2016

Results of the 2015 Parent Survey

SC EDUCATION OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

CONTENTS

Page

Acknowledgements

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 and 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. The 2015 parent survey contained many of the same items as the 2014 parent survey. Three items were added for the 2015 survey to obtain information about student bullying.

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

Survey Responses: In 2015 the number of parent surveys completed and returned totaled 62,192, an increase of 2,899 surveys (4.9 percent) from the prior year. Estimates are that between 32.3 and 38.3 percent of all eligible parents surveyed responded to the 2015 parent survey. In 2015 the percentage of parents who completed the survey who identified themselves as Hispanic was 6.4 percent, compared to 5.7 percent in 2014. The percentage of survey respondents who are Hispanic has increased each of the past five years.

An analysis of the respondents to the 2015 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.

Parent Survey Results: The results of the 2015 parent survey demonstrate that parent satisfaction levels with the three characteristics measured - the learning environment 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. After parent satisfaction with home and school relations declined from 2013 to 2014 and the number of missing responses for this item increased by a comparable amount, parent satisfaction in 2015 did not differ from 2014. The percentage of parents satisfied in 2014 was 71.7, and the percentage of parents satisfied in 2015 was 73.1 percent.

Percentage of Parents Satisfied with Each Characteristic: 2012-2015

Characteristic	2015	2014	2013	2012	Difference between 2015 and 2014
Learning Environment	**87.6**	86.7	87.0	87.2	**0.9**
Home and School Relations	**73.1**	71.7	83.3	82.9	**1.4**
Social and Physical Environment	**85.3**	84.4	84.3	84.1	**0.9**

Parents who responded to the 2015 annual survey reported levels of parental involvement comparable to previous years and identified work schedules as their greatest obstacle to involvement.

Parent Reported Obstacles to Parental Involvement in 2015

Work Schedule	56.2%
Lack of timely notification of volunteer opportunities	24.3%
School does not encourage involvement	10.8%
Family and health problems	14.9%
Lack of child or adult care services	14.5%
Transportation	10.8%
Involvement not appreciated	10.8%

Items parents perceive as impediments to parental involvement that are at least partially within the control of the schools are the processes by which schools notify parents of volunteer opportunities, the means by which the school encourages or enables interaction between parents and the school, and the approach of the school toward parental involvement.

In previous reports of the parent survey, analyses were performed relating parent satisfaction to school report card grades. Since report card grades were not available for 2015, teacher survey results were analyzed, and were related to parent satisfaction with the overall learning environment of the school. Five categories of parent satisfaction were created (quintiles), from lowest to highest, with each category containing approximately one-fifth of schools. For nearly all teacher survey items, as the level of parent satisfaction with the learning environment of their child's school increased, so did the percent of teachers who viewed the school favorably. The largest difference between teachers in schools with the highest and lowest parent satisfaction with the school learning environment was with respect to home and school relations, and the smallest difference between teachers in schools with the highest and lowest parent satisfaction ratings of the school learning environment was with respect to working conditions.

Percentage of Teachers Who Strongly Agree that they are Satisfied with the Overall Measure of Each Characteristic by Parental Satisfaction with the School Learning Environment:

Characteristic	Lowest Parent Satisfaction	2nd Quintile	3rd Quintile	4th Quintile	Highest Parent Satisfaction
Learning Environment	45	57	64	69	77
Home and School Relations	25	34	44	52	65
Social and Physical Environment	44	57	63	69	77
Working Conditions	47	55	60	65	72

See Tables 26, 27, 28, and 29

Results Regarding Bullying: Approximately 19 percent of parents reported that their child had been bullied. When bullying occurred, parents most frequently reported that it occurred in the classroom or in some other location in the school. Sporting events were the location with the fewest reports as a location for bullying, followed by online and/or texting during school hours.

Approximately 16 percent of teachers reported that they were bullied by another adult at their school and approximately 14 percent of teachers reported that they either agreed or strongly agreed that they had been bullied by a student at school.

PART ONE
Administration of the 2015 Parent and Teacher Surveys

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

Rather than surveying all parents of public school students, the parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11th graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade 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.

A copy of the 2015 survey is in the Appendix A. The 2015 administration of the parent survey occurred over the following time period and involved the following actions.

March 4, 2015	All schools received survey forms.
April 3, 2015	Date for parent survey forms returned to school.
April 9, 2015	Last day for schools to mail completed forms to contractor.

Source: SC Department of Education

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

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

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

- ✓ Student survey forms.[1]

The name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Schools were also advised to "distribute the parent surveys as soon as

---

[1] "Administration of the 2015 Report Card Surveys," South Carolina Department of Education.

possible" after delivery. The cost of printing, shipping, processing and scanning the parent surveys was approximately $115,000.[2]

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.

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 2015 annual school report cards. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

The 2015 parent survey contained a total of fifty-eight questions. Forty-seven questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-three questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

Parents were asked five questions about their participation in various parental involvement activities both in and outside of the school. Parents were also asked whether each of a list of seven items were potential barriers to their involvement in their child's education. New to the 2015 survey were three items focused on whether parents believed their child was bullied at school in the previous year, where the bullying occurred, and whether the bullying was verbal or physical. 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.

For this year, analyses of the parent survey were performed in conjunction with responses of teachers to the annual teacher survey. The teacher survey also includes items on the learning environment in the school, home and school relations, and the social and physical environment of the school. The teacher survey also includes items regarding teacher perceptions of their working conditions, including the physical conditions that impact their teaching, the non-academic tasks associated with being a teacher, the working conditions in their school, and other items. All items are presented with the following responses available: Strongly Disagree, Disagree, Agree, and Strongly Agree, and Don't Know.

The teacher surveys were administered online to all teachers in all grade levels. A link to the survey was available on the front page of the South Carolina Department of Education (SCDE) web-site from March 4, 2015 to April 3, 2015.

---

[2] Communication from South Carolina Department of Education to EOC staff.

PART TWO
Respondents of the 2015 Parent Survey

As reflected in Table 1, the total number of parent surveys returned in 2015 was 62,192, which was 2,899 (4.9 percent) more than the number returned in the prior year. This increase reverses a trend of decreasing parent responses from 2011 to 2014. The current year response total is15.6 percent lower than the highest response total (73,755), which was obtained in 2011.

Table 1
Total Number of Parent Surveys Returned

Year	Surveys
2015	62,192
2014	59,293
2013	66,787
2012	69,581
2011	73,755
2010	69,474

Using two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. The first method compares the number of responses to the number of surveys distributed, and the second method compares the number of responses to the number of students in grades 5, 8, and 11 (grades 5 and 8 are typically the highest grades in elementary and middle school, and grade 11 is the high school grade targeted for administration of the parent survey). From these separate calculations, it appears that between 32.3 and 38.3 percent of all eligible parents surveyed responded to the 2015 parent survey. In the prior year using the same two methodologies, the response rate was between 31 and 37 percent.

