

2018

PARENT SURVEY,  
2017

Report



**SC EDUCATION  
OVERSIGHT COMMITTEE**



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# CONTENTS

	Page
Acknowledgements.....	ii
Executive Summary .....	1
Part One: Administration of the 2017 Parent Survey.....	5
Part Two: Respondents of the 2017 Parent Survey.....	7
Part Three: Results for Items of the 2017 Parent Survey .....	12
Appendix: Copy of the 2017 Parent Survey.....	26

## **Acknowledgements**

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## Executive Summary

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

Since 2002 the SCDE has administered the parent survey to a sample of parents whose children attended public schools in South Carolina. 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 2017 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 2017 survey. The following definition of bullying was provided on the 2017 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.*

This is a change from the definition provided with the 2015 and 2016 surveys, in which the definition of bullying was:

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

The parents of students in the highest grade at all elementary, middle and high schools are surveyed. In high schools and career centers, parents of all 11<sup>th</sup> graders are surveyed. In schools with a grade configuration that spans multiple levels, parents of children in multiple grades are surveyed. For example, in a school with a grade span of grades 6 through 10, parents of children

in grades 8 and 10 are surveyed. For parents in schools with a grade span of K-12, parents of children in grades 5, 8 and 11 are surveyed. Parents in schools containing grades 2 or lower (K-1, K-2, and 1-2 configurations) are not surveyed. Annually, the EOC has analyzed the results of the parent survey and issued reports. The reports are online at [www.eoc.sc.gov](http://www.eoc.sc.gov).

**Survey Responses:** In 2017 the number of parent surveys completed and returned totaled 55,844, an increase of 623 surveys (1.0 percent) from the prior year. Estimates are that between 30 and 35 percent of all eligible parents surveyed responded to the 2017 parent survey. The overall pattern of response rate since 2011 has been one of declining participation, with 2015 and now 2017 as the only two years with an increase in response rate. The number of responses in 2017 is 76 percent of the 73,755 responses obtained in 2011.

An analysis of the respondents to the 2017 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 2016 to 2017 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 2016 to 2017. 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 2016-17, parents whose children are African American were underrepresented by 5.4 percent, and parents whose children are Hispanic were underrepresented by 1.4 percent in the respondents, while parents whose children are white were overrepresented by 6.5 percent.

**Parent Survey Results:** The results of the 2017 parent survey demonstrate that parent satisfaction levels with the three characteristics measured - the learning environment and social and physical environment of their child’s school - were consistent with the prior year’s results. Significant changes are estimated as an annual increase or decrease of three or more percent. Satisfaction is defined as the percentage of parents who agreed or strongly agreed that they were satisfied with the learning environment, home and school relations, and social and physical environment of their child’s school.

**Percentage of Parents Satisfied with Each Characteristic: 2014-2017**

<b>Characteristic</b>	<b>2017</b>	2016	2015	2014	<b>Difference between 2017 and 2016</b>
Learning Environment	<b>87.1</b>	87.5	87.6	86.7	<b>(0.4)</b>
Home and School Relations	<b>73.8</b>	74.0	73.1	71.7	<b>(0.2)</b>
Social and Physical Environment	<b>85.1</b>	85.2	85.3	84.4	<b>(0.1)</b>

Parents of students in elementary schools consistently rate their child’s school more highly than do parents of students in middle school, who, in turn rate, their child’s school more highly than parents of students in high school. Regardless of the school type (elementary, middle, or high), parents are 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, 2017**

<b>School Type</b>	<b>Learning Environment</b>	<b>Home and School Relations</b>	<b>Social and Physical Environment</b>
Elementary	89.5	78.2	89.1
Middle	85.4	70.5	82.1
High	84.3	70.0	79.9

From 2015 to 2016 there was a substantial decline (12.7 percent) in the parents’ perceptions of whether their child’s teachers cared about their child as an individual, from 84.6 percent to 71.9 percent. In 2017 this percentage returned to 84.9.

