AGENDA

**Academic Standards and Assessments
Subcommittee Meeting**

Wednesday, June 3, 2020
10:00 A.M.
Meeting via WebEx and broadcast to public on https://www.scstatehouse.gov/

I.   Welcome ....Neil Robinson

II.   Approval of ASA Minutes, November 18, 2020.....................Neil Robinson

III.   *Action Items:*
        *English 2 End-of-Course Assessment
        Evaluation... Dr. Christine DiStefano
                                                            University of South Carolina

        Educational Performance of Military-Connected
        Students, 2020 ....Dr. Valerie Harrison

        Parent Survey Report, 2019 .... Dr. Kevin Andrews

IV.   *Information Items:*
        *eLearning, Year 3 Update .... Matthew Ferguson

        June 15 EOC Meeting and Retreat Update ....Ellen Weaver

V.   Adjournment

Academic Standards and Assessments
Neil Robinson, Vice Chair
Barbara Hairfield
Sen. Greg Hembree
Dr. John Stockwell
Patti Tate
Dr. Scott Turner

        *These Items will be distributed before the Wednesday, June 3
        Meeting.*

SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Subcommittee on Academic Standards and Assessments

Minutes of the Meeting
November 18, 2019
10:00 AM, Room 516 Blatt Building

Subcommittee Members Present: Neil Robinson, Vice Chair, Barbara Hairfield, Sen. Greg Hembree, Dr. John Stockwell, and, Patti Tate

Staff Present: Dr. Rainey Knight, Dr. Kevin Andrews, and Dr. Valerie Harrison

Welcome and Introductions
Mr. Robinson welcomed members and guests to the meeting.

Minutes
The minutes from the September 16, 2019, Joint ASA & Public Awareness Subcommittees meeting were approved as written.

Action Item
K-12 Grade Science Academic Standards

Dr. Rainey Knight provided an overview of the Cyclical Review Process established per Section 59-18-350 (A) of the Education Accountability Act, and the report of 2019 Cyclical Review of the 2014 SC Academic Standards & Performance Indicators for Science that included timeline, review process, commendations and recommendations for modifications to the 2014 science academic standards.

Dr. Knight explained that per legislative mandate, the Education Oversight Committee (EOC) and the State Board of Education are responsible for reviewing South Carolina's standards and assessments to ensure that high expectations for teaching and learning are being maintained.

In September 2019, the EOC activities under the cyclical review of the South Carolina Science Academic Standards were completed. Recommendations for modifications to the 2014 South Carolina Science Academic Standards and Performance Indicators from the EOC presented in the report were compiled under the advisement of two review teams: a national review team of science educators who have worked with national or other state organizations and a state committee composed of parents, business representatives, community leaders, science educators, and teachers of English Learners and exceptional education. The state team drew from various geographical areas in South Carolina. It is important to note that the adopted 2014 South Carolina Science Academic Standards represent the work of many educators, and that this review of the standards was undertaken to identify ways in which their work could be strengthened and supported. Dr. Knight expressed appreciation to those educators and commended their utilization of national source documents and their belief in the achievement of all students.

The EOC recommendations for modifications to 2014 South Carolina Science Academic Standards and Performance Indicators are based on the detailed review of the 2014 Standards and are supported by the evidence and detailed comments that appear in the national and state panel findings included in this report. The South Carolina Science Academic Standards Review Process followed by all four review teams emphasized the application of the criteria addressing comprehensiveness/balance, rigor, measurability, manageability, and organization/

communication. Twelve recommendations were detailed in the report and included focus on manageability, organization and adjustments to content of the Biology standards regarding evolution and diversity of life.

After subcommittee discussion of recommendations included in the report of Cyclical Review of the 2014 Academic Standards & Performance Indicators for Science and clarification of next steps for revisions to the current science academic standards, the subcommittee approved the following motion by Sen. Hembree:

To approve the recommended revisions as presented in 2019 Cyclical Review of the 2014 SC Academic Standards and forward them for approval to the Full EOC Committee at the December 9, 2019 meeting.

Informational Items:

Update on English 2 Evaluation

Dr. Kevin Andrews informed the group that the state is transitioning to the End-of-Course Examination Program for English 2 as part of the SC Accountability System. The timeline released by the State Department of Education on July 31, 2018 via district memorandum was reviewed for the ASA subcommittee. It was explained that the field test for English 2 was administered during the Spring of 2019. The students enrolled in credit-bearing English 2 courses with take the implementation English 2 End-of Course test this year. These scores will NOT count as 20% of a student's grade until 2021-22. In 2021-22, the English Assessment 2 End-of-Course test will be fully operational, and the English 1 End-of Course test will no longer be available. Subcommittee members discussed the process for phasing out the English 1 examination and future assessment of English 1 content.

Dr. Andrews stated that the EOC has contracted with Dr. Christine DiStefano to perform the evaluation of the English 2 End-of Course Exam, and that she has completed similar evaluations of End-of-Course tests for the EOC. This evaluation will be completed by June 15, 2020. A report will be given to the ASA Subcommittee regarding the reliability and validity of the assessment for student performance. The EOC will be given grades, feedback and the item analyses per assessment results.

Mr. Robinson and Ms. Hairfield discussed matters relating to the usefulness of information and timeframe for receiving previous End-of-Course results. Liz Jones, SDE, informed the committee that score reports have been revised to include sub-scores and the contractor has agreed to have scores back within 36 hours. The subcommittee also expressed interest in the timeframe for revision of the current ELA standards; the group was informed by SCDE staff that the ELA Standards Revision Process will begin in January 2020.

2019 SC Report Card Staff Analyses

Dr. Kevin Andrews presented graphic information on indicator associations with the 2019 Report card ratings for elementary, middle and high schools. Each table included schools that changed in their overall report card rating from 2018 to 2019. The information presented showed which indicators most affected the overall report card rating. For elementary and middle schools the student progress indicator and the student engagement indicator had the largest changes from 2018 to 2019, with the student progress indicator having more effect on the overall rating than

the student engagement indicator because is contributes more points to the overall rating. For high schools, the College and Career Ready indicator has the greatest effect on the overall rating. All schools were most able to influence the Student engagement indicator from 2018 to 2019. It remains to be seen whether the changes observed from 2018 to 2019 will recur from 2019 to 2020.

Dr. Andrews presented correlations of each report card indicator with poverty. He noted that most indicators are negatively correlated with school poverty – as poverty increases the score the school receives on the indicator decreases. Student progress is an exception. By design, all schools, regardless of poverty level can obtain high and low student progress scores. Dr. Stockwell and Dr. Andrews discussed the impact of poverty on academic achievement. It was noted that for middle and high schools the student engagement survey is positively associated with the school poverty index; students report higher engagement levels in schools with higher levels of poverty. The inconsistency of this finding with other indicators was discussed.

There being no other business, the meeting adjourned at 11:25.

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: Academic Standards and Assessments

DATE: June 3, 2020

ACTION ITEM: Annual Report on Academic Performance of Military-Connected Students for 2018-19

PURPOSE/AUTHORITY
Act 289, the Military Family Quality of Life Enhancement Act, was enacted in 2014. The law requires the Education Oversight Committee (EOC) to develop an annual report on the educational performance of military connected children:

> The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.

CRITICAL FACTS
EOC staff worked with staff and information from the SC Department of Education, Department of Defense State Liaison Office, and the Military Child Education Coalition.

TIMELINE/REVIEW PROCESS
Report issued annually. The study began in March of 2020 with the collection and analysis of data provided by South Carolina Department of Education and the Department of Defense State Liaison Office.

ECONOMIC IMPACT FOR EOC
Cost: No fiscal impact beyond current appropriations.

Fund/Source: EIA funds appropriated for operation of the agency.

ACTION REQUEST

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

ACTION TAKEN

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

2020

EDUCATIONAL PERFORMANCE OF MILITARY– CONNECTED STUDENTS

Annual Report

SC EDUCATION
OVERSIGHT COMMITTEE

Educational Performance of Military-Connected Students, 2020

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Introduction

June 13, 2020

In 2014, the General Assembly passed Act 289, the Military Family Quality of Life Enhancement Act. The Act's purpose is to "enhance quality of life issues for members of the armed forces" (Act 289 Preamble). Part V requests the SC Education Oversight Committee (EOC) to develop an annual report on the educational performance of military-connected children:

> The Education Oversight Committee, working with the State Board of Education, is directed to establish a comprehensive annual report concerning the performance of military connected children who attend primary, elementary, middle, and high schools in this State. The comprehensive annual report must be in a reader-friendly format, using graphics wherever possible, published on the state, district, and school websites, and, upon request, printed by the school districts. The annual comprehensive report must address at least attendance, academic performance in reading, math, and science, and graduation rates of military connected children.[1]

The EOC evaluation team worked closely with the military and education community as it developed this report. Professionals, who directly support military families, provided input. Both the South Carolina Department of Education (SCDE) and Defense Manpower Data Center provided data. The 2020 report provides:

- An overview of the federal Impact Aid program.

- Details regarding the demographics of military-connected students.

- An update on the academic performance and school attendance of military-connected students as reported for school year 2018-19; and

- A summary of the trainings for educators and families to enhance support of military-connected students at home and in school.

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[1] Section 59-18-900(H) of the South Carolina Code of Laws.

Acknowledgements

Summary of Findings

1. Data reported by the South Carolina Department of Education (SCDE) regarding military-connected students are based on district entry of student information into PowerSchool. As a state, South Carolina's reporting of the number of military-connected students has improved over time. Data provided by the SCDE to the Education Oversight Committee (EOC) indicate there were 16,515 military-connected students in South Carolina's public schools in school year 2018-19. Almost 74 percent of military-connected students have at least one parent who is active duty, a slight increase from the prior school year.

2. Every Student Succeeds Act (ESSA) requires the identification and collection of military-connected student data, and South Carolina has an established mechanism for collecting this information. SCDE manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements. In PowerSchool, a "Parent Military Status" field includes a list with seven possible student status options, as shown in below.

Military-Connected Student Data Collected in PowerSchool

Values
(blank) – Neither Parent nor Guardian is serving in any military service.
01 - A Parent or Guardian is serving Full-time in the National Guard and is not currently deployed.
02 - A Parent or Guardian is serving Full-time in the Reserves and is not currently deployed.
03 - A Parent or Guardian is serving Full-time in the National Guard and is currently deployed.
04 - A Parent or Guardian is serving Full-time in the Reserves and is currently deployed.
05 - A Parent or Guardian is serving in the military on active duty and is not deployed.
06 - A Parent or Guardian is serving in the military on active duty and is currently deployed.

In response to ESSA, the SCDE provides more detailed academic performance data on military-connected students that can be disaggregated by gender, economic status, English learner status, disability status, gender, homeless status, gifted and talented status, and foster care status.

3. Of the 16,515, military-connected students reported by school districts to SCDE in school year 2018-19 approximately 83 percent of the students attended one of the eleven school districts listed in the table below. Appendix B provides additional detail for all school districts.

Districts with Highest Military-Connected Student Populations, School Year 2018-19

District	Students	Percent
Richland 2	4,101	24.83
Horry	1,793	10.86
Dorchester 2	1,521	9.21
Beaufort	1,360	8.23
Berkley	1,075	6.51
Lexington 1	1,041	6.30
Sumter	846	5.12
Kershaw	693	4.20
Lexington 5	570	3.45
Aiken	409	2.48
SC Public Charter School District	371	1.61
Total	**13,780**	**82.80**

Source: SC Department of Education, February 2020 data provided to EOC.