Table 2
Determining the Response Rate

	Sample Size	Surveys Returned	Response Rate
Method 1: Surveys Distributed	192,663	62,192	32.3%
Method 2: ADM[6] of 5, 8 and 11th grades	162,254		38.3%

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

1. What grade is your child in? (3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th or 11th)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?
5. Has your child been bullied at school this year?
6. If yes, was your child bullied:
   - In Classroom
   - Other location at school
   - At sporting events
   - On-line/texting during school
   - On the bus
   - After school

7. If yes, was you child bullied
>   Physically
>   Verbally
>   Both

The following definition of bullying was provided on the survey:

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

Parents were also asked 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 questions revealed the following about the parents who completed the 2015 parent survey (Table 3).

Table 3
Respondents to the 2015 Parent Survey
(n=62,192)

Gender
Male	**14.8%**
Female	**85.2%**

Race
African-American	**30.1%**
Caucasian/white	**59.0%**
Hispanic	**6.4%**
All Other	**4.5%**

Education
Attended elementary/high school	**9.8%**
Completed high school/GED	**11.2%**
Earned Associate Degree	**22.5%**
Attended college/training program	**22.3%**
Earned college degree	**20.4%**
Postgraduate study/and/or degree	**13.9%**

Household Income
Less than $15,000	**12.6%**
$15,000 - $24,999	**13.2%**
$25,000 - $34,999	**14.0%**
$35,000 - $54,999	**13.4%**
$55,000 - $75,000	**16.4%**
More than $75,000	**30.4%**

Their Child Enrolled in:
Grades 3-5	**44.9%**
Grades 6-8	**36.4%**
Grades 9-11	**18.8%**

Their Child's Gender:
Male	**45.1%**
Female	**54.9%**

Their Child's Ethnicity:
African-American	**30.6%**
Caucasian/White	**57.0%**
Hispanic	**6.6%**
All Other	**5.8%**

Their Child's Grades:
All or mostly A's and B's	**63.2%**
All or mostly B's and C's	**25.9%**
All or mostly C's and D's	**9.0%**
All or mostly D's and F's	**1.9%**

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

As in prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college. Over 60 percent of the respondents who answered the question about income reported earning over $35,000. The percentage of respondents that identified themselves as Hispanic has steadily increased from 5.0 percent in 2010 to 6.6 percent in 2015.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 51,520 parents who returned the 2015 survey indicated that their child was in 5th, 8th, or 11th grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 44 percent of parents who completed the survey were elementary school parents, 36 percent middle school, and 20 percent high school (Table 4). As compared to the prior year, the percentage of surveys reflecting the perceptions of elementary school parents declined by 2 percent, middle school parents remained the same, and the percentage of parents of high school students increased by 2 percent (from 18 to 20).

The representativeness of the 2015 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2014-15 academic year to the grade level and ethnicity of students as reported by parents in the 2015 parent survey. Considering only students in grades 5, 8, and 11, 44 percent of the parent surveys indicated their child was enrolled in grade 5, yet according to the 135-day Average Daily Membership (ADM) enrollment, only 34 percent of students are in grade 5. The percentage of parents who reported their child was enrolled in grade 8 is nearly identical to the percentage of student enrolled in grade 8 according to the ADM. The percentage of parents who reported their child was enrolled in grade 11 (20 percent) is much smaller than the percentage of students enrolled in grade 11 from the ADM (31 percent). 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

Grade of Child	Surveys Returned	% of Surveys from Grades 5, 8, & 11		2014-15 135-day ADM	% of ADMs for Grades 5, 8 & 11
Grade 5	22,586	44%		55,230	34%
Grade 8	18,660	36%		57,044	35%
Grade 11	10,274	20%		49,980	31%
TOTAL	51,520			162,254	

When asked about their child's race or ethnicity, 57.0 percent of the parents responded that their child's ethnicity was white, 30.6 percent African American and 6.6 percent Hispanic. With respect to the ethnicity of children in the public schools of South Carolina in 2014-15, parents whose children are African American were underrepresented by 6.7 percent, and parents whose children are Hispanic were underrepresented by 1.4 percent in the respondents (Table 5).

Table 5
Ethnicity of Children

	2015 Parent Survey	Student Enrollment All Public Schools 2014-15[3]	Difference
White	57.0%	52.0%	5.0%
African American	30.6%	37.3%	(6.7%)
Hispanic	6.6%	8.0%	(1.4%)
Other	5.8%	2.7%	3.1%

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

With respect to educational attainment, 34.1 percent of parents who responded to the survey in 2015 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau projected that 25.1 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher in 2009.[4]

Regarding the annual household income of the respondents, in 2015 60.2 percent of the parents who completed the survey reported having an annual household income in excess of $35,000. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina from 2009-2013 was $44,779.[5]

Conclusions

- A total of 62,192 parent surveys were completed and returned in 2014, which was 2,899 (4.9 percent) more than the number returned in the prior year. This increase in response reversed a 3-year trend of declining parent response.
- 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 2015 parent survey was between 32 and 38 percent, which is slightly higher than the response rate of 31 to 37 percent in 2014.
- An analysis of the respondents to the 2015 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.
- Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina.
- The percentages of respondents by racial/ethnic group were within 7 percent of the make-up of the South Carolina population.
- African-American parents were more underrepresented in the 2015 survey (6.7 percent) than in the 2014 survey (2.9 percent).

---

[4] U.S. Census Bureau, "State and County Quick Facts" <http://quickfacts.census.gov/qfd/states/45000.html>, accessed April 13, 2015.

[5] Ibid.

PART THREE
Results for Items of the 2015 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 2015 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 and 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 with a sufficient number or parent survey responses, the aggregate parental responses to question 5 are included on the annual school report.

Table 6 summarizes the total responses to these five questions for all parents who completed the 2015 parent survey. Overall, 87.6 percent of parents responded that they were satisfied with the learning environment of their child's school. The percentage of parents who disagreed or strongly disagreed was highest for questions 4 and 5. Approximately 17 percent of parents either did not believe or did not know if their child received extra help when needed.

Table 6
Parent Responses to the 2015 Learning Environment Questions
(Percentage of Parents with each Response)

Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers give homework that helps my child learn.	89.2	8.3	2.5
2. My child's school has high expectations for student learning.	92.2	5.8	2.0
3. My child's teachers encourage my child to learn.	91.8	5.2	3.0
4. My child's teachers provide extra help when my child needs it.	82.8	11.0	6.2
5. I am satisfied with the learning environment at my child's school	87.6	10.7	1.7

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2011 through 2015. The pattern over time is high parental satisfaction with the learning environment, with the highest levels of parental satisfaction for all items in 2015.

