14.6</b>	14.4	14.3	14.3	14.7	14.9	15.0
Lack of available care for my children or other family members reduces my involvement.	<b>14.1</b>	14.7	14.5	15.1	15.4	15.2	15.4
My work schedule makes it hard for me to be involved.	<b>54.6</b>	53.8	54.4	55.1	55.6	56.2	55.4
The school does not encourage my involvement.	<b>16.1</b>	15.7	16.2	17.4	17.6	18.0	19.6
Information about how to be involved either comes too late or not at all.	<b>23.7</b>	23.5	24.6	25.3	25.7	26.8	27.3
I don't feel like it is appreciated when I try to be involved.	<b>11.3</b>	10.6	11.4	12.0	12.1	12.8	13.6

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". Fewer than 10 percent of parents have provided unfavorable responses regarding their child's school for any of these questions over the past three years.

**Table 26**  
**2011 – 2013**  
**Percent of Parents Providing Each Response to Parental Involvement Questions Regarding School Effort**

Question:	Very Good or Good			Bad or Very Bad			Okay		
	2013	2012	2011	2013	2012	2011	2013	2012	2011
School's overall friendliness.	<b>79.3</b>	81.5	80.4	<b>2.2</b>	2.2	2.4	<b>18.4</b>	16.3	17.2
School's interest in parents' ideas and opinions.	<b>63.4</b>	63.9	63.0	<b>7.6</b>	7.2	7.6	<b>30.1</b>	28.9	29.5
School's effort to get important information from parents.	<b>67.4</b>	68.8	67.8	<b>7.6</b>	7.2	7.5	<b>25.1</b>	24.0	24.7
The school's efforts to give important information to parents.	<b>73.1</b>	74.3	73.3	<b>6.1</b>	6.0	6.2	<b>20.8</b>	19.7	20.5
How the school is doing overall.	<b>75.8</b>	77.5	76.4	<b>3.2</b>	3.2	3.4	<b>21.0</b>	19.3	20.2

**Conclusions:**

- Despite a 4.0 percent decline in the number of parents responding to the annual parent survey, the results of the 2013 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:**

<b>Characteristic</b>	<b>2013</b>	<b>2012</b>	<b>2011</b>	<b>2010</b>	<b>Difference between 2013 and 2012</b>
Learning Environment	<b>87.0</b>	87.2	84.3	85.9	<b>(0.2)</b>
Home and School Relations	<b>83.3</b>	82.9	80.2	81.9	<b>0.4</b>
Social and Physical Environment	<b>84.3</b>	84.1	82.4	83.2	<b>0.2</b>

- When comparing parent satisfaction in 2013 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**

<b>Characteristic</b>	<b>2013</b>	<b>Mean % (2010-2012)</b>	<b>Difference between 2013 and Mean of three years</b>
Learning Environment	<b>87.0</b>	85.8	1.3
Home and School Relations	<b>83.3</b>	81.7	1.6
Social and Physical Environment	<b>84.3</b>	83.2	1.1

- 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.

## PART FOUR

### Results for New Items of the 2013 Parent Survey

Five new items were added to the parent survey for 2013. These items are not focused on a single aspect of teaching and learning. They are:

1. My child's teacher is effective.
2. My child's principal is effective.
3. My child receives a personalized learning experience.
4. I have read BOTH the federal and state report cards for my child's school.
5. I have read BOTH the federal and state report cards by my child's school district.

The possible responses for parents to these questions are:

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- Don't Know

Each of these questions was examined by school type (elementary, middle, and high) and by the 2013 absolute report card rating. Because relatively few schools receive Absolute Ratings of At Risk and Below Average, these categories have been combined for reporting.

The first item may be relevant to parents of elementary school students. If their student has the same teacher for English/Language Arts, Mathematics, Science, and Social Studies parents may respond with this teacher in mind, however; elementary students tend to have different teachers for Art, Music, Physical Education, and other special classes that may be offered (e.g., foreign languages). Without clear wording of which teacher parents are to evaluate, the teacher parents will have in mind when answering this question is unknown. The same situation is present for the parents of middle and high school students. Middle and high school students have different teachers for most (or all) of their subjects. Parents may respond with their child's best teacher, worst teacher, favorite teacher, or some overall composite of their child's teachers in mind. Interpreting the responses to this question for parents of middle and high school teachers, then, is difficult.

Table 27 presents the results of teacher effectiveness by school type. Parents of elementary school students appear to have the most favorable views of their child's teacher. The percentage of parents who agree or strongly agree that their teacher is effective is approximately twice the percentages for parents of middle or high school students, and the percentage of parents who disagree or strongly disagree is approximately two-thirds that of the parents of middle or high school students.

**Table 27**  
**Teacher Effectiveness by School Type**

School Type	Response				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Elementary	2.3	3.8	45.5	45.9	2.5
Middle	2.3	6.7	60.7	24.9	5.5
High	2.5	7.0	62.4	21.2	7.0

Differences are also observed in parent perceptions of their child's teacher's effectiveness by the report card level of the school (Table 28). Parents of children in schools with Good or Excellent Absolute Ratings have the most favorable views of their child's teacher, and parents of children in schools with At Risk or Below Average Absolute Ratings have slightly less favorable views of their child's teacher. Differences between the responses for these parent groups are evident in the percentages of parents who Strongly Agree that their child's teacher is effective. The percentage of parents who Disagree or Strongly Disagree that their child's teacher is effective are nearly identical regardless of the Absolute Rating of the school.

Further analyses of parent perceptions of teacher effectiveness by both school type and Absolute Rating are presented in Table C-1 of Appendix C. These data clarify that it is only in elementary schools that parents vary in their perceptions of their child's teacher by the school report card rating. For parents of middle and high school students, perceptions of teacher effectiveness do not vary systematically by report card rating. These analyses also indicate that parents have more negative perceptions of their child's teacher as grade level increases from elementary to middle and high schools.