4. Approximately 1,632 military-connected students had at least one parent who was deployed in school year 2019, representing an increase from 2018. In addition, 82 military-connected students were reported to have a parent who was on active duty but died within the last year. Another 591 military-connected students have a parent who was on active duty and wounded in 2019. While this category is a small percentage of the total number of military-connected students, the number of military-connected students with a parent who was wounded in 2019, is 46 percent greater than in 2017. About 74 percent of military-connected students have at least one guardian or parent who is on active duty or deployed.

5. Military-connected students continue to perform better than their peers (tested students of their same age and grade level) on state-administered standardized tests. The performance of military-connected students, as compared to their peers, is most significant in third through fifth grades. For example, during the 2018-19 school year in English language arts, 63.9 percent of third grade military-connected students scored Meets or Exceeds Expectations on SC READY as compared to 49.1 percent of their peers who scored Meets or Exceeds Expectations. In mathematics, 71.9 percent of military-connected third graders scored Meets or Exceeds Expectations, and 57.1 percent of their peers scored Meets or Exceeds Expectations, representing a 14.8 percent difference.

6. During the 2018-19 school year, military-connected students outperformed all students statewide on the End-of-Course Examination Program exams (Algebra 1, English 1), but the gap between military-connected students and all students is closing. On average, military-connected students' mean scores were 3.2 points higher; in the prior year, the military-connected students' mean scores were higher by 3.8 points. Biology End-of-Course Examination Program scores were not reported for 2018-19.

7. During the 2018-19 school year, the high school graduation rate for military-connected students was 83.6 percent, down from 94.1 percent in 2017-18. The state on-time graduation rate was 87.6 percent, up from 81 percent in 2017-18.

8. During the 2019-20 school year, the South Carolina Military Child Education Coalition (MCEC) was relocated to the Division of Veterans Affairs and Department of Commerce(budget). School liaison officers continue to provide support and guidance about workshop content and family enrichment offerings to military-connected families.

I.   Recent Developments

Identification and Collection of Military-Connected Student Data

In December 2015, changes to Impact Aid and the identification of military-connected students were enacted due to the congressional passage of Every Student Succeeds Act (ESSA). Under ESSA, the disaggregation of student-level data is required, including the identification, collection and reporting of military-connected students. ESSA also addresses Impact Aid.   Funding authorization for Impact Aid remains stagnant. However, some changes to Impact Aid were made:

- technical and formula changes to federal properties that have already reduced program subjectivity and increased timeliness of payments were made permanent.

- the federal properties "lockout" provision that prevented eligible federally impacted school districts from accessing Impact Aid funding was eliminated.

- the basic support formula was adjusted to ensure equal proration when appropriations are sufficient to fund the Learning Opportunity Threshold; and

- a "hold harmless" provision was included to provide budget certainty to school districts facing a funding cliff or significant changes to their federally connected student enrollment.[2]

ESSA requires the state identification, collection and reporting of military-connected students in Title I, Part A, Section 1011:

"(ii) For all students and disaggregated by each subgroup of students described in subsection (b)(2)(B)(xi), homeless status, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces (as defined in section 101(a)(4) of title 10, United States Code) on active duty (as defined in section 101(d)(5) of such title), information on student achievement on the academic assessments described in subsection (b)(2) at each level of achievement, as determined by the State under subsection (b)(1).[3]

This federal requirement will provide more consistent, easily identifiable data regarding military-connected students with a parent on active duty. As student identification improves, additional supports may be put into place to assist students who live with perpetual challenges presented by frequent moves, parental and sibling deployments, and transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily

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[2] National Conference of State Legislatures, "Summary of Every Student Succeeds Act, Legislation Reauthorizing the Elementary and Secondary Education Act." May be accessed at: http://www.ncsl.org/documents/capitolforum/2015/onlineresources/summary_12_10.pdf.
[3] Every Student Succeeds Act. More information may be accessed at: https://www2.ed.gov/policy/elsec/leg/essa/index.html.

on a network of supportive adults who are trained to identify early signs of emotional or physical challenge.

SC Collection of Military-Connected Student Data

ESSA requires the identification and collection of military-connected student data. South Carolina has an established mechanism for collecting this information. The SC Department of Education (SCDE) manages PowerSchool, the student data information system that is provided to school districts. It is the primary source for student data and is often used for state and federal reporting requirements.   Student level data are input, validated and maintained by local school districts. The data are then transferred (pushed from districts) electronically to the SCDE through the Enrich Data Collection Tool. In PowerSchool, a "Parent Military Status" field includes a list with seven possible student status options, as shown in Table 1 below.[4] This field remains unchanged since the 2015 EOC report on military-connected students. In the PowerSchool Data Collection Manual for January-February 2018 SCDE emphasizes "verifying all foster, homeless, migrant or military-connected students are data accurately indicate their status. If any student meets the definition at any point during the school year, that student should be counted for the entire year."[5]

In response to ESSA, the SCDE provides more detailed academic performance data on military-connected students that can be disaggregated by gender, economic status, English learner status, disability status, gender, homeless status, gifted and talented status, and foster care status.

Data reported by SCDE regarding military-connected students are based on district entry of student information into this field. As noted earlier in this report, districts may also receive federal Impact Aid funding for students who have at least one parent who is federally connected.

The October 25, 2018 update to PowerSchool modified Parent Military Status. Now only students of active or full-time military parents should be coded. The choice set reflects this change. This field determines student's status for the "Military Connected" accountability subgroup in Table 1 below.[6]

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[4] SC Department of Education, "PowerSchool Data Collection Manual, Fall 2016-17," p. 127. May be accessed at: http://www.ed.sc.gov/data/information-systems/power-school-administration/powerschool-manuals-for-s-c-pages/powerschool-data-collection-manual-2016-2017/.

[5] SC Department of Education, "PowerSchool Data Collection Manual, January-February 2018," p. 7. May be accessed at: https://ed.sc.gov/scdoe/assets/File/DataCollectionSched/SC_PS_Data%20Collection-Specific_Fields_Combo%202017-18%20Winter%20Final.pdf, p. 145.

[6] SC State Reporting Updates, Update dated October 25, 2018. Accessed at https://ed.sc.gov/data/information-systems/power-school/sc-state-reporting-updates/.

Table 1
Military-Connected Student Data Collected in PowerSchool

Values
(blank) – Neither Parent nor Guardian is serving in any military service.
01 - A Parent or Guardian is serving Full-time in the National Guard and is not currently deployed.
02 - A Parent or Guardian is serving Full-time in the Reserves and is not currently deployed.
03 - A Parent or Guardian is serving Full-time in the National Guard and is currently deployed.
04 - A Parent or Guardian is serving Full-time in the Reserves and is currently deployed.
05 - A Parent or Guardian is serving in the military on active duty and is not deployed.
06 - A Parent or Guardian is serving in the military on active duty and is currently deployed.

II. Demographics of Military-Connected Students

National, state, and local district collection of military-connected student data continues to be inconsistent. ESSA requires the disaggregation of student-level data, including military-connected students. When this requirement is fully implemented, data collection should become more consistent and accurate.

Number of Military-Connected Students

Data related to military-connected students are collected and reported by districts in PowerSchool. Table 2 below shows 2019 data provided by SC Department of Education in February 2020 (for 2017 through 2019 school years) and includes National Guard, Reserves, and active duty military personnel. Approximately 1,632 military-connected students had at least one parent who was deployed in school year 2019, representing an increase of 84-students from 2018. In addition, 82 military-connected students were reported to have a parent who was on active duty but died within the last year. Another 591 military-connected students have a parent who was on active duty and wounded in 2019. While this category is a small percentage of the total number of military-connected students, the number of military-connected students with a parent who was wounded in 2019, is 46 percent greater than in 2017. About 74 percent of military-connected students have at least one guardian or parent who is on active duty or deployed.

There was significant improvement in district reporting of military-connected students from 2016-17 to 2018-19 school years. Families and educators need to continue assisting with the reporting of this data, so district and school staff can identify students who may need additional support services. Military-connected students live with perpetual challenges presented by frequent moves, parental and sibling deployments, and additional transitions that include reintegration and dealing with profoundly changed parents. The well-being of these children depends heavily on a network of supportive adults who are trained to identify early signs of emotional, physical, and academic challenges.

Table 2
Military-Connected Students,
by Parental Military Branch and Deployment Status, 2017-19 School Years

Military Connection	School Year 2017		School Year 2018		School Year 2019	
	Number	Percent	Number	Percent	Number	Percent
National Guard - Not Deployed	1,839	13.08%	2,116	14.64%	2631	15.93%
Reserves - Not Deployed	1,628	11.57%	1,784	12.34%	2075	12.56%
National Guard – Deployed	315	2.24%	326	2.26%	506	3.06%
Reserves – Deployed	168	1.19%	227	1.57%	295	1.79%

Military Connection	School Year 2017		School Year 2018		School Year 2019	
	Number	Percent	Number	Percent	Number	Percent
Active Duty Military - Not Deployed	8,837	62.83%	8,530	59.01%	9,314	56.40%
Active Duty Military – Deployed	954	6.78%	997	6.90%	1021	6.18
Active Duty Military - Deceased in last year	49	0.35%	62	0.43%	82	.50
Active Duty Military - Wounded in last year	275	1.96%	414	2.86%	591	3.58
Subtotal Active Duty		10,115	10,003		11,008	
Total	14,070		14,456		16,515	

Source: SC Department of Education, data reported to EOC.

Of the 16,515 military-connected students reported by school districts to SCDE, approximately 83 percent of the students attend one of the eleven school districts listed in Table 3. Appendix B provides additional detail for all school districts. South Carolina's largest military installations are in Charleston, Beaufort, Richland, and Sumter counties.

The Charleston Air Force Base and the Naval Weapons Station in Goose Creek comprise Joint Base Charleston (JB CHS). The installation covers almost 24,000 acres, and includes: three seaports, two civilian-military airfields, 39 miles of rail, and 22 miles of coastline. The Charleston Air Force Base Houses C-17 aircraft, and is home to the 437th Air Base Wing, the 628th Air Base Wing, and the 315th Air Wing. The Naval Weapons Station houses several programs, including the Navy's Nuclear Power Training Program, the Naval Information Warfare Center (NIWC) Atlantic, and several other tenant commands. The Naval Health Clinic, and the Air Force Military Treatment Facility, provide many medical services for military members and their families. The base is host to more than 60 Department of Defense and Federal agencies and is associated with approximately 50,000 jobs. The installation provides $3.6 billion in labor income, and an economic impact of $8.7 billion per year.

Both the Marine Corps Air Station Beaufort and Marine Corps Recruit Depot Parris Island/Eastern Recruiting Region are in Beaufort County. Marine Corps Air Station Beaufort, home of the Marine Corps' Atlantic Coast fixed-wing, fighter-attack aircraft assets, is in the heart of the South Carolina Lowcountry and is among the United States military's most important and most historically colorful installations. Consisting of some 7,000 acres 70 miles southwest of Charleston, South Carolina on Highway 21, the installation is home to five Marine Corps F/A- 18 squadrons and one F-35B

Fleet Replacement Squadron. Two versions of the F/A-18 Hornet are found aboard MCAS Beaufort, the F/A-18C Hornet and the F/A-18D Hornet. The F-35B squadron is also the only location in the world where pilots train to fly the F-35B. The squadron also trains the United Kingdom's future F-35B pilots and maintainers. The Marine Corps Recruit Depot is located on Parris Island and is one of the most visited military facilities in the world, hosting more than 120,000 guests each year. It is the headquarters of the Eastern Recruiting Region and for recruit training for all females and males east of the Mississippi River.