Table 7
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Learning Environment Question: 2011 through 2015

Learning Environment Questions	2015	2014	2013	2012	2011
1. My child's teachers give homework that helps my child learn.	**89.2**	88.9	89.6	89.9	86.7
2. My child's school has high expectations for student learning.	**92.2**	91.6	91.7	91.7	88.9
3. My child's teachers encourage my child to learn.	**91.8**	91.2	91.5	91.8	88.7
4. My child's teachers provide extra help when my child needs it.	**82.8**	81.9	81.7	81.9	78.7
5. I am satisfied with the learning environment at my child's school	**87.6**	86.7	87.0	87.2	84.3

Parents of elementary school students view the learning environment of the school more favorably (90.2 percent) than do parents of either middle (84.9 percent) or high school (85.3 percent) students (Table 8). The difference between the parent responses for parents of middle and high school students are not large enough to suggest these groups differ in their perceptions of their child's school. Parents of elementary school students do appear to view the learning environment of their child's school most favorably.

Table 8
I am Satisfied With the Learning Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	29,675	90.2	8.6
Middle	21,076	84.9	13.1
High	9,698	85.3	12.2

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 with a sufficient number of parent responses, the aggregate parental responses to question 11 are included on the annual school report card.

Table 9 summarizes the total responses to these eleven questions for all parents who completed the 2015 parent survey.

Table 9
Parent Responses to the 2015 Home and School Relations Questions
(Percentage of Parents with each Response)

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers contact me to say good things about my child	58.1	39.8	2.1
2. My child's teachers tell me how I can help my child learn.	64.1	33.4	2.5
3. My child's teachers invite me to visit my child's classrooms during the school day.	49.5	45.5	5.0
4. My child's school returns my phone calls or e-mails promptly.	81.9	12.8	5.3
5. My child's school includes me in decision-making.	69.6	24.2	6.2
6. My child's school gives me information about what my child should be learning in school.	76.9	20.9	2.2
7. My child's school considers changes based on what parents say.	51.6	24.9	23.5
8. My child's school schedules activities at times that I can attend.	78.8	16.9	4.3
9. My child's school treats all students fairly.	70.2	16.6	13.1
10. My principal at my child's school is available and welcoming.	81.8	9.7	8.5
11. I am satisfied with home and school relations at my child's school	73.1	14.4	12.5

Overall, 73.1 percent of parents were satisfied with home and school relations at their child's school, which is 1.4 percent more than the percentage in 2014. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child's school, reveals the following, which is consistent with results of the 2014 survey:

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

- Slightly more than 80 percent of the parents agreed that their child's school returned phone calls or e-mails promptly 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.

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

- Approximately one-fourth of parents disagreed or strongly disagreed that their child's school included parents in decision-making or considered changes based on parental input.

- Approximately one-half of parents disagreed, strongly disagree, or did not know if their child's school considered changes based on parental input.

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

As documented in Table 10, the trend is that parental satisfaction with home and school Relations increased from 2011 through 2013, declined dramatically in 2014, and changed little from 2014 to 2015. The dramatic decline in satisfaction from 2013 to 2014 is not accompanied by a corresponding increase in the percentage of parents expressing dissatisfaction with home and school relations. Instead, there was a substantial increase from 2013 to 2014 in the percentage of parents who indicated they did not have an opinion of the home and school relations. The percentage of parents who indicated they did not have an opinion did not change dramatically from 2014 to 2015.

Table 10
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with Home and School Relations: 2011 through 2015

	2015	2014	2013	2012	2011
Agree or Strongly Agree	**73.1**	71.7	83.3	82.9	80.2
Disagree or Strongly Disagree	**14.4**	14.6	13.3	13.7	13.9
Don't Know	**12.5**	13.7	3.4	3.4	5.9

The pattern of parental satisfaction with home and school relations is similar to the pattern of parental satisfaction with the learning environment (Table 11). The percentages of parents of students in middle school and high school who view the home and school relations favorably (68.8 and 70.3 percent, respectively), are nearly the same. Both, however, are lower than the percentage of parents of students in elementary school who view home and school relations favorably (77.5 percent).

Table 11
I am Satisfied with Home and School Relations at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

School Type	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	77.5	10.9
Middle	68.8	18.0
High	70.3	17.2

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 with a sufficient number of parent responses, the aggregate parental responses to question 5 are included on the annual school report card.

Table 12 summarizes the total responses to these five questions for all parents who completed the 2015 parent survey. 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 15.5 percent of parents did not know or did not believe that their child's teachers cared about their child as an individual.

16

Table 12
Parent Responses to the 2015 Social and Physical Environment Questions
(Percentage of Parents with each Response)

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's school is kept neat and clean.	90.5	6.1	3.4
2. My child feels safe at school.	89.1	8.2	2.6
3. My child's teachers care about my child as an individual.	84.6	8.5	7.0
4. Students at my child's school are well behaved.	64.9	21.1	14.0
5. I am satisfied with the social and physical environment at my child's school.	85.3	10.8	3.9

Table 13 presents the 2015 results of the South Carolina parent survey with the results of parent surveys administered since 2011. 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 generally increased. The only question for which parental satisfaction declined was with respect to student safety, which decreased by 2.1 percent.

Table 13
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Social and Physical Environment Question: 2011 through 2015

Social and Physical Environment Questions	2015	2014	2013	2012	2011
1. My child's school is kept neat and clean.	90.5	90.6	91.5	91.3	90.0
2. My child feels safe at school.	89.1	91.2	91.0	90.9	89.7
3. My child's teachers care about my child as an individual.	84.6	83.8	83.7	84.1	81.1
4. Students at my child's school are well behaved.	64.9	64.8	64.0	63.7	61.2
5. I am satisfied with the social and physical environment at my child's school	85.3	84.4	84.3	84.1	82.4

Data presented in Table 14 demonstrate that the differences in parental satisfaction in the social and physical environment of their child's school by school type are consistent with results for both the learning environment and home and school relations. The percentage of parents of elementary school students express more satisfaction (89.2 percent) than either the parents of middle school students (81.7 percent) or high school students (80.4 percent). The difference between the percentages for parents of middle school and high school parents are not large enough to infer that these parents view the school differently.

Table 14
I am Satisfied with the Social and Physical Environment at My Child's School.
(Percentage of Parents by School Type: Elementary, Middle or High School)

Type	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	89.2	8.0
Middle	81.7	13.9
High	80.4	13.9

D. 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:[6]

- 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.

