

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**DANIEL GOHL
CHIEF ACADEMIC OFFICER**

Signatures on File

DATE: October 1, 2018

TO: All Principals

FROM: Daniel F. Gohl
Chief Academic Officer

VIA: Valerie S. Wanza, Ph.D., Designee
Chief School Performance and Accountability Officer

SUBJECT: **2015-16 through 2017-18 BCPS AdvancED SURVEY RESULTS**

This memo and the attached appendix summarize students', parents', teachers', and non-instructional staff participation in the end-of-year AdvancED surveys. Four surveys are available: those taken by elementary (grades 3-5) school students, middle-high (grades 6-12) school students, parents, and staff (teachers and non-instructional staff respond to the same staff survey).

BCPS through the Office of Service Quality administered the AdvancED ASSIST survey in 2015-16 and 2016-17 and the AdvancED eProve survey in 2017-18. The questions in the AdvancED eProve surveys are the same as those in the AdvancED ASSIST surveys. A change for the 2017-18 AdvancED eProve Survey is the elimination of an early elementary (grades K-2) student survey.

The AdvancED survey results assist schools in the school improvement planning process. Survey results link the AdvancED Accreditation Standards to each school's annual School Improvement Plan (SIP) by embedding the survey ratings into the plan. Schools are required to explain school improvement activities that will be used to increase the school's overall ratings on the survey. Under the direction of the Office of Service Quality schools are trained in the survey process and in the generation of survey result reports from the AdvancED eProve site. After the completion of the survey process, schools present the AdvancED survey reports to stakeholders at their School Advisory Council (SAC) meetings.

Participation

The number of responses for each group of participants did not change dramatically from year to year except for the parent responses for the 2015-16 school year (see Figure 1). The 2015-16 year was an accreditation year; an emphasis was placed on increasing parent responses in that

year. Elementary student ($n = 41,918$ in 2015-16 to $n = 46,290$ in 2017-18) and staff responses ($n = 11,787$ in 2015-16 to $n = 16,117$ in 2017-18) increased each year during the AdvancEd survey process, while the number of participants among middle-high students dropped slightly in 2017-18 ($n = 72,450$ in 2015-16 to $n = 70,864$ in 2017-18). The staff participation increase in 2017-18 may be due in part to a reduction of the number of surveys they were asked to take throughout the year.

The response rates for the 2017-18 school year were 91.8 percent for elementary (grades 3 through 5) school students, 59.5 percent for middle-high (grades 6 through 12) school students, 22.7 percent for parents, and 82.5 percent for staff (see Figure 2).