Fort Jackson and Shaw Air Force Base are in the Midlands. Located in Richland County, Fort Jackson is the Army's main production center for Basic Combat Training. Approximately 50 percent of the Army's Basic Combat Training is completed at Fort Jackson, with more than 48,000 basic training and 12,000 additional advanced training Soldiers every year. Fort Jackson is home to the U.S. Army Soldier Support Institute, the Armed Forces Army Chaplaincy Center and School, the National Center for Credibility Assessment (formerly the Department of Defense Polygraph Institute, and the Drill Sergeant School, which trains all Active Duty and Reserve instructors.

Shaw Air Force Base in Sumter County is home to Air Force's largest combat F-16 wing, the 20th Fighter Wing. Shaw also serves as home to Headquarters Ninth Air Force, U.S. Air Forces Central, Third Army, U.S. Army Central and many other tenant units.[7]

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[7] Information regarding South Carolina's military installations gathered from military installation websites and school liaison officers.

Table 3
Districts with Highest Military-Connected Student Populations,
School Years 2017-18 and 2018-2019

School Year 2017-18			School Year 2018-19		
District	Students	Percent	District	Students	Percent
Richland 2	4,011	27.75	Richland 2	4101	24.83
Dorchester 2	1,593	11.25	Dorchester 2	1521	9.21
Horry	1,575	11.22	Horry	1793	10.86
Beaufort	1,176	8.14	Beaufort	1,360	8.23
Berkeley	1,062	7.35	Berkeley	1,075	6.51
Lexington 1	981	6.79	Lexington 1	1,041	6.30
Sumter	702	4.86	Sumter	846	5.12
Kershaw	599	4.14	Kershaw	693	4.20
Lexington/ Richland 5	551	3.81	Lexington/Richland 5	570	3.45
SC Public Charter School District	335	2.32	SC Public Charter School District	371	2.25
Anderson 1	213	1.47	Aiken	409	1.47
Total	**12,698**	**87.85**	**Total**	**12,705**	**82.65**

Source: SC Department of Education, data reported to EOC.

III.   Student Performance

This section provides academic and attendance data for military-connected students for school year 2018-19 including:

- student achievement as measured by SC READY for third through eighth grades in English language arts and mathematics.

- student achievement as measured by SC PASS on science for students in grades 4, 6 and 8.

- student achievement as measured by the End-Of-Course Examination Program (EOCEP).

- high school graduation rates; and

- student attendance.

Academic Data

The academic achievement of military-connected students was compared to the academic achievement of all students in South Carolina, including students in third through eighth grades on SC READY for English language arts (ELA) and mathematics and SC PASS for science for students in grades 4, 6 and 8 For high school students, student performance on the South Carolina End-of-Course Evaluation Program (EOCEP) was considered.

Student Achievement in Grades Three through Eight

The EOC analyzed student achievement in school year 2018-19 in grades 3 through 8 in English language arts, mathematics, and science. According to the South Carolina Department of Education's website,

> The South Carolina College-and-Career-Ready Assessments (SC READY) are statewide assessments in English language arts (ELA) and mathematics that measure the academic progress of students against the measure whether students that will meet all of the requirements of Acts 155 and 200, the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Improvement Act (IDEA), and the Assessments Peer Review guidance.[8]

> The South Carolina Palmetto Assessment of State Standards (SCPASS) is a statewide assessment administered to students in grades four, six, and eight for science. All students in these grade levels are required to take the SCPASS except those who qualify for the South Carolina Alternate Assessment (SC-Alt). [9]

Tables 4a, 4b and 4c below show military-connected students typically outperform their peers in all subjects and grades. In the tables "State" represents all South Carolina students, including

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[8] Information accessed on SCDE website at https://ed.sc.gov/tests/middle/sc-ready/ on May 6, 2019.
[9] Information accessed on SCDE website at https://ed.sc.gov/tests/middle/scpass/ on May 6, 2019.

military-connected students. For 18-19 data, the percentage of students scoring Meets or Exceeds Expectations is defined accordingly:

- Exceeds Expectations – The student exceeds expectations as defined by the grade-level content standards. The student is considered to be *well prepared* for the next grade level.

- Meets Expectations – The student meets expectations as defined by the grade-level content standards. The student is considered to be *prepared* for the next grade level.

The performance of military-connected students is most significant in third through fifth grades. For example, during the 2018-19 school year detailed in Table 4c, in English language arts, 62.2 percent of third grade military-connected students scored Meets or Exceeds Expectations compared to 45.2 percent of their peers who scored Meets or Exceeds Expectations. In mathematics, 72.1 percent of military-connected third graders scored Meets or Exceeds Expectations, and 55.7 percent of their peers scored Meets or Exceeds Expectations, representing a 16.4 percent difference.

Across grades 3 through 8 in ELA, the percentage of military-connected student scoring Meets or Exceeds Expectations surpassed the state average by between 9.9 and 14.8 percent. In mathematics in grades 3 through 8, the percentage of military-connected students scoring Meets or Exceeds Expectations surpassed the state average by between 3.6 and 14.8 percent. In science, the percentage of military-connected students scoring Meets or Exceeds Expectations surpassed the state average by between 10.6 and 16.5 percent.

Table 4a
2016-17 SC READY and SCPASS Performance of Military-Connected Students (MCS) and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Met or Exemplary	State Percent Meets or Exceeds
3	1,160	57.7	42.1	1,159	70.8	52.5	0	N/A	
4	1,166	55.1	40.9	1,166	61.8	46.4	1,168	63.4	48.4
5	1,068	50.9	38.3	1,070	44.2	40.0	1,070	61.6	46.1
6	991	53.1	39.7	991	52.1	41.5	993	61.8	48.0
7	1,006	46.6	36.4	1,006	41.7	33.3	1,004	58.8	46.5
8	1,009	47.8	40.1	1,009	42.5	34.5	1,008	61.9	49.0

Table 4b[10]
2017-18 SC READY and SCPASS Performance of Military-Connected Students (MCS) with Active Duty Parents and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Meets or Exceeds	State Percent Meets or Exceeds
3	1,032	62.2	45.2	1,035	72.1	55.7			
4	1,085	58.8	43.9	1,088	63.9	48.1	1,088	65.6	49.8
5	1,090	53.8	38.9	1,092	59.1	45.2			
6	1,080	48.8	39.9	1,080	49.9	42.6	1,080	58.0	47.7
7	982	53.5	40.1	982	45.3	34.9			
8	931	48.4	39.2	932	49.0	36.6	930	60.1	48.7

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[10] 2018-19 SC READY and SC PASS results for all students accessed at SCDE website at: https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2018/State-Scores-By-Grade-Level/?ID=9999999 and https://ed.sc.gov/data/test-scores/state-assessments/scpalmetto-assessment-of-state-standards-pass/2018/state-scores-by-grade-level/?ID=9999999.

Table 4c[11]
2018-19 SC READY and SCPASS Performance of Military-Connected Students (MCS) with Active Duty Parents and All Students in South Carolina

Grade Level	SC READY English Language Arts			SC READY Mathematics			SCPASS Science		
	Number MCS Tested	Percent MCS Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Math	Percent Meets or Exceeds	State Percent Meets or Exceeds	Number MCS Science	Percent Meets or Exceeds	State Percent Meets or Exceeds
3	1,216	63.9	49.1	1,216	71.9	57.1			18.8
4	1,337	64.0	50.3	1,337	63.9	49.7	1,267	65.0	51.3
5	1,343	53.8	40.3	1,343	58.3	44.6	58		43.8
6	1,404	53.8	40.2	1,404	55.9	42.9	1,345	58.0	47.7
7	1,345	52.9	43.0	1,345	42.0	34.4	42		
8	169	54.8	43.3	1,169	47.5	35.3	1,120	60.1	48.7

Student Performance in End-of-Course Exams

Table 5 below compares performance on end-of-course exams. During the 2017-18 school year, military-connected students continued to outperform all students statewide on the End-of-Course Examination Program (EOCEP) exams in Algebra 1, English 1 and Biology. On average, military-connected students' mean scores were 3.8 points higher.

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[11] 2018-19 SC READY and SC PASS results for all students accessed at SCDE website at: https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2019/State-Scores-By-Grade-Level/?ID=9999999 and https://ed.sc.gov/data/test-scores/state-assessments/scpalmetto-assessment-of-state-standards-pass/2018/state-scores-by-grade-level/?ID=9999999.

Table 5
End-of-Course Assessment Performance of
Military-Connected Students and All Students Statewide in 2018-19 School Year

Academic Year	Military Connected Students			All South Carolina Students	
	Number of Students	Mean	Letter Grade	Mean	Letter Grade
Algebra 1					
2014	535	85.7	B	79.8	C
2015	668	85.7	B	82.6	C
2016	857	85.2	B	81.9	C
2017	1,000	72.2	C	69.4	D
2018	1,043	71.9	C	68.2	D
2019	**841**	**72.4**	**C**	**69.8**	**D**
English 1					
2014	537	82.2	C	76.0	D
2015	636	83.6	C	79.4	C
2016	827	83.7	C	79.8	C
2017	1,024	75.9	C	71.4	C
2018	994	78.1	C	74.1	C
2019	**724**	**77.5**	**C**	**74.6**	**C**
Biology					
2013	310	84.2	C	78.1	C
2014	451	85.4	B	79.2	C
2015	580	86.5	B	82.3	B
2016	795	86.9	C	81.6	C
2017	943	81.5	C	75.3	C
2018	921	72.8	C	69.2	D
2019	NA	NA	NA	NA	NA

Source: SC Department of Education, March 2020 data reported to EOC.

High School Graduation Rate

The federally approved on-time graduation rate identifies a cohort of students who were ninth grade students in a specific year and calculates the percentage of that cohort that graduates four years later. Students are removed from the cohort when they transfer to other degree-granting institutions or programs. Students who transfer into a district are added to the cohort.

For military-connected students this process was not possible because enrollment history of these students was not available. The EOC evaluation team could not determine when students were initially in the ninth grade and could not document transfers into or out of a cohort of students who were initially enrolled in the ninth grade four years prior. Available data identifies students by grade level and graduation status. For students who were identified as being in twelfth grade during the 2018-19 timeframe, the EOC evaluation team could identify: (1) those students who graduated, (2) those who received a certificate or did not graduate, and (3) those students who transferred to other degree-granting institutions and were removed from the graduation cohort. Based on this information, the graduation rates for military-connected students are included below. Table 6 shows during the 2018-19 school year, the high school graduation rate for all military-connected students was 83.6 percent. The state on-time graduation rate was 87.6 percent, representing a four-year adjusted cohort graduation rate:

Table 6
2014 – 2019 High School Graduation Rates for
Military-Connected Students (MCS) and State Avg.

Year	Total Number of MCS	MCS Graduate Avg.	State Avg.
2014	309	97.4	80.1
2015	407	95.3	80.3
2016	536	96.6	82.6
2017	657	94.1	84.6[12]
2018	694	94.1	81.0
2019	868	83.6	87.6

Source: SC Department of Education, March 2020 data reported to EOC.