**Percentage of Parents Who Agree or Strongly Agree they are Satisfied with selected Social and Physical Environment Question: 2013 through 2017**

<b>Social and Physical Environment Questions</b>	<b>2017</b>	2016	2015	2014	2013
1. My child's school is kept neat and clean.	<b>89.9</b>	90.3	90.5	90.6	91.5
2. My child feels safe at school.	<b>89.0</b>	89.4	89.1	91.2	91.0
3. My child's teachers care about my child as an individual.	<b>84.9</b>	71.9	84.6	83.8	83.7
4. Students at my child's school are well behaved.	<b>64.6</b>	63.7	64.9	64.8	64.0
5. My child's teachers and school staff prevent or stop bullying at school.	<b>71.3</b>				
6. My child's school has an anti-bullying program to prevent or deal with bullying.	<b>63.1</b>				
<b>7. I am satisfied with the social and physical environment at my child's school</b>	<b>85.1</b>	85.2	85.3	84.4	84.3

Parents indicated they are involved with their child’s learning at home by making their child to homework (95.0 percent), helping their child with homework (93.6 percent), and limiting their

child's time on television and other electronic devices (83.9 percent). Parents report that their work schedule continues to be the greatest obstacle to their involvement with their child's learning in the school setting.

**Parent Reported Obstacles to Parental Involvement in 2017**

Work Schedule	57.4%
Lack of timely notification of volunteer opportunities	23.8%
School does not encourage involvement	15.8%
Family and health problems	14.7%
Lack of child or adult care services	14.6%
Involvement not appreciated	10.6%
Transportation	10.3%

Two new questions were added regarding parent perceptions of the efforts of teachers and staff to prevent bullying and to implement anti-bullying programs. Less than three-fourths of parents believe that the teachers in their school intervene to prevent bullying or that the school has an anti-bullying plan. Approximately 20 percent of parents reported that their child had been bullied, which is unchanged from 2015. When bullying occurred, parents most frequently reported that it occurred in the classroom (12.3 percent). The second most frequent location for bullying was on the school bus (9.3 percent), which is consistent with 2016. In both 2016 and 2017 the two locations parents reported the least amount of bullying was online or via texting, which were reported by fewer than 1 percent of parents in both years.

Three questions were added to the parent survey for 2017 which 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, 81.7 percent of parents indicated they were satisfied with the IGP process, 79.8 percent of the parents of middle school students and 84.7 percent of the parents of high school students.

**Parents' Overall Satisfaction with the IGP Process by School Type**

<b>School Type</b>	<b>Number of Parents</b>	<b>Agree/ Strongly Agree</b>	<b>Disagree/ Strongly Disagree</b>
Middle (Grade 8)	17,151	79.8	7.3
High	9,215	84.7	7.7
All	25,495	81.7	7.4

## PART ONE

### Administration of the 2017 Parent Survey

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

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

A copy of the 2017 survey is in the Appendix A. The 2017 administration of the parent survey occurred over the following time period and involved the following actions.

February 23, 2017	All schools received survey forms.
March 23, 2017	Date for parent survey forms returned to school.
April 15, 2017	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.<sup>1</sup>

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<sup>1</sup> “Administration of the 2017 Report Card Surveys,” South Carolina Department of Education.

The name of each school was printed on the survey forms to assist parents who were completing surveys for multiple schools. Schools were also advised to “distribute the parent surveys as soon as possible” after delivery. The cost of printing, shipping, processing and scanning the parent surveys was \$71,150.<sup>2</sup>

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 2017 parent survey 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. New to the 2017 survey were 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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<sup>2</sup> Communication from South Carolina Department of Education to EOC staff.

**PART TWO**  
**Respondents of the 2017 Parent Survey**

As reflected in Table 1, the total number of parent surveys returned in 2017 was 55,844, which was 623 (1.0 percent) more than the number returned in the prior year. There has been an overall trend of decreasing responses from 2011 to 2017, with 2015 and 2017 as the only years with increased response. Whether the trend of decreasing response continues in the future remains to be seen. The current year response total is 75.7 percent of the response total from 2011 (73,755).

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

<b>Year</b>	<b>Surveys</b>
2017	55,844
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 30.2 and 34.8 percent of all eligible parents surveyed responded to the 2017 parent survey, which is an increase from the 2016 estimates using the same two methodologies.