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 15 with the middle column highlighting the percentage of parents who expressed an interest in becoming involved in these school activities. These parents want to be

---

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

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 15
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Activities at the School

Parental Involvement Question	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	79.9	**15.0**	4.3	0.9
Attend student programs or performances	80.4	**14.7**	3.7	1.2
Volunteer for the school	34.1	**38.0**	24.7	3.2
Go on trip with my child's school	35.3	**42.3**	17.0	5.4
Participate in School Improvement Council Meetings	12.3	**43.3**	39.0	5.4
Participate in Parent-teacher Student Organizations	29.2	**35.1**	32.7	2.9
Participate in school committees	15.3	**37.8**	40.0	6.9
Attend parent workshops	24.5	**38.5**	22.5	14.6

Based on the responses in Table 15 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 34 percent of the parents responded that they volunteered while 38 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 approximately 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. 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 16 summarizes parental responses to these five questions.

Table 16
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding Their Child's Learning

	I do this	I don't but would like to	I don't and don't care to
Visit my child's classroom during the school day	28.1	51.7	20.2
Contact my child's teachers about my child's school work.	75.3	18.7	6.0
Limit the amount of time my child watches TV, plays video games, surfs the Internet	83.0	9.3	7.7
Make sure my child does his/her homework	94.7	3.5	1.8
Help my child with homework when he/she needs it.	93.2	5.2	1.6

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 83.0 percent report limiting television and other distractions at home. Over one-fourth 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 2011 through 2015 are included in Table 17. 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 17
Percentage of Parents Experiencing Each Impediment to Involvement in Schools

	2015	2014	2013	2012	2011
Lack of transportation reduces my involvement	**10.8**	12.2	11.6	11.6	11.5
Family health problems reduce my involvement.	**14.9**	15.5	14.6	14.4	14.3
Lack of available care for my children or other family members reduces my involvement.	**14.5**	14.8	14.1	14.7	14.5
My work schedule makes it hard for me to be involved.	**56.2**	57.1	54.6	53.8	54.4
The school does not encourage my involvement.	**16.2**	17.5	16.1	15.7	16.2
Information about how to be involved either comes too late or not at all.	**24.3**	25.5	23.7	23.5	24.6
I don't feel like it is appreciated when I try to be involved.	**10.8**	11.9	11.3	10.6	11.4

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 18). 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 18
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding School Effort: 2013-2015

	Very Good or Good			Bad or Very Bad			Okay		
Question:	**2015**	2014	2013	**2015**	**2014**	2013	**2015**	2014	2013
School's overall friendliness.	**80.9**	80.6	79.3	**2.2**	**1.6**	2.2	**16.9**	16.9	18.4
School's interest in parents' ideas and opinions.	**62.6**	62.5	63.4	**7.4**	**8.1**	7.6	**30.0**	29.4	30.1
School's effort to get important information from parents.	**70.8**	68.6	67.4	**6.3**	**7.5**	7.6	**22.9**	24.0	25.1
The school's efforts to give important information to parents.	**75.5**	73.9	73.1	**5.3**	**6.3**	6.1	**19.3**	19.8	20.8
How the school is doing overall.	*	76.9	75.8	*	**3.6**	3.2	*	19.5	21.0

* Not included in 2015 survey.

E. Bullying

Three new questions on the parent survey for 2015 addressed the topic of bullying. The first asked the parent if their child had been bullied at school. If a parent responded yes to the first question, they were asked to respond to two additional questions. The second question asked parents where their child was bullied, with the following options provided:

> In classroom
> Other location at school
> At sporting events
> On-line/texting during school
> On the bus
> After school

The final question asked whether their child was bullied physically, verbally, or both.

A total of 43,455 (72.1 percent) of parents indicated that their child was not bullied at school, while 11,583 (19.1 percent) parents indicated that their child was bullied at school, and 5,273 (8.7 percent) parents were not sure whether their child was bullied at school. Table 19 presents a summary of the locations in which children were bullied, ordered by frequency of occurrence. Classrooms were the location parents reported their child was bullied in most frequently (11.9 percent), followed by some other location at school (9.4 percent). Although only 5.1 percent of parents indicated that their child was bullied on the bus, this should not be interpreted as the percentage of bus riding children who were bullied, because we do not know whether all children of responding parents rode the bus. The percentage of parents who reported their child was bullied at sporting events was the smallest (0.8 percent), and the percentage of parents who reported their child was bullied online was only 1.8 percent.

Table 19
Percent of Parents Indicating Their Child was Bullied by Location

Location of Bullying	Number	Percent
In classroom	7,413	11.9
Other location at school	5,869	9.4
On the bus	3,149	5.1
After school	1,750	2.8
On-line/texting during school	1,129	1.8
At sporting events	469	0.8

Individual students may have been bullied in more than one of these locations. Table 20 presents a summary of the number of different locations where parents reported that their child had been bullied. Most parents who indicated their child was bullied also indicated that bullying occurred in only one location.

Table 20
Number of Locations in Which Parents Reported Their Child Being Bullied

Number of Locations	Number of Parents	Percentage of Percent
0	49,842	80.1
1	7,302	11.7
2	3,301	5.3
3	1,279	2.1
4	345	0.6
5	86	0.1
6	38	0.1

Conclusions

- In 2015 parental satisfaction in all areas assessed by the survey: Learning Environment (87.6 percent), Home and School Relations (73.1 percent), and the Social and Physical Environment (85.3 percent) is similar to the levels reported in 2014.
- Parental satisfaction with the Home and School Relations for their child's school in 2015 (73.1 percent) increased only slightly from 2014 (71.7). The decrease from the 2013 level of satisfaction (83.3 percent) was not recovered. The percentage of parents who did not indicate a level of satisfaction with home and school relations in 2015 (12.5 percent) did not differ markedly from 2014 (13.7 percent), both of which are dramatic increases from 2013 (3.4 percent).
- Parents of elementary school students are more satisfied than parents of either middle or high school students, which do not differ from one another in their levels of satisfaction.
- Parental work schedule continues to be the largest impediment to parental involvement in school activities.
- The percentage of parents who reported that their child was bullied at school was 19.1, with the most frequent location of the bullying being in the classroom.

PART FOUR
Results of the 2015 Teacher Survey

Teacher Survey Methodology

The teacher surveys were administered online to all teachers in all grade levels. A link to the survey was available on the front page of the South Carolina Department of Education (SCDE) web-site. The teacher survey was available during the same period of time that the parent survey was available, from March 4, 2015 to April 3, 2015.

The 2015 teacher survey contained a total of 81 questions. Items included in the teacher survey are included in Appendix B. Seventy-two questions were designed to elicit information on teacher perceptions with respect to four aspects of their school. Three of these were in common with the parent survey, though the content of specific items differed from the parent survey: learning environment, home and school relations, and the physical and social environment of their school. The last aspect of the school assessed on the teacher survey was the professional working environment of the school. For each of these areas, teachers were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree, or Don't Know.

