SC EDUCATION OVERSIGHT COMMITTEE
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PO Box 11867 | 227 Blatt Building
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Public Awareness Subcommittee

Monday, May 19, 2008
1:00 p.m.
Blatt Building, Room 201

A G E N D A

I. Welcome
Mr. Mike Brenan

II. Approval of Minutes – January 22, 2008 (Action)

III. SC Literacy Champions Award Proposal (Action)
Dana Yow

IV. PAIRS Summer Reading Initiative (Information)
Dana Yow

V. Results and Analyses of the 2007 Parent Survey (Information)
Melanie Barton and Dr. Katrina Greene

VI. Other Business

<u>Subcommittee Members</u>
Mike Brenan, Chair
Bob Daniel
Thomas DeLoach
Mike Fair
Alex Martin
Neil Robinson
Harold Stowe

Harold C. Stowe
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SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Public Awareness Subcommittee

Minutes of the Meeting

January 22, 2008

Subcommittee Members Present: Mike Brenan, Tom DeLoach, and Harold Stowe

Staff Present: Dr. Jo Anne Anderson, Dana Yow, David Potter, and Melanie Barton

Guest Present: David Voss, Voss and Associates

I. Welcome
Mr. Brenan called the meeting to order and welcomed everyone to the meeting.

II. Approval of Minutes – September 17, 2007 (Action)
The minutes of the September 17, 2007, meeting were approved as submitted.

III. Building Postsecondary Education Support of Reading/Literacy Initiatives in SC (Action)
Ms. Yow presented a proposal designed to build postsecondary support of literacy initiatives in South Carolina. The proposal, as presented, is designed to achieve two objectives:

1. Promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement.
2. Recognize successful service-learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.

Subcommittee members discussed the proposal and asked staff to research the potential of locating federal grant funding for the program. Members asked for a brief one-pager to assist them in locating sponsorships for the SC Literacy Champions awards program. The subcommittee discussed securing business partners for the project to invest a total of $30,000 annually toward the project. Three awards of $10,000 would be made annually to a public institution program, a private institution program, and a program at a technical college. The subcommittee approved the proposal.

IV. "Be There" Parent Involvement Media Campaign (Action)
David Voss discussed the "Be There" Parent Involvement Media Campaign with members of the subcommittee. Members discussed the pilot initiative of the campaign, which would involve a partnership between the EOC, the SC School Boards Association, and up to five SC school districts. The pilot program will involve sharing costs and is slated to be launched in August 2008. The subcommittee approved a request for up to $12,000 of public awareness funds to be allocated to the project in the next fiscal year's budget.

V. Report Card Web Application Demonstration (Information)
Ms. Yow demonstrated the web-based search application which allows users to search for schools using criteria published on the annual school and district report cards. The application was set to launch in January 2008 and is a partnership between the EOC and SC Interactive.

VI. Other Business
There being no further business, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: May 19, 2008

INFORMATION

On April 11, 2008, the EOC approved the SC Literacy Champions project, an awards program designed to recognize postsecondary support of reading/literacy initiatives in South Carolina through Parents and Adults Inspiring Reading Success (PAIRS). An advisory group provided assistance in the development of the application for the annual award.

PURPOSE/AUTHORITY

The preamble to the EAA, calls for the "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community" (Section 59-18-100).

CRITICAL FACTS

As part of the EOC's objective to strengthen the teaching of reading, Parents and Adults Inspiring Reading Success (PAIRS) began in February 2005. PAIRS is designed to provide the catalyst to encourage and support the achievement of grade level reading literacy for every child in South Carolina.

The SC Literacy Champions project is designed to achieve two objectives:
1. Promote sustainable models of higher education/K-12 public school partnerships to boost student reading achievement.
2. Recognize successful service-learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.

TIMELINE/REVIEW PROCESS

Timeline attached

ECONOMIC IMPACT FOR EOC

Cost:

Fund/Source: Public Awareness

ACTION REQUEST

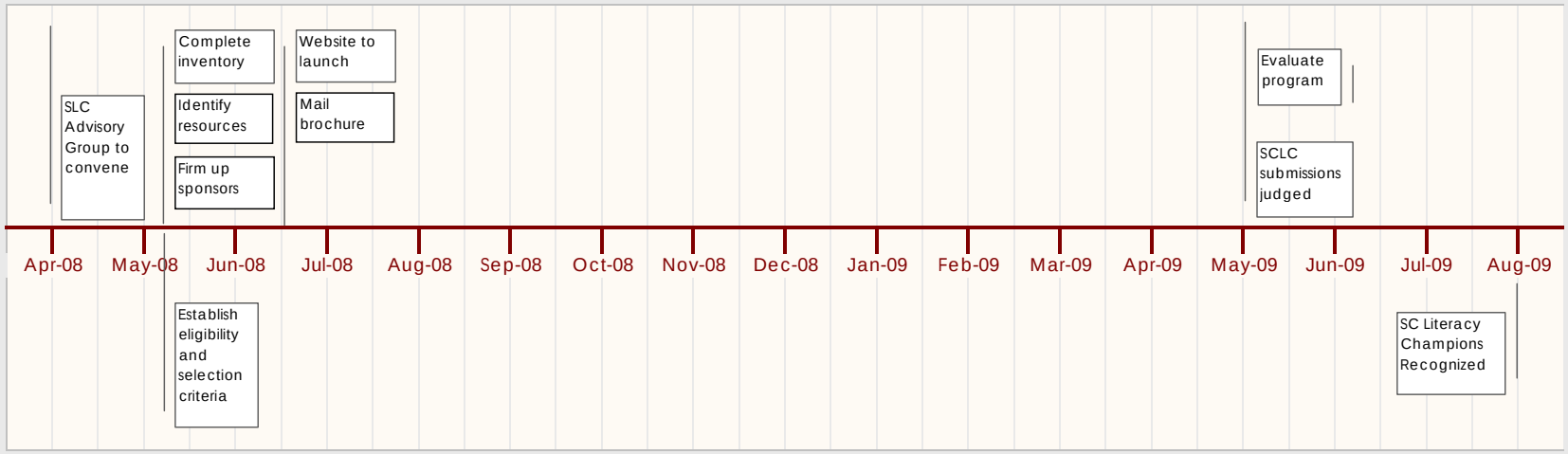
X☐ **For approval** ☐ **For information**

ACTION TAKEN

☐ **Approved** ☐ **Amended**

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

SC Literacy Champions Timeline



2009 South Carolina Literacy Champions Award

Recipients of the 2009 SC Literacy Champions Award will be announced in August 2009. Nominations will be accepted until June 20, 2009.

About the Award
Research shows that if a student cannot read on a proficient level in the eighth grade, he only has a 50 percent chance of graduating from high school on time.

The data related to reading in South Carolina are troublesome and underscore the need to support literacy activities that reinforce and enhance what is learned in school. The SC Education Oversight Committee (EOC) supports activities that make reading a priority in the lives of young people and place particular emphasis on increasing academic achievement. Furthermore, the EOC recognizes the potential impact service learning within post-secondary institutions can have on student literacy as universities work to address community needs.

The SC Education Oversight Committee created the South Carolina Literacy Champions Award to recognize successful service-learning programs within postsecondary institutions focused on building reading skills among SC public school students in grades K-12.

The annual award recognizes up to three service learning programs within SC postsecondary institutions that have had a significant impact on increasing literacy among K-12 public school students. Each award will be acknowledged with:

- A $10,000 grant to be used for expanding the awarded program, and
- Recognition at a meeting of the SC Education Oversight Committee

Eligibility

- The award is open to programs within all in-state degree-granting postsecondary institutions (public, private, technical colleges and universities.)
- Programs cannot be eligible for the award two consecutive years.
- A program can be considered after follow-up year if it can provide evidence that program has grown from providing *direct* services to adding either *indirect* services or *advocacy*.

Award criteria
To be a candidate for the award, a program should have a strong combination of the following components:

- Collaboration between the higher-ed program and a SC public school/school district serving students in grades K-12.
- Impact on identified needs of K-12 students specific to literacy.
- Data-informed planning and decision-making.
- Integration of grade-level standards for K-12 participants.
- An optimal blend of learning, research, and/or service for higher education participants.
- Documentation of measurable outcomes.
- Efforts to enlist other collaborators (e.g. businesses, civic organizations, out-of-school-time programs, government agencies, faith-based institutions, etc.)

DRAFT

- Promise of sustainability.

A selection committee composed of representatives from communities, higher education, K-12, business, and government organizations will select the finalists and winners of the South Carolina Literacy Champions Award. The committee will make its selection based on the combined merits of each program, giving careful consideration to how closely the program applicants match the award guidelines. Members of the selection committee will visit finalist programs in May 2009.

Application requirements
All materials must be submitted by 5:00 PM on Friday, June 20, 2009. Submit originals with signatures to Dana Yow, Director of Communications, SC Education Oversight Committee, P.O. Box 11867, Columbia, SC 29211.

Complete submissions include:

- A complete application form. (Note: Essential and supporting evidence presented in the application may include a variety of items in text or graphic forms. There are no limitations on these forms of evidence other than that they be legible. Reviewers will have access to VCRs, DVD players, tape players, computers, and the Internet.)
- Three letters of support (one letter from postsecondary institution and one from K-12 public school/district served are required.)

DRAFT

Application Form

Post-secondary institution name:_____

Campus Liaison Name (see a full list online):_____

Program Information

Program name: _____

Address:_____

_____

Phone:_____

E-mail:_____

Applicant Information

Applicant contact (individual within program):_____

Address:_____

_____

Phone:_____

E-mail:_____

Signature
I certify that the information contained in this application is true and accurate to the best of my knowledge. I understand that if selected as a South Carolina Literacy Champion, our program will be a "South Carolina Literacy Ambassador" and will have a role in assisting and supporting other postsecondary institutions in developing and enhancing similar programs as well as helping to raise awareness of literacy in SC. We also grant the South Carolina Education Oversight Committee and the SC Press Association, the project's statewide media partner, the use of information contained in application for informational, educational and public awareness purposes.

Signature:_____

Date:_____

DRAFT

Program Information

(Note: You may attach additional sheets of paper in responding to any of the questions below. Each question should be addressed separately. Do not put your response in essay format.)

1. Provide detailed description and history of program. Describe the nature of students' service activities and the number of hours higher education students spend with K-12 students.

DRAFT

2. Describe the student population the program serves. How many students in the community does the program impact? Is it a community of high need (poverty index, Title 1 eligible)?

DRAFT

3. Describe how the program addresses literacy with K-12 student population. Provide examples of specific programming.

DRAFT

4. Describe the way the program is structured and the way activities are integrated with age-appropriate academic standards. Additionally, describe how the program uses data to plan and make decisions. (Note: Additional information on integrating standards and using data is available online.)

DRAFT

5. Explain how your program addresses the four “pillars” of service learning (plan, act, reflect/evaluate, and celebrate).

DRAFT

6. Provide specific evidence of impact and outcomes. How does this program improve literacy skills of students?

DRAFT

7. Describe how your program is addressing sustainability. Are you actively recruiting others to continue the program's mission; does your program incorporate fundraising efforts?

DRAFT

8. Describe how your program works with others in the community (e.g. businesses, civic groups, out-of-school time programs, etc.)

DRAFT

9. Please include a budget abstract in your submission briefly addressing how the grant funding will be used if the program is recognized as a South Carolina Literacy Champion. *(Note: Funds should go back into awarded programs and should not be used for student or faculty stipends or financial incentives.)*

DRAFT

Mail completed application form to:

Dana Yow, Director of Communications
South Carolina Education Oversight Committee
P.O. Box 11867
Columbia, SC 29211

Direct any questions concerning this award or procedure to Ms. Yow at 803-734-6164, danay@eoc.sc.gov.

DRAFT

PAIRS
PARENTS & ADULTS INSPIRING READING SUCCESS
a project of SC's daily newspapers, administered by the SC Education Oversight Committee

SC Literacy Champions is designed to recognize successful college service-learning programs which build reading skills among K-12 students.

Reading: a critical skill for the 21st century

Nationally:

- Less than one-third of 13-year-olds are daily readers, a 14 percent decline from 20 years earlier.
- Nineteen percent of 17-year-olds consider themselves "non-readers."
- On average, Americans ages 15 to 24 spend almost two hours a day watching TV, and only seven minutes of their daily leisure time on reading.
- Reading scores for 12th graders (NAEP, 2005) fell significantly from 1992 to 2005, with the sharpest declines among lower-level readers.

In South Carolina:

- From 2006 to 2007, over half of schools (57 percent) experienced declines in English Language Arts performance on the Palmetto Achievement Challenge Test (PACT).
- On the 2007 National Assessment of Education Progress (NAEP), SC's ranking among states on the reading portion of the test is 42nd for 4th grade reading; 41st for 8th grade reading.

Research conducted by the EOC, independently or in collaboration with other entities, confirms the following:

- If a student cannot read on a proficient level in 8th grade, he/she only has a 50 percent likelihood of graduating from high school on-time.
- Performance on reading measures is directly linked to performance on measures of mathematics, science, and social studies.
- The closer the relationship between school goals and home goals and the trust built between families and educators are more predictive of student outcomes than economic status.

> If a student cannot read on a proficient level in 8th grade, he/she only has a 50 percent likelihood of graduating from high school on-time.
>
> –"The Relationship between Reading Proficiency and High School Graduation Rates in South Carolina", 2005 (http://scpairs.sc.gov).

SOUTH CAROLINA PRESS ASSOCIATION

Statewide Media Partner of SC Literacy Champions

Service Learning

Service-Learning is an educational strategy under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs.

Its Impact *

- ***Students*** – Studies show that when service-learning is explicitly connected to curriculum, young people make gains on achievement tests, complete their homework more often, and increase their grade point averages. Service-learning is associated with both increased attendance and reduced dropout rates. In comparison with peers, students who engage in service-learning show less alienation and exhibit fewer behavior problems. Students who engage in service-learning activities increase their knowledge of community needs, become committed to an ethic of service, and develop a more sophisticated understanding of politics and morality.