Attendance Data

School districts want to maximize student instructional time. However, due to deployments and subsequent returns from deployments, there are instances when a military-connected student may need to be excused for absences. Some states, such as Kentucky, Tennessee, North Carolina, Michigan, and Georgia, have detailed guidance for excusing absences for military-connected students.

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[12] Ibid.

[13]Student attendance rate is defined as the number of students present (as opposed to enrolled in) a school during the time it is in session, were computed using information provided by the South Carolina Department of Education. During the 2018-19 school year, the average number of days absent for military connected students was 4.7 days. Table 7 shows the average number of days absent in South Carolina school districts with at least 30 military connected students. 17 of these districts reported that military-connected students were absent for more than 4.7 school days. In 2018-19, Colleton had the highest average absence rate (8.3 days), and Lexington 2 had the lowest absence rate of 3 days. During the 2017-18 school year, the South Carolina Public School District had the lowest absence rate of 2.4 days. Districts in **bold** exceeded the average of 4.7 days absent in this grouping.

Table 7
Average Number of Days Absent in School Districts with
at least 30 Military-Connected Students (MCS), 2018-19 School Year

District	Number of MCS	Average Number of Days Absent
Colleton	**61**	**8.3**
Chesterfield	**286**	**6.4**
Dillon 4	**37**	**5.8**
Aiken	**409**	**5.6**
Horry	**1793**	**5.5**
Spartanburg 7	**118**	**5.4**
Darlington	**252**	**5.3**
Edgefield	**86**	**5.3**
York 1	**48**	**5.3**
Greenville	**126**	**5.1**
Kershaw	**693**	**5.1**
Oconee	**161**	**5.1**
Anderson 1	**276**	**4.9**
Charleston	**246**	**4.9**
Lexington 1	**1041**	**4.8**
Sumter	**846**	**4.8**
York 3	**57**	**4.8**
Lexington 5	570	4.6
Richland 2	4101	4.6
Spartanburg 2	69	4.6
Berkeley	1075	4.5
Dorchester 2	1521	4.5
Lancaster	70	4.3
Georgetown	46	4.2
Beaufort	1360	3.8
Florence 1	98	3.6
Hampton	53	3.6
Richland 1	97	3.5

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[13] For more information, refer to Military Child Education Coalition's "Military-Connected Students and Public-School Attendance Policies." May be accessed at
http://www.militarychild.org/public/upload/files/SchoolAttendancePoliciesFINAL.pdf.

District	Number of MCS	Average Number of Days Absent
Orangeburg	33	2.5
SC Public Charter School District	371	2.1
Pickens	157	1.9
Charter Institute at Erskine	73	0.2
Lexington 2	72	0

During the 2018-19 school year, the average number of days absent among all schools was 5.2 days, representing a .4 percent decrease from the 2017-18 school year average of 5.6 days.

Table 8 lists nine school districts with military-connected students exceeding the average number of days absent among all schools Districts listed reported more days absent than the state 5.2 days absent average. The average number of days absent among military students remained constant at 4.7 days in 2018-19. Colleton had the highest number of average days absent for military connected students (8.3 days).

Table 8
School Districts with at least 30 Military-Connected Students (MCS),
Exceeding Average Number of Days Absent (All SC Districts)

District	Number of MCS	Average Number of Days Absent
Colleton	61	8.3
Chesterfield	286	6.4
Dillon 4	37	5.8
Aiken	409	5.6
Horry	1793	5.5
Spartanburg 7	118	5.4
Darlington	252	5.3
Edgefield	86	5.3
York 1	48	5.3

Appendix A
Resources for Military-Connected Students and Families

Military Child Education Coalition (MCEC)

During the 2019-20 school year, the South Carolina Military Child Education Coalition (MCEC) was relocated to the Division of Veterans Affairs and Department of Commerce(budget).

In 2019, the Military Child Education Coalition (MCEC) updated and revised its portfolio to include additional course offerings, professional offerings, and support to military-connected families. This past year, MCEC trainers presented 80 courses to over 1500 professionals with an extended reach impact on nearly 21,000 adults. Support was continued to over 25,000 military-connected students, their parents, and education professionals across 20 school districts nationwide. Affiliates saw encouraging expansion in 2019, extending across Alabama, Texas, Virginia, Florida, and South Carolina.

South Carolina School Support Resources
School liaison officers continue to provide support and guidance about workshop content and family enrichment offerings to Military-connected families.

School Liaison Officers serve as a primary point of contact for students and their families transitioning to new communities and schools. They are also a resource for schools and school districts. To view a list of school liaison officers by branch, go to: https://www.dodea.edu/Partnership/schoolLiaisonOfficers.cfm.

Fort Jackson School Liaisons provide ongoing educational support for military connected schools. This comprehensive website provides information about public and private schools, homeschooling, and local school districts.

https://jackson.armymwr.com/programs/school-liaison-officer

https://www.facebook.com/Jackson-CYS-School-Liaison-Officer-152018352105106/

Shaw Air Force Base is home to the 20th Fighter Wing, Headquarters Nine Air Force/United States Central Command of Air Forces, and several associate units. Shaw's units are assigned to Air Combat Command, Langley Air Force Base, Virginia. School Liaison information may be found at the website below.

https://www.shaw.af.mil/About-Us/Newcomer-Information/

Marine Corps Air Station and the Marine Corps Recruit Depot are in Beaufort. School support information may be accessed at the website below.

http://www.mccs-sc.com/mil-fam/slp.shtml

Joint Base Charleston School information may be accessed under the "Charleston Area Schools" link at:

https://www.jbcharleston.jb.mil/About-Us/Library/Newcomers

South Carolina Program Resources

The **International Baccalaureate** Program helps students develop skills to create a better and peaceful world through intercultural understanding and respect. For more information, including a list of South Carolina schools participating in the IB Program, go to https://www.ed.sc.gov/instruction/standards-learning/advanced-academic-programs/international-baccalaureate-programs-ib/.

Four-year-old kindergarten is available in the state and is offered in public schools and private childcare centers. State-funded prekindergarten for four-year-olds serves children in the "most at-risk" category, where family income falls 185% below poverty level or the family is Medicaid eligible. Families may also be eligible for other services such as Even Start, Head Start, state-funded family literacy programs, Social Security, food stamps, Medicaid, or temporary assistance to needy families (TANF).

Children also qualify in case of a documented developmental delay, an Individual Education Plan (IEP) requiring pre-kindergarten, incarceration of a parent, placement in a foster home, or a child who is homeless. Documentation of family or child "most at-risk" conditions must be kept on file for review. Children who participate in free and reduced meal programs at the center/school they attend may also qualify if income eligibility is verified on each child and records are kept on file for review.

Some districts use local funds to serve children who are not in the "at risk" category. Several districts serve all children who request services. A few districts charge a fee for non-qualifying children, but state regulations prohibit any fees for "at risk" children.

State law says that "students may enter kindergarten in the public schools of this State if they will attain the age of four on or before September first of the applicable school year."

https://www.ed.sc.gov/instruction/early-learning-and-literacy/cerdep/

National Resources

Department of Defense Education Activity provides professional development training in a webinar format for school liaison officers. This information is also helpful for local school districts to understand the needs of students and how to support them in a comprehensive manner.

https://www.dodea.edu/

Military Impacted School Association is a national organization of school superintendents. MISA supports school districts with a high concentration of military children by providing detailed, comprehensive information regarding impact aid and resources for families and schools.

http://militaryimpactedschoolsassociation.org/

The **Military Interstate Children's Compact Commission (MIC3)** provides consistent policy in every school district and in every state that voluntarily joins MIC3. MIC3 addresses key educational transition issues such as enrollment, placement, attendance, eligibility, and graduation.

http://www.mic3.net

The **Military Child Education Coalition (MCEC)** focuses on ensuring quality educational opportunities for all military children affected by mobility, family separation, and transition. A 501(c)(3) non-profit, world-wide organization, the MCEC performs research, develops resources, conducts professional institutes, and conferences, and develops and publishes resources for all constituencies.

http://www.militarychild.org/

Military OneSource is a confidential Department of Defense-funded program providing comprehensive information on every aspect of military life at no cost to active duty, National Guard, and reserve members, and their families.

Information includes, but is not limited to, deployment, reunion, relationships, grief, spouse employment and education, parenting, and childhood services. It is a virtual extension to installation services.

The program also provides free resources to schools, including books and videos with relevant topics that help students cope with divorce and deployment.

www.militaryonesource.mil

National Military Family Association (NMFA) a voice for military families advocating on behalf of service members, their spouses, and their children. According to NMFA's website, NMFA is the "go to" source for Administration Officials, Members of Congress, and key decision makers when they want to understand the issues facing military families.

https://www.militaryfamily.org/

Appendix B: Military-Connected Students by District, February 2020

DISTRICT	Number of Military Connected Students(MCS)
Richland 02	4101
Horry 01	1793
Dorchester 02	1521
Beaufort 01	1360
Berkeley 01	1075
Lexington 01	1041
Sumter 01	846
Kershaw 01	693
Lexington 05	570
Aiken 01	409
SC Public Charter School District	371
Chesterfield 01	286
Anderson 01	276
Darlington 01	252
Charleston 01	246
Oconee 01	161
Pickens 01	157
Greenville 01	126
Spartanburg 07	118
Florence 01	98
Richland 01	97
Edgefield 01	86
Charter Institute at Erskine	73
Lexington 02	72
Lancaster 01	70
Spartanburg 02	69
Colleton 01	61

DISTRICT	Number of Military Connected Students(MCS)
York 03	57
Hampton 01	53
York 01	48
Georgetown 01	46
Dillon 04	37
Orangeburg 05	33
Florence 02	23
Lexington 04	18
Newberry 01	17
Cherokee 01	15
Clarendon 02	15
York 02	12
Fairfield 01	10
Greenwood 50	10
Laurens 56	10
Anderson 04	9
Spartanburg 03	9
Union 01	8
Saluda 01	7
York 04	7
Allendale 01	6
Williamsburg 01	6
Abbeville 60	4
Barnwell 29	3
Florence 03	3
Anderson 02	2
Laurens 55	2
Marion 10	2
Orangeburg 04	2

DISTRICT	Number of Military Connected Students(MCS)
Spartanburg 05	2
Anderson 03	1
Bamberg 01	1
Barnwell 45	1
Clarendon 03	1
Deaf & Blind School	1
Jasper 01	1
Lexington 03	1
Marlboro 01	1
Orangeburg 03	1
Spartanburg 01	1
Spartanburg 06	1

The SC Education Oversight Committee is an independent, non-partisan group made up of 18 educators, business persons, and elected leaders. Created in 1998, the committee is dedicated to reporting facts, measuring change, and promoting progress within South Carolina's education system.

ADDITIONAL INFORMATION
If you have questions, please contact the Education Oversight Committee (EOC) staff for additional information. The phone number is 803.734.6148. Also, please visit the EOC website at www.eoc.sc.gov for additional resources.

EDUCATION OVERSIGHT COMMITTEE

SUBCOMMITTEE: Academic Standards and Assessments

DATE: June 3, 2020

ACTION ITEM: Results of the 2019 Parent Survey

PURPOSE/AUTHORITY

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

CRITICAL FACTS

The parent survey was commissioned by the EOC and designed by the Institute for Families in Society at the University of South Carolina in 2001. The survey is designed to determine parent perceptions of their child's school and to evaluate the effectiveness of state and local parental involvement programs. Since 2002 the South Carolina Department of Education has annually administered the survey, and the EOC has provided an annual review of the survey results. The attached report reflects the results of the 2019 administration of the parent survey.