Figure 1. Number of AdvancED Survey Responses, 2015-16 through 2017-18

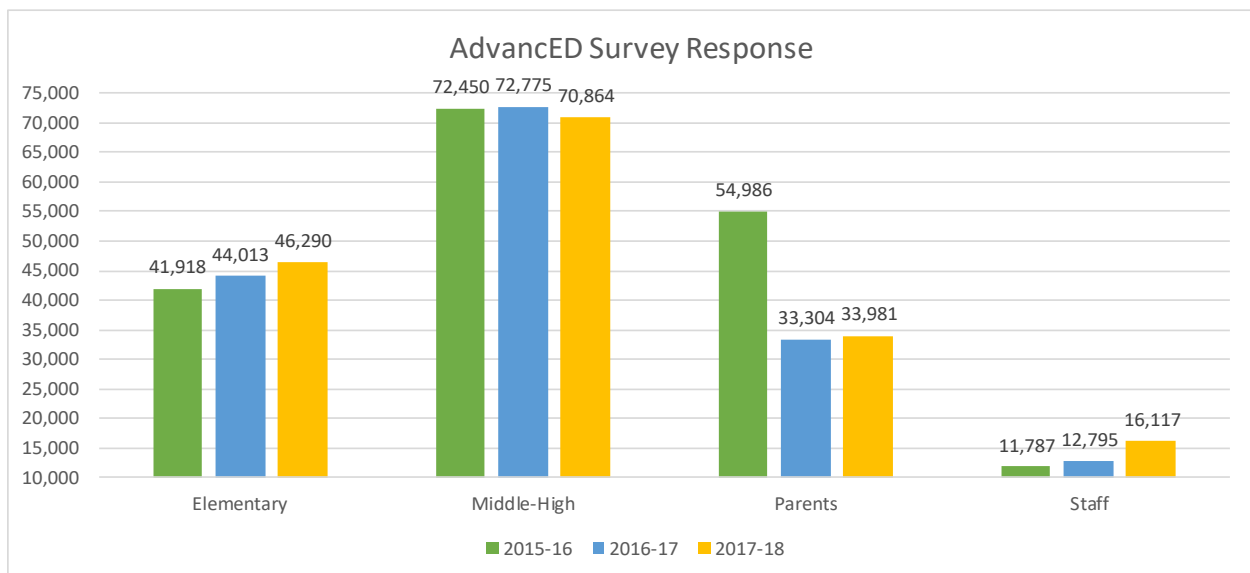
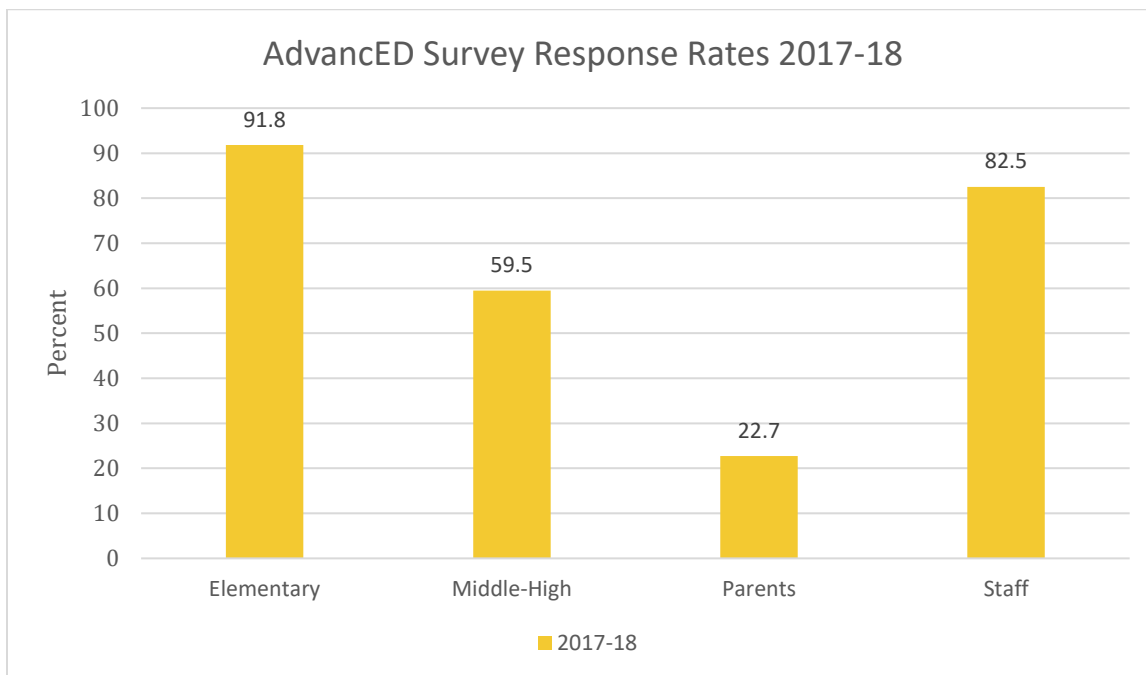