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

	<b>Sample Size</b>	<b>Surveys Returned</b>	<b>Response Rate</b>
Method 1: Surveys Distributed	185,075	55,844	30.2%
Method 2: ADM <sup>3</sup> of 5, 8 and 11 <sup>th</sup> grades	160,303		34.8%

<sup>3</sup> <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? (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup>)
2. What is your child's gender?
3. What is your child's race/ethnicity?
4. What grades did your child receive on his/her last report card?
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 2017 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.*

This is a change from the definition provided with the 2015 and 2016 surveys, which was:

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

Parents were also asked four questions about themselves and their family:

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

Responses to these questions revealed the following about the parents who completed the 2017 parent survey (Table 3).

<b>Table 3</b>	
<b>Respondents to the 2017 Parent Survey</b>	
<b>(n=55,844)</b>	
<b>Gender</b>	
Male	<b>15.3%</b>
Female	<b>84.7%</b>
<b>Race</b>	
African-American	<b>27.9%</b>
Caucasian/white	<b>59.7%</b>
Hispanic	<b>7.7%</b>
All Other	<b>4.7%</b>
<b>Education</b>	
Attended elementary/high school	<b>9.5%</b>
Completed high school/GED	<b>20.4%</b>
Earned Associate Degree	<b>11.0%</b>
Attended college/training program	<b>19.1%</b>
Earned college degree	<b>24.4%</b>
Postgraduate study/and/or degree	<b>15.7%</b>
<b>Household Income</b>	
Less than \$15,000	<b>11.0%</b>
\$15,000 - \$24,999	<b>12.6%</b>
\$25,000 - \$34,999	<b>12.6%</b>
\$35,000 - \$54,999	<b>15.3%</b>
\$55,000 - \$75,000	<b>14.1%</b>
More than \$75,000	<b>34.4%</b>
<b>Their Child Enrolled in:</b>	
Grades 3-5	<b>45.5%</b>
Grades 6-8	<b>37.8%</b>
Grades 9-11	<b>16.7%</b>
<b>Their Child's Gender:</b>	
Male	<b>45.3%</b>
Female	<b>54.7%</b>
<b>Their Child's Ethnicity:</b>	
African-American	<b>28.6%</b>
Caucasian/White	<b>57.5%</b>
Hispanic	<b>7.8%</b>
All Other	<b>6.1%</b>
<b>Their Child's Grades:</b>	
All or mostly A's and B's	<b>71.0%</b>
All or mostly B's and C's	<b>21.1%</b>
All or mostly C's and D's	<b>6.8%</b>
All or mostly D's and F's	<b>1.1%</b>

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 63 percent of the respondents who answered the question about income reported earning over \$35,000. There were noticeable differences between two categories of respondents’ education from 2015 to 2016; there was a 9.6 percent increase the percent of respondents who indicated that they had completed high school or obtained a GED, and an 11.2 percent decrease in the percent of respondents who indicated that they had earned an associate’s degree. From 2016 to 2017 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 2016 to 2017.

To determine if the survey responses were representative of elementary, middle and high school parents, the following analysis was done. First, 44,112 parents who returned the 2017 survey indicated that their child was in 5<sup>th</sup>, 8<sup>th</sup>, or 11<sup>th</sup> grade. Defining grade 5 as elementary schools, grade 8 as middle school and grade 11, high school, approximately 48 percent of parents who completed the survey were elementary school parents, 35 percent middle school, and 18 percent high school (Table 4). As compared to the prior year, the percentage of surveys reflecting the perceptions of elementary school parents increased by 4 percent, middle school parents increased by 1 percent, and the percentage of parents of high school students decreased by 2 percent.

The representativeness of the 2017 parent surveys returned of the population of students was investigated by comparing the grade level and ethnicity of students enrolled in the 2016-17 academic year to the grade level and ethnicity of students as reported by parents in the 2017 parent survey. Considering only students in grades 5, 8, and 11, 45 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 35 percent of students are in grade 5. The percentage of parents who reported their child was enrolled in grade 8 is 3 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 (18 percent) is 13 percent less than the percentage of students enrolled in grade 11 from the ADM (31 percent). Elementary school students are, then, over-represented in the parent surveys returned and high school students are under-represented in these data.