**Table 28**  
**Teacher Effectiveness by Report Card Rating**

2013 Absolute Rating	Response					N
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Excellent	2.0	4.7	51.0	38.8	3.4	24,700
Good	2.2	5.2	54.3	33.9	4.4	13,859
Average	2.6	5.9	56.1	30.4	5.0	21,258
At Risk/Below Average	3.9	6.5	56.5	27.1	6.0	4,532

It is unclear whether the differences between the responses of the parents or elementary school students and those of middle and high school students can be attributed to actual perceptions of their teacher or whether these difference appear because the parents of middle and high school students do not have a single teacher to focus on when responding to this question. Providing a question such as "How effective is your child's teacher of Mathematics?" may enable middle and high school students to respond with respect to a specific teacher and, therefore, provide more comparable responses across school type.

Parent perceptions of the effectiveness of the principal at their child's school are presented by school type (Table 29) and by 2013 Absolute Rating (Table 30). Again, parents of elementary

school students view their principal most favorably, and by a substantial margin over parents of students in middle school. Parents of students in high school view their principals least favorably, though the difference between middle and high schools is small. Indeed, parents of middle and high school students may be regarded as viewing their child’s principals similarly.

**Table 29**  
**Principal Effectiveness by School Type**

School Type	Response				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Elementary	2.9	4.0	43.0	43.6	6.5
Middle	3.5	6.1	51.3	30.3	8.8
High	4.0	7.1	51.3	27.5	10.2

Parent perceptions of their child’s school principal also vary by the absolute report card rating of the school. A much larger percentage of parents of students in schools with Excellent Absolute Ratings strongly agree that the principal is effective (41.3 percent) compared to parents of students in schools with At Risk or Below Average Absolute Ratings (28.1 percent). This trend is also evident when considering the percentage of parents who strongly disagree or disagree that the principal is effective, smaller percentages of parents with students in schools with Absolute Ratings of Excellent disagree or strongly disagree that their principal is effective. The smallest percentage of parents who disagree or strongly disagree was from parents with children in schools with Absolute Ratings of Excellent, and the largest percentage was from parents with children in school with At Risk or Below Average Absolute Ratings.

Additional analyses of parent perceptions of principal effectiveness by school type and Absolute Rating are presented in Appendix C (Table C-2). These analyses indicate that for parents of both elementary and middle school students perceptions of principal effectiveness increase as report card rating increases, while for parents of high school students there is no trend associated with report card rating. As with parent perceptions of teacher effectiveness, the percentage of parents who have unfavorable views of principal effectiveness increases from elementary to middle, and from middle to high school.

**Table 30**  
**Principal Effectiveness by Report Card Rating**

2013 Absolute Rating	Response					N
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Excellent	2.8	4.2	44.5	41.3	7.2	24,836
Good	3.2	5.0	48.1	36.0	7.8	13,906
Average	3.8	6.3	49.8	31.7	8.3	21,304
At Risk/Below Average	4.6	7.1	49.7	28.1	10.5	4,546

Overall, the ratings of teachers and principals tend to coincide. Parents of elementary school students view their child’s teacher more favorable than they do their child’s principal while parents of middle and high school students appear to view their child’s principal more favorably than their

child’s teacher. Comparisons between parent perceptions of teachers and principals may not be meaningful given the potential ambiguity of parental responses regarding perceived teacher quality for reasons already discussed.

The third new question asks parents if their child receives a personalized learning experience. Parents may or may not understand what is meant by a personalized learning experience. Narrowly, personalized learning tailors teaching, curriculum and the learning environment to meet the individual needs and aspirations of students. Technology is a key component to facilitate personalized learning. In essence, it is customization of teaching and learning. States participating in the Innovation Lab Network through the Council of Chief State School Officers are “developing and scaling models of personalize, competency-based, anytime/anywhere learning pathways for students to attain college and career readiness, and are working to prepare educators to thrive within these new pathways.” At the high school level, diversity in course offerings may be envisioned as personalized learning.

In an August 2011 article written by Dr. Mick Zais, State Superintendent of Education, Dr. Zais writes:

A personalized, customized education for every student is the future of education. A student-centered approach will transform education from a system that treats students as identical units, teachers as assembly line workers, and administrators as managers working to meet production quotas of dubious quality.

Dr. Zais mentions the need for students to be able to take virtual courses and to replace seat time requirements with competency-based learning.<sup>12</sup>

**Table 31**  
**Personalized Learning Environment by School Type**

School Type	Response				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Elementary	3.4	12.2	46.0	31.7	6.8
Middle	4.4	19.0	48.6	18.6	9.4
High	4.1	19.0	49.1	18.4	9.6

A larger percentage of parents of elementary school students strongly agree that their child receives a personalized learning environment than parents of middle or high school students, and a small percentage disagree or strongly disagree. This occurs despite the fact that there is little flexibility in the course sequence available to elementary school students. Parents of high school students, where greater ability to customize the curriculum for each child is present, do not differ from parents of middle school students, where less ability to customize the curriculum is present.

<sup>12</sup> “Personalized and Customized Education for Every Student,” by Dr. Mick Zais, State Superintendent of Education. August 8, 2011.  
<[http://ed.sc.gov/agency/superintendent/documents/PersonalizedCustomizedEducation\\_FINAL\\_08112011.pdf](http://ed.sc.gov/agency/superintendent/documents/PersonalizedCustomizedEducation_FINAL_08112011.pdf)>.

These results should bring into question the utility of this item for obtaining information regarding the intended concept.

**Table 32**  
**Personalized Learning Environment by Report Card Rating**

2013 Absolute Rating	Response					N
	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know	
Excellent	3.5	15.6	45.7	27.6	7.7	24,724
Good	3.6	16.1	48.1	23.9	8.3	13,837
Average	4.4	16.0	48.6	22.4	8.7	21,149
At Risk/Below Average	4.9	15.0	49.6	22.2	8.3	4,509

As presented in Table 32, there are minimal observed differences in parent perceptions regarding their child’s personalized learning environment by absolute report card rating. Approximately 70 percent of parents believe their child is receiving a personalized learning experience, and approximately 20 percent of parents do not believe their child is receiving a personalized learning experience, regardless of the Absolute Rating of the school.

Analyses of parent perceptions of their child’s personalized learning environment by school type and report card rating are presented in Appendix C (Table C-3). These data confirm that there is no association of parent perceptions of personalized learning environment with report card rating for any school type.