Additional questions obtained the race, gender, teacher preparation, the highest degree obtained, whether the teacher was national board certified, the total number of years of experience, and the number of years spent at the current school. Teachers were also asked to identify their current school.

Responses to the parent survey were returned to their child's school and from the school were returned to the scoring contractor. In this process, school identification was also made for the parent surveys. Summary results of the parent survey for each school could then be associated with either the individual results of each teacher from the same school or summary results of teachers for the same school.

Method of Analysis

In previous years, the results of the parent survey were compared to the absolute ratings of the school. Since there were no absolute ratings in 2015, this was not possible. Instead, this analysis used the parent survey item that addressed the overall learning environment of the school to create five groups (quintiles) of schools based on parent perceptions of the learning environment in the school.

To accomplish this, the mean score for the overall learning environment of the school were computed, then schools were ordered from high to low based on this mean. These mean scores were categorized into quintiles. Quintiles divide a set of ordered scores into five groups, with each group containing as near to 20 percent of the scores as possible. The lowest 20 percent of school learning environment scores are in the 1st quintile, and represent the schools with the lowest level of parent satisfaction with the school learning environment. The next 20 percent are in the 2nd quintile, etc. The highest 20 percent of learning environment scores are in the 5th quintile, and represent the schools with the highest level of parent satisfaction with the school learning environment.

Teacher Perceptions of Their School

Responses to the items that describe the teacher respondents are presented in Table 21. The overwhelming majority of teachers responding in 2015 were female (82.8 percent), white (81.0 percent), and have a Master's degree (62.6 percent). Approximately 14.3 percent of responding teachers are national board certified. The largest percentage of responding teachers had between 7 and 15 years of experience as a teacher. With respect to the number of years teachers had spent at their current school,

teachers most frequently reported being at their school from 1 to 3 years, followed by 7 to 15 years. Teachers at a school from 1 to 3 years would include newly hired teachers as well as more experienced teachers who chose to change schools for some reason.

Table 21
Respondents to the 2015 Teacher Survey
(n=45,177)

Gender:
Male	**17.1%**
Female	**82.8%**

Race:
African-American	**13.2%**
Caucasian/White	**81.0%**
Hispanic	**1.0%**
All Other	**4.8%**

National Board Certified:
Yes	**14.3%**
No	**85.7%**

Years of Experience as a Teacher:
1-3 years	**14.0%**
4-6 years	**10.9%**
7-15 years	**33.9%**
15-25 years	**25.6%**
26 or more years	**15.6%**

Years Teaching at Current School:
1-3 years	**35.0%**
4-6 years	**16.5%**
7-15 years	**32.6%**
15-25 years	**11.4%**
26 or more years	**4.5%**

Teacher Preparation:
Bachelor's degree program	**30.6%**
5th year program	**57.0%**
Master's degree program	**6.6%**
Alternative Certification	**5.8%**

Highest Degree:
Bachelor's	**31.3%**
Master's	**62.6%**
Doctorate	**1.6%**
Other	**4.6%**

A. Learning Environment

The responses of teachers to selected questions regarding the learning environment of their school are presented in Table 22. Overall, 89.3 percent of teachers agreed or strongly agreed that they were satisfied with the learning environment of their school. Teachers responded most favorably to the first nine items of the survey, which primarily assess whether they feel the instruction provided students at their school is effective. Two additional items that had high percentages of teachers that agreed or strongly agreed were that their school has high expectations of teachers (94.6 percent), and that teachers respect one another (93.2 percent). The item that the lowest percentage of teachers agreed or strongly agreed with was item 10, that the level of staff and teacher morale is high (78.2 percent).

Table 22
Percent of Teachers with each Response to Learning Environment Questions

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My school provides challenging instructional programs for students.	96.9	2.6	0.2
2. Teachers at my school effectively implement the state curriculum standards.	97.9	1.1	0.7
3. Teachers at my school focus instruction on understanding, not just memorizing facts.	96.7	2.2	0.5
4. Teachers at my school have high expectations for students' learning.	96.5	2.5	0.6
5. There is a sufficient amount of classroom time allocated to instruction in essential skills.	92.6	6.2	0.5
6. Student assessment information is effectively used by teachers to plan instruction.	95.4	3.5	0.6
7. Effective instructional strategies are used to meet the needs of low achieving students.	93.6	5.1	0.5
8. My school offers effective programs for students with disabilities.	92.7	5.5	1.2
9. Instructional strategies are used to meet the needs of academically gifted students.	93.4	5.0	1.3
10. The level of teacher and staff morale is high at my school.	78.2	21.2	0.1
11. Teachers respect each other at my school.	93.2	5.9	0.2
12. Teachers at my school are recognized and appreciated for good work.	84.6	13.9	0.2
13. Students at my school are motivated and interested in learning.	84.8	14.3	0.1
14. There are sufficient materials and supplies available for classroom and instructional use.	87.8	11.1	0.3
15. Our school has a good selection of library and media material.	90.8	6.7	1.7
16. Our school has sufficient computers for instructional use.	78.6	19.9	0.5

17. Computers are used effectively for instruction at my school.	88.0	10.5	0.5
18. There are relevant professional development opportunities offered to teachers at my school.	89.0	10.0	0.4
19. The school administration communicates clear instructional goals for the school.	91.1	8.1	0.2
20. The school administration sets high standards for students.	91.9	7.1	0.2
21. The school administration has high expectations for teacher performance.	94.6	3.5	0.3
22. The school administration provides effective instructional leadership.	87.3	11.3	0.2
23. Student assessment information is used to set goals and plan programs for my school.	93.8	4.7	0.5
24. Teacher evaluation at my school focuses on instructional improvement.	91.1	7.2	0.8
25. School administrators visit classrooms to observe instruction.	91.1	7.2	0.5
26. The school administration arranges for collaborative planning and decision making.	89.1	9.5	0.4
27. I am satisfied with the learning environment in my school.	**89.3**	**9.8**	**0.2**

B. Home and School Relations

Table 23 presents the results of questions of the teacher survey that address home and school relations. Overall, 81.9 percent of teachers are satisfied with home and school relations. The items with the largest percentage of teachers agreeing or strongly agreeing were the first two items, which indicate that parents are aware of school policies and school activities. Two additional items with large percentage of teachers that agree or strongly agree are that parents support instructional decisions regarding their children (88.3 percent) and understand the school's instructional programs (88.2 percent). The item with the smallest percentage of teachers that agree or strongly agree is that parents participate as volunteers in the classroom (64.5 percent). As previously reported, 34.1 percent of parents indicated that they volunteered at school (Table 15), while 51.7 percent of parents indicated that they would like to visit their child's classroom during the school day (Table 16).