TIMELINE/REVIEW PROCESS

The analysis was conducted in April and May of 2020.

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)**

2020

PARENT SURVEY

Annual Report for 2019

SC EDUCATION
OVERSIGHT COMMITTEE

Reporting facts. Measuring change. Promoting progress.

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Acknowledgements

Executive Summary

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

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. From its inception, the parent survey contains items regarding parent perceptions of the learning environment in the school, home and school relations, and the social and physical environment of the school. Additional questions document characteristics of the parents and the children of the parents responding to the survey. The 2018 parent survey included three new items that focused on parent perceptions of their child's Individual Graduation Plan (IGP). Also, a change was made to the definition of bullying provided to parents in the 2018 survey. These changes have been retained for the 2019 survey. The following definition of bullying was provided on the 2019 survey:

> *Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.*

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

Survey Responses: A total of 61,309 parent surveys were returned in 2019, with only 64 surveys (0.1 percent) missing responses to the following five survey items: 1) the overall satisfaction of the school's learning environment; 2) the overall satisfaction of the school's social and physical environment; 3) the overall satisfaction of the school's home and school relations; 4) the grade level of the student; and 5) the gender of the responding parent. If all five of these questions were missing responses, the record was considered to be in complete. For the 2018 parent survey a total of 63,913 surveys were returned, with 5,679 (8.9 percent) of the surveys missing responses to these same five survey items. The EOC staff will communicate with SCDE staff to understand whether these different missing response rates result from changes in data processing procedures. Estimates are that between 31 and 39 percent of all eligible parents surveyed responded to the 2019 parent survey.

An analysis of the respondents to the 2019 parent survey concluded that the survey responses typically overrepresented the perceptions of parents who had children in elementary schools and underrepresented the perceptions of parents who had children in high school. Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina. From 2018 to 2019 the percentages of parents reporting each level of education differed by less than half of 1 percent (0.5). There also did not appear to be any difference in the income levels of respondents from 2018 to 2019. As in prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college and having a household income of greater than $35,000. With respect to the ethnicity of children in the public schools of South Carolina in 2018-18, parents whose children were African American were underrepresented by 5.1 percent, and parents whose children were Hispanic were underrepresented by 1.5 percent in the respondents, while parents whose children were white were overrepresented by 8.1 percent.

Parent Survey Results: The results of the 2019 parent survey demonstrated that parent satisfaction levels with the three characteristics measured - the learning environment, home and school relations, and social and physical environment of their child's school - were consistent with the prior year's results. Changes are judged to be substantial when an increase or decrease of three or more percent occurs. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of their child's school.

Percentage of Parents Satisfied with Each Characteristic: 2015-2019

Characteristic	2019	2018	2017	2016	Difference between 2019 and 2018
Learning Environment	**86.0**	87.0	87.1	87.5	**(1.0)**
Home and School Relations	**73.7**	73.7	73.8	74.0	**0.0**
Social and Physical Environment	**83.8**	83.9	85.1	85.2	**(0.1)**

Parents of students in elementary schools consistently had higher satisfaction levels with their child's school than did parents of students in middle school or high school. For all three characteristics, the percentages of parents satisfied differed by 2 percent of less between parents of middle and high school students; these differences are too small to claim that parents of middle and high school students differ in their perceptions of these characteristics. Regardless of the school type (elementary, middle, or high), parents were most satisfied with the learning environment of the school, and least satisfied with the home and school relations.

Percentage of Parents Satisfied with Each Characteristic by School Setting, 2019

School Type	Learning Environment	Home and School Relations	Social and Physical Environment
Elementary	89.1	78.2	88.1
Middle	82.9	69.6	79.3
High	83.4	70.7	79.2

Parents indicated they are involved with their child's learning at home by making their child do homework (94.3 percent), helping their child with homework (93.2 percent), and limiting their child's time on television and other electronic devices (83.2 percent). Parents reported that their work schedule continued to be the greatest obstacle to their involvement with their child's learning in the school setting.

Parent Reported Obstacles to Parental Involvement in 2019

Work Schedule	57.6%
Lack of timely notification of volunteer opportunities	24.3%
School does not encourage involvement	15.8%
Lack of child or adult care services	14.8%
Family and health problems	14.6%
Involvement not appreciated	10.5%
Transportation	10.4%

Approximately two-thirds of parents believed that the teachers and staff in their child's school intervened to prevent bullying or that the school had an anti-bullying plan. Approximately 20 percent of parents reported that their child had been bullied. Between 2016 and 2019 the results

from the annual parent surveys show a 1.9 percent increase in the percentage of parents who reported their child had been bullied. When bullying occurred, parents most frequently reported that it occurred in the classroom (14.2 percent). The second most frequent location for bullying was at some other location in the school (10.3 percent). The locations parents reported the least amount of bullying was at sporting events (1.0 percent).

Three questions asked about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child's academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children. Overall, 84.5 percent of parents indicated they were satisfied with the IGP process, 83.9 percent of the parents of middle school students and 85.0 percent of the parents of high school students, all of which indicate greater satisfaction than in 2018.

Parents' Overall Satisfaction with the IGP Process by School Type

School Type	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	19,431	83.9	7.9
High	10,526	85.0	8.1
All	29,957	84.5	8.0

Finally, the report provides information on the relationship between parent satisfaction with the learning environment, home and school relations, and physical environment of their child's school and the school's overall report card rating. Generally, as the overall report card rating of their child's school increased, so did parental satisfaction with the school's learning environment, home and school relations, and physical environment of their child's school. The only exception was parent satisfaction in high schools with a rating of Unsatisfactory, where the percentage of parents satisfied with the learning environment, home and school relations, and physical environment of their child's school were higher than the percentages for parents of students in schools with higher report card ratings. However, the number of survey responses at high schools with an overall rating of Unsatisfactory was considerably fewer than for any other report card rating.

Administration of the 2019 Parent Survey

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

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

A copy of the 2019 survey is in Appendix A. The 2019 administration of the parent survey occurred over the following time period and involved the following actions.

February 16, 2019	All schools received survey forms.
March 22, 2019	Date for parent survey forms returned to school.
March 29, 2019	Last day for schools to mail completed forms to contractor.

Source: SC Department of Education

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

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

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

- ✓ Student survey forms.[1]

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

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[1] "Administration of the 2019 Report Card Surveys," South Carolina Department of Education.

as possible" after delivery. The cost of printing, shipping, processing and scanning the parent surveys was $70,346.[2]

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

Upon receiving the completed parent surveys, the school survey coordinator then mailed the forms to the independent contractor for scanning and preparation of the data files. Individual school results were tabulated by SCDE. For each school, SCDE aggregated the responses to all survey questions and provided the data files to the district office.

The 2019 parent survey was unchanged from the 2018 survey; it contained a total of 61 questions. Forty-seven questions were designed to elicit information on parental perceptions and parental involvement patterns. For the first twenty-three questions, parents were asked to respond to individual statements using one of the following responses: Strongly Disagree, Disagree, Agree, Strongly Agree or Don't Know. These twenty-one questions focused on three key components: learning environment, home and school relations, and the physical and social environment of their child's school. These components and individual activities reflect the framework devised by Dr. Joyce Epstein of the National Network of Partnership Schools.

Parents were asked five questions about their participation in various parental involvement activities both in and outside of the school. Parents were also asked whether each of a list of seven items were potential barriers to their involvement in their child's education. Three items focused on parent perceptions of their child's Individual Graduation Plan (IGP); these items asked whether they thought the IGP conference was beneficial, whether the school counselor discussed their child's academic progress and career goals, and whether parents would recommend participation in the process to other parents/guardians. Parents were also asked whether they believed their child was bullied at school in the previous year, where the bullying occurred, and whether the bullying was verbal or physical. Finally, parents were asked to provide specific information about themselves, their child, and their household. Parents were asked four questions about their child: their child's grade in school, gender, race/ethnicity, and grades on his or her last report card. Four questions sought information about the parent: his or her gender, race/ethnicity, highest level of education and total yearly household income.

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

Respondents of the 2019 Parent Survey

As reflected in Table 1, the total number of parent surveys returned in 2019 was 61,309, which was 2,604 (4.1 percent) fewer than the number returned in the prior year. However, the number of complete surveys increased from 58,234 to 61,245, an increase of 5.2 percent. For this report a response was judged to be incomplete if it was missing information for five specific questions: 1) the overall satisfaction of the school's learning environment; 2) the overall satisfaction of the school's social and physical environment; 3) the overall rating of the school's home and school relations; 4) the grade level of the student; and 5) the gender of the responding parent. The number of complete surveys increased each year from 2017, even though the number of returned surveys decreased in 2019.

Table 1
Total Number of Parent Surveys Returned

Year	Surveys Returned	Surveys with Missing Information	Surveys with Complete Information
2019	61,309	64 (0.1 percent)	61,245
2018	63,913	5,679 (8.9 percent)	58,234
2017	55,844	1,350 (2.4 percent)	54,494
2016	55,221		
2015	62,192		
2014	59,293		
2013	66,787		
2012	69,581		
2011	73,755		

Using two methods of determining response rates and the total number of parent surveys returned, two response rates were calculated in Table 2. The first method compares the number of responses to the number of surveys distributed, and the second method compares the number of responses to the number of students in grades 5, 8, and 11 (grades 5 and 8 are typically the highest grades in elementary and middle school, and grade 11 is the high school grade targeted for administration of the parent survey). From these separate calculations, it appears that between 31.0 and 38.3 percent of all eligible parents surveyed both responded to the 2019 parent survey and completed the survey.

Table 2
Determining the Response Rate

	Sample Size	Surveys Returned		Surveys Completed	
		Number	Percent	Number	Percent
Method 1: Surveys Distributed	197,622	61,309	31.0%	61,245	31.0%
Method 2: ADM[3] of grades 5, 8 and 11	159,929		38.3%		38.3%

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[3] https://ed.sc.gov/finance/financial-services/student-data/membership-counts/

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

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

The following definition of bullying was provided on the 2018 and 2019 surveys:
Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or insulting or demeaning a student.

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

Responses to these questions revealed the following about the parents who completed the 2019 parent survey (Table 3).

Table 3
Respondents to the 2019 Parent Survey
(n=61,245)

Parent Gender
  Male   **14.7%**
  Female   **85.3%**

Parent Race
  African-American   **28.0%**
  Caucasian/white   **58.2%**
  Hispanic   **8.8%**
  All Other   **5.0%**

Parent Education
  Attended elementary/high school **9.8%**
  Completed high school/GED   **20.6%**
  Earned Associate Degree   **11.2%**
  Attended college/training program **18.4%**
  Earned college degree   **23.9%**
  Postgraduate study/and/or degree **16.1%**

Household Income
  Less than $15,000   **10.3%**
  $15,000 - $24,999   **11.5%**
  $25,000 - $34,999   **12.6%**
  $35,000 - $54,999   **15.6%**
  $55,000 - $75,000   **14.1%**
  More than $75,000   **35.9%**

Their Child Enrolled in: Their Child's Gender:
  Grades 3-5 **46.6%**   Male **44.9%**
  Grades 6-8 **37.0%**   Female **55.1%**
  Grades 9-11 **16.4%**

Their Child's Ethnicity:
  African-American   **28.9%**
  Caucasian/White   **55.8%**
  Hispanic   **8.9%**
  All Other   **6.4%**

Their Child's Grades:
  All or mostly A's and B's   **69.7%**
  All or mostly B's and C's   **21.0%**
  All or mostly C's and D's   **7.8%**
  All or mostly D's and F's   **1.6%**

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

As in prior years, the "typical" parent responding to the survey was a white female having attended or graduated from college. Over 65 percent of the respondents who answered the question about income reported earning over $35,000. There were no noticeable differences between two categories of respondents' education from 2018 to 2019 with less than 1 percent differences in each category from 2018 to 2019; similarly, there were small difference (less than 1.5 percent) in the percentages of parents reporting each income level from 2018 to 2019.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 53,947 parents who returned the 2019 survey indicated that their child was in 5th, 8th, or 11th grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 47 percent of parents who completed the survey were elementary school parents, 36 percent middle school, and 17 percent high school (Table 4). Compared to the prior year, the percentage of surveys reflecting the perceptions of elementary school parents was unchanged, middle school parents increased by 1 percent, and the percentage of parents of high school students decreased by 1 percent.