- ***Schools*** – *Learn and Serve*, affiliated with the Corporation for National and Community Service, has summarized research on the impact of service-learning on participating K-12 students. The 2007 research shows that students who participated in service-learning scored higher than non-participating students, particularly in social studies, writing, and English Language Arts. They were found to be more cognitively engaged and more motivated to learn. Additional research shows that, as a result of service-learning, teachers and students tend to become more cohesive as a group. Students report feeling more connected to their school, while teachers report having more and deeper conversations about teaching and learning, and how learning best occurs.

- ***Communities*** – Service-learning strengthens the connection between communities and their schools. Studies show that community members who participate as partners in service-learning tend to change their perception of young people, viewing them as important resources and contributors. They also gain by being direct recipients of service. One study found that on average participants produced service valued at four times the program costs.

South Carolina Literacy Champions

Recognizing Student Success Through Service

- South Carolina Literacy Champions is a recognition program designed to promote sustainable models of post-secondary education / K-12 school partnerships as a means to boost student reading achievement.

- Through the work of an advisory board, successful service learning programs within post-secondary institutions (public, private, and technical colleges) that are building reading skills among students in grades K-12 will be recognized annually for their work.

Help us to tap into the potential that exists when young people work to enrich the learning of children!
For additional information about South Carolina Literacy Champions, contact Dana Yow at the South Carolina Education Oversight Committee (phone: 803.734.6164, e-mail: danay@eoc.sc.gov).

** Data compiled from Corporation for National and Community Service (http://www.servicelearning.org/filemanager/download/S-L_Impacts_K-12_Fact_Sheet.pdf) and Learning in Deed: National Commission Final Report (http://www.learningindeed.org/slcommission/report.html).*

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness

Date: May 19, 2008

REPORT/RECOMMENDATION
2007 Parent Survey
Recommendation: Receive the report as information.

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 card 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 2007 report represents the first in a triennial evaluation design. While the EOC will continue to report annually on the results of the parent survey, every three years the EOC will conduct an in-depth analysis into the survey and provide specific policy recommendations. For the first triennial evaluation, the 2007 report analyzed the results of the parent survey accordingly: (1) total responses; (2) responses by school type (parents of children attending elementary, middle and high schools; and (3) responses by the 2007 absolute rating of the school. A second component of the 2007 report includes reliability, correlation and multiple regression analyses to compare the teacher and parent survey responses in 2007 to determine the degree to which parent and teacher satisfaction variables correlated with the absolute index of the school and the statistical predictions between the parent/teacher satisfaction variables and the school absolute index.

TIMELINE/REVIEW PROCESS

ECONOMIC IMPACT FOR EOC

Cost: No fiscal impact beyond current appropriations

Fund/Source:

ACTION REQUEST

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

ACTION TAKEN

☐ **Approved** ☐ **Amended**

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

Results and Analyses of the 2007 Parent Survey

SC EDUCATION
OVERSIGHT COMMITTEE

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A. References
B. Copy of the 2007 Parent Survey
C. Instructions for Administering the 2007 Report Card Surveys
D. 2007 Teacher Survey Questions

Acknowledgements

The Education Oversight Committee acknowledges the ongoing assistance of Cynthia Hearn of the South Carolina Department of Education in providing data, timely updates and information on the annual administration of the parent survey.

Executive Summary

The parent survey was designed in 2001 to meet the requirements of the Education Accountability Act and the Parental Involvement in Their Children's Education Act. Since 2002 the South Carolina Department of Education has administered the parent survey statewide to collect information on parental involvement and document on the annual school report cards parent satisfaction of the learning environment, home and school relations and social and physical environment of their child's school. 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." Using the results of the parent survey, the EOC first issued a report in 2002 and subsequent annual reports in 2003, 2004, 2005 and 2006. The basic components of each report have remained the same over the continuum of reports though there have been different research questions analyzed each year.

The 2007 report represents the first in a triennial evaluation design. While the EOC will continue to report annually on the results of the parent survey, every three years the EOC will conduct an in-depth analysis into the survey and provide specific policy recommendations. For the first triennial evaluation, the 2007 report analyzed the results of the parent survey accordingly: (1) total responses; (2) responses by school type (parents of children attending elementary, middle and high schools; and (3) responses by the 2007 absolute rating of the school.

The 2007 report finds that parent satisfaction levels increased to a six-year high for all three indicators -- learning environment, home and school relations and social and physical environment of their child's school. Parents whose child attended an elementary school expressed greater satisfaction with all three indicators than parents whose child attended a middle or high school. Parent satisfaction improved as the absolute performance rating of the school improved and declined as the absolute performance rating of the school declined. Parents continued to express concern with student behavior at their child's school with parents whose child attended a school with an absolute rating of Unsatisfactory more than twice as likely to feel that students misbehaved in school as compared to parents whose child attended a school with an Excellent rating. As in prior years, less than half of the parents believed that their child's school considered changes based on what parents say. The percentage was greatest, 55%, for parents whose child attended a school with an absolute rating of Excellent. Finally, parents in 2007 reported levels of parental involvement comparable to prior surveys with over 78% attending open houses or parent-teacher conferences and 93% reporting helping their child with homework. The biggest obstacle to parental involvement is again work schedules.

A second component of the 2007 report includes reliability, correlation and multiple regression analyses to compare the teacher and parent survey responses in 2007 to determine the degree to which parent and teacher satisfaction variables correlated with the absolute index of the school and the statistical predictions between the parent/teacher satisfaction variables and the school absolute index. The report found that the questions on both the parent and teacher surveys consistently and reliably measured parent and teacher satisfaction with each construct (learning environment, home and school relations and social and physical environment), but were significantly stronger in the teacher survey. The correlation analysis suggested that parents who have children in schools with higher absolute school indices and teachers employed in schools with higher absolute school indices tended to be satisfied with the learning environment, home and school relations, and the social and physical environment. The multiple regression analysis provided contrasting information. For parents, all three indicators were significant predictors of an elementary, middle or high school's absolute index. Moreover, parent satisfaction with all three indicators explained 49% of the variance in the absolute index of elementary schools, 57% in middle, and 30% in high schools. On the other hand, for teachers, the teacher survey had different results. Teacher satisfaction with home and school relations was a predictor of a middle and high school's absolute index. Teacher satisfaction with the learning environment and home and school relations was a predictor of an elementary school's absolute index. Teacher satisfaction with the social and physical environment was <u>not</u> a predictor of a school's absolute index. Furthermore, teacher satisfaction with home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations. Teacher perception about home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations.

Based on the above analyses, the EOC would recommend the following policy changes. From the perspective of teachers, improving home and school relations in all schools and the learning environment in elementary schools would predict higher student academic achievement. For parents, improvement in all three areas, including the social and physical environment of the school, would predict higher student academic achievement. Consequently, school renewal plans, technical assistance and professional development in schools should include strategies to develop stronger parent, school and teacher relationships and to improve the social and physical environment of schools. Such initiatives might include hiring a parent coordinator to work with the families of

historically underachieving students. Other initiatives would address school safety and student discipline problems. These intervention strategies would predict higher student achievement while building local capacity, developing community engagement and improving the overall school climate. Regarding the learning environment, initiatives that reinforce high expectations for learning and that provide information to parents on what their child should be learning would also reinforce efforts to improve student achievement. To assist school districts and schools in addressing the issues raised in this report, the Governor and General Assembly should provide funding for the South Carolina Department of Education to implement the Parental Involvement in Their Children's Education Act. In addition, the South Carolina Department of Education in its technical assistance support to underperforming schools should assist schools in evaluating the results of their parent and teacher surveys and in designing technical assistance strategies to address perceived weaknesses in the three indicators – learning environment, home and school relations and social and physical environment.

PART ONE
Background

Since 2002 South Carolina has collected information on parental involvement and documented parent perceptions of their child's school on the annual school report cards. Section 59-18-900 of the Education Accountability Act (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.

Annually, the EOC has issued a report documenting the results of the parent survey. The annual report focuses on two specific areas: (1) parent perceptions or satisfaction levels with schools; and (2) parental involvement activities as self-reported by parents. Copies of prior reports can be downloaded at www.eoc.sc.gov.

Between 2002 and 2006, the parent surveys have documented the following concerning the respondents, their satisfaction with their child's school and parental involvement activities as self-reported by the parents.

- The number of parent surveys returned each year has steadily increased.

- While the parents who complete the survey are typically different individuals each year, the typical parent completing the survey is a white female who has a child in elementary school making mostly A's and B's on his or her report card. The parents participating in the survey are more likely to have obtained an associate or baccalaureate degree and/or to have postgraduate study as compared to the general population of South Carolina. These respondents also report being more economically advantaged than the student population of South Carolina's public schools.

- Parents have an overwhelmingly positive perception of the learning environment and social and physical environment of their child's school. And, beginning in 2006, parental satisfaction with home and school relations increased to 77% with parents reporting feeling more satisfied with the amount and type of communication that exists between teachers and schools.

- Parent satisfaction with the learning environment, home and school relations and social and physical environment of their child's school declines as the absolute rating of their child's school declines and improves as the absolute rating of their child's school improves.

- Parents consistently express concern over two issues. Annually, a majority of parents feel that their child's school did not consider changes based on parent input. And, one in three parents believes that students at their child's school are not well behaved.

- Parents cite their work schedule as the greatest obstacle to their involvement in schools.

- Research in 2005 and 2006 documented that level of parental involvement was comparable regardless of the absolute rating of schools. However, a greater percentage parents whose child attended schools with an absolute rating of Excellent or Good reported attending open houses or parent-teacher conferences, attending student programs or performances or volunteering for the school than parents whose child attended a school with an absolute rating of Unsatisfactory.

Based on the results of the parent surveys from 2002 to 2006, the EOC recommended the following:

- Principals and schools should continue to encourage parents to complete the survey and should communicate to parents the importance of the information to be obtained from the survey.

- Principals and school improvement councils should use the results of the survey to identify strengths and weaknesses in their schools and implement policies to improve parental involvement by all parents. Additional efforts to convey the importance of and usefulness of the survey results at schools should be considered.

- Statewide, efforts need to be made to increase the response rate by parents of low economic means.

- Districts and schools should focus on improving the parent survey response rate at the state's middle and high schools. In 2006 the average response rate to the parent survey across all schools was 50.3%. In elementary schools, the average response rate was 61.3%, in middle schools 41.6% and high schools, 29.7%.

- The Governor and General Assembly should increase funding for the South Carolina Department of Education to implement the Parental Involvement in Their Children's Education Act.

Part Two
Literature Review

The perception that parent involvement positively affects students' academic performance is so ostensibly appealing that policy makers (Prindle and Rasinski, 1989; Van Meter, 1994; Wagner and Sconyers, 1996), school board administrators (Khan, 1996; Roach, 1994; Wanat, 1994), teachers (Allen, 1996; Clarke and Williams, 1992; Matzye, 1995), parents (ECS Distribution Center, 1996; Dye, 1992; Lawler-Prince, Grymes, Boals, and Bonds, 1994; Schrick, 1992), and even students themselves (Brian, 1994; Choi, Bempechet, and Ginsburg, 1994) have identified effective parent involvement as a critical factor in the academic success of students (Akimoff, 1996; Austin Independent School District, 1977; Deford, 1996; Edwards, 1995; Mendoza, 1996; Mundschenk and Foley, 1994; Ryan, 1992). Despite its intuitive meaning, the operational meaning of parental involvement has been unclear and inconsistent because of how it has been defined and conceptualized in past research.

Parental involvement has been defined in practices as representing many different parental behaviors and parenting practices, such as parental aspirations for their children's academic performance and their ability to transmit these aspirations to their children (e.g., Bloom, 1980), parents' participation in school activities (e.g., Stevenson and Baker, 1987), parents' communication with children about school (e.g., Christenson et al., 1992; Walberg, 1986), parent-teacher communications about the child (e.g., Epstein, 1991), and education-related rules imposed at home by parents (e.g., Keith et al., 1993; Majoribanks, 1983). The variation in the definition of parent involvement makes it difficult to draw general conclusions across studies and contributes to inconsistent findings in the area as a whole. However, the one aspect that many researchers have agreed upon is that the construct of parent involvement is multifaceted in nature and encompasses a wide variety of parental behavioral patterns and parenting practices (e.g., Balli, 1996; Brown, 1994; Snodgrass, 1991; Taylor, Hinton, and Wilson, 1995).

Inconsistencies among researchers about the operational definition of academic achievement have also led to mixed findings in the literature about the effect that parental involvement has on students' academic performance. Indicators of academic achievement range from global indicators, such as post-secondary attainment and school GPA, to specific indicators, such as standardized test scores in a specific academic area (e.g., math), and even to student level constructs such as academic aspirations, motivation, and self-concept. The measurable effect of parental involvement on students' academic performance may differ depending on the degree of generality of the measure used to assess academic achievement (Fan, 1997).

This supposition is supported by Keith's (1991) study, which showed that student reports of parent involvement significantly affected grades but not reading and math achievement test scores. He maintained that grades may be more affected by parent involvement than test scores because grades are more dependent on effort. In contrast, utilizing longitudinal data from elementary and secondary schools, Sheldon and Epstein (2005) examined the association between specific family involvement activities and student performance in mathematics. After controlling for previous mathematics achievement, they found that supportive practices of children's mathematics learning at home was related to a higher percentage of students scoring at or above proficiency on standardized mathematics achievement tests.

Variation in the operational definitions of both parent involvement and academic achievement also has resulted in mixed findings about how beneficial parent involvement is to students' academic achievement (Fan & Chen, 2001). Some empirical studies have shown the relation between parent involvement and students' academic achievement to be positive (e.g., Christenson et al; Epstein, 1991; Singh et al., 1995); however, others have indicated that there is no measurable effect of parental involvement on students' academic performance (e.g., Bobbett, French, Achilles, and Bobbett, 1995; Ford, 1989; Keith et al., 1986; Natriello and McDill, 1989; Reynolds, 1992; Storer, 1995). Researchers and educational theorists have investigated and documented some of the

benefits of parent involvement as it relates to student outcomes (e.g., Chavkin, 1989; Heid & Harris, 1989; Henderson, Marburger, & Ooms, 1986; Leitch & Tangri, 1988; Newman, 1997; Sutherland, 1991), and an overview of the research findings are noted below according to whether the benefit most directly relates to students, parents, or schools.