Table 23
Percent of Teachers with each Response to Home and School Relations Questions

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. Parents at my school are aware of school policies.	93.9	5.5	0.4
2. Parents at my school know about school activities.	95.3	4.0	0.4
3. Parents at my school understand the school's instructional programs.	88.2	10.5	0.6
4. Parents at my school are interested in their children's schoolwork.	82.2	17.1	0.4
5. Parents at my school support instructional decisions regarding their children.	88.3	10.6	0.6
6. Parents attend conferences requested by teachers at my school.	84.7	14.0	1.0
7. Parents at my school cooperate regarding discipline problems.	86.6	12.1	0.8
8. Parents attend school meetings and other school events.	78.3	20.7	0.6
9. Parents participate as volunteer helpers in the school or classroom.	64.5	31.7	3.5
10. Parents are involved in school decisions through advisory committees.	73.9	13.4	2.8
11. I am satisfied with home and school relations.	**81.9**	**17.2**	**0.4**

C. Social and Physical Environment

Table 24 presents the results of questions of the teacher survey that address the social and physical environment of the school, including three items on bullying. Overall, 91.0 percent of teachers were satisfied with the social and physical environment of their school. The three items with the largest percentage of teachers that agree or strongly agree are items that indicated the teachers' level of safety at the school. Sixteen (16) percent of teachers indicated that they have been bullied by another adult at their school, and fourteen (14) percent of teachers indicated that they have been bullied by a student at their school. Eighty-eight (88) percent of teachers indicated that they have been provided professional guidance on how to assist in preventing and/or dealing with bullying.

Table 24
Percent of Teachers with each Response to Social and Physical Environment Questions

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. The grounds around my school are kept clean.	94.8	4.5	0.5
2. The hallways at my school are kept clean.	95.2	3.9	0.6
3. The bathrooms at my school are kept clean.	88.9	9.7	0.6
4. The school building is maintained well and repaired when needed.	90.8	8.1	0.5
5. There is sufficient space for instructional programs at my school.	86.9	11.8	0.5
6. Students at my school behave well in class.	85.8	13.6	0.2
7. Students at my school behave well in the hallways, in the lunchroom, and on school grounds.	82.5	16.6	0.6
8. Rules and consequences for behavior are clear to students.	86.8	12.7	0.2
9. The rules for behavior are enforced at my school.	93.7	5.6	0.3
10. I have been bullied by an adult at this school.	15.9	79.3	4.6
11. I have been bullied by a student at this school.	14.2	81.0	5.8
12. My school or district provides me with training to assist in preventing and/or dealing with bullying	88.4	11.0	0.6
13. The rules about how students should behave in my school are fair.	84.0	14.8	0.2
14. I feel safe at my school before and after school hours.	95.3	3.2	0.6
15. I feel safe at my school during the school day.	96.3	2.3	0.5
16. I feel safe going to or coming from my school.	96.6	1.6	0.6
17. Students from different backgrounds get along well at my school.	93.5	5.2	0.4
18. Teachers and students get along well with each other at my school.	95.5	3.5	0.2
19. Teachers at my school collaborate for instructional planning.	79.8	6.7	0.4
20. I am satisfied with the social and physical environment at my school.	**91.0**	**8.3**	**0.1**

D. Teacher Working Conditions

Overall, 89.4 percent of teachers were satisfied with the working conditions at their school. Teachers were most satisfied with their familiarity with local, state, and national policies that affect teaching and learning (item 6), and with communication technology (item 3). Also noteworthy is that 91.9 percent of teachers agreed or strongly agreed that their decisions regarding instruction and student progress were supported, and that 91.7 percent of teachers agreed or strongly agreed that teachers at their school were encouraged to develop innovative solutions to problems. The items with the lowest percentages of teachers who agreed or strongly agreed dealt with class size and non-instructional duties that interfered with teaching.

Table 25
Percent of Teachers with each Response to Working Conditions Questions

Working Conditions Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. I have sufficient space in my classroom to meet the educational needs of my students.	87.0	10.9	1.9
2. My non-instructional duties do not interfere with my essential role of educating students.	82.2	16.5	1.0
3. I have access to reliable communication technology, including phone, fax, and e-mail.	96.4	3.0	0.2
4. I feel supported by administrators at my school.	88.6	10.9	0.2
5. The faculty and staff at my school have a shared vision.	90.8	8.3	0.2
6. I am familiar with local, state, and national policies and how they affect teaching and learning.	97.1	2.1	0.3
7. Local, state, or national policies assist me in meeting the educational needs of my students.	88.0	10.6	0.8
8. The school leadership makes a sustained effort to address teacher concerns.	86.3	13.0	0.3
9. My decisions in areas such as instruction and student progress are supported.	91.9	7.1	0.6
10. Teachers at my school are encouraged to develop innovative solutions to problems.	91.7	7.6	0.3
11. I feel comfortable raising issues and concerns that are important to me.	82.8	16.7	0.2
12. Sufficient resources are available to allow teachers to take advantage of professional development activities.	88.8	10.0	0.4
13. My class sizes allow me to meet the educational needs of my students.	79.9	17.5	2.2
14. I am satisfied with my current working conditions.	**89.4**	**10.0**	**0.2**

E. Results of the Teacher Survey Related to Parent Perceptions of the School Learning Environment

The relationship between teacher perceptions of the overall learning environment of the school and parent perceptions of the overall learning environment of the school is presented in Table 26. The numbers in parentheses in the table are the percentages of teachers within each column of the table. Each column represents a different group of schools based on the parent perceptions of the learning environment in the school.

Consider the pattern of the percentages of teachers responding that they strongly agreed that they were satisfied with the overall learning environment of the school as the parent rating increased from lowest to highest. The percentage of parents who strongly agreed increased with each increase in the parental perception of the school. Now considering all other rows in the table, within each row, the percentage of teachers decreases as the parental perception of the school becomes more favorable. From this perspective, the one row that defines the pattern of teacher perception of the school learning environment in relation to parental perception of the school learning environment is the row of the table associated with teachers who strongly agreed that they were satisfied with the learning environment. This one row includes 62 percent of teacher responses, so it represents the opinions of the majority of teachers. The simple summary of this relationship is that as parents perceive the school more favorably, so do teachers.

Table 26
Teacher Perceptions of School Learning Environment by
Parental Perception of the School Learning Environment

Teacher Rating of the Learning Environment	Parent Rating of the School Learning Environment					All Teacher Responses
	1st Fifth (Lowest)	2nd Fifth	3rd Fifth	4th Fifth	5th Fifth (Highest)	
Strongly Disagree	608* (7**)	336 (4)	245 (3)	166 (2)	74 (1)	1429 (3)
Disagree	918 (11)	665 (8)	505 (6)	307 (4)	170 (2)	2565 (6)
Agree	2993 (37)	2801 (32)	2394 (28)	2160 (25)	1408 (19)	11756 (28)
Strongly Agree	3656 (45)	4961 (56)	5502 (64)	5891 (69)	5619 (77)	25629 (62)

* Number of Teacher Responses
** Percent of Responses within each column (may not add to 100 due to rounding).