The representativeness of the 2019 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2018-19 academic year to the grade level and ethnicity of students as reported by parents in the 2019 parent survey. Considering only students in grades 5, 8, and 11, 47 percent of the parent surveys indicated their child was enrolled in grade 5, yet according to the 135-day Average Daily Membership (ADM) enrollment, only 36 percent of students are in grade 5. The percentage of parents who reported their child was enrolled in grade 8 is 2 percent higher than the percentage of student enrolled in grade 8 according to the ADM. The percentage of parents who reported their child was enrolled in grade 11 (17 percent) is 13 percent less than the percentage of students enrolled in grade 11 from the ADM (30 percent). As in previous years, elementary school students are over-represented in the parent surveys returned and high school students are under-represented in these data.

Table 4
Parental Respondents by Child's Grade

Grade of Child	Surveys Returned	% of Surveys from Grades 5, 8, & 11		2018-19 135-day ADM	% of ADMs for Grades 5, 8 & 11
Grade 5	25,150	47%		58,218	36%
Grade 8	19,378	36%		54,445	34%
Grade 11	9,419	17%		47,266	30%
TOTAL	53,947			159,929	

When asked about their child's race or ethnicity, 58.2 percent of the parents responded that their child's ethnicity was white, 28.0 percent African American and 8.8 percent Hispanic. With respect to the ethnicity of children in the public schools of South Carolina in 2018-19, parents whose children are African American were underrepresented by 5.1 percent, and parents whose children are Hispanic were underrepresented by 1.5 percent in the respondents, while parents whose children are white were overrepresented by 8.1 percent (Table 5).

Table 5
Ethnicity of Children

	2019 Parent Survey	Student Enrollment[4] All Public Schools 2018-19	Difference
White	58.2%	50.1%	8.1%
African American	28.0%	33.1%	(5.1%)
Hispanic	8.8%	10.3%	(1.5%)
Other	5.0%	6.5%	(1.5%)

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

With respect to educational attainment, 40.1 percent of parents who responded to the survey in 2019 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau reported that from 2013-2018, 27.0 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher[5].

Regarding the annual household income of the respondents, 65 percent of the parents who completed the survey in 2019 reported having an annual household income of $35,000 or more. For comparison purposes, according to the U.S. Census Bureau, the median household income in South Carolina from 2013-2018 was $48,781[6].

Conclusions

- A total of 61,309 parent surveys were returned in 2019, which was 2,604 (4.1 percent) fewer than the number returned in the prior year.
- The percentage of incomplete surveys increased from 2.4 percent in 2018 to 8.9 percent in 2019.
- A total of 61,245 parent surveys were completed and returned in 2019, which was 3,011 (5.2 percent) more than the number of completed surveys in 2018 (58,234).
- Using two methods of calculating a response rate, one method that underestimated and one that overestimated the total number of parents eligible to take the survey, the response rate to the 2019 parent survey was between 31 and 38 percent, a slight decline from 2018.
- The response rate for completed surveys was also between 31 to 38 percent.
- An analysis of the respondents to the 2019 parent survey found that the survey responses typically overrepresented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school.
- Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina.
- White respondents were over-represented by 8.1%, while African-American respondents were under-represented by 5.1%, and Hispanic respondents were under-represented by 1.5%.

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[4] South Carolina Department of Education, "Active Student Headcounts" <http://ed.sc.gov/data/other/student-counts/active-student-headcounts/>, accessed May 6, 2020.

[5] U.S. Census Bureau, "State and County Quick Facts" <https://www.census.gov/quickfacts/fact/table/US/RHI125216#viewtop>, accessed April 27, 2019.

[6] Ibid.

Results of the 2019 Parent Survey

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

Parent Perceptions of Their Child's School

The information below summarizes the results of the 2019 parent survey. At the school level, responses to these questions can reveal the strengths and weaknesses of parental involvement initiatives at the individual school site. Statewide, the data provide policymakers information on the overall effectiveness of policies and programs in promoting parental involvement. The following analysis focuses on parent perceptions or satisfaction with the learning environment, home and school relations, and the social and physical environment of their children's schools. In analyzing responses, "significant change" is defined as a change of three percent or more in satisfaction.

A. Learning Environment

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

Table 6 summarizes the total responses to these five questions for all parents who completed the 2019 parent survey. Overall, 86.6 percent of parents responded that they were satisfied with the learning environment of their child's school, and slightly more than 10 percent of parents expressed dissatisfaction with the school learning environment. Parents view school expectations (91.5 percent) and teacher encouragement (91.8 percent) most favorably.

Table 6
Parent Responses to the 2019 Learning Environment Questions
(Percentage of Parents with each Response)

Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers give homework that helps my child learn.	86.6	10.7	2.7
2. My child's school has high expectations for student learning.	91.5	6.6	1.9
3. My child's teachers encourage my child to learn.	91.8	5.4	2.8
4. My child's teachers provide extra help when my child needs it.	83.0	11.1	5.9
5. I am satisfied with the learning environment at my child's school.	**86.0**	**12.4**	**1.6**

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to questions about the school learning environment each year from 2015 through 2019. The pattern over time is high parental satisfaction with the learning environment, with the highest levels of parental satisfaction for the in 2015 and 2016, and a small decline in overall satisfaction each year; the total decline of 1.6 percent from 2016 to 2019 should not be over-interpreted.

Table 7
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Learning Environment Question: 2015 through 2019

Learning Environment Questions	2019	2018	2017	2016	2015
1. My child's teachers give homework that helps my child learn.	**86.6**	88.1	88.3	89.2	89.2
2. My child's school has high expectations for student learning.	**91.5**	92.1	92.0	92.3	92.2
3. My child's teachers encourage my child to learn.	**91.8**	92.0	91.9	92.0	91.8
4. My child's teachers provide extra help when my child needs it.	**83.0**	82.9	83.1	83.4	82.8
5. I am satisfied with the learning environment at my child's school.	**86.0**	87.0	87.1	87.5	87.6

Parents of elementary school students view the learning environment of the school more favorably (89.1 percent) than do parents of either middle (82.9 percent) or high school (83.4 percent) students (Table 8). The difference between the parent responses for parents of middle and high school students are not large enough to suggest these groups differ in their perceptions of their child's school. Parents of elementary school students do appear to view the learning environment of their child's school most favorably.

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

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	32,170	89.1	9.7
Middle	22,199	82.9	15.3
High	11,145	83.4	14.2
All Parents	60,118	86.0	12.4

B. Home and School Relations

The next eleven questions on the parent survey reflect parent perceptions of home and school relations by focusing on the relationship between the parent and their child's teacher and between the parent and the school. Question 11 offers parents the opportunity to report on their overall satisfaction with home and school relations at their child's school. For each school with a sufficient number of parent responses, the aggregate parental responses to question 11 are included on the annual school report card. Table 9 summarizes the total responses to these eleven questions for all parents who completed the 2019 parent survey.

Table 9
Parent Responses to the 2019 Home and School Relations Questions
(Percentage of Parents with each Response)

Home and School Relations Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's teachers contact me to say good things about my child	60.6	37.1	2.3
2. My child's teachers tell me how I can help my child learn.	64.2	33.1	2.7
3. My child's teachers invite me to visit my child's classrooms during the school day.	49.6	44.8	5.6
4. My child's school returns my phone calls or e-mails promptly.	82.1	13.3	4.6
5. My child's school includes me in decision-making.	72.0	22.7	5.3
6. My child's school gives me information about what my child should be learning in school.	72.0	22.2	5.8
7. My child's school considers changes based on what parents say.	57.2	22.1	20.7
8. My child's school schedules activities at times that I can attend.	80.3	15.6	4.1
9. My child's school treats all students fairly.	71.7	16.5	11.8
10. My principal at my child's school is available and welcoming.	83.2	9.0	7.8
11. I am satisfied with home and school relations at my child's school.	**73.7**	**13.9**	**12.4**

Overall, 73.7 percent of parents were satisfied with home and school relations at their child's school, which is identical to 2018. An examination of questions 1 through 10, which ask parents more specific questions about their personal experiences at their child's school, reveals the following, which is consistent with results of the 2018 survey:

- Approximately three-fourths of parents indicated that they were satisfied with the home and school relations at their child's school.

- More than 80 percent of parents agreed that the principal at their child's school was available and welcoming.

- Slightly more than 80 percent of the parents agreed that their child's school returned phone calls or e-mails promptly and scheduled activities at times that parents could attend.

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

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

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

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

As documented in Table 10, the percentage of parents who indicated they were satisfied with home and school relations in 2019 was the same as in 2018. The percentage of parents who indicated dissatisfaction with home and school relations increased from 2018 through 2019 but is 0.5 lower than the highest value in the past 5 years (14.4 in 2015).

Table 10
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with Home and School Relations: 2015 through 2019

	2019	2018	2017	2016	2015
Agree or Strongly Agree	73.7	73.7	73.8	74.0	73.1
Disagree or Strongly Disagree	13.9	13.4	13.7	13.9	14.4
Don't Know	12.4	12.9	12.5	12.1	12.5

The pattern of parental satisfaction with home and school relations by school type is similar to the pattern of parental satisfaction with the learning environment (Table 11). The percentages of parents of students in middle school and high school who view the home and school relations favorably (69.6 and 70.7 percent, respectively), are nearly the same. Both, however, are lower than the percentage of parents of students in elementary school who view home and school relations favorably (78.2 percent).

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

School Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	31,957	78.2	10.7
Middle	21,984	69.6	17.2
High	11,078	70.7	16.4
All Students	59,661	73.7	13.9

C. Social and Physical Environment

Seven questions on the parent survey focus on the social and physical environment of schools. These questions are designed to elicit parent perceptions of the cleanliness, safety, and student behavior at their child's school. Questions 5 and 6 specifically address teacher and school response to bullying. Question 7 asks parents to report on their overall satisfaction with the social and physical environment of their child's schools. For each school with a sufficient number of parent responses, the aggregate parental responses to question 7 are included on the annual school report card.

Table 12 summarizes the total responses to these seven questions for all parents who completed the 2019 parent survey. Overall, 83.8 percent of parents view the social and physical environment of their child's school favorably. Approximately nine in ten parents agreed or strongly agreed that their child's school was kept neat and clean and that their child felt safe at school. Approximately 85 percent of parents indicated that their child's teachers care about their child as an individual. Parents most strongly disagree that students at their child's school are well-behaved (24.3 percent). Less than seven of ten parents thought that teachers and school staff prevent or stop bullying, and that the school has an anti-bullying program.