Benefits of Parent Involvement for Students

- Higher academic achievement, regardless of socio-economic status, ethnic/racial background, or parent educational level (Chavkin, 1989, Christenson, 1995; Christenson, Rounds, & Franklin, 1992; Dauber & Epstein, 1993; Dornbusch & Ritter, 1998; Drake, 1995; Reynolds, 1992; Simon, 2000);
- Better student attendance (Henderson et al., 1986);
- Lower drop-out rates (Drake, 1995; Southwest Educational Laboratory, 2000);
- More successful transitions to higher grades (Southwest Educational Laboratory, 2001; Trusty, 1999);
- Higher rates of homework completion (Brandt, 1989; Christenson, 1995);
- Improved student motivation (Christenson, Rounds, and Gorney, 1992);
- Improved social functioning (Southwest Educational Laboratory, 2001);
- Increased self-esteem (Christenson, Rounds, and Gorney,1992); and
- Greater perceived competence (Grolnick & Slowiaczek, 1994).

Benefits of Parent Involvement for Parents

- Increased understanding of the school (Southwest Educational Laboratory, 2001);
- Increased interaction between parents and their children (e.g., improved communication about schoolwork) (Christenson, Rounds, and Gorney, 1992; Epstein & Dauber, 1991);
- Positive changes in parenting styles (Hornby, 2000; Prosise, 1990);
- Increased access to needed services like health and social services (Wynn, Meyer, & Richards-Schuster, 2000);
- Increased levels of self-esteem, self-efficacy, and empowerment (Batey, 1996; Davies, 1989; Griffith, 1998; Hoover-Dempsey, Bassler, & Burrow, 1987; Hornby, 2000; Sutherland, 1991); and
- Participation in their child's education may lead parents to further their own education (Haynes & Comer, 1996; Hornby, 2000).

Benefits of Parent Involvement for Schools

- Improved teacher morale (Leitch & Tangri, 1988; Prosise, 1990);
- Additional resources (e.g., parents) are available for teachers so they can spend more time educating children (Chavkin, 1989; Davies, 1989; Prosise, 1990; Sutherland, 1991);
- Sustained school reform efforts (e.g., increased accountability and design of school improvement (Desimone, Finn-Stevenson, & Hendrich, 2000; Haynes & Comer, 1996);
- More successful educational programs(Christenson, Rounds, and Franklin, 1992); and
- Mediated tensions between schools and communities (Edwards & Young, (1992).

In addition to the findings noted above, extant research has shown that parent involvement varies in level according to the child's age and ability, declines as the child moves through the educational system, and is generally beneficial to both high- and low-achieving students across all grade levels (Crosnoe, 2001; Stevenson & Baker); although high-achieving children tend to elicit more involvement from their parents. (Crosnoe, 2001; Stevenson & Baker). Parental involvement conveys the importance of education to children, facilitates parents' advocacy of their children, and leads teachers to pay closer attention to and expend greater energy on these children (Eccles & Harold, 1993; Muller, 1998; Useem, 1992). Parents' communication with teachers, as well as with other parents, gives

them insight into how schools work, facilitates the flow of information between school and home, and promotes school-related discussions with their children (Cooper & Crosnoe, 2007). Previous research has shown that parent involvement in education and academic orientation are two social psychological resources that promote academic competence in their children (Crosnoe, Cavanagh, & Elder, 2003; Steinberg, Brown, & Dornbursch, 1996).

In regard to students, past research has shown that children vary to the degree to which they are committed to their schools, to education in general, and to doing well. Moreover, commitment to education bonds students to teachers, to other students who value education, and to school in general. Research has shown that academically oriented youth like going to school, believe they will get something out of it, and want to do well (Crosnoe, 2001). They also do better in school—receiving higher grades than their peers even after controlling for prior achievement —and tend to be better adjusted.

Previous studies have shown that for economically disadvantaged youth, the association between parental involvement in education and children's academic orientation is positive, and as one increases, so does the other. For example, Cooper and Crosnoe (2007) conducted a study to examine the associations among risk and resilience in the context of economically disadvantaged youth, parental involvement in education, and children's academic orientation in a sample of inner-city families. They found that economically disadvantaged parents were less involved in the schooling process for their children than middle- or upper middle- class parents. Economically disadvantaged youth whose parents were less involved tended to be less academically oriented, whereas those with more involved parents tended to be more academically oriented. However, the opposite was true for nondisadvantaged youth, whereby children of involved parents were more likely to have lower levels of academic orientation than their counterparts with uninvolved parents. Cooper and Crosnoe explained this unexpected direction of association by suggesting that parent involvement for nondisadvantaged youth may be more context specific than it is for disadvantaged youth. They maintained that parents of nondisadvantaged youth are more likely to respond to the needs of their children, and as such, they may be more involved if their children are less academically oriented.

As can be seen from the literature reviewed, the body of research related to parental involvement in students' education appears to be huge and replete with studies involving parental involvement as a factor in students' academic achievement. A closer examination of the literature, however, reveals that a very small number of these studies are empirically based. Therefore, the present study will add to the dearth of empirical studies that have been conducted, and it also will add to extant research by examining the effect of parental involvement on the academic performance of elementary, middle, and high school students, independently.

PART THREE
Administration of the 2007 Parent Survey

During the second semester of each school year, the South Carolina Department of Education (SCDE), in cooperation with the EOC, administers the parent survey. According to guidelines issued by the EOC in 2001, the parents of students in the highest grade at elementary and middle schools should complete a student survey. In high schools and career centers, parents of all 11th graders are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. An independent contractor hired by SCDE mails the surveys directly to schools along with envelopes for the distribution and collection of the surveys. Two sets of instructions for administering the survey are also included in the packets along with a letter from the Executive Director of the EOC to the school principal, explaining the history, methodology and importance of the parent survey. In addition to a survey and an envelope, parents receive a letter from the State Superintendent of Education that reinforces the importance of completing the survey and offering directions on how to complete and return the survey. Spanish versions of the survey are provided to schools. The name of each school is printed on the survey forms to assist parents who are completing surveys for multiple schools. SCDE reported that the total cost of printing, shipping, processing and scanning the parent survey in 2007 totaled $53,937.56.[1]

The 2007 administration of the parent survey occurred over the following period of time and involved the following actions.

February 26 - March 2, 2007	Schools receive parent survey materials from contractor.
February 26 - March 28, 2007	Schools administer parent surveys as soon as they are received by the school.
March 27, 2007	Due date for parent survey forms to be returned to the school.
March 29, 2007	Last day for schools to mail completed survey 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 SCDE. Each school received the following: (1) a letter to the principal from the Executive Director of the EOC explaining the methodology and importance of the parent survey; (2) two sets of instructions for administering the surveys; (3) a page of shipping instructions; (4) a pre-addressed UPS shipping label for returning the completed surveys; (5) an envelope, parent survey and letter from the State Superintendent of Education for each parent surveyed. The survey coordinator distributed envelopes containing a parent survey and a letter from the state Superintendent of Education to each classroom teacher within the designated grade being surveyed. Then, teachers gave each student an envelope and instructions to give the envelope containing the survey to their parents to complete. Parents were given the option of mailing the survey directly to SCDE with parents incurring the cost of the mailing. 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 does not exist to document if any schools mailed the parent surveys to parents. There was one change in the administration of the parent survey in 2007 concerning shipping procedures. School staff was no longer required to weigh the box and sign the UPS shipping label when returning the completed survey forms to the contractor.

[1] SCDE reports that another $39,541 was expended on administering the student survey. Regarding the online teacher survey, there are only indirect costs, no direct costs, related to its administration. .

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the contractor for scanning and preparation of the raw data file. 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 2007 annual school report cards. For each school, SCDE aggregated the responses to all survey questions and provided the summary data to the district office.

As in prior years, the 2007 parent survey contained forty-six questions designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-one questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

The 2007 survey concluded by seeking information on parental involvement activities and socio-economic characteristics of the respondents. Parents were asked about their participation in various parental involvement activities both in and outside of the school. Parents were also asked to determine from a list of responses potential barriers to their involvement in their child's education. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child – their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent, his or her gender, race/ethnicity, highest level of education and total yearly household income.

A copy of the 2007 survey and instructions provided by the South Carolina Department of Education to schools are in the appendix.

PART FOUR
Results of the 2007 Parent Survey

Return Rates and Respondent Profiles

The number of parent surveys returned in 2007 declined by 7% from 2006. The 2007 administration of the survey marked the first time since statewide administration that the number of respondents had declined from one year to the next (Table 1).

Table 1
Number of Respondents

	2007	2006	2005	2004	2003	2002
Total Parent Surveys Returned	**64,596**	69,495	66,895	66,283	64,732	55,864

Because schools are not required to report how many surveys were actually distributed to parents, alternative methods to determine sample size must be used. One method is to compare the number of surveys mailed to schools with the number of completed surveys returned. According to SCDE, a total of 184,999 parent surveys were mailed to 1,126 schools for distribution. This total included 7,165 surveys printed in Spanish. The schools included elementary schools, middle schools, high schools, career centers and the following special schools:

- Felton Laboratory School
- John de la Howe School
- Wil Lou Gray School
- School for the Deaf and the Blind
- Department of Juvenile Justice Schools
- Palmetto Unified Schools
- Governor's School for Science and Mathematics
- Governor's School for the Arts and Humanities

Schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) were not included in the survey. This first method inflates the sample because schools did request and receive extra copies to provide surveys to parents who enrolled children in the second semester or who lost their original form.

A second method is to use the statewide 135-day average daily membership of all students in grades 5, 8 and 11 in school year 2006-07 as the sample size. On the 45th and 135th days of school, the Student Accountability System (SASI) collects and classifies each student in South Carolina's public schools by grade and by a pupil classification system prescribed in the Education Finance Act. In school year 2006-07 the 135-day average daily membership for grades 5, 8 and 11 rounded to the nearest student totaled 148,373. Due to the grade spans and guidelines for administering the survey, 89% of the 1126 schools in South Carolina surveyed parents of children in grades 5, 8 and 11. The remaining 11% or 127 schools had grade configurations of PK-3, PK-4, PK-6, K-6, K-7, 1-3, 2-3, 4-6, 5-7, 6 only, or 9-10 which resulted in surveying parents of children in grades other than 5, 8 and 11 or in multiple grades. For example, according to the instructions for administering the 2007 parent survey which are located in the appendix, a school with a grade K-7 configuration would sample parents of children in grades 5 and 7. A school with grades 4 through 6 would survey parents of sixth graders. Therefore, using ADM for 5, 8 and 11 grades likely deflates the total number of parents surveyed.

Using these two methods, the following response rates were calculated in Table 2. Between 34.9% and 43.4% of the parents surveyed responded to the 2007 parent survey. In other words, approximately one-third of all eligible parents responded to the parent survey in 2007.

Table 2
Response Rates

	Sample Size	Surveys Returned	Response Rate
Method 1: Surveys Distributed	184,999	64,596	34.9%
Method 2: ADM of 5, 8 and 11th grades	148,973	64,596	43.4%

Next, analyzing the surveys returned, yields information on the respondents. Parents completing the survey were asked four questions about their child:

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

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

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

Responses to these eight questions revealed the following about the parents who completed the 2007 parent survey.

Respondents to the 2007 Parent Survey

Gender

Male	**13.8%**
Female	**84.8%**

Race

African-American/Black	**32.7%**
Caucasian/white	**57.6%**
Hispanic	**4.0%**
Native American	**0.6%**
Asian American/Pacific Islander	**1.3%**
Other	**1.5%**

Education

Attended elementary/high school	**12.5%**
Completed high school/GED	**25.0%**
Earned Associate Degree	**9.3%**
Attended college/training program	**22.8%**
Earned college degree	**17.9%**
Postgraduate study/and/or degree	**10.1%**

Household Income

Less than $15,000	**12.1%**
$15,000 to $24,999	**12.9%**
$25,000 - $34,999	**13.1%**
$35,000 - $54,999	**16.9%**
$55,000 - $75,000	**14.6%**
More than $75,000	**23.0%**

Their Child Enrolled in:

Grades 3-5	**45.2%**
Grades 6-8	**36.5%**
Grades 9-11	**16.8%**

Their Child's Gender:

Male	**44.1%**
Female	**54.6%**

Their Child's Ethnicity:

African-American/Black	**32.7%**
Caucasian/White	**56.1%**
Hispanic	**3.9%**
Native American	**0.6%**
Asian American/Pacific Islander	**1.4%**
Other	**2.4%**

Their Child's Grades:

All or mostly A's and B's	**53.6%**
All or mostly B's and C's	**29.5%**
All or mostly C's and D's	**10.7%**
All or mostly D's and F's	**2.5%**

Comparing the demographic information on the 2007 respondents with that of prior years, the following trends are noted:[2]

[2] Prior year's parent survey reports are posted online at http://www.eoc.sc.gov.

- As in prior years, respondents were six times more likely to be women than men.

- As in prior years, the majority of all respondents are of white ethnicity.

- Over 45% of respondents had children in elementary schools as compared to 42% in 2006. [3]

- The percentage of respondents with children in high school declined from 19.2% in 2006 to 16.8% in 2007. This drop marked the first time since 2002 that the percentage of respondents with children attending high school declined from one year to the next. The percentage of respondents with children in middle school was unchanged.

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- Regarding the educational attainment of the respondents, 37.3% of parents who responded to the survey in 2007 had earned an associate, bachelor's or postgraduate degree. The data showed that the level of educational achievement of parent survey respondents in 2007 is consistent with prior survey respondents. As in prior parent surveys, the respondents had more extensive educational achievement than the general population of South Carolina. For comparison purposes, based on the U.S. Census Bureau, Census of Population and Housing, 2000, 24.8% of persons eighteen years of age or over in South Carolina had obtained an associate, bachelor's or graduate degree as reflected in Table 3.