Figure 2. AdvancED Survey Response Rates, 2017-2018

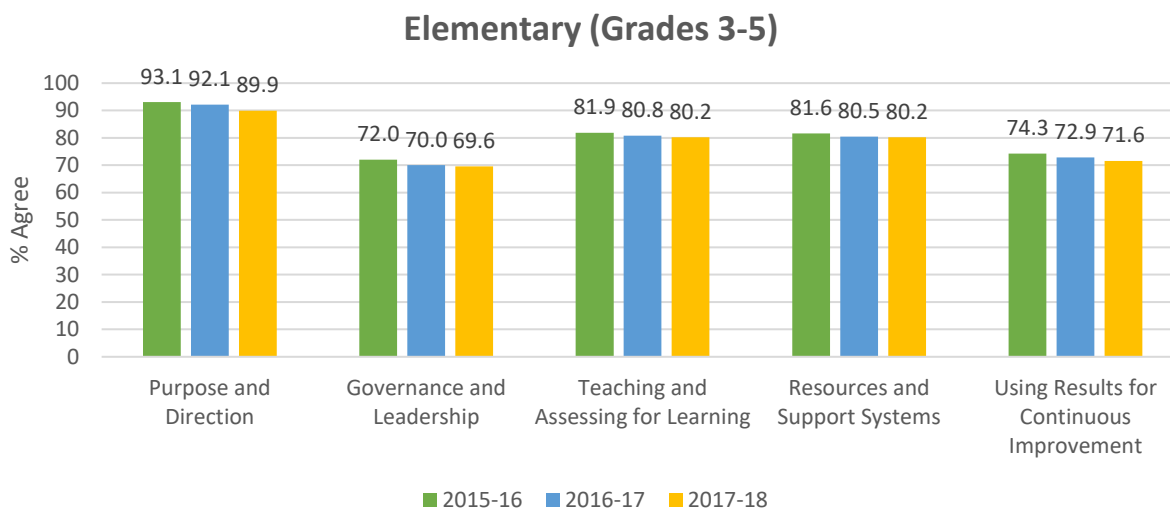


Results

All groups were asked to respond to questions relating to five domains of the school environment: 1) Purpose and Direction, 2) Governance and Leadership, 3) Teaching and Assessing for Learning, 4) Resources and Support Systems, and 5) Using Results for Continuous Improvement. The questions that respondents received varied based on which group they were a part of. For example, students received different questions regarding their school's Purpose and Direction than did parents; elementary school students received different questions than did middle and high school students.

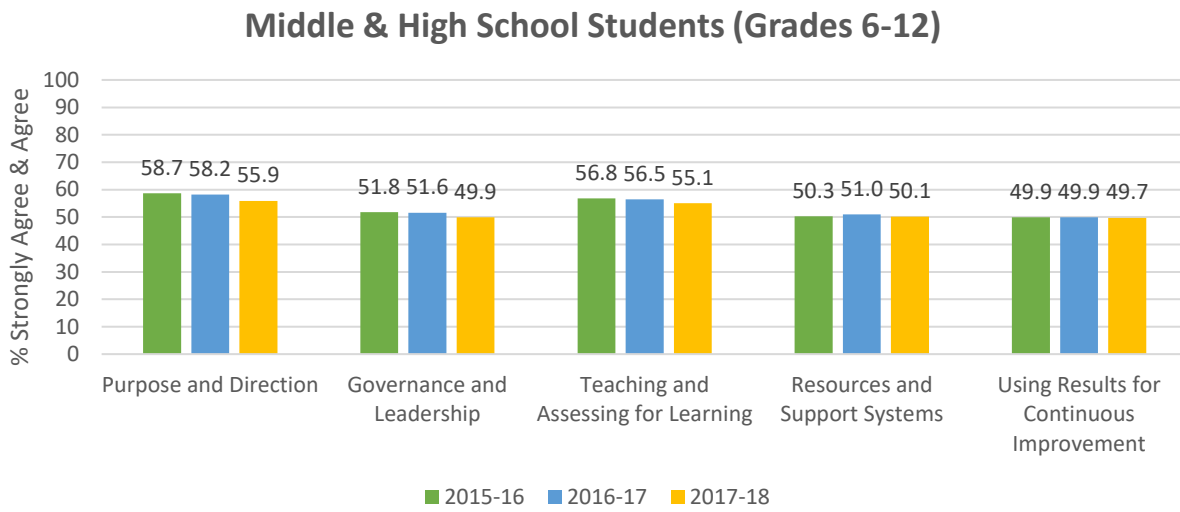
Respondents were asked about their level of agreement or disagreement with various statements regarding aspects of their school environment. Greater agreement indicates higher satisfaction. The full text of each survey statement as well as the district responses for 2017-18 appear in Appendix A. Elementary school students were only asked to agree, disagree, or rate themselves as not sure about each statement, while the other groups were given statements and asked to rate them on a five-point scale, from strongly disagree to strongly agree, with a neutral category in between. The average level of agreement (the average percent that agreed or strongly agreed) for each group and category are summarized for the last three school years in the following bar charts.