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

<b>Grade of Child</b>	<b>Surveys Returned</b>	<b>% of Surveys from Grades 5, 8, &amp; 11</b>	<b>2016-17 135-day ADM</b>	<b>% of ADMs for Grades 5, 8 &amp; 11</b>
Grade 5	21,517	45%	57,009	35%
Grade 8	17,366	37%	54,319	34%
Grade 11	8,636	18%	48,975	31%
<b>TOTAL</b>	<b>47,519</b>		<b>160,303</b>	

When asked about their child’s race or ethnicity, 59.7 percent of the parents responded that their child’s ethnicity was white, 27.9 percent African American and 7.7 percent Hispanic. With respect to the ethnicity of children in the public schools of South Carolina in 2016-17, parents whose children are African American were underrepresented by 5.4 percent, and parents whose children are Hispanic were underrepresented by 1.4 percent in the respondents, while parents whose children are white were overrepresented by 6.5 percent (Table 5).

**Table 5  
Ethnicity of Children**

	<b>2017 Parent Survey</b>	<b>Student Enrollment<sup>4</sup> All Public Schools 2016-17</b>	<b>Difference</b>
White	57.5%	51.0%	6.5%
African American	28.6%	34.0%	(5.4%)
Hispanic	7.8%	9.2%	(1.4%)
Other	6.1%	5.8%	0.3%

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 2017 had earned a bachelor or postgraduate degree. For comparison purposes, the United States Census Bureau reported that from 2012-2016, 30.3 percent of persons 25 years old and over in South Carolina had earned a bachelor's degree or higher<sup>5</sup>.

Regarding the annual household income of the respondents, in 2017 63.8 percent of the parents who completed the survey 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 2012-2016 was \$55,322<sup>6</sup>.

## **Conclusions**

- A total of 55,844 parent surveys were completed and returned in 2017, which was 623 (1.0 percent) more than the number returned in the prior year. This increase was inconsistent with the pattern of declining response from 2011 to 2016.
- 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 2017 parent survey was between 30 and 35 percent, which is slightly higher than the response rate of 29 to 34 percent in 2016.
- An analysis of the respondents to the 2017 parent survey found that the survey responses typically overrepresented the perceptions of parents in elementary schools and underrepresented the perceptions of parents who have children in high school.
- Respondents typically obtained higher educational achievements and had greater median household incomes than the general population of South Carolina.
- The percentages of respondents by racial/ethnic group were within 7 percent of the make-up of the South Carolina population.
- African-American parents were more unrepresented in the 2017 survey (5.4 percent) than in the 2016 survey (5.2 percent).

<sup>4</sup> South Carolina Department of Education, "Active Student Headcounts" <<http://ed.sc.gov/data/other/student-counts/active-student-headcounts/>>, accessed April 4, 2018.

<sup>5</sup> U.S. Census Bureau, "State and County Quick Facts" <<https://www.census.gov/quickfacts/fact/table/US/RHI125216#viewtop>>, accessed April 4, 2018.

<sup>6</sup> Ibid.

**PART THREE**  
**Results for Items of the 2017 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 2017 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 of 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 2017 parent survey. Overall, 87.1 percent of parents responded that they were satisfied with the learning environment of their child’s school. The percentage of parents who disagreed or strongly disagreed was highest for questions 1 and 5. Approximately 17 percent of parents either did not believe or did not know if their child received extra help when needed.

**Table 6**  
**Parent Responses to the 2017 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.	88.3	9.5	2.2
2. My child’s school has high expectations for student learning.	92.0	6.1	1.9
3. My child’s teachers encourage my child to learn.	91.9	5.1	3.0
4. My child’s teachers provide extra help when my child needs it.	83.1	10.9	6.0
<b>5. I am satisfied with the learning environment at my child’s school</b>	<b>87.1</b>	<b>11.3</b>	<b>1.6</b>

Table 7 compares the percentage of parents who responded that they agreed or strongly agreed to these questions each year from 2013 through 2017. The pattern over time is high parental satisfaction with the learning environment, with the highest levels of parental satisfaction for the first three items in 2016. The overall satisfaction of parents with the learning environment is not substantively different in 2017 than in any year from 2013 to 2016.