A similar relationship exists between teacher perceptions of home and school relations of the school with parental perceptions of the school learning environment (Table 27). The percentage of teachers who strongly agreed that they were satisfied with the home and school relations at their school increased as the parental perceptions of the learning environment of the school became more favorable. The pattern of percentages of teachers within any other row of the table consistently decreases as the parental perception the school learning environment becomes more favorable. The row of the table with the largest percentage of teacher responses (strongly agree), most clearly defines the relationship between

teacher perceptions of home and school relations and parental perceptions of the school learning environment; as parents view the learning environment of the school more favorably, teachers view the home and school relations for their school more favorably.

Table 27
Teacher Perceptions of Home and School Relations by
Parental Perception of the School Learning Environment

Teacher Rating of Home and School Relations	Parent Rating of the School Learning Environment					All Teacher Responses
	Lowest Quintile	2nd Quintile	3rd Quintile	4th Quintile	Highest Quintile	
Strongly Disagree	902* (11**)	455 (5)	303 (3)	195 (2)	91 (1)	1946 (5)
Disagree	1875 (23)	1368 (16)	954 (11)	644 (8)	316 (4)	5157 (12)
Agree	3395 (42)	3930 (45)	3631 (42)	3251 (38)	2114 (29)	16321 (39)
Strongly Agree	2002 (24)	3019 (34)	3789 (44)	4435 (52)	4756 (65)	18001 (43)

* Number of Teacher Responses
** Percent of Responses within each column (may not add to 100 due to rounding).

The same relationship occurs between teacher perceptions of the social and physical environment of the school with parental perceptions of the school learning environment (Table 28). The percentage of teachers who strongly agreed that they were satisfied with the social and physical environment of their school increased as the parental perceptions of the learning environment of the school became more favorable. The pattern of percentages of teachers within any other row of the table consistently decreases as the parental perception the school learning environment becomes more favorable. The row of the table with the largest percentage of teacher responses (strongly agree), most clearly defines the relationship between teacher perceptions of the social and physical environment of their school and parental perceptions of the school learning environment; as parents view the learning environment of the school more favorably, teachers view the social and physical environment of their school more favorably.

Table 28
Teacher Perceptions of the Social and Physical Environment of Their School
by Parental Perception of School Learning Environment

Teacher Rating of the Social and Physical Environment	Parent Rating of the School Learning Environment					All Teacher Responses
	Lowest Quintile	2nd Quintile	3rd Quintile	4th Quintile	Highest Quintile	
Strongly Disagree	457* (6**)	262 (3)	187 (2)	121 (1)	78 (1)	1105 (3)
Disagree	862 (11)	576 (7)	446 (5)	275 (3)	154 (2)	2313 (6)
Agree	3254 (40)	2907 (33)	2582 (30)	2240 (26)	1482 (20)	12465 (30)
Strongly Agree	3640 (44)	5054 (57)	5472 (63)	5589 (69)	5577 (76)	24702 (60)

* Number of Teacher Responses
** Percent of Responses within each column (may not add to 100 due to rounding).

The relationship between teacher perceptions of the working conditions in their school and parental perceptions of the school learning environment is parallel to three previous results: as parent perception of the school learning environment increases, teacher perceptions of their working conditions increase (Table 29).

Table 29
Teacher Perceptions of their Working Conditions
by Parental Perception of School Learning Environment

Teacher Rating of their Working Conditions	Parent Rating of the School Learning Environment					All Teacher Responses
	Lowest Quintile	2nd Quintile	3rd Quintile	4th Quintile	Highest Quintile	
Strongly Disagree	571* (7**)	359 (4)	295 (3)	198 (2)	125 (2)	1548 (4)
Disagree	776 (9)	636 (7)	559 (6)	420 (5)	203 (3)	2594 (6)
Agree	3038 (37)	2930 (33)	2652 (30)	2414 (28)	1698 (23)	12732 (31)
Strongly Agree	3836 (47)	4883 (55)	5192 (60)	5514 (65)	5277 (72)	24702 (59)

* Number of Teacher Responses
** Percent of Responses within each column (may not add to 100 due to rounding).

This same pattern exists between most of the items of the parent survey and parental perceptions of the school learning environment.

F. Results of Teacher Survey Questions on Bullying

The teacher survey asked teachers if they had been bullied by a student or by an adult.   Table 30 presents a summary of the responses to these questions. Sixteen (16) percent of teachers agreed that they were bullied by another adult at their school, while 14 percent of teachers indicated that they were bullied by a student at their school. Although not presented here, these results are consistent for teachers in elementary, middle, and high school.

Table 30
Teacher Perceptions of Being Bullied

Teacher Response	Bullied by Another Adult at School (%)	Bullied by a Student at School (%)
Strongly Disagree	31,318 (70)	32,903 (73)
Disagree	4,033 (9)	3,345 (7)
Agree	2,106 (5)	1,614 (4)
Strongly Agree	5,003 (11)	4,288 (10)
Don't Know	2,084 (5)	2,627 (6)

* Number of Teacher Responses
** Percent of Responses within each column (may not add to 100 due to rounding).

Conclusions

- Overall, 89.3 percent of teachers were satisfied with the learning environment of their school, as compared to 87.6 percent of parents.
- Overall, 81.9 percent of teachers were satisfied with home and school relations, as compared to 73.1 percent of parents.
- Overall, 91.0 percent of teachers were satisfied with the social and physical environment of their school, as compared to 85.3 percent of parents.
- For nearly all items, as parent satisfaction with the learning environment of their child's school increased, teacher satisfaction with the learning environment, home and school relations, and the social and physical environment of their school increased.
- The percentage of teachers who reported that they were bullied by a student at their school was approximately 14 percent.
- The percentage of teachers who reported that they were bullied by another adult at their school is approximately 16 percent.

4802036902

South Carolina
Parent Survey

DIRECTIONS

- Correct Mark: ○ ● ○ ○
- Incorrect Mark: ⊘ ⊗ � ◑
- Erase completely to change.
- Use a No. 2 pencil only.
- Fill in bubble completely.
- Do not fold or staple.

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.

Directions: Read each statement. Decide if you agree, mostly agree, mostly disagree or disagree with the statement. Then darken the bubble beside each statement. Do not write your name or address on this survey.