Table 3
Educational Achievement in South Carolina

EDUCATION	Total Number	% of Population
Less than 9th Grade	228,213	7.6%
9th-12th Grade, No Diploma	490,832	16.3%
High School Graduate or GED	901,827	30.0%
Some College, No Degree	637,838	21.2%
Associate Degree	186,147	6.2%
Bachelor's Degree	377,855	12.6%
Graduate or Professional Degree	180,207	6.0%
TOTAL	3,002,919	

Source: South Carolina Budget and Control Board, Office of Research and Statistics, 2007, http://www.ors2.state.sc.us/abstract/chapter7/education4.asp.

- Regarding the annual household income of the respondents, in 2007 54.5% 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 2004 was $39,454. [4] According to the Division of Research and Statistics, the statewide poverty index for all school districts in the state was 64.3% in school year 2006-07. This index combines information about the percentage of students eligible for Medicaid services and the percentage participating in the Federal free or reduced-price lunch program. According to the U.S. Department of Agriculture Child Nutrition Programs, Income

[3] For purposes of this and all other analyses in the report, an elementary school is defined as grades three through five, middle school as grades 6 through 8 and high school as grades 9 through 12.
[4] United States Department of Agriculture, Economic Research Service, based on Bureau of Labor Statistics, Local Area Unemployment Statistics (LAUS) data http://www.ers.usda.gov/data/unemployment/RDlist2.asp?ST=SC last updated May 24, 2007 and accessed on April 1, 2008.

and Eligible Guidelines for school year 2006-07, a family of four with an annual income $26,000 was eligible for the free lunch program while a family of four with an annual income of $37,000 was eligible for the reduced-price lunch program. Consequently, based on the statewide poverty index, respondents to the parent survey generally report being more economically advantaged than the general student population in public schools.

An analysis was also conducted to determine the distribution of respondents by the absolute rating of their child's school. The majority or 38.4% had a child attending a school with an absolute rating of Average as reported on the 2007 annual school report card. Table 4 also compares the percentage of respondents with the percentage of students enrolled in each school as determined by the absolute rating. The data show that the parent respondents are typically representative of the student enrollment when considering the absolute rating of the school.

Table 4
Respondents by Absolute Rating

Parents whose child attended a school in 2007 with an absolute rating of:	Number	% of Respondents	% of students in 2007 in SC enrolled in a school with an absolute rating of:
Excellent	3,321	5.5%	7.6%
Good	14,196	23.6%	23.4%
Average	23,085	38.4%	34.6%
Below Average	13,795	22.9%	23.3%
Unsatisfactory	5,337	8.9%	11.1%

Parent Perceptions of Their Child's School and Parental Involvement Activities

The information below summarizes the results of the 2007 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 again focuses on the learning environment, home-school relations, and the social and physical environment of schools and concludes with a report on parental involvement activities at school and at home.

A. Learning Environment

The first five questions in the parent survey ask parents to reflect upon the learning environment of their child's school. Parent satisfaction with the learning environment of their child's school increased to an all-time high in 2007. In 2007 82.2% of all respondents either agreed or strongly agreed that they were satisfied with the learning environment at their child's school. Table 5 below reflects parent responses to these questions. The results of question five are included on the annual school report cards for each individual school.

Table 5
Percentage of Parents Responding Accordingly in 2007:

Learning Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree
1. My child's teachers give homework that helps my child learn.	**88.2%**	**8.9%**
2. My child's school has high expectations for student learning.	**89.1%**	**8.0%**
3. My child's teachers encourage my child to learn.	**88.9%**	**7.0%**
4. My child's teachers provide extra help when my child needs it.	**77.3%**	**14.7%**
5. I am satisfied with the learning environment at my child's school	**82.2%**	**14.8%**

Note: Totals due not add to 100% because omitted questions are not included.

Parents overwhelmingly felt that their child's teacher or teachers provided the academic assistance necessary to provide a positive learning environment. Comparing the responses, the one area that parents expressed less agreement on is having extra help for their child. Compared to 2006, a greater percentage of parents in 2007 expressed agreement or satisfaction with the learning environment of their child's school across all five questions (Table 6).

Table 6
Agree or Strongly Agree

Learning Environment Questions	**2007**	2006	2005	2004	2003	2002
1. My child's teachers give homework that helps my child learn.	**88.2%**	87.74%	88.42%	89.07%	88.12%	89.38%
2. My child's school has high expectations for student learning.	**89.1%**	87.36%	87.66%	88.18%	87.49%	88.40%
3. My child's teachers encourage my child to learn.	**88.9%**	87.42%	87.74%	88.11%	87.52%	88.83%
4. My child's teachers provide extra help when my child needs it.	**77.3%**	76.96%	76.40%	75.61%	75.56%	77.42%
5. I am satisfied with the learning environment at my child's school	**82.2%**	81.26%	81.16%	80.94%	80.13%	80.61%

The next analyses compared the responses to these five questions by two factors: (1) the school type; and (2) the absolute performance rating of schools based on the 2007 annual school report card.[5] As Table 7 documents, the data demonstrate that a greater percentage of parents whose child attended an elementary school expressed satisfaction with the learning environment of their child's school. Parents of children attending a middle or high school expressed comparable levels of satisfaction with the learning environment of their child's school. The lowest percentage of parents expressing agreement with any one question were parents of middle school students of which 74% said that their child's teachers provided extra help when needed.

[5] Note: There were 427 survey responses representing parents whose child attended a school that did not receive an absolute rating in 2007. These responses were excluded from this analysis.

Table 7
Percentage of Parents Whose Child Attended an Elementary, Middle or High School Agreed or Strongly Agreed to:

Learning Environment Questions	*Elementary*	*Middle*	*High*
1. My child's teachers give homework that helps my child learn.	92.4%	85.6%	82.8%
2. My child's school has high expectations for student learning.	92.0%	87.4%	85.3%
3. My child's teachers encourage my child to learn.	92.8%	86.9%	83.4%
4. My child's teachers provide extra help when my child needs it.	80.1%	74.0%	77.7%
5. I am satisfied with the learning environment at my child's school	87.2%	78.6%	77.3%

On the other hand, comparing survey responses across schools based on the absolute index of the schools, the data reveal that the greater the absolute performance of the school, the greater the percentage of parents who responded favorably to the learning environment questions (Table 8). Whereas approximately 92% of parents whose child attended a school with an absolute rating of Excellent were satisfied with the learning environment at their child's school, only 72% of parents whose child attended a school with an absolute rating of Unsatisfactory were satisfied with the learning environment at their child's school.

Table 8
Percentage of Parents Whose Child Attended a School with the Following Absolute Ratings Agreed or Strongly Agreed to:

Learning Environment Questions	*Excellent*	*Good*	*Average*	*Below Average*	*Unsatisfactory*
1. My child's teachers give homework that helps my child learn.	90.7%	89.4%	89.1%	86.5%	84.2%
2. My child's school has high expectations for student learning.	95.4%	91.8%	89.3%	86.5%	83.4%
3. My child's teachers encourage my child to learn.	93.4%	90.3%	89.1%	87.3%	86.0%
4. My child's teachers provide extra help when my child needs it.	84.8%	80.0%	77.1%	74.9%	73.7%
5. I am satisfied with the learning environment at my child's school	**91.9%**	**86.1%**	**83.2%**	**78.5%**	**71.6%**

Did parent perceptions by absolute rating change between 2006 and 2007? Table 9 shows that a greater percentage of parents whose child attended a school with an absolute rating of Excellent were satisfied with the learning environment at their child's school in 2007 as compared to 2006 or any prior year. On the other hand, the data still showed that one in four parents whose child attended a school with an absolute rating of Unsatisfactory was not satisfied with the learning environment of their child's school.

Table 9
Learning Environment
Question 5: I am satisfied with the learning environment at my child's school
Agree or Strongly Agree

Parents whose child attends a school rated:	2007	2006	2005	2004	2003	2002
Excellent	91.9%	87.44%	85.61%	86.28%	87.05%	87.81%
Good	86.1%	85.44%	84.58%	83.40%	82.56%	83.06%
Average	83.2%	81.53%	81.06%	78.94%	77.51%	78.75%
Below Average	78.5%	76.99%	75.05%	70.89%	70.89%	70.55%
Unsatisfactory	71.6%	69.47%	66.38%	61.30%	62.88%	65.20%

Disagree or Strongly Disagree

Parents whose child attends a school rated:	2007	2006	2005	2004	2003	2002
Excellent	6.5%	8.93%	11.11%	10.65%	10.10%	9.73%
Good	11.6%	10.58%	12.11%	13.29%	13.77%	13.36%
Average	13.8%	14.15%	14.57%	17.01%	18.18%	17.13%
Below Average	18.0%	18.07%	20.01%	23.61%	23.53%	23.95%
Unsatisfactory	24.2%	24.85%	27.63%	32.19%	30.97%	28.41%

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 school and the parent. Table 10 documents the responses to these questions in 2007.

Table 10
Percentage of Parents Responding Accordingly in 2007:

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree
1. My child's teachers contact me to say good things about my child	**54.2%**	**43.5%**
2. My child's teachers tell me how I can help my child learn.	**63.1%**	**34.2%**
3. My child's teachers invite me to visit my child's classrooms during the school day.	**53.9%**	**41.1%**
4. My child's school returns my phone calls or e-mails promptly.	**75.1%**	**16.7%**
5. My child's school includes me in decision-making.	**65.5%**	**27.0%**
6. My child's school gives me information about what my child should be learning in school.	**76.2%**	**21.0%**
7. My child's school considers changes based on what parents say.	**48.1%**	**28.8%**
8. My child's school schedules activities at times that I can attend.	**76.1%**	**18.5%**
9. My child's school treats all students fairly.	**63.3%**	**21.5%**
10. My principal at my child's school is available and welcoming.	**78.0%**	**12.6%**
11. I am satisfied with home and school relations at my child's school	**77.9%**	**17.1%**

Note: Totals due not add to 100% because omitted questions are not included.

As reflected in prior parent survey reports, the 2007 parent survey responses revealed similar concerns. For example, 43.5% of parents contended that their child's teachers did not contact them to say good things about their child. One-third of parents reported that their child's teacher did not tell them how to help their child learn. Regarding relations between the parent and the home, parents agreed that the school provided information, that their principal was available and that the school scheduled activities at convenient times. However, less than half of all parents who responded to the survey felt that their child's school considered changes based on parent input.

As documented by Table 11, overall parental satisfaction with home and school relations increased slightly from 2006 to 2007 to a new six-year high. Over three-fourths of all parents agreed or strongly agreed that they were satisfied with home and school relations at their child's school.

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

	2007	2006	2005	2004	2003	2002
Agree or Strongly Agree	**77.9%**	76.58%	67.84%	66.90%	66.76%	68.59%
Disagree or Strongly Disagree	**17.1%**	16.59%	17.66%	18.16%	18.63%	18.76%

The next question is how, if any, do parent perceptions of home and school relations differ by the type of school. Based on national research and the results of South Carolina's annual parent surveys, parents with children in middle or high school are less satisfied with home and school relations than parents of elementary age children. Some contend that this dissatisfaction is due to the documented decline of parental involvement at the middle and high school level. Research points out that parents "generally become less involved as their children grow older for many reasons: schools are bigger and farther from home, the curriculum is more sophisticated, each student has several teachers, parents of older students are more likely to be employed, and students are beginning to establish some sense of separation and independence from parents." [6] On the other hand, parents point out that middle and high schools generally do not provide forums for involvement or consistent methods of communication with parents. "The research on the effectiveness of parental involvement with older students, therefore, often focuses on different forms of participation- e.g., parents monitoring homework, helping students make postsecondary plans and select courses which support these plans, parent-school agreements on rewards for achievement and behavioral improvements—as well as some of the 'standby' function such as regular homeschool communication about students' progress and parent attendance at school-sponsored activities."[7] Table 12 below disaggregates the results of the 2007 parent survey regarding home and school relations by the child's school level.

[6] Kathleen Cotton and Karen Reed Wikelund, "Parent Involvement in Education." Northwest Regional Educational Laboratory, 2001, http://www.nwrel.org/scpd/sirs/3/cu6.htm.l.

[7] Ibid.

Table 12
Percentage of Parents Whose Child Attended an Elementary, Middle or High School Agreed or Strongly Agreed to:

Home and School Relations Questions	*Elementary*	*Middle*	*High*
1. My child's teachers contact me to say good things about my child	64.5%	46.4%	42.8%
2. My child's teachers tell me how I can help my child learn.	75.0%	56.2%	46.4%
3. My child's teachers invite me to visit my child's classrooms during the school day.	67.8%	45.1%	35.5%
4. My child's school returns my phone calls or e-mails promptly.	80.3%	72.0%	68.4%
5. My child's school includes me in decision-making.	71.2%	62.7%	56.6%
6. My child's school gives me information about what my child should be learning in school.	83.7%	72.0%	65.5%
7. My child's school considers changes based on what parents say.	53.0%	44.1%	43.9%
8. My child's school schedules activities at times that I can attend.	79.6%	73.1%	73.5%
9. My child's school treats all students fairly.	70.8%	58.1%	54.8%
10. My principal at my child's school is available and welcoming.	83.0%	75.6%	70.0%
11. I am satisfied with home and school relations at my child's school	84.2%	73.7%	71.1%

When analyzing the 2007 responses to these questions by grade level, the data revealed that parents whose child attended high school generally expressed less agreement than all other parents with these questions. Parents of high school students were significantly less likely to agree that their child's teachers told them how they could help their child. Less than half of parents with middle school and high school students agreed that teachers contacted them to say good things about their child as compared to almost two-thirds of the parents of elementary school children.

Finally, the next issue is how do parent perceptions of home and school relations differ by the absolute rating of the school that their child attends. Table 13 below summarizes the results based on the responses to these eleven questions. In bold are the highest percentage reported for each question while italics denotes the lowest percentage reported for each question.