**Table 7**  
**Percentage of Parents Who Agree or Strongly Agree they are Satisfied with each Learning Environment Question: 2013 through 2017**

<b>Learning Environment Questions</b>	<b>2017</b>	2016	2015	2014	2013
1. My child's teachers give homework that helps my child learn.	<b>88.3</b>	89.2	89.2	88.9	89.6
2. My child's school has high expectations for student learning.	<b>92.0</b>	92.3	92.2	91.6	91.7
3. My child's teachers encourage my child to learn.	<b>91.9</b>	92.0	91.8	91.2	91.5
4. My child's teachers provide extra help when my child needs it.	<b>83.1</b>	83.4	82.8	81.9	81.7
<b>5. I am satisfied with the learning environment at my child's school</b>	<b>87.1</b>	87.5	87.6	86.7	87.0

Parents of elementary school students view the learning environment of the school more favorably (89.5 percent) than do parents of either middle (85.4 percent) or high school (84.5 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)**

<b>School Type</b>	<b>Number of Responses</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Elementary	27,609	89.5	9.2
Middle	19,722	85.4	12.8
High	9,822	84.3	13.5
All Parents	53,693	87.1	11.3

## **B. Home and School Relations**

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

Table 9 summarizes the total responses to these eleven questions for all parents who completed the 2017 parent survey.

**Table 9**  
**Parent Responses to the 2017 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	59.2	38.5	2.3
2. My child's teachers tell me how I can help my child learn.	64.0	33.4	2.6
3. My child's teachers invite me to visit my child's classrooms during the school day.	50.2	44.3	5.5
4. My child's school returns my phone calls or e-mails promptly.	81.9	13.1	5.0
5. My child's school includes me in decision-making.	72.1	22.6	5.3
6. My child's school gives me information about what my child should be learning in school.	72.9	21.8	5.3
7. My child's school considers changes based on what parents say.	56.6	22.3	21.1
8. My child's school schedules activities at times that I can attend.	80.4	15.6	4.0
9. My child's school treats all students fairly.	72.6	15.7	11.7
10. My principal at my child's school is available and welcoming.	83.4	8.9	7.7
<b>11. I am satisfied with home and school relations at my child's school</b>	<b>73.8</b>	<b>13.7</b>	<b>12.5</b>

Overall, 73.8 percent of parents were satisfied with home and school relations at their child's school, which is 0.2 percent lower than in 2016. 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 2016 survey:

- Approximately three-fourths of parents indicated that they are 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 2017 was only 0.2 percent lower than in 2016, which was the highest value observed from 2015 through 2017. The percentage of parents who indicated dissatisfaction with home and school relations decreased from 2014 through 2017.

**Table 10**  
**Percentage of Parents Who Agree or Strongly Agree they are Satisfied with Home and School Relations: 2013 through 2017**

	2017	2016	2015	2014	2013
Agree or Strongly Agree	73.8	74.0	73.1	71.7	83.3
Disagree or Strongly Disagree	13.7	13.9	14.4	14.6	13.3
Don't Know	12.5	12.1	12.5	13.7	3.4

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 (70.5 and 70.0 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	27,341	78.2	10.6
Middle	19,554	70.5	16.1
High	9,776	70.0	17.1
All Students	53,203	73.8	13.7

### **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, which address teacher and school response to bullying are new for 2017. 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 2017 parent survey. 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 (22.4 percent). Fewer than three-fourths of 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 2017 Social and Physical Environment Questions**  
**(Percentage of Parents with each Response)**