The responses to questions 4 and 5 are also difficult to interpret because of the response alternatives parents were to choose from. Parents either have or have not read the report cards for their school and school district. It is not clear how a parent would interpret these questions in order to differentiate between the possible responses of “agree” or “strongly agree”, and similarly for the responses of “disagree” or “strongly disagree”. For this analysis both categories indicating agreement were collapsed, and both categories indicating disagreement were collapsed. Also unclear is how parents interpreted the “Don’t know” response. Parents who are unaware of the report cards may provide this response, as might parents who were not able to understand the content of the report cards.

Tables 33 and 34 present parent responses to the items regarding whether they have read school and district report cards by school type. There appears to be relatively small differences between the percentages of parents who have read either report card type by school type. Approximately 5 percent more parents of elementary school students have read the report cards than parents of high school students. Also, approximately 6 percent more parents report having read their school report card than their district report card.

**Table 33**  
**Read State and Federal School Report Cards by School Type**

School Type	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Don't Know
Elementary	14.8	76.5	8.6
Middle	17.3	74.5	8.3
High	20.3	71.1	8.6

**Table 34**  
**Read State and Federal District Report Cards by School Type**

School Type	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Don't Know
Elementary	19.2	69.6	11.2
Middle	21.2	68.6	10.2
High	24.8	65.2	10.1

Tables 35 and 36 present parent responses to the items regarding whether they have read school and district report cards by absolute report card rating. There do not appear to be any differences among the percentages of parents who have read either report card type by absolute report card rating. Again, approximately 5 percent more parents of elementary school students have read the report cards than parents of high school students.

**Table 35**  
**Read BOTH State and Federal School Report Cards by Absolute Rating**

2013 Absolute Rating	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Don't Know
Excellent	16.2	75.5	8.3
Good	15.8	76.2	8.0
Average	17.0	73.9	9.1
At Risk/ Below Average	18.5	72.6	9.0

**Table 36**  
**Read BOTH State and Federal District Report Cards by Absolute Rating**

2013 Absolute Rating	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Don't Know
Excellent	21.1	68.5	10.4
Good	19.8	69.8	10.5
Average	20.5	68.3	11.1
At Risk/ Below Average	22.7	66.1	11.3

More detailed analyses of parent responses regarding whether they have read both the state and federal report cards are presented in Appendix C (Tables C-4 and C-5). There may be a slight trend in elementary and middle schools that parents with children in schools with Excellent report card ratings have read the school and district report cards more than parents of students in schools with lower ratings, but the differences are minimal and should not be over-interpreted.

**Conclusions:**

**Percent of Parents who Agree or Strongly Agree with New Items in the 2013 Parent Survey by School Type:**

<b>Item</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Teacher Effectiveness	<b>91.4</b>	<b>85.5</b>	<b>83.6</b>
Principal Effectiveness	<b>86.6</b>	<b>81.6</b>	<b>78.8</b>
Personalized Learning Experience	<b>77.7</b>	<b>67.1</b>	<b>67.4</b>
School Report Card	<b>76.5</b>	<b>74.5</b>	<b>71.1</b>
District Report Card	<b>69.6</b>	<b>68.6</b>	<b>65.2</b>

- Each of these questions is unclear in some aspect, including the content of the question or the response alternatives parents are asked to select from.
- Parents of elementary school students appear to view their teachers most favorably, as do parents of students in schools with the highest absolute report card ratings.
- Parents of elementary schools appear to view their child as experiencing a personalized learning experience more than do parents of middle or high school students.
- Approximately 74 percent of parents indicated they had read the state and federal report cards of their school, and approximately 69 percent of parents indicated they had read the state and federal report cards of their school district. There were minimal fluctuations by school type or report card rating.



# ADMINISTRATION OF THE 2013 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](http://www.ed.sc.gov) website

- March 1, 2013 – Teacher Survey portal opens.
- April 9, 2013 – Teacher Survey portal closes.

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

- February 28, 2013 – All schools should receive survey forms by this date.
- March 28, 2013 – Last day for schools to ship completed survey forms to contractor.

**Parent Surveys** – paper forms

- February 28, 2013 – All schools should receive survey forms by this date.
- March 25, 2013 – Date for parent survey forms to be returned to the school.  
This is the due date in the letter to parents.
- March 28, 2013 – 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](mailto:mpulaski@mindspring.com).

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



# ADMINISTRATION OF THE 2013 REPORT CARD SURVEYS

## INDEX

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

SECTION	PAGE	SECTION	PAGE
Changes This Year	2	Preparing Surveys for Shipment	6
General Guidelines	2	Shipping the Completed Surveys	6
Receipt and Distribution of Materials	3	Appendix A – Student and Parent	
Survey Guidelines	3	Survey Participants	7
Administration of Surveys	5	Teacher Instructions for Student Survey	8

## CHANGES THIS YEAR

Five questions have been added to the Parent Survey.

## 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<sup>th</sup> 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 OF THE 2013 REPORT CARD SURVEYS

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 **cannot** 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.

**ADMINISTRATION OF THE 2012  
REPORT CARD SURVEYS**

**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 **director of the Education Oversight Committee** 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**

Student & High School Student Surveys

- Student surveys should be administered in classroom settings.
- Each survey item has four response choices. Respondents must decide whether they agree, mostly agree, mostly disagree, or disagree 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 should take approximately twenty 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 THE 2012 REPORT CARD SURVEYS

### 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.
- 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 March 25 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. **Remind teachers that they should not write any student names on the envelopes.**
- 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](http://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.

**ADMINISTRATION OF THE 2012  
REPORT CARD SURVEYS**

**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 shipped to the contractor 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, 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](mailto:mpulaski@mindspring.com).
- All surveys must be shipped on or before **Thursday, March 28, 2013**.