Table 13
Percentage of Parents Whose Child Attended a School with the Following Absolute Ratings Agreed or Strongly Agreed to:

Home and School Relations Questions	*Excellent*	*Good*	*Average*	*Below Average*	*Unsatisfactory*
1. My child's teachers contact me to say good things about my child	**62.9%**	55.5%	54.4%	*51.5%*	52.2%
2. My child's teachers tell me how I can help my child learn.	**67.9%**	62.9%	63.6%	*62.2%*	63.1%
3. My child's teachers invite me to visit my child's classrooms during the school day.	57.3%	*51.3%*	52.5%	55.6%	**62.2%**
4. My child's school returns my phone calls or e-mails promptly.	**83.6%**	79.1%	76.5%	70.7%	*65.5%*
5. My child's school includes me in decision-making.	**70.6%**	65.7%	66.0%	64.6%	*63.2%*
6. My child's school gives me information about what my child should be learning in school.	**83.6%**	78.4%	77.1%	73.1%	*70.5%*
7. My child's school considers changes based on what parents say.	**55.0%**	49.5%	47.4%	47.1%	*46.9%*
8. My child's school schedules activities at times that I can attend.	**84.7%**	79.7%	76.8%	72.1%	*69.8%*
9. My child's school treats all students fairly.	**73.8%**	67.2%	63.9%	58.9%	*56.2%*
10. My principal at my child's school is available and welcoming.	**81.5%**	78.4%	78.8%	76.8%	*73.8%*
11. I am satisfied with home and school relations at my child's school	**86.8%**	80.7%	78.4%	74.8%	72.0%

Generally, as compared to all other parents, a smaller percentage of parents whose child attended a school with an absolute rating of Below Average or Unsatisfactory agreed or strongly agreed with these eleven questions on home and school relations. Over 62% of parents whose child attended a school with an absolute rating of Unsatisfactory did, however, report that their child's teachers invited them to visit their child's classrooms during the school day. Overwhelmingly, a greater percentage of parents whose child attended a school with an Excellent absolute rating responded that they agreed or strongly agreed with these questions. Across all schools, parents whose child attended a school with an absolute rating of Excellent were the only parents who expressed a majority view that their child's school considered changes based on what parents say. The data also show that almost three-fourths of parents whose child attended an Excellent schools agreed that their child's school treated all students fairly as compared to 58.9% of parents whose child attended a Below Average school and 56.2% of parents whose child attend an Unsatisfactory school.

Again, since 2002, the parent survey has demonstrated that parental satisfaction with home and school relations improved as the absolute performance rating improved and declined as the absolute performance rating of the school declined. Over time, between 2005 and 2007 parent satisfaction

with home and school relations increased from 58% to 72% for respondents whose child attended a school with an absolute rating of Unsatisfactory. Still, however one in five parents whose child attended a school with an absolute rating of Unsatisfactory expressed dissatisfaction with home and school relations (Table 14).

Table 14
Home and School Relations
Question 11: I am satisfied with home and school relations at my child's school.
Agree or Strongly Agree

Parents whose child attends a school rated:	**2007**	2006	2005	2004	2003	2002
Excellent	**86.8%**	80.29%	71.57%	71.63%	72.27%	74.65%
Good	**80.7%**	79.86%	70.30%	68.58%	68.57%	70.06%
Average	**78.4%**	76.61%	67.59%	64.99%	64.42%	67.34%
Below Average	**74.8%**	73.78%	63.43%	59.50%	59.98%	63.21%
Unsatisfactory	**72.0%**	70.12%	58.37%	57.42%	56.08%	58.96%

Disagree or Strongly Disagree

Parents whose child attends a school rated:	**2007**	2006	2005	2004	2003	2002
Excellent	**10.1%**	13.06%	15.93%	15.54%	15.21%	15.03%
Good	**15.2%**	13.90%	16.21%	16.94%	17.57%	17.85%
Average	**16.8%**	16.88%	17.32%	19.66%	20.64%	19.71%
Below Average	**19.3%**	19.02%	20.70%	23.09%	23.59%	22.28%
Unsatisfactory	**22.5%**	22.06%	25.42%	25.91%	27.90%	26.94%

C. Social and Physical Environment

The third and final indicator is social and physical environment which is measured by the next five questions in the parent survey. Table 15 summarizes the response to these questions.

Table 15
Percentage of Parents Responding Accordingly in 2007:

Social and Physical Environment Questions	**Agree or Strongly Agree**	**Disagree or Strongly Disagree**
1. My child's school is kept neat and clean.	**88.5%**	**8.0%**
2. My child feels safe at school.	**87.1%**	**9.8%**
3. My child's teachers care about my child as an individual.	**79.3%**	**11.8%**
4. Students at my child's school are well behaved.	**56.6%**	**29.1%**
5. I am satisfied with the social and physical environment at my child's school	**79.0%**	**16.3%**

Note: Totals due not add to 100% because omitted questions are not included.

As in prior years, parents who responded to the survey in 2007 noted that student discipline continues to be an issue of concern. Between 2002 and 2007, only 54 to 56% of parents believed that students at their child's school were well behaved. But, despite the national and state media attention on school crime and weapons on campus, 85.92% of parents stated that their child felt safe at school.

Overall, parent satisfaction levels increased to a six-year high with 79.0% of all respondents satisfied with the social and physical environment at their child's school based on the responses to question 5 as reflected in the following table.

Table 16
Percentage of Parents Responding Accordingly in 2007:
Agree or Strongly Agree

Social and Physical Environment Questions	**2007**	2006	2005	2004	2003	2002
1. My child's school is kept neat and clean.	**88.5%**	86.83%	87.57%	87.72%	86.90%	86.67%
2. My child feels safe at school.	**87.1%**	85.92%	86.30%	85.91%	85.68%	85.53%
3. My child's teachers care about my child as an individual.	**79.3%**	78.48%	78.34%	77.55%	77.01%	76.57%
4. Students at my child's school are well behaved.	**56.6%**	55.16%	55.41%	53.38%	54.05%	54.69%
5. I am satisfied with the social and physical environment at my child's school	**79.0%**	77.80%	77.67%	76.99%	77.25%	77.94%

However, do parents' responses differ by the school level or absolute rating of their child's school? Table 17 documents that the a greater percentage of parents whose child attended an elementary school expressed satisfaction with the social and physical environment at their child's school as compared to parents whose child attended a middle or high school. The most significant difference between these parents focused on student behavior. Less than one-half of all parents whose children attended middle or high school believed that students at their child's school behaved well.

Table 17
Percentage of Parents Whose Child Attended an Elementary, Middle or High School Agreed or Strongly Agreed to:

Social and Physical Environment Questions	*Elementary*	*Middle*	*High*
1. My child's school is kept neat and clean.	93.9%	86.2%	79.3%
2. My child feels safe at school.	92.9%	83.6%	79.8%
3. My child's teachers care about my child as an individual.	86.0%	74.8%	71.3%
4. Students at my child's school are well behaved.	66.8%	48.4%	47.8%
5. I am satisfied with the social and physical environment at my child's school	**86.0%**	**74.3%**	**71.2%**

How do parent perceptions of the social and physical environment of their child's school differ by the absolute rating of the school? Table shows that there is a significant variation in parents' perception of student behavior between schools rated Excellent and all other. Approximately, 80.2% of parents whose child attended a school with an absolute rating of Excellent agreed or strongly agreed that students at their child's school were well behaved. In contrast, only 36.5% of parents whose child attended a school with an absolute rating of Unsatisfactory felt that students behaved well. For Good, Average and Below Average schools, the percentage of parents agreeing with this statement ranged from 67.1% to 46.2%.

Table 18
Percentage of Parents Whose Child Attended a School with the Following Absolute Ratings Agreed or Strongly Agreed to:

Social and Physical Environment Questions	*Excellent*	*Good*	*Average*	*Below Average*	*Unsatisfactory*
1. My child's school is kept neat and clean.	93.9%	90.8%	90.4%	85.4%	79.0%
2. My child feels safe at school.	94.2%	91.7%	88.3%	83.0%	68.4%
3. My child's teachers care about my child as an individual.	86.9%	82.4%	79.8%	75.9%	74.1%
4. Students at my child's school are well behaved.	80.2%	67.1%	58.0%	46.2%	36.5%
5. I am satisfied with the social and physical environment at my child's school	**89.4%**	**84.0%**	**80.6%**	**73.9%**	**66.7%**

Are there any changes across time in parental satisfaction across schools with differing absolute indices? Table 19 shows that between 2006 and 2007 there was an increase of five percent in the percentage of parents whose child attended a school rated Excellent and who expressed satisfaction with the social and physical environment of their child's school. In comparison, only two-thirds of all parents whose child attended a school with an absolute rating of Unsatisfactory expressed satisfaction with the social and physical environment of their child's school. A slightly greater percentage of parents whose child attended a Good school had an unfavorable satisfaction level with the social and physical environment of their child's school in 2007 as compared to 2006.

Table 19
Social and Physical Environment
Question 5: I am satisfied with the social and physical environment at my child's school.

Agree or Strongly Agree

Parents whose child attends a school rated:	**2007**	2006	2005	2004	2003	2002
Excellent	**89.4%**	84.58%	82.43%	83.60%	85.42%	86.71%
Good	**84.0%**	83.48%	82.49%	80.31%	80.69%	80.71%
Average	**80.6%**	78.63%	77.87%	74.93%	74.08%	76.05%
Below Average	**73.9%**	72.21%	69.36%	63.40%	65.34%	66.42%
Unsatisfactory	**66.7%**	62.91%	60.58%	53.88%	57.37%	60.50%

Disagree or Strongly Disagree

Parents whose child attends a school rated:	**2007**	2006	2005	2004	2003	2002
Excellent	**7.7%**	10.63%	13.16%	11.76%	10.56%	9.61%
Good	**12.2%**	11.67%	12.44%	14.36%	13.52%	13.74%
Average	**14.8%**	15.46%	15.89%	18.51%	19.20%	17.42%
Below Average	**20.5%**	20.93%	22.82%	28.47%	26.64%	25.70%
Unsatisfactory	**26.7%**	28.99%	31.27%	35.50%	34.84%	31.31%

Parental Involvement

The next analysis deals with parents' responses to questions regarding specific parental involvement activities and/or parenting activities in which the respondents participate. It should be emphasized that the results are self-reported. Parents were asked to respond “I do this,” “I don’t do this but would like to, and “I don’t do this and I don’t care to” to thirteen questions regarding specific parental involvement activities both at the school site and in the home. As in prior survey years, parents reported participating in the following activities:

- Over eighty percent of the respondents reported limiting the amount of time their child spends watching television, playing video games or surfing the Internet.

- Over ninety percent of the respondents reported making sure their child does his or her homework and helps their child with homework.

- Over three-fourths reported attending open house, parent-teacher conferences, student programs and student performances.

- Over one-third reported volunteering for the school, going on trips, participating in parent-teacher-student organizations and visiting their child’s classrooms during the school day.

- Almost three-fourths of the parents reported contacting their child’s’ teachers about schoolwork.

For those parents who do not report participating in some of these activities, parents responded accordingly:

- Half of the parents wanted to visit their child’s classrooms.

- Over forty percent of the parents, wanted to go on trips with their child’s school, participate in School Improvement Council meetings, participate in school committees and attend parent workshops.

- Only a small percentage of parents (less than 4%) did not want to attend open houses, student programs or parent-teacher conferences.

- Approximately one out of three parents did not want to participate in school committees while one in five parents did not want to participate in School Improvement Councils or parent-teacher student organizations.

Table 20 documents parent responses to these questions in 2007 as compared to the responses of the 2006, 2005 and 2004 parent surveys. The data show that a greater percentage of parents in 2007 than in 2006 reported “doing” these activities at school and at home. The data also show that parents are more inclined to participate in activities that are focused on their individual child than in school committees or groups that are focused on their child’s school.

Table 20
Percentage Parents Responding

"I do this"	**2007**	2006	2005	2004
Attend open houses or parent-teacher conferences	**78.5%**	75.44%	76.18%	77.77%
Attend student programs or performances	**77.0%**	74.10%	74.52%	75.27%
Volunteer for the school	**39.8%**	38.36%	40.73%	41.23%
Go on trips with my child's school	**36.5%**	34.12%	34.88%	34.29%
Participate in School Improvement Council Meetings	**14.3%**	13.15%	13.14%	12.03%
Participate in Parent-Teacher-Student Organizations	**36.8%**	35.17%	36.85%	38.70%
Participate in school committees	**19.3%**	17.48%	18.00%	17.61%
Attend parent workshops	**26.2%**	24.68%	24.50%	24.75%
Visit my child's classrooms during the school day	**34.3%**	33.93%	34.28%	34.57%
Contact my child's teachers about my child's schoolwork.	**74.7%**	72.34%	72.41%	72.51%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**83.3%**	81.14%	81.70%	82.77%
Make sure my child does his/her homework.	**93.8%**	92.56%	93.08%	93.62%
Help my child with homework when he/she needs it.	**93.0%**	91.41%	92.20%	92.76%

"I don't do this but would like to"	**2007**	2006	2005	2004
Attend open houses or parent-teacher conferences	**16.5%**	17.69%	17.28%	16.78%
Attend student programs or performances	**17.4%**	18.24%	18.25%	18.06%
Volunteer for the school	**36.7%**	35.75%	34.63%	34.52%
Go on trips with my child's school	**42.9%**	42.14%	42.41%	42.91%
Participate in School Improvement Council Meetings	**48.0%**	47.21%	47.58%	48.35%
Participate in Parent-Teacher-Student Organizations	**35.6%**	36.01%	35.56%	34.47%
Participate in school committees	**40.8%**	40.39%	40.75%	40.75%
Attend parent workshops	**40.2%**	40.62%	40.67%	40.87%
Visit my child's classrooms during the school day	**50.8%**	50.49%	50.58%	50.93%
Contact my child's teachers about my child's schoolwork.	**19.6%**	20.92%	21.06%	20.70%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**9.1%**	9.96%	9.90%	9.02%
Make sure my child does his/her homework.	**4.0%**	4.46%	4.12%	3.56%
Help my child with homework when he/she needs it.	**5.1%**	5.78%	5.10%	4.49%

"I don't do this and I don't care to"	**2007**	2006	2005	2004
Attend open houses or parent-teacher conferences	**3.5%**	3.87%	3.54%	3.27%
Attend student programs or performances	**3.2%**	3.80%	3.43%	3.27%
Volunteer for the school	**19.7%**	19.51%	18.51%	18.06%
Go on trips with my child's school	**14.6%**	15.16%	14.62%	14.72%
Participate in School Improvement Council Meetings	**30.8%**	29.86%	29.21%	29.77%
Participate in Parent-Teacher-Student Organizations	**23.2%**	22.86%	21.57%	21.34%
Participate in school committees	**31.5%**	30.91%	30.06%	30.83%
Attend parent workshops	**17.1%**	17.25%	16.58%	16.48%
Visit my child's classrooms during the school day	**13.3%**	13.55%	12.96%	12.19%
Contact my child's teachers about my child's schoolwork.	**4.5%**	4.93%	4.59%	4.55%
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**6.4%**	7.30%	6.75%	6.38%
Make sure my child does his/her homework.	**1.4%**	1.72%	1.55%	1.39%
Help my child with homework when he/she needs it.	**1.4%**	1.61%	1.47%	1.32%

The next analysis seeks to determine if there are any differences in parental involvement across schools based on the type of school their child attends. This is the first year that this data has been analyzed. As Table 21 shows, parents report being more involved when their child attends an elementary school; however, parents of all children overwhelmingly report making sure that their child does his or her homework and helping their child with homework as needed.