Figure 3. Elementary School (Grades 3-5) Students’ Average Percent Agreement within Each Domain, 2015-16 through 2017-18



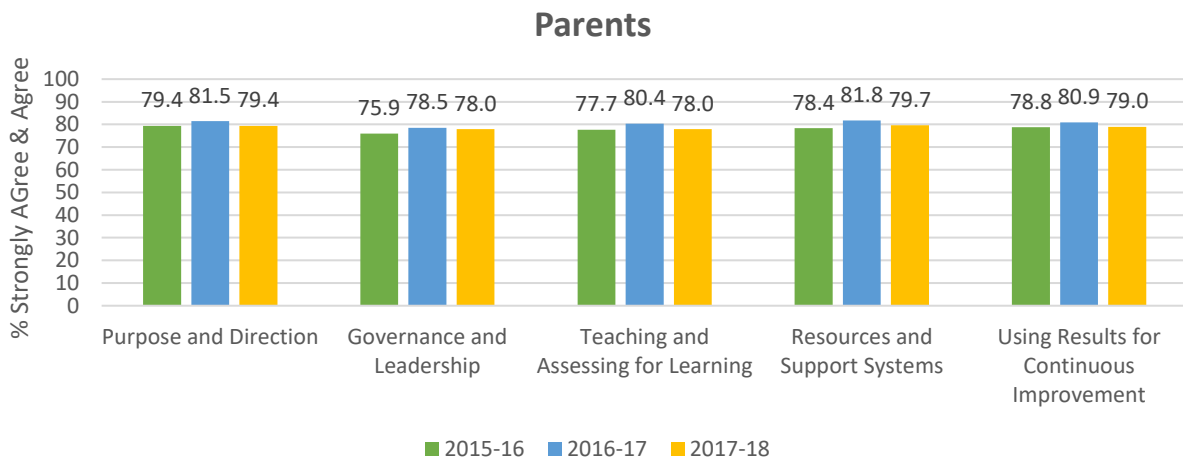
Elementary school students’ satisfaction with their school environment was high, with the majority of students agreeing with most of the positive statements made about their school in 2017-18 with the exception of two, detailed below. Elementary school students rated their school’s *Purpose and Direction* the highest among the five domains in all three years. In 2018, 94 percent of students agreed, for example, with the statement: “In my school my principal and teachers want every student to learn.” Elementary school students rated *Governance and Leadership* the lowest of all domains. For example, only 49 percent of students agreed with the statement: “In my school students treat adults with respect.” The other statement that met with less than half of elementary school students’ agreement fell under *Using Results for Continuous Improvement*. Only 40 percent of students agreed with the statement “My principal and teachers ask me what I think about school.” All other positively-worded statements were met with agreement by the majority of elementary school students.

Figure 4. Middle and High School (Grades 6-12) Students’ Average Percent Agreement within Each Domain, 2015-16 through 2017-18