**ADMINISTRATION OF THE 2012  
REPORT CARD SURVEYS**

**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



# ADMINISTRATION OF THE 2013 REPORT CARD SURVEYS

## 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.

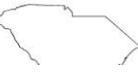
### MARKING INSTRUCTIONS

- Make solid marks that fill the circle completely.
- Make no stray marks on this form.
- Erase cleanly any marks you wish to change.
- 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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	My child's school has high expectations for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	My child's teachers encourage my child to learn.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	My child's teachers provide extra help when my child needs it.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I am satisfied with the learning environment at my child's school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	My child's teachers tell me how I can help my child learn.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	My child's teachers invite me to visit my child's classrooms during the school day.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	My child's school returns my phone calls or e-mails promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5.	My child's school includes me in decision-making.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	My child's school gives me information about what my child should be learning in school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	My child's school considers changes based on what parents say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8.	My child's school schedules activities at times I can attend.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	My child's school treats all students fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10.	The principal at my child's school is available and welcoming.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	I am satisfied with home and school relations at my child's school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	My child feels safe at school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	My child's teachers care about my child as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4.	Students at my child's school are well-behaved.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I am satisfied with the social and physical environment at my child's school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2.	Attend student programs or performances.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3.	Volunteer for the school (bake cookies, help in office, help with school fund raising, etc.).	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4.	Go on trips with my child's school (out-of-town band contest, field trip to the museum, etc.).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5.	Participate in School Improvement Council meetings.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6.	Participate in Parent-Teacher-Student Organizations (PTA, PTO, etc.).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7.	Participate in school committees (textbook committee, spring carnival committee, etc.).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
8.	Attend parent workshops (how to help my child with school work, how to talk to my child about drugs, effective discipline, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
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.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
2.	Contact my child's teachers about my child's school work.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
3.	Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>		
4.	Make sure my child does his/her homework.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		
5.	Help my child with homework when he/she needs it.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Go on to next page

# ADMINISTRATION OF THE 2013 REPORT CARD SURVEYS



Please mark how much you agree or disagree with each of the following statements.

1. My child's teacher is effective.
2. My child's principal is effective.
3. My child receives a personalized learning experience.
4. I have read BOTH the federal and state report cards for my child's school.
5. I have read BOTH the federal and state report cards for my child's school district.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark if each of the following is TRUE or 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.

True	False
<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>
<input checked="" type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>

Please rate your school on...

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.

Very Good	Good	Okay	Bad	Very Bad
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

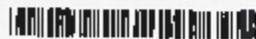
1. What grade is your child in?  3rd  4th  5th  6th  7th  8th  9th  10th  11th
2. What is your child's gender?  Male  Female
3. What is your child's race/ethnicity?  African-American/Black  Hispanic  Asian American/Pacific Islander  Caucasian/White  Native American  Other
4. What grades did your child 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



0801052

Cane Bay Middle

**APPENDIX C**

**Table C-1**

**Teacher Effectiveness by School Type and Absolute Rating**

School Type and Absolute Rating	Disagree/ Strongly Disagree	Agree	Strongly Agree	Don't Know
<b>Elementary</b>				
At Risk/Below Average	8.8	53.5	32.8	4.9
Average	6.6	49.7	40.2	3.5
Good	5.9	46.6	45.1	2.4
Excellent	5.4	40.2	53.0	1.5
<b>Middle</b>				
At Risk/Below Average	11.8	59.6	21.9	6.7
Average	10.0	61.4	22.6	6.0
Good	8.2	62.1	23.5	6.2
Excellent	7.3	58.9	29.9	4.0
<b>High</b>				
At Risk/Below Average	10.4	58.6	23.6	7.4
Average	10.3	59.8	22.7	7.2
Good	10.8	63.1	18.4	7.8
Excellent	8.9	63.7	20.7	6.7

**Table C-2**

**Principal Effectiveness by School Type and Absolute Rating**

School Type and Absolute Rating	Disagree/ Strongly Disagree	Agree	Strongly Agree	Don't Know
<b>Elementary</b>				
At Risk/Below Average	9.6	48.1	32.3	10.1
Average	7.6	47.4	37.4	7.6
Good	6.8	43.8	43.1	6.3
Excellent	5.9	38.4	50.6	5.1
<b>Middle</b>				
At Risk/Below Average	13.0	52.3	23.7	11.0
Average	11.7	52.1	27.4	8.8
Good	8.3	52.8	30.0	8.9
Excellent	6.7	48.8	36.6	8.0
<b>High</b>				
At Risk/Below Average	15.2	48.5	26.4	9.9
Average	14.4	50.5	25.5	9.6
Good	12.9	51.6	24.8	10.7
Excellent	9.5	52.1	28.1	10.3

**Table C-3**  
**Personalized Learning Experience by School Type and Absolute Rating**

School Type and Absolute Rating	Disagree/ Strongly Disagree	Agree	Strongly Agree	Don't Know
<b>Elementary</b>				
At Risk/Below Average	17.0	50.7	24.6	7.8
Average	15.7	48.3	28.3	7.7
Good	15.6	47.0	30.8	6.7
Excellent	15.2	42.9	36.0	5.9
<b>Middle</b>				
At Risk/Below Average	23.0	48.7	19.0	9.4
Average	24.3	49.1	17.0	9.6
Good	23.9	49.3	17.1	9.7
Excellent	22.1	47.2	22.0	8.8
<b>High</b>				
At Risk/Below Average	19.1	51.7	23.2	6.0
Average	23.2	46.8	21.4	8.6
Good	23.9	49.8	15.3	11.0
Excellent	23.4	49.6	17.1	9.9

**Table C-4**  
**School Report Card by School Type and Absolute Rating**

School Type and Absolute Rating	Disagree/ Strongly Disagree	Agree	Strongly Agree	Don't Know
<b>Elementary</b>				
At Risk/Below Average	17.3	49.7	25.0	8.0
Average	15.0	48.9	26.8	9.3
Good	13.9	48.9	29.0	8.2
Excellent	14.8	43.9	32.9	8.5
<b>Middle</b>				
At Risk/Below Average	18.9	52.4	19.8	9.0
Average	18.4	52.0	20.7	8.9
Good	16.5	54.5	21.3	7.6
Excellent	15.8	50.6	26.0	7.7
<b>High</b>				
At Risk/Below Average	20.6	49.4	17.3	12.8
Average	20.5	49.1	22.1	8.3
Good	20.7	53.1	17.7	8.5
Excellent	20.0	52.0	19.6	8.4