<b>Social and Physical Environment Questions</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>	<b>Don't Know</b>
1. My child's school is kept neat and clean.	89.9	7.0	3.1
2. My child's teachers care about my child as an individual.	84.9	8.3	6.8
3. Students at my child's school are well behaved.	64.6	22.4	13.0
4. My child feels safe at school.	89.0	8.7	2.3
5. My child's teachers and school staff prevent or stop bullying at school.	71.3	14.1	14.6
6. My child's school has an anti-bullying program to prevent or deal with bullying.	63.1	11.3	25.6
<b>7. I am satisfied with the social and physical environment at my child's school.</b>	<b>85.1</b>	<b>11.3</b>	<b>3.6</b>

Table 13 presents the 2017 results of the South Carolina parent survey with the results of parent surveys administered since 2013. 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 did not continue for 2017, where the percentage of parents who thought their child's teacher care about them returned to 84.9 percent, which is consistent with results from 2013 through 2015. Apparently, the 2016 results for this question were an anomaly. For the remaining items, there are minor differences between the results of 2016 and the results of 2017.

**Table 13**  
**Percentage of Parents Who Agree or Strongly Agree they are**  
**Satisfied with each Social and Physical Environment Question: 2013 through 2017**

<b>Social and Physical Environment Questions</b>	<b>2017</b>	2016	2015	2014	2013
1. My child's school is kept neat and clean.	<b>89.9</b>	90.3	90.5	90.6	91.5
2. My child's teachers care about my child as an individual.	<b>84.9</b>	71.9	84.6	83.8	83.7
3. Students at my child's school are well behaved.	<b>64.6</b>	63.7	64.9	64.8	64.0
4. My child feels safe at school.	<b>89.0</b>	89.4	89.1	91.2	91.0
5. My child's teachers and school staff prevent or stop bullying at school.	<b>71.3</b>				
6. My child's school has an anti-bullying program to prevent or deal with bullying.	<b>63.1</b>				
<b>7. I am satisfied with the social and physical environment at my child's school.</b>	<b>85.1</b>	85.2	85.3	84.4	84.3

Regarding bullying, 71.3 percent of parents believe that teachers and school staff prevent or stop bullying at school; however, one out of every three parents do not believe that their child's school has an anti-bullying program to prevent or deal with bullying.

Data presented in Table 14 demonstrate that the differences in parental satisfaction in the social and physical environment of their child's school by school type are consistent with results for both the learning environment and home and school relations. The percentage of parents of elementary school students express more satisfaction (89.1 percent) than either the parents of middle school students (82.1 percent) or high school students (79.9 percent). In this instance, the difference between the percentages for parents of middle school and high school parents are large enough to infer that these parents view the school slightly differently.

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

<b>Type</b>	<b>Number of Responses</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>
Elementary	27,552	89.1	8.2
Middle	19,700	82.1	13.7
High	9,821	79.9	15.1
All Students	53,632	85.1	11.3

## **D. Parental Involvement**

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

- Type 1. Parenting – Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families.
- Type 2. Communicating – Conduct effective communications from school-to-home and home-to-school about school programs and student progress.
- Type 3. Volunteering – Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times.
- Type 4. Learning at Home – Involve families with their children on homework and other curriculum-related activities and decisions.
- Type 5. Decision Making – Include families as participants in school decisions, and develop parent leaders and representatives.
- Type 6. Collaborating with the family – Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

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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<sup>7</sup> 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](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**

<b><u>Parental Involvement Question</u></b>	<b>I do this</b>	<b>I don't but would like to</b>	<b>I don't and don't care to</b>	<b>Activity/event not offered</b>
Attend Open Houses or parent-teacher conferences	80.7	<b>14.0</b>	4.3	1.0
Attend student programs or performances	82.1	<b>13.4</b>	3.5	1.0
Volunteer for the school	36.4	<b>34.7</b>	25.6	3.3
Go on trip with my child's school	37.1	<b>40.3</b>	18.0	4.5
Participate in School Improvement Council Meetings	14.0	<b>41.8</b>	39.3	4.9
Participate in Parent-teacher Student Organizations	28.0	<b>33.8</b>	35.3	2.9
Participate in school committees	17.1	<b>36.1</b>	39.9	6.8
Attend parent workshops	26.0	<b>38.0</b>	22.0	14.0