Table 21
Percentage Parents Responding

"I do this"	Elementary	Middle	High
Attend open houses or parent-teacher conferences	**84.8**	**76.7**	**65.7**
Attend student programs or performances	**82.7**	**74.5**	**67.9**
Volunteer for the school	**47.5**	**34.0**	**31.8**
Go on trips with my child's school	**45.1**	**30.3**	**26.9**
Participate in School Improvement Council Meetings	**15.0**	**13.6**	**13.8**
Participate in Parent-Teacher-Student Organizations	**41.3**	**34.4**	**30.1**
Participate in school committees	**24.1**	**15.3**	**14.9**
Attend parent workshops	**29.0**	**25.1**	**21.3**
Visit my child's classrooms during the school day	**48.1**	**25.4**	**15.9**
Contact my child's teachers about my child's schoolwork.	**82.5**	**71.3**	**61.7**
Limit the amount of time my child watches TV, plays, video games, surfs the Internet, etc.	**90.3**	**82.2**	**67.7**
Make sure my child does his/her homework.	**97.7**	**93.1**	**85.6**
Help my child with homework when he/she needs it.	**97.5**	**92.2**	**83.0**

Finally, are there differences in parent involvement based on the absolute performance rating of the school? This is the second year that this analysis has been analyzed using the following questions which reflect parental involvement at the school site. It should be emphasized that parents self-report their involvement.

As Table 22 illustrates, a greater percentage of parents completing the survey and having a child who attended a school with an absolute rating of Excellent or Good reported that they were involved in school-based activities excluding School Improvement Councils. A greater percentage of these parents reported attending open houses, parent-teacher conferences or student programs, volunteering at their child's school, and participating on school committees in 2007 than in 2006. However, proportionately, twice as many parents whose child attended a school with an absolute rating of Unsatisfactory responded they there were not involved in these activities but wanted to be involved. Over half of these parents did not volunteer in their child's school, go on school trips, participate in school committees, participate in the School Improvement Council, or attend parent workshops but wanted to.

Table 22
Percentage of Parents Responding Whose Child Attended in 2007 a School with an Absolute Rating of:
(In parenthesis are the 2006 parent survey results)

"I do this"	**Excellent**	**Good**	**Average**	**Below Average**	**Unsatisfactory**
Attend open houses or parent-teacher conferences	**86.6** (81.59)	**82.6** (80.43)	**80.8** (77.69)	**73.4** (70.28)	**66.8** (65.39)
Attend student programs or performances	**85.5** (81.66)	**81.4** (79.49)	**79.1** (75.92)	**72.1** (68.41)	**64.7** (62.76)
Volunteer for the school	**55.5** (49.50)	**47.9** (45.29)	**40.1** (38.45)	**32.2** (31.30)	**27.7** (27.66)
Go on trips with my child's school	**47.4** (42.37)	**42.3** (40.01)	**37.8** (34.79)	**30.9** (28.44)	**24.2** (24.96)
Participate in School Improvement Council Meetings	**12.9** (12.16)	**12.9** (11.66)	**13.1** (12.79)	**16.5** (15.04)	**19.3** (17.10)
Participate in Parent-Teacher-Student Organizations	**50.1** (44.36)	**40.1** (39.16)	**35.8** (34.37)	**32.6** (31.74)	**35.5** (32.81)
Participate in school committees	**28.6** (23.69)	**22.0** (20.18)	**18.4** (16.33)	**16.6** (15.04)	**17.7** (15.69)
Attend parent workshops	**29.6** (24.84)	**24.8** (24.95)	**25.6** (24.39)	**27.2** (25.53)	**28.4** (26.45)
"I don't do this but I would like to"	**Excellent**	**Good**	**Average**	**Below Average**	**Unsatisfactory**
Attend open houses or parent-teacher conferences	**9.6** (12.20)	**12.8** (13.54)	**14.5** (16.13)	**20.9** (21.96)	**27.7** (27.22)
Attend student programs or performances	**10.7** (12.32)	**13.7** (13.98)	**15.9** (17.14)	**21.3** (22.81)	**28.1** (28.15)
Volunteer for the school	**26.4** (28.81)	**30.7** (31.32)	**35.9** (35.57)	**42.3** (40.94)	**48.5** (44.86)
Go on trips with my child's school	**34.1** (33.97)	**37.7** (38.51)	**42.1** (42.53)	**47.5** (46.81)	**53.8** (50.13)
Participate in School Improvement Council Meetings	**42.3** (41.92)	**43.9** (45.01)	**47.5** (47.05)	**51.5** (50.88)	**56.5** (54.64)
Participate in Parent-Teacher-Student Organizations	**23.9** (27.11)	**30.5** (31.53)	**35.1** (36.01)	**41.1** (41.69)	**45.2** (45.06)
Participate in school committees	**31.2** (33.12)	**35.9** (36.36)	**40.2** (40.51)	**45.7** (45.83)	**50.1** (49.24)
Attend parent workshops	**33.4** (35.21)	**36.9** (38.16)	**39.8** (40.50)	**43.5** (43.95)	**47.3** (47.22)

On these questions of parental involvement, the largest difference in reported parental involvement activities occurred in parental response to attendance at open houses/parent teacher conferences and student programs or performances. Overall, over 86% of parents whose child attended a school

with an absolute rating of Excellent reported attending these school-site events whereas between 65 and 67% of parents whose child attended a school with an absolute rating of Unsatisfactory reported attending these school functions. One explanation of this disparity may be work schedules. However, parents responding to the survey whose child attended a school with an absolute rating of Unsatisfactory were more likely to participate in the School Improvement Council.

When looking at the obstacles to parental involvement, the survey again showed parents perceived that their work was the most common obstacle to their involvement at their child's school. Again, almost one-third of the respondents also indicated that information on how to become involved either does not get to them or gets to them late. The obstacles are consistent across the six years as reported in Table 23.

Table 23
Percentage Parents Replying "True" to these questions

	2007	2006	2005	2004	2003	2002
Lack of transportation reduces my involvement	**11.8%**	12.89%	12.31%	12.47%	12.59%	12.61%
Family health problems reduce my involvement.	**15.0%**	15.48%	15.41%	14.88%	15.43%	15.46%
Lack of available care for my children or other family members reduces my involvement.	**15.4%**	16.14%	15.87%	15.49%	15.27%	15.25%
My work schedule makes it hard for me to be involved.	**55.4%**	55.63%	55.54%	56.23%	56.97%	57.91%
The school does not encourage my involvement.	**19.6%**	19.76%	20.04%	20.35%	20.10%	19.68%
Information about how to be involved either comes too late or not at all.	**27.3%**	28.19%	28.31%	29.11%	29.07%	28.71%
I don't feel like it is appreciated when I try to be involved.	**13.6%**	14.03%	14.08%	14.08%	14.24%	13.89%

Parents were also asked several questions about their child's school and its efforts in increasing parental involvement. Across these questions, two-thirds of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good. Approximately one-fourth rated the school's efforts as "okay." Across the past three years, these percentages have been relatively constant as reflected in Table 24.

Table 24
Percentage (%) of Parents who responded:

	Very Good or Good			**Bad or Very Bad**			**Okay**		
	2007	2006	2005	**2007**	2006	2005	**2007**	2006	2005
School's overall friendliness.	**75.0**	73.11	73.06	**3.1**	3.39	3.21	**20.2**	21.79	22.25
School's interest in parents' ideas and opinions.	**58.0**	56.24	55.74	**8.8**	9.25	9.15	**30.8**	31.86	32.45
School's effort to get important information from parents.	**61.5**	62.01	61.49	**9.4**	8.63	8.77	**27.1**	26.98	27.49
The school's efforts to give important information to parents.	**67.2**	66.55	66.21	**8.1**	7.63	7.75	**23.1**	23.75	24.11
How the school is doing overall.	**69.7**	68.74	68.22	**4.8**	4.92	4.81	**23.8**	24.37	25.11

PART FIVE
Analysis of Parent and Teacher Satisfaction Responses, 2007

Like parents, teachers also complete an annual survey with the results reflected on the annual school report cards. However, unlike parents, teachers complete an online survey. As described in the instructions for the administration of the2007 report card surveys (Appendix B), beginning February 1, 2006 and concluding on February 28, 2006, teachers were asked to complete an online survey. Teachers accessed the survey from the South Carolina Department of Education's website. Teachers, librarians, guidance counselors and speech therapists in a school were asked to complete the survey using any computer with internet access. Approximately 44,980 teachers completed the survey for school year 2006-07. The survey contained 73 questions relating to the three indicators: learning environment, home and school relations and social and physical environment. Like the parent survey, teacher satisfaction with the following questions was included on the annual school report cards:

Question 26	**I am satisfied with the learning environment in my school.**
Question 42	**I am satisfied with the social and physical environment at my school.**
Question 73	**I am satisfied with home and school relations.**

The following is an analysis that compares the responses of the parent and teacher surveys to these three questions regarding satisfaction. The purpose of the analysis is to determine how parents and teachers differ in their satisfaction with the three indicators (learning environment, home and school relations and social and physical environment. The analysis also compares the parent and teacher survey responses with the absolute rating of the school to determine predictability of the absolute rating using parent and teacher satisfaction levels.

First, Table 25 includes the descriptive statistics for the 2007 teacher survey responses. As the data show, teachers generally are more satisfied with the learning environment of their school and less satisfied with home and school relations of their school. The trend remains even when analyzing the responses by the type of school. In addition, generally, teachers in elementary school had higher mean satisfaction levels with all three indicators than did teachers in middle or high school.

Table 25

Descriptive Statistics: Teacher Variables

Variables	Mean	St. Dev.	Min	Max
Combined Schools				
Learning Environment	3.52	.467	0	4
Social & Physical Environment	3.48	.478	0	4
Home & School Relations	3.19	.622	0	4
Absolute School Index	3.10	.439	1	5
Elementary Schools				
Learning Environment	3.60	.424	0	4
Social & Physical Environment	3.57	.434	.29	4
Home & School Relations	3.34	.566	0	4
Absolute School Index	3.14	.384	1.9	4.7
Middle Schools				
Learning Environment	3.45	.482	0	4
Social & Physical Environment	3.41	.499	.27	4
Home & School Relations	3.09	.631	0	4
Absolute School Index	2.94	.373	1.9	4.0
High Schools				
Learning Environment	3.41	.482	0	4
Social & Physical Environment	3.37	.499	0	4
Home & School Relations	3.00	.631	0	4
Absolute School Index	2.94	.317	1.0	5.0

Analytic Approach

In the first stage of the analyses, the internal consistency of each of the parent and teacher satisfaction variables[8] was computed using Cronbach's alpha (a.k.a "the reliability coefficient"). Internal consistency, which is based on the correlations between different items on the same survey, determines the extent to which a set of items measures the same characteristic or produces similar scores. A commonly-accepted rule of thumb is that an alpha coefficient (i.e.,α) of 0.60-0.70 indicates acceptable reliability and 0.8 or higher indicates good reliability.[9] The three satisfaction variables (i.e., Learning Environment, Home and School Relations, and Social and Physical Environment) are composites that were calculated by taking the mean average of all of the items that comprised each construct.

In the next step, Pearson product-moment correlation coefficients were used to estimate the degree of association between the absolute school index and the parent/teacher satisfaction variables. A correlation coefficient, which measures how variables are related, is designated by the letter "r" and can range from -1 to +1. The closer the value is to "+1" the stronger the relation is between two variables. If the magnitude of the association between two variables is.15—.20, the qualification is considered to be very weak. A range of .20—.25 denotes a moderately strong association; .25—.30 is fairly strongly; .30—.35 is considered to be strong; .35—.40 is very strong; and .40—.99 denotes an extremely good relation between the two variables. However, if the magnitude of association is over .45, it could mean that the two variables are measuring the same thing, so findings such as these need to be carefully interpreted.

Finally, multiple regression models were used to investigate the statistical predictions between the parent/teacher satisfaction variables and the school absolute index. Regression analysis is a statistical tool for the investigation of the relations between variables. The objective of this particular tool is to predict a single dependent variable by a set of independent variables. In other words, with multiple regression one can ascertain the causal effect of a variable (e.g., "Learning Environment," "Social and Physical Environment," and "Home and School Relations") upon an outcome (e.g., Absolute School Index).

Reliability Analysis

Reliability Analysis, which measures the extent that item responses obtained at the same time correlate highly with each other, was used to estimate the internal consistency of items within each of the parent and teacher satisfaction composites. A total score was derived for each composite by taking the mean average of the items that were used to compute each construct. In order to discuss the results of this report as they relate to findings in previous parent reports (see "Part Six: Conclusions and Policy Implications"), none of the items in the satisfaction composites were deleted even if it would result in a higher "Cronbach's Alpha if item deleted."

Parents

Learning Environment: This composite was comprised of five questions in the parent survey that asked parents to reflect upon the learning environment of their child's school. The items were scored on a 5 point Likert-type scale with intervals that ranged from (1) Strongly disagree to (5) Don't know.