**Table C-5**  
**District Report Card by School Type and Absolute Rating**

School Type and Absolute Rating	Disagree/ Strongly Disagree	Agree	Strongly Agree	Don't Know
<b>Elementary</b>				
At Risk/Below Average	21.8	45.2	22.3	10.8
Average	18.8	45.3	24.4	11.5
Good	17.8	44.6	26.5	11.1
Excellent	19.9	39.4	29.5	11.2
<b>Middle</b>				
At Risk/Below Average	23.0	47.0	19.0	11.1
Average	21.8	48.6	18.7	10.9
Good	20.6	50.4	19.3	9.7
Excellent	20.2	46.8	23.5	9.5
<b>High</b>				
At Risk/Below Average	24.5	44.3	17.4	13.8
Average	24.0	46.2	20.3	9.6
Good	25.0	48.2	16.5	10.4
Excellent	25.1	47.6	17.5	9.8

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: Public Awareness Subcommittee

Date: March 24, 2014

## REPORT/RECOMMENDATION

2012-13 Communications / PR Plan Update

## PURPOSE/AUTHORITY

This plan is designed as an ongoing effort to educate various audiences about three main objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Implement a public engagement plan focused on the 2013 Cyclical Review of the Accountability System
3. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

## CRITICAL FACTS

This plan has been updated with the status of each of the strategies outlined in the FY 2012-13 Communications Plan. Deliverables and accountability measures have been included for both.

## TIMELINE/REVIEW PROCESS

Fiscal year 2012-13

Review: February/March 2014

## ECONOMIC IMPACT

**Cost:**

**Fund/Source:**

Public Awareness funds

## ACTION REQUEST

For approval

For information

## ACTION TAKEN

Approved

Amended

Not Approved

Action deferred (explain)

**Communications / Public Relations Plan FY 2012-13**  
**Updated January 14, 2014**

**FY 2012-13 Objectives:**

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Implement a public engagement plan focused on the 2013 Cyclical Review of the Accountability System
3. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

Audience	Objective / Tactic	Deliverable / Accountability Measures
<b>General Public &amp; Media</b>	1.1. Write and design publication communicating SC's progress toward achieving 2020 Vision	<ul style="list-style-type: none"> <li>• Printed 3,000 copies of <i>World Within Our Reach</i> brochure; sent by mail to key audiences. Remaining copies used for events throughout year</li> </ul>
	1.2. Press Event releasing SC's progress toward reaching 2020 Vision	<ul style="list-style-type: none"> <li>• February 11, 2013 press event held in lobby of SC Statehouse</li> <li>• Eight members of local press corps present at event.</li> <li>• News release and media packet prepared for and distributed to attendees</li> <li>• Coverage of release: ABC Columbia; WLTX Columbia; WACH Fox, WIS-TV; WSPA; WBTW; Sun News; Rock Hill Herald; Charlotte Observer; The State</li> </ul>
	1.3. Outdoor Advertising (Mass Media) – focus on reading	<ul style="list-style-type: none"> <li>• EOC continues to run an outdoor advertising campaign focused on reading for pleasure. The 12 “Kids Who Love Reading Live Happier Ever After” billboards are located in various locations around the state.</li> <li>• Through an arrangement with the Outdoor Advertising Association of SC, the billboard space was donated and the EOC paid for production and installation.</li> <li>• The billboards will remain up until June 17, 2014</li> </ul>
	1.4. Update Progress Report on EOC Website	<ul style="list-style-type: none"> <li>• EOC staff updates website to include information about the status of the 2020 Vision, including links to stakeholder websites.</li> <li>• <a href="http://www.eoc.sc.gov/reportsandpublications/2020Vision/Pages/default.aspx">http://www.eoc.sc.gov/reportsandpublications/2020Vision/Pages/default.aspx</a></li> </ul>

	1.5. Dramatically increase use of social Media	<ul style="list-style-type: none"> <li>• EOC updates daily established Facebook and Twitter pages.</li> <li>• Began presence on Pinterest focused on innovation.</li> <li>• Started tumblr page (<a href="http://www.sceoc.tumblr.com">www.sceoc.tumblr.com</a>) using hashtags created for Teacher Appreciation Month in May 2013.</li> <li>• Facebook: 136 likes; Twitter: 741 followers; LinkedIn: 500+ connections; Google+: 16 in our circle; and Pinterest: 51 followers</li> <li>• Hosted Twitter talk on reading following TransformSC innovation summit.</li> </ul>
	1.6. Spread the news via radio & TV	<ul style="list-style-type: none"> <li>• Melanie Barton taped an episode of <i>Connections</i>, a public affairs program on SCETV. EOC staff responded to press inquiries via radio throughout the year.</li> </ul>
	1.7. Target Education Reporters / Editorial Bd. members/writers	<ul style="list-style-type: none"> <li>• Feb. 2013 press event for statewide media.</li> <li>• Barbara Hairfield and Melanie Barton met with <i>Greenville News</i> editorial board on August 7, 2013 to discuss reading legislation and EOC Retreat.</li> </ul>
	1.8. Reach out to regional business publications (Midlands/Upstate/Low country Biz)	<ul style="list-style-type: none"> <li>• Sent quarterly <i>At-A-Glance</i> to business editors of regional business publications.</li> </ul>
	1.9 Develop a poster about 2020 Vision	<ul style="list-style-type: none"> <li>• Did not print posters; printed reading brochures for wide dissemination.</li> </ul>
	1.9.1. SC ETV's "Speaking of Schools" Program	<ul style="list-style-type: none"> <li>• Radio/podcast segment scheduled for February 2014 on release of 2020 Vision progress</li> </ul>
	1.9.2. Work with ETV on development and implementation of innovation PR campaign	<ul style="list-style-type: none"> <li>• Co-branded EOC and ETV ed news bulletin was distributed electronically to 4,500 recipients. EOC submits information about reports and released to ETV monthly.</li> <li>• Working with ETV on developing web-based literacy essentials and a reading resource bank to support learning in literacy. Project first to focus on 12 school districts piloting reading proficiency plan.</li> </ul>
	2.1. Solicit broad public input on the recommendations of broad-based	<ul style="list-style-type: none"> <li>• Fifty-seven individuals attended the three stakeholder meetings in Columbia, Charleston and Greenville with half of the members of the cyclical review panel in attendance along with representatives of the State Board of Education, business and industry, public education, higher education, parents, and community.</li> </ul>