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

- Decision-Making – Substantially fewer parents report being involved in the School Improvement Council and school committees than in any other activity. Slightly less than one-third of parents' report participating in Parent-Teacher-Student Organizations.
- Decision making, including parents and families in school decisions, and developing parent leaders and representatives are areas for growth where parents want to be involved in these decision-making organizations.
- Volunteering – Approximately 36 percent of the parents responded that they volunteered while 34 percent wanted to volunteer. Similarly, 37 percent of parents indicated they go on trips with their child's school, and an additional 40 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**

	<b>I do this</b>	<b>I don’t but would like to</b>	<b>I don’t and don’t care to</b>
Visit my child’s classroom during the school day	27.9	50.8	21.3
Contact my child’s teachers about my child’s school work.	76.9	17.0	6.1
Limit the amount of time my child watches TV, plays video games, surfs the Internet	83.9	9.1	7.0
Make sure my child does his/her homework	95.0	3.4	1.6
Help my child with homework when he/she needs it.	93.6	4.9	1.5

Clearly, parents overwhelmingly report being involved in activities and decisions to support their child’s learning. Over 93 percent of parents reported helping their child with his or her homework while 84 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 2013 through 2017 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 2013 to 2017 for any specific indicator are less than 3 percent. Work schedule (57 percent) is the greatest impediment, followed by lack of information from the school (24 percent). All other impediments are reported by 16 percent of parents or less.

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

	<b>2017</b>	2016	2015	2014	2013
Lack of transportation reduces my involvement	<b>10.3</b>	10.2	10.8	12.2	11.6
Family health problems reduce my involvement.	<b>14.7</b>	14.7	14.9	15.5	14.6
Lack of available care for my children or other family members reduces my involvement.	<b>14.6</b>	14.1	14.5	14.8	14.1
My work schedule makes it hard for me to be involved.	<b>57.4</b>	57.2	56.2	57.1	54.6
The school does not encourage my involvement.	<b>15.8</b>	15.8	16.2	17.5	16.1
Information about how to be involved either comes too late or not at all.	<b>23.8</b>	23.9	24.3	25.5	23.7
I don’t feel like it is appreciated when I try to be involved.	<b>10.6</b>	10.7	10.8	11.9	11.3

Parents were also asked several questions about their child's school and its efforts at increasing parental involvement. Across these questions and across time, two-thirds or more of parents consistently rated the efforts of their child's school at parental involvement efforts as good or very good (Table 18). 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 65 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 very consistent over time.

**Table 18**  
**Percent of Parents Providing Each Response to**  
**Parental Involvement Questions Regarding School Effort: 2015-2017**

Question:	Very Good or Good			Bad or Very Bad			Okay		
	2017	2016	2015	2017	2016	2015	2017	2016	2015
School's overall friendliness.	81.7	<b>81.9</b>	80.9	2.2	<b>2.2</b>	2.2	16.1	<b>15.9</b>	16.9
School's interest in parents' ideas and opinions.	64.5	<b>64.1</b>	62.6	7.1	<b>7.4</b>	7.4	28.4	<b>28.5</b>	30.0
School's effort to get important information from parents.	72.0	<b>71.7</b>	70.8	6.2	<b>6.2</b>	6.3	21.8	<b>22.0</b>	22.9
The school's efforts to give important information to parents.	76.3	<b>76.2</b>	75.5	5.5	<b>5.6</b>	5.3	18.3	<b>18.1</b>	19.3

### **E. 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.

Seventy-three percent of parents indicated that their child was not bullied at school, while 19.9 percent of parents indicated that their child was bullied at school, and 7.3 percent of parents were not sure whether their child was bullied at school. Approximately 12 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 been consistent over the three years this data has been collected, ranging from 19.4 percent to 19.9 percent with no apparent pattern of an increase or decrease in bullying.

**Table 19**  
**Percentage of Parents Reporting Their Child was Bullied over Time**

	2017	2016	2015
Percentage of parents who indicated their child was bullied	<b>19.9</b>	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 (12.3 percent), followed by the school bus (9.3 percent). Although only 9.3 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 online was the smallest (0.9 percent). Only 2.8 percent of parents reported their child was bullied at sporting events.