Table 12
Parent Responses to the 2019 Social and Physical Environment Questions
(Percentage of Parents with each Response)

Social and Physical Environment Questions	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. My child's school is kept neat and clean.	88.9	7.7	3.4
2. My child's teachers care about my child as an individual.	84.8	8.6	6.6
3. Students at my child's school are well behaved.	62.7	24.3	13.0
4. My child feels safe at school.	87.0	10.6	2.4
5. My child's teachers and school staff prevent or stop bullying at school.	68.5	16.5	15.0
6. My child's school has an anti-bullying program to prevent or deal with bullying.	61.5	12.9	25.6
7. I am satisfied with the social and physical environment at my child's school.	**83.8**	**12.7**	**3.5**

Table 13 presents the 2019 results of the South Carolina parent survey with the results of parent surveys administered since 2015. In 2016 there was a substantial decline (12.7 percent) in the parents' perceptions of whether their child's teachers care about their child as an individual. This appears to have been a one-year anomaly as the percentage has rebounded for all years since. Parents' overall satisfaction with the social and physical environment of their child's school declined to the lowest level in five years; however, the 2019 satisfaction level is only 1.5 percent below the highest value in this time period. Consequently, these differences are not large enough to call for concern.

Sixty-eight (68.5) percent of parents believe that teachers and school staff prevent or stop bullying at school, however, only 61.5 percent of parents believe that their child's school has an anti-bullying program. Parents consistently are least satisfied with the behavior of the students at their child's school, with between 62 and 65 percent satisfied over the past 5 years.

Table 13
Percentage of Parents Who Agree or Strongly Agree they are
Satisfied with each Social and Physical Environment Question: 2015 through 2019

Social and Physical Environment Questions	2019	2018	2017	2016	2015
1. My child's school is kept neat and clean.	**88.9**	89.9	89.9	90.3	90.5
2. My child's teachers care about my child as an individual.	**84.8**	85.0	84.9	71.9	84.6
3. Students at my child's school are well behaved.	**62.7**	62.9	64.6	63.7	64.9
4. My child feels safe at school.	**87.0**	85.1	89.0	89.4	89.1
5. My child's teachers and school staff prevent or stop bullying at school.	**68.5**	68.0	71.3		
6. My child's school has an anti-bullying program to prevent or deal with bullying.	**61.5**	61.1	63.1		
7. I am satisfied with the social and physical environment at my child's school.	**83.8**	83.9	85.1	85.2	85.3

Data presented in Table 14 demonstrate that the differences in parental satisfaction in the social and physical environment of their child's school by school type are consistent with results for both the learning environment and home and school relations. The percentage of parents of elementary school students express more satisfaction (88.1 percent) than either the parents of middle school students (79.3 percent) or high school students (79.2 percent). Parents of elementary school students appear to be more satisfied with the social and physical environment of their child's school then parents in either middle or high school; parents in middle and high school do not appear to differ substantially in their perceptions of the social and physical environment of their child's school.

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

Type	Number of Responses	Agree or Strongly Agree	Disagree or Strongly Disagree
Elementary	32,131	88.1	9.2
Middle	22,131	79.3	16.3
High	11,144	79.2	15.6
All Students	60,040	83.8	12.7

Parental Involvement

According to the National Network of Partnership Schools, founded and directed by Dr. Joyce Epstein at Johns Hopkins University, there are six types of successful partnerships between the school, family and community:[7]

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

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

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

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

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

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

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

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

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

The responses are reflected in Table 15 with the middle column highlighting the percentage of parents who expressed an interest in becoming involved in these school activities. These parents want to be involved but either have personal barriers preventing their involvement or face obstacles at the school level. At the school level, parents responding "I don't do this but would like to" are the parents for whom school initiatives to improve parental involvement should be focused.

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

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

Parental Involvement Questions	I do this	I don't but would like to	I don't and don't care to	Activity/event not offered
Attend Open Houses or parent-teacher conferences	80.2	**14.3**	4.3	1.2
Attend student programs or performances	81.7	**13.8**	3.4	1.1
Volunteer for the school	34.5	**36.0**	25.8	3.7
Go on trip with my child's school	36.3	**41.2**	17.8	4.7
Participate in School Improvement Council Meetings	13.9	**42.6**	38.2	5.2
Participate in Parent-teacher Student Organizations	26.0	**35.0**	35.7	3.3
Participate in school committees	16.3	**36.7**	39.6	7.4
Attend parent workshops	26.6	**38.8**	21.0	13.6

Based on the responses in Table 15 and the six types of involvement, there are significant opportunities for improving parental involvement in South Carolina's public schools.

- Decision-Making – Substantially fewer parents report being involved in the School Improvement Council and school committees than in any other activity. Slightly more than one-fourth of parents reported participating in Parent-Teacher-Student Organizations.

- Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth where parents want to be involved in these decision-making organizations.

- Volunteering – Approximately 35 percent of the parents responded that they volunteered while 35 percent wanted to volunteer. Similarly, 37 percent of parents indicated they go on trips with their child's school, and an additional 41 percent would like to be able to go on trips.

- Parenting – More than four in five parents attended open houses, parent-teacher conferences or student programs, all activities that support their children. Approximately one-fourth reported attending parent workshops while 14 percent contend that such workshops were not provided at their child's school.

Parents were asked five questions about their involvement with their child's learning, both at the school site and at home. Parents could respond in one of three ways:

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

Table 16 summarizes parental responses to these five questions.

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

	I do this	I don't but would like to	I don't and don't care to
Visit my child's classroom during the school day	27.1	50.8	22.1
Contact my child's teachers about my child's school work.	76.4	17.0	6.6
Limit the amount of time my child watches TV, plays video games, surfs the Internet	83.2	9.8	7.0
Make sure my child does his/her homework	94.3	3.9	1.8
Help my child with homework when he/she needs it	93.2	5.2	1.6

Parents overwhelmingly report being involved in activities and decisions to support their child's learning. Over 94 percent of parents reported helping their child with his or her homework while 83 percent report limiting television and other distractions at home. Over one-fourth of parents responded that they visited their child's classroom during the day while many more parents (51 percent) would like to become involved in this way. These responses are similar to parent responses in prior years.

There are obstacles that impede parental involvement in schools. The annual parent survey asks parents to respond "true" or "false" to seven questions on factors that impact their involvement. The results from 2015 through 2019 are included in Table 17. Parental responses to these questions have been remarkably consistent over time, the difference between the highest and lowest percentages from 2015 to 2019 for any specific indicator are less than 2 percent. Work schedule (57.6 percent) is the greatest impediment, followed by lack of information from the school (24.3 percent); all other impediments are reported by less than 17 percent of parents.

Table 17
Percentage of Parents Experiencing Each Impediment to Involvement in Schools

	2019	2018	2017	2016	2015
Lack of transportation reduces my involvement	**10.4**	10.1	10.3	10.2	10.8
Family health problems reduce my involvement.	**14.6**	14.0	14.7	14.7	14.9
Lack of available care for my children or other family members reduces my involvement.	**14.8**	14.6	14.6	14.1	14.5
My work schedule makes it hard for me to be involved.	**57.6**	57.0	57.4	57.2	56.2
The school does not encourage my involvement.	**15.8**	15.5	15.8	15.8	16.2
Information about how to be involved either comes too late or not at all.	**24.3**	24.3	23.8	23.9	24.3
I don't feel like it is appreciated when I try to be involved.	**10.5**	10.0	10.6	10.7	10.8

Parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions and across time, 64 percent or more of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 18). Parents view the overall friendliness of the school most favorably. Parents view their child's school's efforts at providing information to them more favorably than they view the school's efforts at getting information from parents. This is demonstrated most clearly as only 64 percent of parents view their child's school's interest in parents' ideas and opinions favorably, while 76 percent of parents view the school's efforts at giving important information to parents favorably. Again, these results are consistent over time.

Table 18
Percent of Parents Providing Each Response to
Parental Involvement Questions Regarding School Effort: 2017-2019

Question:	Very Good or Good			Bad or Very Bad			Okay		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
School's overall friendliness.	81.3	82.0	81.7	2.3	2.2	2.2	16.4	15.8	16.1
School's interest in parents' ideas and opinions.	63.7	64.1	64.5	7.4	7.2	7.1	28.9	28.7	28.4
School's effort to get important information from parents.	71.5	71.6	72.0	6.2	6.2	6.2	22.2	22.2	21.8
The school's efforts to give important information to parents.	75.8	76.4	76.3	5.7	5.5	5.5	18.4	18.1	18.3

Bullying

Three questions on bullying were added to the parent survey in 2015 and continue to be included in the annual survey. The first asked question the parent if their child had been bullied at school. If a parent responded yes to the first question, then they were asked to respond to two additional questions. The second question asked parents where their child was bullied, with the following options provided:

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

The final question asked whether their child was bullied physically, verbally, or both. As documented in Table 19, 21.3 percent of parents indicated that their child was bullied at school. Not presented in any tables is that 71.6 percent of parents indicated that their child was not bullied at school, and 7.2 percent or parents were not sure whether their child was bullied at school.

The following results from the 2019 survey are identical to the 2018 survey: approximately 13 percent of parents indicated their child was bullied verbally, and 1 percent of parents indicated

that their child was bullied physically. Seven percent of parents indicated their child was bullied both physically and verbally.

The percentage of parents who indicated their child was bullied has increased slightly over the five years this data has been collected, with increases each year from 2016 (19.4 percent) to 2019 (21.3 percent). Although the magnitude of these increases is not dramatic, the consistency in this pattern indicates this issue deserves attention.

Table 19
Percentage of Parents Reporting Their Child was Bullied Since 2015

2019	2018	2017	2016	2015
21.3	20.7	19.9	19.4	19.8

Table 20 presents a summary of the locations in which parents believe that their children were bullied, ordered by frequency of occurrence. Classrooms were the location parents reported their child was bullied in most frequently (14.2 percent), followed by some other location at school (10.3 percent). Although only 5.3 percent of parents indicated that their child was bullied on the bus, this should not be interpreted as the percentage of bus riding children who were bullied, because we do not know whether all children of responding parents rode the bus. The percentage of parents who reported their child was bullied at a sporting event was the smallest (1.0 percent). Only 2.6 percent of parents reported their child was bullied online.

Table 20
Percent of Parents Indicating Their Child was Bullied by Location

Location of Bullying	Number	Percent
In classroom	8,686	14.2
Other location at school	6,298	10.3
On the bus	3,233	5.3
After school	1,780	2.9
On-line/texting during school	1,615	2.6
At a sporting event	591	1.0

Individual students may have been bullied in more than one of these locations. Table 21 presents a summary of the number of different locations where parents reported that their child had been bullied. Most parents who indicated their child was bullied also indicated that bullying occurred in only one location.

Table 21
Number of Locations in Which Parents Reported Their Child Being Bullied

Number of Locations	Number of Parents	Percentage of Percent
0	48,021	78.4
1	7,177	11.7
2	3,963	6.5
3	1,483	2.4
4	414	0.7
5	127	0.2
6	60	0.1

Referring back to parental responses in Table 13 regarding bullying:

- 68.5% of parents believe that their child's teachers and schools staff prevent or stop bullying at school; and
- 61.5% of parents believe that their child's school has an anti-bullying program to prevent or deal with bullying.