	stakeholder group performing cyclical review of accountability system	<ul style="list-style-type: none"> <li>• Cyclical review panel composed of 35 individuals.</li> </ul>
	3.1. Develop focus briefings on results of school and district report cards	<ul style="list-style-type: none"> <li>• EOC developed focus briefings related to the results of the school and district report cards, released in November 2013. EOC hosted a conference bridge prior to the release of the results. Participation exceeded capacity as all 25 ports were used. News media, district superintendents, and public information officers participated in the call.</li> </ul>
	3.2. Meet with Editorial Boards of SC daily newspapers to discuss results	<ul style="list-style-type: none"> <li>• Hosted conference bridge for the statewide release of school and district report cards. Ten education reporters and editorial board members attended and participated in the call.</li> <li>• All major news outlets in the state covered release of report cards.</li> </ul>
<b>Audience</b>	<b>Tactic</b>	<b>Deliverable / Accountability Measures</b>
<b>Parents of school-aged Children</b>	1.1 Mobilize school districts	<ul style="list-style-type: none"> <li>• Printed 3,000 copies of <i>World Within Our Reach</i> brochure; sent by mail to key audiences. Remaining copies used for events throughout year, including dissemination to statewide School Improvement Council.</li> </ul>
	1.2 Reach out to school boards	<ul style="list-style-type: none"> <li>• Melanie Barton presented before SC School Boards Association as well as SCASA meeting.</li> </ul>
	1.3. Use social media to communicate with parents	<ul style="list-style-type: none"> <li>• Began re-posting articles of interest to parents of school-age children as well as reading materials and link to family-friendly standards site.</li> <li>• Facebook: 136 likes; Twitter: 741 followers; LinkedIn: 500+ connections; Google+: 16 in our circle; and Pinterest: 51 followers</li> </ul>
	1.4 Hold a student video contest focused on innovation	<ul style="list-style-type: none"> <li>• Middle and high school participated in video contest answering the following question: "How would I change schools to prepare me and my fellow students to be innovative" OR "How is my school already preparing me and my fellow students to be more innovative?"</li> <li>• 84 students participated in the contest. Five outside judges chose four winners which were announced in December 2012.</li> </ul>
	1.5. Communicate	<ul style="list-style-type: none"> <li>• 2020 Vision brochure and information about updated family-friendly standards</li> </ul>

	with parents through SC PTA, SIC	disseminated to statewide School Improvement Council.
	1.6. Develop and disseminate “Tips for Parents and Families” document focused on summer reading loss.	<ul style="list-style-type: none"> <li>Designed and created a brochure to assist non-profit organizations, faith-based, community, county libraries, etc. in ways to volunteer and assist in improving reading proficiency among SC students and reduce summer reading loss.</li> <li>Printed 50,000 copies of brochure. All have been distributed based on requests from schools and organizations. Staff is maintaining a waiting list for those requesting a second printing.</li> </ul>
	1.7. Revise and distribute Family Friendly Standards to reflect new state standards in ELA and Math. Publish 4K Family-Friendly Standards as a tool.	<ul style="list-style-type: none"> <li>Worked with SCDE staff to create online family-friendly standards at <a href="http://www.scfriendlystandards.org">www.scfriendlystandards.org</a>. The site is updated to include material for the Common Core standards in ELA and Math</li> </ul>
	1.8. Update online Family-Friendly Standards tool to include more grades and subject areas	<ul style="list-style-type: none"> <li>Worked with SCDE staff to create online family-friendly standards at <a href="http://www.scfriendlystandards.org">www.scfriendlystandards.org</a>. The site is updated to include material for the Common Core standards in ELA and Math and includes K-12 content in English and Spanish.</li> </ul>
	2.1. Four parents (one of whom is the parent of a child with special needs) to serve on cyclical review stakeholder group.	<ul style="list-style-type: none"> <li>Twelve parents served as participants in focus groups in Columbia, Charleston, and Greenville. Three parents served on the cyclical accountability review panel acting in that capacity.</li> </ul>
	3.2 Develop online materials for parents on understanding and using the school and district report cards	<ul style="list-style-type: none"> <li>Site developed: <a href="http://www.eoc.sc.gov/reportsandpublications/2012reportcards/Pages/default.aspx">http://www.eoc.sc.gov/reportsandpublications/2012reportcards/Pages/default.aspx</a></li> <li>Regina King working with SC Interactive to ascertain analytics for specific web pages.</li> </ul>

Audience	Tactic	Deliverable / Accountability Measures
<b>Educators</b>	1.1 Posters to schools for staff lounges	<ul style="list-style-type: none"> <li>• Did not print posters; printed reading brochures for wide dissemination.</li> </ul>
	1.2 Draft article for newsletters of all education associations and content organizations in SC	<ul style="list-style-type: none"> <li>• Provided article and news release on the 2020 Vision to education organizations in the state.</li> </ul>
	1.3 Notify schools of 2020 Vision Update	<ul style="list-style-type: none"> <li>• Superintendents, instructional leaders, and public information officers received 2020 Vision update via mail as well as electronic mail.</li> </ul>
	1.4 Send thank you notes to educators	<ul style="list-style-type: none"> <li>• Placed nine electronic billboard in Columbia and Charleston during the month of May “Teacher Appreciation Month” using private funds.</li> </ul>
	1.5 Develop “tips for educators” document focused on innovation.	<ul style="list-style-type: none"> <li>• Using electronic software, provided <i>Tips for Education Engagement</i>, research-based and innovative strategies for engaging students in reading and writing.</li> <li>• Sent to 2,987 recipients. Analytics for each issue: <ol style="list-style-type: none"> <li>1. <i>Motivating Students to Read</i> (Williamsburg County Magnet School of the Arts): 1,995 visitors (3 arrived via Facebook, 12 accessed outgoing links)</li> <li>2. <i>Using Blogs in the Classroom</i> (Charleston School of the Arts): 713 visitors (12 accessed outgoing links)</li> <li>3. <i>Engaging Middle School Students in Reading</i> (Alcorn Middle School): 1,170 visitors (22 accessed outgoing links)</li> <li>4. <i>Using Dogs to Help Motivate Students to Read and Improve Reading Proficiency</i> (New Providence Elementary School): 1,162 visitors (19 arrived via Facebook; 3 via Twitter; 2 accessed outgoing links)</li> </ol> </li> </ul>
	1.6 Follow up with Teachers during Teacher Appreciation Week	<ul style="list-style-type: none"> <li>• Sent out daily messages about appreciating teachers during May.</li> <li>• Started tumblr page (<a href="http://www.sceoc.tumblr.com">www.sceoc.tumblr.com</a>) using hashtags created for Teacher Appreciation Month in May 2013.</li> </ul>
	1.7. Partner with SCDE	<ul style="list-style-type: none"> <li>• Worked with SCDE staff to create online family-friendly standards at <a href="http://www.scfriendlystandards.org">www.scfriendlystandards.org</a>. The site is updated to include material for the Common Core standards in ELA and Math</li> </ul>