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

<b>Location of Bullying</b>	<b>Number</b>	<b>Percent</b>
In classroom	6,868	12.3
On the bus	5,207	9.3
After school	2,832	5.1
At sporting events	1,564	2.8
Other location at school	1,204	2.2
On-line/texting during school	487	0.9

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**

<u>Number of Locations</u>	<u>Number of Parents</u>	<u>Percentage of Percent</u>
0	44,771	80.17
1	6,246	11.18
2	3,201	5.73
3	1,157	2.07
4	345	0.62
5	81	0.15
6	43	0.08

Referring back to parental responses in Table 13 regarding bullying:

- 71.3% of parents believe that their child’s teachers and schools staff prevent or stop bullying at school; and
- 63.1% of parents believe that their child’s school has an anti-bullying program to prevent or deal with bullying.

**E. Individualized Graduation Plans (IGPs)**

Three questions were added to the parent survey for 2017 which 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.

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, 20,311 of the 27,146 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 82 to 86 percent of parents responding favorably to the IGP process. Approximately 10 percent of parents indicated that they were unfamiliar with the IGP process, and less than 10 percent of parents indicated dissatisfaction with the IGP process.

**Table 22**  
**Parent Responses to the 2017 IGP Conference Questions**  
**(Percentage of Parents with each Response)**

<b>Social and Physical Environment Questions</b>	<b>Agree or Strongly Agree</b>	<b>Disagree or Strongly Disagree</b>	<b>Don't Know</b>
1. The IGP conference was beneficial to my child as he/she prepares to be promoted to the next grade level.	81.7	7.4	10.9
2. During the IGP conference, the counselors discussed my child's academic progress and his/her career goals.	82.3	6.2	11.5
3. I recommend that all parents/guardians attend IGP conferences with their children.	85.9	4.5	9.6

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**  
**Parents' Overall Satisfaction with the IGP Process by School Type**

<b>School Type</b>	<b>Number of Parents</b>	<b>Agree/ Strongly Agree</b>	<b>Disagree/ Strongly Disagree</b>
Middle (Grade 8)	17,151	79.8	7.3
High	9,215	84.7	7.7
All	25,495	81.7	7.4

## **Conclusions**

- In 2017 parental satisfaction in all areas assessed by the survey: Learning Environment (87.1 percent), Home and School Relations (73.8 percent), and the Social and Physical Environment (85.1 percent) is similar to the levels reported in 2016.
- From 2014 to 2016 parental satisfaction with Home and School Relations increased. This followed a dramatic change in 2013 where the percentage of parents with responses of don't know increased dramatically, with a corresponding decrease in the percentage of parents who view Home and School Relations favorably.
- 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.
- The decline in parents' perceptions of whether their child's teachers cared about their child as an individual that occurred from 2015 to 2016 (from 84.6 percent to 71.9 percent) appears to have been an anomaly, as the percentage increased to 84.9 percent in 2017.
- 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 ranged from 19.4 to 19.8 over the past three years.
- Less than three-fourths of parents believe that the teachers in their school intervene to prevent bullying or that the school has an anti-bullying plan.

APPENDIX  
The 2017 Parent Survey

**South Carolina Parent Survey**

School ID					
0	0	0	0	0	0
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

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**

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.

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

**Home-School Relations**

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 classroom 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.

<input type="radio"/>				
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**Social and Physical Environment**

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.

<input type="radio"/>				
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<input type="radio"/>				
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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:

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.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

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Go on to next page.

APPENDIX  
The 2017 Parent Survey

**Please tell us if you do the following:**

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.).

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

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please tell us if you do the following:**

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.

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

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

True      False

<input type="radio"/>	<input type="radio"/>

**Please rate your school on:**

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

Very Good      Good      Okay      Bad      Very Bad

<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

**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 positive, electronic communication, or written, verbal, physical, or sexual act that is reasonably perceived to have the effect of harassing a student physically or emotionally or damaging a student's property or picking a student in a reasonable fear of personal harm or property damage or requiring 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!

*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](http://www.eoc.sc.gov) for additional resources.

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