[8] The parent and teacher data were analyzed separately for all of the analyses. Composites and constructs are used interchangeably to denote the three satisfaction variables for parents and teachers.

[9] The items in each of the three constructs for parents and teachers were grouped together on the survey. The internal consistencies were computed to ensure that all of the items should have been included in developing the composites.

The scoring of these items was changed from (5) to (0) for "Don't know," which resulted in intervals that ranged from (0) Don't know to (4) Strongly agree. Higher scores for the composite corresponded to a higher degree of parent satisfaction with the "Learning Environment," and the alpha coefficient was .81.

Home and School Relations: Eleven items, which determine parent perceptions of home and school relations by focusing on the interactions between the parent and their child's teacher and between the school and the parent, were used to compute this composite. The items also were scored on 5 point Likert-type scale with intervals that ranged from (1) Strongly disagree to (5) Don't know, and they were recoded to (0) Don't know to (4) Strongly agree. The total score for this composite resulted in higher scores corresponding to a higher degree of parent satisfaction with "Home and School Relations," and the internal consistency of the composite was .87.

Social and Physical Environment: Five items are included in this composite that measures parent satisfaction with the child's social and physical environment. The items, which were originally scored on a 5 point Likert-type scale with intervals that ranged from (1) Strongly disagree to (5) Don't know, were recoded to (0) Don't know to (4) Strongly agree. Higher scores corresponded to a higher degree of parental satisfaction with the child's social and physical environment, and the internal consistency was .78.

Teachers

Learning Environment: This composite was comprised of twenty-seven questions on the teacher survey that measured the degree of their satisfaction with the school learning environment. The items were scored on a 5 point Likert-type scale with the following intervals: (1) Disagree, (2) Mostly disagree, (3) Mostly agree, (4) Agree, and (5) Don't know. The scores for "Don't know" were changed from "5" to "0," which resulted in a scale with intervals that ranged from (0) Don't know to (4) Agree. The mean average for the items was computed, with higher scores corresponding to teacher having a higher degree of satisfaction with the "Learning Environment," and the alpha coefficient was .94.

Home and School Relations: The composite for teacher satisfaction of the relations between the child's parent and the school consisted of eleven items that were scored on a 5 point Likert-type scale, and the intervals ranged from (1) Disagree to (5) Don't know. The scores for "Don't know" were changed from "5" to "0," and the resulting intervals for the scale were changed to (0) Don't know to (4) Agree. Teachers with more positive perceptions about parental relations with the school had higher scores, and the internal consistency of the "Home and School Relations" composite was .93.

Social and Physical Environment: This construct, which is comprised of 17 items, measures teacher satisfaction of the school social and physical environment. The items were scored on a 5 point Likert-type scale with intervals that ranged from (1) Disagree to (5) Don't know, and they were recoded to (0) Don't know to (4) Agree. The total score was derived for the construct with higher scores corresponding to a higher degree of satisfaction, and the internal consistency of "Social and Physical Environment" was .91.

Correlational Analysis

Pearson correlations were used to estimate the degree of association between the Absolute School Index and parent/teacher satisfaction with the "Learning Environment," "Home and School Relations," and "Social and Physical Environment." All correlations discussed below are significant at p<.01. Correlational matrices are presented in Table 26.

Table 26
Correlations Among Satisfaction Variables and Absolute School Index[10]

Variable[11]	AbsIndex	LearnEnv	SocPhyEnv	HSRelations
AbsIndex	**1.0**	.19	.23	.36
LearnEnv	.14	**1.0**	.75	.64
SocPhyEnv	.22	.60	**1.0**	.67
HSRelations	.09	.64	.66	**1.0**

Variable Key

AbsIndex = Absolute Index
LearnEnv = Learning Environment
SocPhysEnv = Social and Physical Environment
HSRelations = Home and School Relations

[10] Teacher correlations are above the diagonal while parent correlations are below the diagonal.
[11] All correlations are significant at $p < .01$.

Parents

Absolute School Index was positively correlated with parent satisfaction with the "Learning Environment" (r=.41), "Home and School Relations" (r= .22) and the "Social and Physical Environment" (r=.22). Parent satisfaction with the "Learning Environment" was positively correlated with "Home and School Relations" (r=.85) and the "Social and Physical Environment" (r=.85). Similarly, parent satisfaction with "Home and School Relations" was positively correlated with their level of satisfaction with the "Social and Physical Environment" (r=.84).

These results suggested that parents who have children in schools with higher absolute school indices tend to be satisfied with the learning environment, home and school relations, and the social and physical environment. The results also indicated that parents who were satisfied with the learning environment were more likely to be satisfied with home and school relations and the social and physical environment, and those who were satisfied with home and school relations were more likely to be satisfied with the social and physical environment.

Teachers

Absolute School Index was positively correlated with teacher satisfaction with the "Learning Environment" (r=.41), parental "Home and School Relations" (r= .62) and the "Social and Physical Environment" (r=.44). Teacher satisfaction with the "Learning Environment" was positively correlated with their satisfaction with parental "Home and School Relations" (r= .74) and with their "Social and Physical Environment" (r=.85). The degree of teacher satisfaction with parental "Home and School Relations" also was positively correlated with their satisfaction of the "Social and Physical Environment" (r=.75).

The results of the teacher survey indicated that those who were in schools with higher absolute indices tended to be more satisfied with the learning environment, home and school relations, and the social and physical environment. The results also suggested that teachers who were more satisfied with the school learning environment were more likely to be satisfied with their social and physical environment, as well as with parental efforts with home and school relations. Similarly, teachers who were more satisfied with their social and physical environment were more likely to be satisfied with the efforts that parents put forth with home and school relations.

Multiple Regression Analysis

Separate regression models were conducted for parents and teachers to determine if their satisfaction with the "Learning Environment," "Social and Physical Environment," and "Home and School Relations" were predictors for the Absolute School Index. A series of models also were conducted for parents and teachers to investigate the predictive validity of the satisfaction variables for the absolute indices of elementary, middle, and high schools, separately. The results from the regression analyses are presented in Table _. The adjusted R^2 noted in the table is interpreted as the amount of variance that the satisfaction variables explain in the Absolute Indices for Elementary, Middle, and High Schools, respectively.

Parents

The first regression equation tested whether parent satisfaction with the "Learning Environment," "Social and Physical Environment," and "Home and School Relations" would significantly predict the Absolute School Index. Results indicated that the model was significant (F {3, 996} = 230.86, p<.01)

and explained 41% of the variance. All three satisfaction variables, “Learning Environment” (beta = .37), Social and Physical Environment” (beta=.89), and “Home and School Relations” (beta = -.83), were significant predictors for Absolute School Index.

Next, a series of regression equations were conducted to test whether the satisfaction variables were significant predictors for elementary, middle and high schools’ absolute indices. The results indicated that the models were significant for elementary (F {3, 583} = 184.43, p<.01), middle (F {3, 234} = 106.10, p<.01), and high (F {3, 177} = 26.55, p<.01) schools; and all three satisfaction variables were significant predictors for each school level.

The standardized beta weights for the “Learning Environment,” “Home and School Relations,” and “Social and Physical Environment” in elementary, middle, and high schools were (beta = .20, -.60, .90), (beta = .34, -.83, .90), and (beta = .35, -.42, .51), respectively. The variance explained for the elementary, middle, and high school regression models was 49%, 57%, and 30%, respectively.

Teachers

The regression equation for teachers tested whether their satisfaction with the “Learning Environment,” “Social and Physical Environment,” and parental “Home and School Relations” were significant predictors for the absolute school indices. The results of the teacher prediction model indicated that it was significant (F {3, 1003} = 216.86, p<.01) and explained 39% of the variance. Two of the three satisfaction variables, “Learning Environment” (beta = -.11) and “Home and School Relations” (beta = .70), were significant predictors for Absolute School Indices. The “Social and Physical Environment” (beta = .01) was not a significant predictor

The regression equations conducted to investigate the effects of teacher satisfaction on absolute school indices suggested that the models were significant for elementary (F {3, 585} = 190.74, p<.01), middle (F {3, 237} = 75.35, p<.01), and high (F {3, 179} = 35.27, p<.01) schools, and the variance explained for each model was 50%, 49%, and 37%, respectively. “Home and School Relations” was the only significant predictor for middle (beta = .84) and high (beta = .56) schools. And in elementary schools, the “Learning Environment” (beta = -.13) and “Home and School Relations” (beta = .80) were significant predictors.

It is noteworthy to mention that teacher perception about home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations.

In regard to the regression analyses for parents and teachers, it is important to note that almost 50% or more of the variance was explained by the three satisfaction variables in concert for elementary, middle, and high schools. Satisfaction with the social and physical environment and home and school relations are carrying the weight of the model for parents, and satisfaction with parental home and school relations is carrying the weight of the model for teachers. However, for both parents and teachers, the satisfaction variables are responsible for more than half of the variance in the school ratings, meaning that the numerous other issues that could be important for student achievement would be responsible for the other half. The regression analyses for parents and teachers in elementary, middle, and high schools are reported in Table 27.

Table 27
Parent and Teacher Satisfaction Regressed on Absolute School Index

ABSOLUTE INDEX[12]

PREDICTORS	**Elementary School** Parents/Teachers	**Middle School** Parents/Teachers	**High school** Parents/Teachers
Learning Environment	.20 / -.13	.34 / -.11*	.35/.08*
Home and School Relations	-.60 / .80	-.83 / .84	-.42/.56
Social and Physical Environment	.90 / -.01	.90 / -.09*	.51/.01**
Adjusted R^2	.49/49	.57/49	.30/37
Parents (df) Model F [13]	(3, 583) 184.42	(3, 234) 106.10	(3, 177) 26.55
Teachers (df) Model[14]	(3, 585) 190.74	(3, 237) 75.35	(3, 179) 35.27

[12] All Beta weights for parents/teachers are significant at $p < .01$ with the exception of * $p < .03$ and ** $p < .14$ (ns).
[13] F statistic is significant at $p < .01$.
[14] F statistic is significant at $p < .01$.

PART SIX
Findings and Policy Implications

Findings of the 2007 Parent Survey:

1. While there were no changes in the administration of the 2007 parent survey, the number of parent surveys completed and returned in 2007 declined by 7% from 2006. Even with the decline, an estimated 35% to 43% of the parents surveyed responded in 2007.

2. Compared to prior annual parent surveys, the respondents had similar demographic and socio-economic characteristics. The respondents also typically had household incomes greater than the public school population of South Carolina and achieved higher educational levels than the general population of South Carolina.

3. Parent satisfaction levels increased to a six-year high for all three indicators -- learning environment, home and school relations and social and physical environment of their child's school.

4. Overall, parents whose child attended an elementary school expressed greater satisfaction with all three indicators than parents whose child attended a middle or high school.

5. Parent satisfaction improved as the absolute performance rating of the school improved and declined as the absolute performance rating of the school declined.

6. Parents continued to express concern with student behavior at their child's school. Approximately, 80.2% of parents whose child attended a school with an absolute rating of Excellent agreed or strongly agreed that students at their child's school were well behaved. In contrast, only 36.5% of parents whose child attended a school with an absolute rating of Unsatisfactory felt that students behaved well. For Good, Average and Below Average schools, the percentage of parents agreeing with this statement ranged from 67.1% to 46.2%. These same parents expressed concern that their child's school did not treat all students fairly. Almost three-fourths of parents whose child attended a school with an Excellent absolute rating school felt that their child's school treated all students fairly as compared to just half of the parents whose child attended an Unsatisfactory school.

7. As in prior years, less than half of the parents believed that their child's school considered changes based on what parents say. The percentage was greatest, 55%, for parents whose child attended a school with an absolute rating of Excellent.

8. Regarding parental involvement, parents in 2007 self-reported levels of parental involvement comparable to prior surveys. Over 78% attend open houses or parent-teacher conferences while 93% report helping their child with homework. The biggest obstacle to parental involvement is again work schedules.

Comparing teacher and parent satisfaction with the learning environment, home and school relations and social and physical environment of the school using the teacher and parent survey responses from 2007 documented the following:

1. The reliability analysis shows that the relationship between the variables or questions in each construct (learning environment, home and school relations and social and physical environment) is good for both the parent and teacher surveys but significantly stronger in the

teacher survey. In essence, the questions consistently and reliably measure parent and teacher satisfaction with the learning environment, home and school relations and social and physical environment of their child's school or school.

2. The correlation analysis suggested that parents who have children in schools with higher absolute school indices tend to be satisfied with the learning environment, home and school relations, and the social and physical environment. The results also indicated that parents who were satisfied with the learning environment were more likely to be satisfied with home and school relations and the social and physical environment, and those who were satisfied with home and school relations were more likely to be satisfied with the social and physical environment.

3. For teachers, the correlation analysis suggested that teachers who were in schools with higher absolute indices tended to be more satisfied with the learning environment, home and school relations, and the social and physical environment. The results also suggested that teachers who were more satisfied with the school learning environment were more likely to be satisfied with their social and physical environment, as well as with parental efforts with home and school relations. Similarly, teachers who were more satisfied with their social and physical environment were more likely to be satisfied with the efforts that parents put forth with home and school relations.

4. To determine if parent and teacher satisfaction levels with the learning environment, home and school relations and social and physical environment of the school can predict the absolute index of the school, regression analyses for both surveys were conducted. For parents, all three indicators were significant predictors of an elementary, middle or high school's absolute index. Moreover, parent satisfaction with all three indicators explained 49% of the variance in the absolute index of elementary schools, 57% in middle, and 30% in high schools.

5. On the other hand, for teachers, the teacher survey had different results. Teacher satisfaction with home and school relations was a predictor of a middle and high school's absolute index. Teacher satisfaction with the learning environment and home and school relations was a predictor of an elementary school's absolute index. Teacher satisfaction with the social and physical environment was not a predictor of a school's absolute index. Furthermore, teacher satisfaction with home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations. Teacher perception about home and school relations was the strongest indicator of the absolute school index for all three school levels. Although teacher perception about the learning environment was a significant predictor for the absolute school index, the strength of the relation was small in comparison to their perception about home and school relations.