	2.1. Cyclical review group to include 2012 SC State Teacher of the Year, two members of local school boards, three district superintendents, two school district employees, and two individuals representing post-secondary education.	<ul style="list-style-type: none"> <li>Review group included 2012 Cyclical review group included 2012 SC State Teacher of the Year, two members of local school boards, three district superintendents, two school district employees, and two individuals representing post-secondary education.</li> </ul>
	3.1. Distribute focus briefings on results of school and district report cards to educators	<ul style="list-style-type: none"> <li>All superintendents, instructional leaders, teachers received briefings via email and PIO listserv</li> </ul>
<b>Audience</b>	<b>Tactic</b>	<b>Deliverable / Accountability Measures</b>
<b>Legislators and other Elected Officials</b>	1.1. – Develop one-page printed piece on 2020 Vision	<ul style="list-style-type: none"> <li>All members of the General Assembly and legislative staff received the 2020 Vision brochure.</li> </ul>
	1.2. E-blast for legislators	<ul style="list-style-type: none"> <li>Members of the General Assembly electronically receive quarterly <i>At-A-Glance</i> publications</li> </ul>
	1.3 Engage EOC members to share information	<ul style="list-style-type: none"> <li>EOC members share information with their legislative delegation</li> </ul>
	1.4 Provide talking points for legislators	<ul style="list-style-type: none"> <li>Members of the General Assembly and legislative staff receive talking points on the report card release, reading, and other issues upon request.</li> </ul>
	1.5 Meet with key	<ul style="list-style-type: none"> <li>Melanie Barton meets in person and by phone with staff weekly, even daily</li> </ul>

	legislative staffers	
	2.1. Cyclical review group to include Governor or her designee, SC State Superintendent of Education, and four legislators	<ul style="list-style-type: none"> <li>Review group included SC State Superintendent of Education and two legislators. The Governor did not attend or specify a designee.</li> </ul>
	3.1. Distribute “personalized” focus briefings on results of school and district report cards to legislators and legislative staff	<ul style="list-style-type: none"> <li>Every member of the General Assembly received a focus briefing on the results of the school and district report cards. This year, legislators received historical ratings information about every school and district in the state.</li> </ul>
<b>Audience</b>	<b>Tactic</b>	<b>Deliverable / Accountability Measures</b>
<b>Business community</b>	1.1. – Engage business community on the importance of the 2020 Vision	<ul style="list-style-type: none"> <li>Members and staff participated in two major events organized by TransformSC, an initiative spearheaded by prominent business leaders designed to infuse innovation into the public school system.</li> <li>Melanie Barton serves on the board of TransformSC</li> </ul>
	2.1. Cyclical review group to include ten individuals representing business and industry	<ul style="list-style-type: none"> <li>Review group included 11 individuals representing business and industry. Nine business members participated in the three regional focus groups.</li> </ul>

# EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: March 24, 2014

## REPORT/RECOMMENDATION

FY Communications / Public Relations Plan

## PURPOSE/AUTHORITY

This plan is designed as an ongoing effort to educate various audiences about three main objectives:

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Continue to implement a public awareness and engagement plan focused on the EOC PK -20 Reading Initiative recommendations.
3. Advocate for the utilization of data published on the annual school and district report cards to be used as tools for improvement.

## CRITICAL FACTS

## TIMELINE/REVIEW PROCESS

Fiscal year 2014-15

## ECONOMIC IMPACT

**Cost:**

**Fund/Source:**

Public Awareness funds

## ACTION REQUEST

For approval

For information

## ACTION TAKEN

Approved

Amended

Not Approved

Action deferred (explain)

**Communications / Public Relations Plan FY 2014-15**  
***Draft presented to PA Subcommittee March 2014***

**FY 2014-15 Objectives:**

1. Enhance understanding and impact of the accountability system by focusing on the 2020 Vision and the goals of student reading proficiency, innovation and college readiness
2. Continue to implement a public awareness and engagement plan focused on the EOC PK-20 Reading Initiative recommendations.
3. Advocate for the utilization of data published on the state annual school and district report cards to be used as tools for improvement.

Audience	Objective / Tactic	Deliverable / Accountability Measures
<b>General Public &amp; Media</b>	1.1. Write and design publication communicating SC's progress toward achieving 2020 Vision	<ul style="list-style-type: none"> <li>• Print copies of brochure updating key audiences on status of vision. Document coverage and comments.</li> </ul>
	1.2. Press Event releasing SC's progress toward reaching 2020 Vision	<ul style="list-style-type: none"> <li>• Document press coverage of news event and release</li> </ul>
	1.3. Update Progress Report on EOC Website and social media channels	<ul style="list-style-type: none"> <li>• EOC staff updates website to include information about the status of the 2020 Vision, including links to stakeholder websites. Document traffic.</li> <li>• EOC updates daily through established Facebook, Twitter pages, and other social media channels.</li> </ul>
	1.4. updates progress via radio & TV	<ul style="list-style-type: none"> <li>• Schedule tv and radio opportunities through local channels, including Speaking of Schools radio program with Doug Keels.</li> </ul>
	1.5. Target Education Reporters / Editorial Bd. members/writers	<ul style="list-style-type: none"> <li>• Press event</li> <li>• News release distribution (document)</li> <li>• Key spokespersons from EOC available to media</li> </ul>
	1.6. Reach out to regional business publications (Midlands/Upstate/Low country Biz)	<ul style="list-style-type: none"> <li>• Send release info and brochure to business editors of regional business publications; document coverage</li> </ul>