Individualized Graduation Plans (IGPs)

Three questions in the parent survey ask about the individualized graduation plan (IGP) process. The first asked the parent if they thought the IGP process was beneficial to their child. The second asked if during the IGP conference, the counselor discussed their child's academic progress and career goals. The third asked if parents recommended other parents/guardians participate in the IGP conference with their children.

The survey described the IGP process as a component of the Education and Economic Development Act of 2005 (EEDA), and specifically asked parents of children in grades 8 and higher to respond the questions. However, 24,903 parents of students in grades 3 through 7 responded to these questions. Recall that parents received surveys based on the grade level of their child. Responses of parents with children in grades 3 through 7 were not summarized because their child was not old enough to have participated in the IGP process, though it is possible that many of these parents have experienced the IGP process with older siblings.

Table 22 presents the results of the IGP questions. Results are fairly consistent across all three questions, with 85 to 88 percent of parents responding favorably to the IGP process. Prior to the 2019 survey, more than 10 percent of parents provided a "do not know" response to all of the IGP questions. For the first time, in the 2019 survey fewer than 10 percent of parents provided a "do not know" response, suggesting parents are becoming more familiar with the IGP process.

Table 22
Parent Responses to the 2019 IGP Conference Questions
(Percentage of Parents with each Response)

Individualized Graduation Plan Question	Agree or Strongly Agree	Disagree or Strongly Disagree	Don't Know
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	84.5	8.0	7.5
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	86.1	6.0	7.9
3. I recommend that all parents/guardians attend IGP conferences with their children.	88.4	4.7	6.9

The first IGP question was analyzed by school type, as it seems to best address parents' overall satisfaction with the IGP process. A slightly higher percentage of parents of students in high school report that the IGP process was beneficial to their child, though the difference does not seem large enough to suggest any change in the IGP process by school level. (Table 23)

Table 23
Parents' Overall Satisfaction with the IGP Process by School Type

School Type	Number of Parents	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Middle (Grade 8)	19,431	83.9	7.9
High	10,526	85.0	8.1
All	289490	84.5	8.0

Parental Satisfaction and Overall School Ratings

While parental satisfaction is not calculated in the overall school rating, the results of the teacher, student and parent surveys regarding the overall satisfaction of each stakeholder with the learning environment, social and physical environment, and home and school relations of the school are reported on each school's report card under the Student Engagement Indicator. The data include the number of surveys returned and percentage of teachers, students and parents who were satisfied or extremely satisfied.

The following is an analysis of the overall satisfaction level of parents with the learning environment, social and physical environment, and home and school relations of their child's school and the 2019 overall school rating of their child's school. Parents were asked to respond to the following three summary questions with Agree, Strongly Agree, Disagree or Strongly Disagree:

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

Table 24 presents the minimum number of parents who responded to one of the three summary questions. From the 2018 data, the greatest number of parent responses were associated with schools with an overall rating of Average, which occurred because 2018 was the first year of report cards and the largest percentage of schools received a rating of Average, regardless of school type. For 2019, larger percentages of schools received higher report card ratings, though not consistently by school type (Table 25). As a result, the largest number of parent responses for high schools are for parents with a child in a school with a rating of Excellent (3,750 responses), and the largest number of parent responses for middle schools are for parents with a child in a school with a rating of Good (7,435 response). For elementary schools, the largest number of parent responses continue to be from parents with a child in a school with a rating of Average (10,113). Another consequence of the increases in school ratings are that many fewer parent responses are associated with schools with a rating of Unsatisfactory; only 130 middle school parents and 243 high school parent responses come from parents with students in a school with a rating of Unsatisfactory. As a result, parent results by school rating may differ from 2018 to 2019; for example, parents from a school that received a rating of Good in 2018 and Excellent in 2019 would be associated with different report card ratings, though the school environment may not have changed between those two years.

Table 24
Number of Parent Responses to Three Summary Questions by Overall 2019 Report Card Rating of Their Child's School

Report Card Rating	Elementary	Middle	High
Excellent	7,167	5,302	3,750
Good	8,343	7,435	2,698
Average	10,113	7,388	2,419
Below Average	4,292	1,720	1,595
Unsatisfactory	1,425	130	243

Table 25
Number and percentage of schools receiving overall Ratings for school year 2018-19

Report Card Rating	Elementary	Middle	High	TOTAL (2019)	TOTAL (2018)
Excellent	124 (18.7%)	67 (20.7%)	59 (26.0%)	250 (20.6%)	187 (15.5%)
Good	164 (24.7%)	99 (30.7%)	56 (24.7%)	319 (26.3%)	251 (20.8%)
Average	241 (34.0%)	121 (37.5%)	63 (27.8%)	425 (35.0%)	433 (35.8%)
Below Average	111 (16.7%)	29 (9.0%)	39 (17.2%)	227 (18.7%)	227 (18.8%)
Unsatisfactory	39 (5.9%)	7 (2.2%)	10 (4.4%)	56 (4.6%)	110 (9.1%)
TOTAL	664	323	227	1,214	1,208

Not included are Primary Schools, Career Centers, and schools with fewer than 20 students.

Table 26 presents the results for parent satisfaction with the learning environment of their child's school. For parents of students in an elementary or a middle school, the pattern is that as the report card rating improves, the percentage of parents who were satisfied with the learning environment of their school also increased. For elementary schools, 12 percent more parents in schools with an Excellent overall rating reported being satisfied with the learning environment in their child's school than parents in schools with a rating of Unsatisfactory. For middle schools, 17 percent more parents in schools with an Excellent overall rating reported being satisfied with the learning environment of their child's school than are satisfied in a school with a rating of Unsatisfactory. Twenty percent more parents of students in a high school with an Excellent overall

rating reported being satisfied with the learning environment of their child's school than were parents in a school with a Below Average rating. That the percentage of parents of students in a high school with an Unsatisfactory overall rating is the highest may be explained by the small number of responses from parents whose child attended an Unsatisfactory high school.

Table 26
Parents' Satisfaction with the Learning Environment by Report Card Rating
Percentage of Parents who Agreed or Strong Agreed

Report Card Rating	Elementary	Middle	High
Excellent	92.4	89.0	87.2
Good	91.2	83.8	82.9
Average	88.8	78.9	81.6
Below Average	84.2	78.3	77.6
Unsatisfactory	79.8	72.1	88.8

Table 27 presents results for parent satisfaction with the home and school relations of their child's school. For parents of students in an elementary or a middle school, the pattern continues; as overall report card ratings improve, the percentage of parents who were satisfied increased. For elementary schools, 11 percent more parents of students in schools with an Excellent overall rating were satisfied with home and school relations than were parents in schools with an Unsatisfactory overall rating. For middle schools, 10 percent more parents of students in schools with an Excellent overall rating are satisfied than are satisfied in a school with an Unsatisfactory rating. Among high schools, parents of students with an Unsatisfactory overall rating appear to be most satisfied with the home and school relations; this result has occurred for both 2018 and 2019; a simple explanation is not evident. Additionally, for high schools, there is not much difference in parental satisfaction by report card ratings above Unsatisfactory, with satisfaction ranging from 67.8 to 72.3 percent, a range of 4.5 percent.

Table 27
Parents' Satisfaction with Home and School Relations by Report Card Rating
Percentage of Parents who Agreed or Strong Agreed

Report Card Rating	Elementary	Middle	High
Excellent	81.3	74.6	72.3
Good	80.0	69.0	67.8
Average	77.7	67.2	69.4
Below Average	74.1	67.5	70.5
Unsatisfactory	70.5	64.9	88.5

Table 28 presents results for parent satisfaction with the social and physical environment of their child's school. For parents of students in an elementary or a middle school, the familiar pattern of the percentage of parents who were satisfied increasing with overall report card rating was present again. For elementary schools, 14 percent more parents of students in schools with an Excellent overall rating reported being satisfied with the social and physical environment of their child's school than parents of students in a school with an Unsatisfactory overall rating. For middle schools, 11 percent more parents of students in schools with an Excellent overall rating report being satisfied than are satisfied in a school with an Unsatisfactory rating. For parents of students

in high school, almost 11 percent more parents of students in a school with an Excellent rating are satisfied with the social and physical environment of their child's school than are satisfied in a school with an overall rating of Below Average. For both 2018 and 2019, the percentage of parents of a high school student in a school with an overall rating of Unsatisfactory does not follow the trend present for elementary and middle schools.

Table 28
Parents' Satisfaction with Social and Physical Environment by Report Card Rating
Percentage of Parents who Agreed or Strong Agreed

Report Card Rating	Elementary	Middle	High
Excellent	92.5	85.1	83.5
Good	90.2	79.9	77.6
Average	87.7	76.4	77.5
Below Average	82.5	71.7	72.7
Unsatisfactory	78.1	73.8	82.8

Conclusions

- In 2019 parental satisfaction in all areas assessed by the survey - Learning Environment (86.0 percent), Home and School Relations (73.7 percent), and the Social and Physical Environment (83.8 percent) - is similar to the levels reported in 2018.
- Parents of elementary school students are more satisfied than parents of either middle or high school students, which do not differ from one another in their levels of satisfaction.
- Parental work schedule continues to be the largest impediment to parental involvement in school activities, followed by lack of information from the school.
- The percentage of parents who reported that their child was bullied at school has increased from 19.4 to 21.3 over the past four years.
- Approximately two-thirds of parents believed that the teachers and staff in their child's school intervened to prevent bullying or that the school had an anti-bullying plan.
- An overall trend appears to be present between parental satisfaction with the school characteristics of learning environment, home and school relations, and social and physical environment – as the overall report card rating of their child's school increases, so does parental satisfaction. With a caveat of small sample size, two exceptions to this trend occur for parents of high school students in schools with a rating of Unsatisfactory, these parents:
    - have higher levels of satisfaction than most other parents by school rating, and
    - have little variability in their levels of satisfaction by school report card rating for home/school relations.

South Carolina Parent Survey

School ID

School Name: [SCHOOL NAME]

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

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

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ball point, or felt tip pens.
- Make solid marks that fill the circle completely.

CORRECT ●   INCORRECT ⊘ ⊗ ◔ ◯

Learning Environment

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

Home-School Relations

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

Social and Physical Environment

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

In accordance with the Education and Economic Development Act of 2005, school counseling personnel are required to invite parents/guardians of students in grades eight through twelve to participate in an annual conference with their sons or daughters to develop and/or review their individual graduation plans (IGP). During the IGP conferences, counselors should discuss a series of topics, including students' grades and academic progress, career assessments and goals, and upcoming courses. If your child is in eighth grade or high school, please respond to the following questions:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	○	○	○	○	○
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	○	○	○	○	○
3. I recommend that all parents/guardians attend IGP conferences with their children.	○	○	○	○	○

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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 (bake cookies, help in office, help with school fundraising, etc.).	○	○	○	○
4. Go on trips with my child's school (out-of-town band contest, field trips, 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.	○	○	○

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.	○	○	○	○	○

Please answer the following questions about your child:

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

Bullying means a gesture, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harming a student physically or emotionally or damaging a student's property or placing a student in reasonable fear of personal harm or property damage or causing or threatening a student.

5. Has your child been bullied at school this year? ○ Yes ○ No ○ Don't know
6. If yes, was your child bullied: (Mark all that apply) ○ In classroom ○ Other location at school ○ At sporting events ○ On-line/texting during school ○ On the bus ○ After school
7. If yes, was your child bullied: (Mark all that apply) ○ Physically ○ Verbally ○ Both

Please answer the following questions about yourself. We are asking these questions because we want to be sure that schools are including all parents. For each question, 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!