6. Almost 50% or more of the variance was explained by the three satisfaction variables in concert for elementary, middle, and high schools. Satisfaction with the social and physical environment and home and school relations are carrying the weight of the model for parents, and satisfaction with parental home and school relations is carrying the weight of the model for teachers. However, for both parents and teachers, the satisfaction variables are responsible for more than half of the variance in the school ratings, meaning that other educational initiatives could be implemented to take into account the other half of student achievement.

7. In conclusion, the analysis is consistent with research that parental involvement positively impacts student achievement as measured by the absolute index of schools.

Policy Implications:

1. Because the number of respondents declined in 2007, school districts and schools should reinvigorate their efforts at increasing survey responses in subsequent years. Efforts to improve response rates among economically disadvantaged parents should also be taken.

2. Overall, parent satisfaction with public schools is at a six-year high. However, the 2007 parent survey responses pointed out two areas of concern for parents that have consistently been reflected in the annual parent surveys and that likely have a direct impact on student academic achievement and parental involvement efforts. Responses to the 2007 parent survey document that student behavior continues to be a perceived concern for parents. Because parents whose child attended a school with an absolute rating of Unsatisfactory were more than twice as likely to express concern with student behavior than were parents whose child attended an Excellent school, school reform efforts in underperforming schools should include professional development and technical assistance strategies to evaluate and improve student behavior. And, because the only majority of parents to feel that their child's school considered changes based on what parents say were parents of children in Excellent schools, all schools should focus on building home and school relations that value and address parent concerns and suggestions. Such schools tend to have higher academic achievement.

3. Based on analyses of the 2007 parent and teachers surveys, from the perspective of teachers, improving home and school relations in all schools and the learning environment in elementary schools would predict higher student academic achievement. For parents, improvement in all three areas, including the social and physical environment of the school, would predict higher student academic achievement. Consequently, school renewal plans, technical assistance and professional development in schools should include strategies to develop stronger parent, school and teacher relationships and to improve the social and physical environment of schools. Such initiatives might include hiring a parent coordinator to work with the families of historically underachieving students. Other initiatives would address school safety and student discipline problems. These intervention strategies would predict higher student achievement while building local capacity, developing community engagement and improving the overall school climate. Regarding the learning environment, initiatives that reinforce high expectations for learning and that provide information to parents on what their child should be learning would also reinforce efforts to improve student achievement.

4. To assist school districts and schools in addressing the issues raised in this report, the Governor and General Assembly should provide funding for the South Carolina Department of Education to implement the Parental Involvement in Their Children's Education Act. In addition, the South Carolina Department of Education in its technical assistance support to underperforming schools should assist schools in evaluating the results of their parent and teacher surveys and in designing technical assistance strategies to address perceived weaknesses in the three indicators – learning environment, home and school relations and social and physical environment.

5. Based on the results of this study, future studies on the relationship of student discipline, attendance, and graduation rates with academic achievement are needed because parental involvement in a child's education are critical components of these measures that directly impact or reflect student achievement.

APPENDIX

Appendix A
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Appendix B

Copy of the 2007 Parent Survey

South Carolina Parent Survey

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

MARKING INSTRUCTIONS

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

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

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

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

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

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

Go on to next page.

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

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

Please rate your school on...

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

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

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

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

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

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

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

1. What is your gender? ○ Male ○ Female

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

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

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

Thank you very much for completing this survey!

DO NOT MARK IN THIS AREA

3205044

Leaphart Elementary

Appendix C

ADMINISTRATION OF THE 2007 REPORT CARD SURVEYS

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

SCHEDULE

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

February 1, 2006 – Website opens.
February 28, 2006 – Website closes.

Student & High School Student Surveys – paper forms

March 2, 2007 – All schools should receive survey forms by this date.
March 29, 2007 – Last day for schools to ship completed survey forms to contractor.

Parent Surveys – paper forms

March 2, 2007 – All schools should receive survey forms by this date.
March 27, 2007 – Date for parent survey forms to be returned to the school. This is the date appearing in the letter to parents.
March 29, 2007 – Last day for schools to ship completed survey forms to contractor.

CONTACTS

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

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

CHANGES THIS YEAR

STUDENT & PARENT SURVEYS – School staff no longer have to weigh the box and sign the UPS shipping label when returning the completed survey forms to the contractor.

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. Every effort should be made to ensure that responses to the surveys remain anonymous**.**
- ✓ While principals and other school administrators 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 State 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 11th graders and their parents. Appendix A on page 7 lists the grade level(s) to be surveyed as determined by the grade span of the school.
- ✓ Sampling is not allowed. All students in the designated grade and their parents should receive a survey. You do not need to have students complete a survey if they are absent on the day of administration or if they would have difficulty reading and responding to the items. However, these students should be given a parent survey to take home.
- ✓ Special education students are to be included and should be provided the same accommodations used for testing.
- ✓ Student and parent surveys should not be administered to children in grades two and below or their parents. For schools that contain only grades two and below, only the teacher survey will be conducted.
- ✓ These survey forms cannot be copied. The scanning equipment can not scan photocopies.

SCHOOL SURVEY COORDINATOR INSTRUCTIONS

RECEIPT AND DISTRIBUTION OF MATERIALS

- Check the materials received in your shipment to ensure that you have received the following items:
  - ✓ An 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 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.
  - ✓ If applicable, Spanish parent survey envelopes. The outside of the envelope is marked with "S."
  - ✓ Student survey forms.
- If there are not enough survey forms for your school, please refer to the master listing on the Office of Research website to check the number of survey forms ordered for your school. If you did not receive your full shipment of survey forms, contact Mike Pulaski at mpulaski@mindspring.com.
- 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.
- You may want to keep the box in which the survey forms were delivered to use for the return shipment.
- Give the letter from the EOC to your principal.
- Determine the number of student and parent survey forms you will need for each class at the designated grade level(s). Count the surveys into classroom stacks and distribute.

SURVEY GUIDELINES

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, respondents should be instructed to skip the item and go on to the next one.
- Teachers should not read the survey items to the students, but they may answer student questions about the survey items. Teachers may read items to special education students with an oral administration testing accommodation. On the last page of these instructions is the script for teachers to use to explain the survey to students.
- It is important that the surveys not be folded, torn, stapled, or damaged in any way. Please have the students use pencils. A number 2 pencil is not required.

Parent Survey

- Parent surveys are available in both English and Spanish. Spanish-language parent surveys are for recent immigrants or parents who do not yet possess adequate English reading skills. The Spanish version of the parent survey is enclosed in an envelope with an "S" on the outside.
- 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.
- The parent survey should be administered to the parents of the same children participating in the student survey.
- Parents with children in the highest grade at two different schools will receive two survey forms to complete. The name of the school appears on the survey form to help avoid confusion for the parents.
- Parent surveys will not be administered to parents of children in grades two and below. For schools that contain only grades two and below, only the teacher survey will be conducted.
- The parent survey forms are identical for all grade levels. If you are surveying parents for more than one grade level, the correct number of survey forms for all grade levels will be in your shipment.
- Each survey contains fifty-four questions and should take approximately fifteen minutes to complete. The letter enclosed with the survey form tells parents that they are being asked for their opinions about their child's school. Parents are asked to think about the entire year rather than a specific event or something that happened only once or twice. They are asked to provide honest responses that can help to improve the school.
- Parents should mark their responses by darkening bubbles on the survey. Although the scanning equipment can read pen marks, it is still a good idea to use a pencil should the parent need to change an answer. It is also important that the surveys not be folded, torn, stapled, or damaged in any way.
- 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.
- Parents have the option of mailing their completed survey form to the State Department of Education. The mailing address is provided in the letter to parents from the State Superintendent of Education.

ADMINISTRATION OF SURVEYS

Student & High School Student Surveys

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

Parent Survey

- Distribute the parent surveys **as soon as possible** after they are received at the school. This should allow sufficient time for parents to complete and return the survey prior to the March 27 due date.
- Distribute the envelopes containing the parent survey form and letter to each classroom teacher within the designated grade(s). The envelopes containing the Spanish version of the survey and letter will be marked with an "S." Have the teachers distribute the envelopes to students. Teachers should ask students to take the envelopes home for their parents to complete the surveys. Students should be instructed not to remove the survey form or letter from the envelope. Students should bring the envelopes containing the completed surveys back to school as soon as possible.
- If your budget allows, survey forms may be mailed to students' homes.
- Make sure you are available to respond to any problems that may arise during administration of the surveys.

Teacher Survey

- The teacher survey is conducted online over the internet. The survey can be accessed from the State Department of Education website at www.ed.sc.gov.
- Teachers, librarians, guidance counselors, and speech therapists at the school should complete the teacher survey. Part-time teachers may complete a survey form if they are on campus most of the school day.
- 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. The teacher survey reporting tool may be accessed from the first page of the teacher survey.
- Problems with your school's internet access should be directed to your district technology coordinator.

PREPARING COMPLETED 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 masking tape makes a strong band.
- Unused survey forms should be placed on top of the bound materials to be returned.

Parent Survey

- All parent surveys should be returned in their individual envelopes. Envelopes should be returned flat, face up, and all turned the same way.
- All parent surveys returned without the envelope should be placed on top of the envelopes. Place the survey forms flat, face up, and turned the same way. **Return all completed survey forms, even those that may be damaged**. No changes or edits may be made to parent responses. School personnel should not be allowed to review parent responses.
- Carefully paper-band the completed survey forms with one strong paper band. Do not use rubber bands as they tear the forms. Two or three wraps with adding machine paper fastened with masking 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 due to excess movement inside the box during transit. You may want to use the box in which the survey forms were delivered for the return shipment.
- Attach the pre-addressed, bar-coded UPS return shipping label to your package. (NOTE: If you are re-using the original delivery box be sure to remove or cover up the old label.) Give the package to your UPS driver the next time a delivery is made to your school. You also can drop off the package at any UPS store as well as selected Office Depot and Staples locations. **Scheduling a special pick up from your school will cost you extra.**
- If the return UPS shipping label is missing, please contact Mike Pulaski with Columbia Business Forms. His email address is mpulaski@mindspring.com.
- All surveys must be shipped on or before **Thursday, March 29, 2007**.

Appendix A—Student & 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 – ALL STUDENT SURVEYS

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, classroom/homeroom 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

Appendix D
2007 Teacher Survey

Item in Database	Section	Question/Text
Q_1	1	My school provides challenging instructional programs for students.
Q_2	1	Teachers at my school effectively implement the State Curriculum Standards.
Q_3	1	Teachers at my school focus instruction on understanding, not just memorizing facts.
Q_4	1	Teachers at my school have high expectations for students' learning.
Q_5	1	There is a sufficient amount of classroom time allocated to instruction in essential skills.
Q_6	1	Student assessment information is effectively used by teachers to plan instruction.
Q_7	1	Effective instructional strategies are used to meet the needs of low achieving students.
Q_8	1	My school offers effective programs for students with disabilities.
Q_9	1	Instructional strategies are used to meet the needs of academically gifted students.
Q_10	1	The level of teacher and staff morale is high at my school.
Q_11	1	Teachers respect each other at my school.
Q_12	1	Teachers at my school are recognized and appreciated for good work.
Q_13	1	Students at my school are motivated and interested in learning.
Q_14	1	There are sufficient materials and supplies available for classroom and instructional use.
Q_15	1	Our school has a good selection of library and media material.
Q_16	1	Our school has sufficient computers for instructional use.
Q_17	1	Computers are used effectively for instruction at my school.
Q_18	1	There are relevant professional development opportunities offered to teachers at my school.
Q_19	1	The school administration communicates clear instructional goals for the school.
Q_20	1	The school administration sets high standards for students.
Q_21	1	The school administration has high expectations for teacher performance.
Q_22	1	The school administration provides effective instructional leadership.
Q_23	1	Student assessment information is used to set goals and plan programs for my school.
Q_24	1	Teacher evaluation at my school focuses on instructional improvement.
Q_71	1	School administrators visit classrooms to observe instruction.
Q_25	1	The school administration arranges for collaborative planning and decision making.
Q_26	1	**I am satisfied with the learning environment in my school.**
Q_27	2	The grounds around my school are kept clean.
Q_28	2	The hallways at my school are kept clean.
Q_29	2	The bathrooms at my school are kept clean.
Q_30	2	The school building is maintained well and repaired when needed.
Q_31	2	There is sufficient space for instructional programs at my school.
Q_32	2	Students at my school behave well in class.
Q_33	2	Students at my school behave well in the hallways, in the lunchroom, and on school grounds.

Appendix D
2007 Teacher Survey

Q_34	2	Rules and consequences for behavior are clear to students.
Q_72	2	The rules about how students should behave in my school are fair.
Q_35	2	The rules for behavior are enforced at my school.
Q_36	2	I feel safe at my school before and after school hours.
Q_37	2	I feel safe at my school during the school day.
Q_38	2	I feel safe going to or coming from my school.
Q_39	2	Students from different backgrounds get along well at my school.
Q_40	2	Teachers and students get along well with each other at my school.
Q_41	2	Teachers at my school collaborate for instructional planning.
Q_42	2	**I am satisfied with the social and physical environment at my school.**
Q_43	3	Parents at my school are aware of school policies.
Q_44	3	Parents at my school know about school activities.
Q_45	3	Parents at my school understand the school's instructional programs.
Q_46	3	Parents at my school are interested in their children's schoolwork.
Q_47	3	Parents at my school support instructional decisions regarding their children.
Q_48	3	Parents attend conferences requested by teachers at my school.
Q_49	3	Parents at my school cooperate regarding discipline problems.
Q_50	3	Parents attend school meetings and other school events.
Q_51	3	Parents participate as volunteer helpers in the school or classroom.
Q_52	3	Parents are involved in school decisions through advisory committees.
Q_73	3	**I am satisfied with home and school relations.**

Notes:
Section No. 1 corresponds to questions concerning the learning environment
Section No. 2 corresponds to questions concerning social and physical environment.
Section No. 3 corresponds to questions concerning home and school relations.

Answers to the questions in bold are printed on the annual school report cards.