	1.7 Develop a poster about 2020 Vision	<ul style="list-style-type: none"> <li>Distribute to schools and other constituent groups; document coverage and comments</li> </ul>
	2.1. Work with ETV on development and implementation of literacy resource bank	<ul style="list-style-type: none"> <li>Working with ETV on developing web-based literacy essentials and a reading resource bank to support learning in literacy. Project first to focus on 12 school districts piloting reading proficiency plan.</li> </ul>
	2.2. Reprint brochure to assist non-profit organizations, faith-based, community, county libraries, etc. in ways to volunteer and assist in improving reading proficiency among SC students and reduce summer reading loss.	<ul style="list-style-type: none"> <li>Document requests and usage</li> <li>Research costs involved to fulfill request to print companion bookmarks for elementary school libraries.</li> </ul>
	2.3. Distribute and promote "When the Bough Breaks" documentary	<ul style="list-style-type: none"> <li>Document distribution, usage, and comments</li> </ul>
	3.1. Develop focus briefings on results of school and district report cards	<ul style="list-style-type: none"> <li>Distribute to all media, district superintendents, and public information officers</li> </ul>
	3.2. Meet with Editorial Boards of SC daily newspapers and news media to discuss results	<ul style="list-style-type: none"> <li>Host conference bridge; document attendance and participation</li> </ul>
	3.3. Create an online profile of private schools offering scholarships to students with exceptional needs	<ul style="list-style-type: none"> <li>Develop with the assistance of Parent Advisory Committee</li> <li>Document usage and comments</li> </ul>
	3.4. Create modified report card for school districts who are using approved alternative assessments	<ul style="list-style-type: none"> <li>Document usage and comments</li> </ul>

<b>Audience</b>	<b>Tactic</b>	<b>Deliverable / Accountability Measures</b>
<b>Parents of school-aged Children</b>	1.1. Use social media to communicate with parents	<ul style="list-style-type: none"> <li>• Re-post articles about college readiness, reading to parents of school-age children as well as reading materials and link to family-friendly standards site.</li> </ul>
	1.2. Communicate with parents through SC PTA, SIC	<ul style="list-style-type: none"> <li>• 2020 Vision brochure and information about updated family-friendly standards disseminated to statewide School Improvement Councils.</li> </ul>
	1.3. Develop and disseminate “Tips for Parents and Families” document focused on summer reading loss.	<ul style="list-style-type: none"> <li>• Work with SC State Library and county libraries to develop, disseminate, and document impact.</li> </ul>
	1.4. Update online Family Friendly Standards.	<ul style="list-style-type: none"> <li>• Work with SCDE to make minor revisions; Document usage and comments</li> </ul>
	2.1. Hold a student contest focused on reading and literacy skills (possibly integrate service learning component)	<ul style="list-style-type: none"> <li>• Document participation and results</li> </ul>
	3.1 Develop online materials for parents on understanding and using the school and district report cards	<ul style="list-style-type: none"> <li>• Document usage, comments, and questions</li> </ul>
<b>Audience</b>	<b>Tactic</b>	<ul style="list-style-type: none"> <li>• <b>Deliverable / Accountability Measures</b></li> </ul>
Educators	1.1 Posters to schools for staff lounges	<ul style="list-style-type: none"> <li>• Document use and comments</li> </ul>
	1.2 Draft and distribute article for newsletters of all education associations and content organizations in SC	<ul style="list-style-type: none"> <li>• Provide article and news release on the 2020 Vision to education organizations and ETV in the state.</li> </ul>
	1.3 Notify schools of 2020 Vision Update	<ul style="list-style-type: none"> <li>• Communicate via superintendents and PIOs</li> </ul>
	1.4 Honor teachers during	<ul style="list-style-type: none"> <li>• Use social media</li> </ul>

	May for Teacher Appreciation Month	<ul style="list-style-type: none"> <li>• Follow-up</li> </ul>
	1.5 Develop “tips for educators” document focused on innovation.	<ul style="list-style-type: none"> <li>• Continue publication of occasional series and document results</li> </ul>
	2.1. Work with ETV on development and implementation of literacy resource bank to include professional development in reading	<ul style="list-style-type: none"> <li>• Document impact through usage, comments</li> </ul>
	3.1. Distribute focus briefings on results of school and district report cards to educators	<ul style="list-style-type: none"> <li>• Document distribution and comments</li> </ul>
<b>Audience</b>	<b>Tactic</b>	<ul style="list-style-type: none"> <li>• <b>Deliverable / Accountability Measures</b></li> </ul>
<b>Legislators and other Elected Officials</b>	1.1. – Develop one-page printed piece on 2020 Vision	<ul style="list-style-type: none"> <li>• Document distribution and comments</li> </ul>
	1.2. E-blast for legislators	<ul style="list-style-type: none"> <li>• Document distribution and comments</li> </ul>
	1.3 Engage EOC members to share information with their legislative delegation	
	1.4 Provide talking points for legislators	<ul style="list-style-type: none"> <li>• Document distribution and comments</li> </ul>
	1.5 Meet with key legislative staffers	
	2.1. Provide information on activities of the EOC related to reading and reading legislation.	<ul style="list-style-type: none"> <li>• Host “issue briefing” for new legislators focusing on current education topics.</li> </ul>

	3.1. Distribute “personalized” focus briefings on results of school and district report cards to legislators and legislative staff	<ul style="list-style-type: none"> <li>• Every member of the General Assembly received a focus briefing on the results of the school and district report cards. This year, legislators received historical ratings information about every school and district in the state.</li> </ul>
<b>Audience</b>	<b>Tactic</b>	<ul style="list-style-type: none"> <li>• <b>Deliverable / Accountability Measures</b></li> </ul>
<b>Business community</b>	1.1. – Engage business community on the importance of the 2020 Vision	Continue participation in TransformSC
	2.1. Distribute and promote “When the Bough Breaks” documentary	<ul style="list-style-type: none"> <li>• Document distribution, usage, and comments</li> </ul>