Learning Environment

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's teachers give homework that helps my child learn.	○	○	○	○	○
2. My child's school has high expectations for student learning.	○	○	○	○	○
3. My child's teachers encourage my child to learn.	○	○	○	○	○
4. My child's teachers provide extra help when my child needs it.	○	○	○	○	○
5. I am satisfied with the learning environment at my child's school.	○	○	○	○	○

Home-School Relations

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

Social and Physical Environment

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
1. My child's school is kept neat and clean.	○	○	○	○	○
2. My child's teachers care about my child as an individual.	○	○	○	○	○
3. Students at my child's school are well-behaved.	○	○	○	○	○
4. My child feels safe at school.	○	○	○	○	○
5. My child's teachers and school staff prevent or stop bullying at school.	○	○	○	○	○
6. My child's school has an anti-bullying program to prevent or deal with bullying.	○	○	○	○	○
7. I am satisfied with the social and physical environment at my child's school.	○	○	○	○	○

Please tell us if you do the following:

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

Go on to next page. ➡

The 2015 Parent Survey

4860036906

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.	O	O	O
2. Contact my child's teachers about my child's school work.	O	O	O
3. Limit the amount of time my child watches TV, plays video games, surfs the Internet, etc.	O	O	O
4. Make sure my child does his/her homework.	O	O	O
5. Help my child with homework when he/she needs it.	O	O	O

Please mark if each of the following are True or False:

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

Please rate your school on:

	Very Good	Good	Okay	Bad	Very Bad
1. The school's overall friendliness.	O	O	O	O	O
2. The school's interest in parents' ideas and opinions.	O	O	O	O	O
3. The school's efforts to get important information from parents.	O	O	O	O	O
4. The school's efforts to give important information to parents.	O	O	O	O	O

Please answer the following questions about your child:

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

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

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

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

5. Has your child been bullied at school this year? O Yes O No O Don't know

6. If yes, was your child bullied: (Check all that apply)
O In classroom O Other location at school O At sporting events
O On-line/texting during school O On the bus O After school

7. If yes, was your child bullied: (Check all that apply) O Physically O Verbally O Both

Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again physically. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

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

1. What is your gender? O Male O Female

2. What is your race/ethnicity?
O African American/Black O Hispanic O Asian American/ Pacific Islander
O Caucasian/White O Native American O Other

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

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

Thank you very much for completing this survey!

DO NOT MARK IN THIS AREA

The 2015 Teacher Survey

Response options provided were:

Strongly Disagree
Disagree
Agree
Strongly Agree
Don't Know

Learning Environment

1. My school provides challenging instructional programs for students.
2. Teachers at my school effectively implement the State Curriculum Standards.
3. Teachers at my school focus instruction on understanding, not just memorizing facts.
4. Teachers at my school have high expectations for students' learning.
5. There is a sufficient amount of classroom time allocated to instruction in essential skills.
6. Student assessment information is effectively used by teachers to plan instruction.
7. Effective instructional strategies are used to meet the needs of low achieving students.
8. My school offers effective programs for students with disabilities.
9. Instructional strategies are used to meet the needs of academically gifted students.
10. The level of teacher and staff morale is high at my school.
11. Teachers respect each other at my school.
12. Teachers at my school are recognized and appreciated for good work.
13. Students at my school are motivated and interested in learning.
14. There are sufficient materials and supplies available for classroom and instructional use.
15. Our school has a good selection of library and media material.
16. Our school has sufficient computers for instructional use.
17. Computers are used effectively for instruction at my school.
18. There are relevant professional development opportunities offered to teachers at my school.
19. The school administration communicates clear instructional goals for the school.
20. The school administration sets high standards for students.
21. The school administration has high expectations for teacher performance.
22. The school administration provides effective instructional leadership.
23. Student assessment information is used to set goals and plan programs for my school.
24. Teacher evaluation at my school focuses on instructional improvement.
25. School administrators visit classrooms to observe instruction.
26. The school administration arranges for collaborative planning and decision making.
27. I AM SATISFIED WITH THE LEARNING ENVIRONMENT IN MY SCHOOL.

The 2015 Teacher Survey

Social and Physical Environment of the School

1. The grounds around my school are kept clean.
2. The hallways at my school are kept clean.
3. The bathrooms at my school are kept clean.
4. The school building is maintained well and repaired when needed.
5. There is sufficient space for instructional programs at my school.
6. Students at my school behave well in class.
7. Students at my school behave well in the hallways, in the lunchroom, and on school grounds.
8. Rules and consequences for behavior are clear to students.
9. The rules for behavior are enforced at my school.
10. The rules about how students should behave in my school are fair.
11. I have been bullied by an adult at this school.
12. I have been bullied by a student at this school.
13. My school or district provides me with training to assist in preventing and/or dealing with bullying.
14. I feel safe at my school before and after school hours.
15. I feel safe at my school during the school day.
16. I feel safe going to or coming from my school.
17. Students from different backgrounds get along well at my school.
18. Teachers and students get along well with each other at my school.
19. Teachers at my school collaborate for instructional planning.
20. I AM SATISFIED WITH THE SOCIAL AND PHYSICAL ENVIRONMENT AT MY SCHOOL.

Home and School Relations

1. Parents at my school are aware of school policies.
2. Parents at my school know about school activities.
3. Parents at my school understand the school's instructional programs.
4. Parents at my school are interested in their children's schoolwork.
5. Parents at my school support instructional decisions regarding their children.
6. Parents attend conferences requested by teachers at my school.
7. Parents at my school cooperate regarding discipline problems.
8. Parents attend school meetings and other school events.
9. Parents participate as volunteer helpers in the school or classroom.
10. Parents are involved in school decisions through advisory committees.
11. I AM SATISFIED WITH HOME AND SCHOOL RELATIONS.

The 2015 Teacher Survey

Teacher Working Conditions

1. I have sufficient space in my classroom to meet the educational needs of my students.
2. My non-instructional duties do not interfere with my essential role of educating students.
3. I have access to reliable communication technology, including phone, fax, and e-mail.
4. I feel supported by administrators at my school.
5. The faculty and staff at my school have a shared vision.
6. I am familiar with local, state, and national policies and how they affect teaching and learning.
7. Local, state, or national policies assist me in meeting the educational needs of my students.
8. The school leadership makes a sustained effort to address teacher concerns.
9. My decisions in areas such as instruction and student progress are supported.
10. Teachers at my school are encouraged to develop innovative solutions to problems.
11. I feel comfortable raising issues and concerns that are important to me.
    Sufficient resources are available to allow teachers to take advantage of professional development
12. activities.
13. My class sizes allow me to meet the educational needs of my students.
14. I AM SATISFIED WITH MY CURRENT WORKING CONDITIONS.

Additional Questions:

1. Gender
2. Race
3. National Board Certification
4. Years of Experience as a Teacher
5. Years Teaching at Current School
6. Teacher Preparation
7. Highest Degree Obtained.