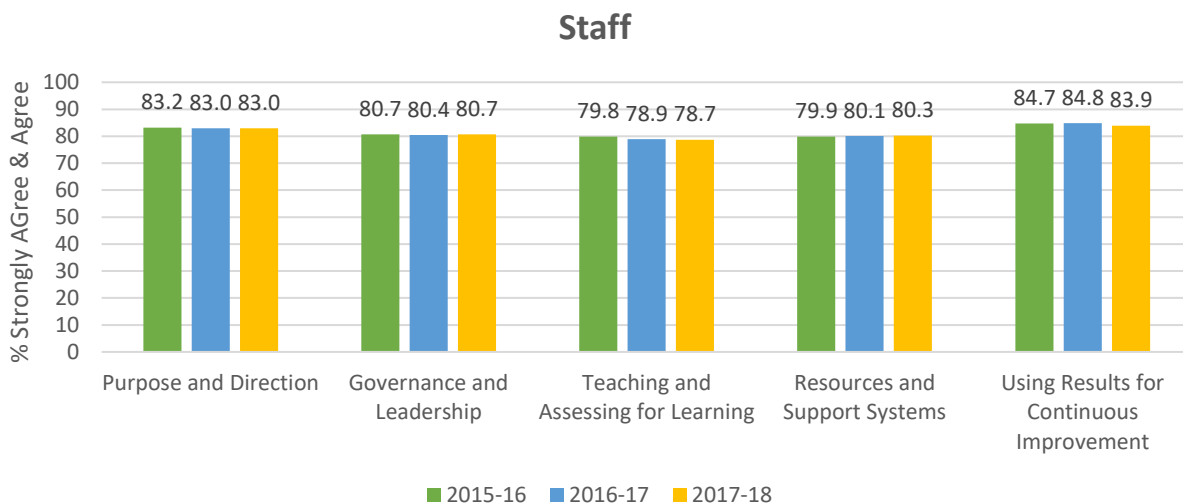
Middle and high school students, on average, rated themselves between neutral and agreeing with the positive statements made about their school environment across the five domains in all three years. In 2018, they were most likely to agree with the statement: “In my school, programs and services are available to help me succeed,” a statement that falls under the domain of *Purpose and Direction*, with 65 percent of students agreeing or strongly agreeing with this statement. They were least likely to agree with the statement: “In my school, students respect the property of others,” a statement that falls under the domain of *Resources and Support Systems*, with just 23 percent of students agreeing or strongly agreeing with this statement.

Figure 5: Parents’ Average Percent Agreement within Each Domain, 2015-16 through 2017-18



Parents, on average, rated themselves between agreeing and strongly agreeing with the positive statements made about their school environment across the five domains in all three years. In 2018, parents were most likely to agree with two statements: “My child knows the expectations for learning in all classes,” with 85 percent agreeing or strongly agreeing with this statement that falls under *Teaching and Assessing for Learning*, and “Our school’s purpose statement is clearly focused on student success,” with 85 percent agreeing or strongly agreeing with this statement that falls under *Purpose and Direction*. Parents were least likely to agree with the statement: “Our school’s governing body does not interfere with the operation or leadership of our school,” with 67 percent of parents agreeing or strongly agreeing with this statement that falls under the rubric of *Governance and Leadership*.

Figure 6: Staff’s Average Percent Agreement within Each Domain, 2015-16 through 2017-18



As with parents, instructional and non-instructional staff on average rated themselves between agreeing and strongly agreeing with the positive statements made about their school environment across the five domains in all three years. In 2018, staff were most likely to agree with the statement: “Our school’s purpose statement is clearly focused on student success,” with 89 percent of staff agreeing or strongly agreeing with this statement that falls under *Purpose and Direction*. Staff were least likely to agree with the statement: “Our school provides sufficient material resources to meet student needs,” with 74 percent of staff agreeing or strongly agreeing with this statement that falls under the rubric of *Resources and Support Systems*.

These results demonstrate that satisfaction with schools in the BCPS system is relatively high for elementary school students, parents, and staff. Middle and high school students’ level of satisfaction is slightly lower than that of the other groups.

Please direct any questions or comments concerning this memo to **Donna Boruch, Coordinator of School Improvement, Office of Service Quality, at 754-321-3636** and **Richard Baum, Director, Student Assessment and Research, at 754-321-2500**. This memo and Appendix A may also be accessed via the Student Assessment and Research website at <https://www.browardschools.com/sar>.

VSW/DG/RGB/RAA/MJJ:rs
Attachment

CC: School Board Members
Senior Leadership Team
Directors, School Performance and Accountability