

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

**DANIEL GOHL
CHIEF ACADEMIC OFFICER**

Original Signatures on File

DATE: July 24, 2019

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 2018-19 BCPS AdvancED SURVEY RESULTS**

This memo and the attached appendix summarizes students, parents, teachers, and non-instructional staff participation in the end-of-year AdvancED surveys. Four surveys are available: those taken by elementary school students (grades 3-5), middle-high school students, (grades 6-12), 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 2016 and 2017 and the AdvancED eProve survey in 2018 and 2019. The questions in the AdvancED eProve surveys are the same as those in the AdvancED ASSIST surveys, with the exception of a few additions and one deletion of a question to the parent survey in 2019. The early elementary (grades K-2) student survey was eliminated from the AdvancED eProve Survey in 2018.

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.

Changes were made to the parent survey in 2019 to clarify terminology used in prior AdvancED surveys such as "governing body" and "stakeholders." The question "My child has administrators and teachers that monitor and inform me of his/her learning progress" was eliminated from the *Using Results for Continuous Improvement* section, reducing the number of questions in that

section from 3 to 2. Nine miscellaneous questions which address topics ranging from the accessibility of school administrators to homework load were added to the end of the parent survey (see Appendix A).

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. Staff responses ($n = 11,787$ in 2015-16 to $n = 17,000$ in 2018-19) increased each year during the AdvancEd survey process, while the number of participants among middle-high students dropped in 2018-19 ($n = 72,450$ in 2015-16 to $n = 68,515$ in 2018-19). The number of elementary student responses ($n = 41,918$ in 2015-16 to $n = 40,507$ in 2018-19) also decreased in 2018-19.

The response rates for the 2018-19 school year were 82.0 percent for elementary school students (grades 3 through 5), 57.5 percent for middle-high school students (grades 6 through 12), 21.1 percent for parents, and 86.6 percent for staff (see Figure 2).

Figure 1. Number of AdvancED Survey Responses, 2015-16 through 2018-19

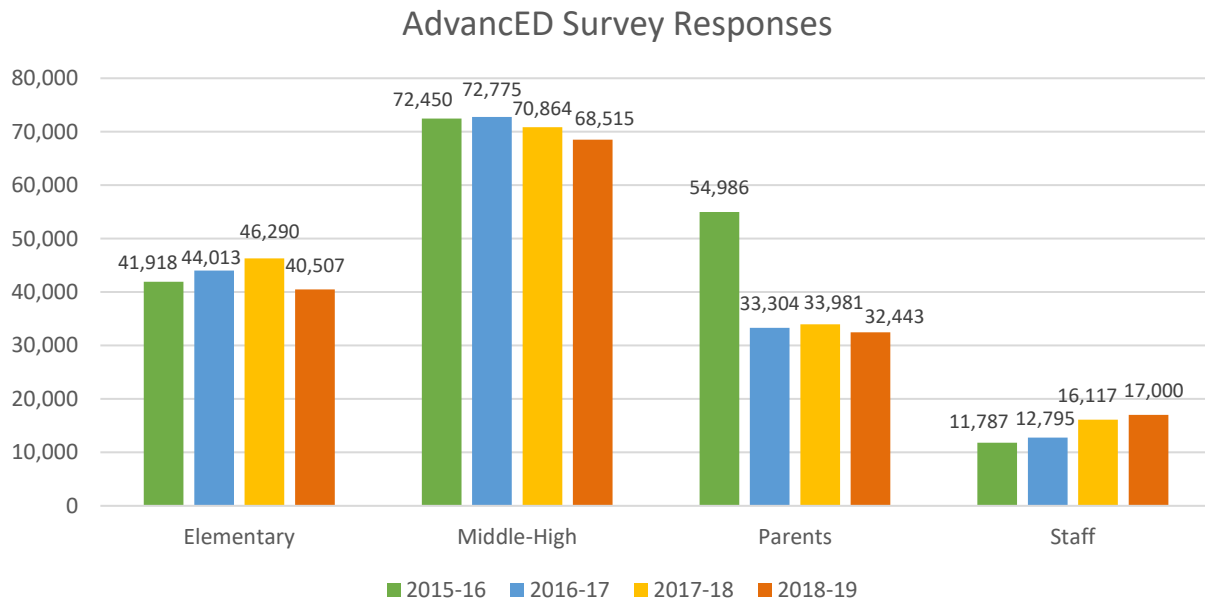
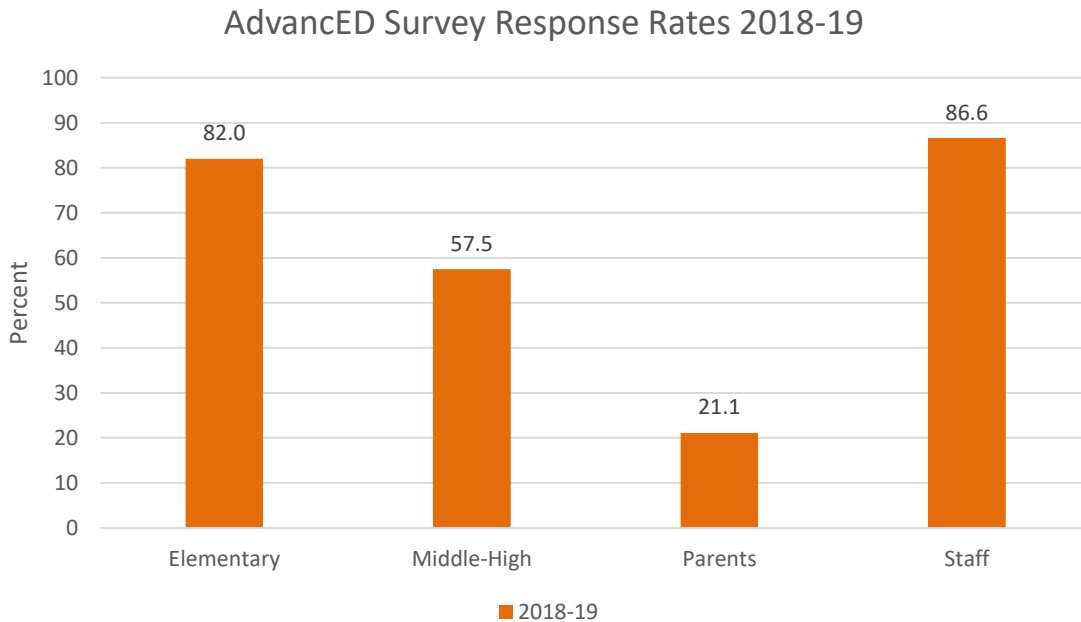


Figure 2. AdvancED Survey Response Rates, 2018-19

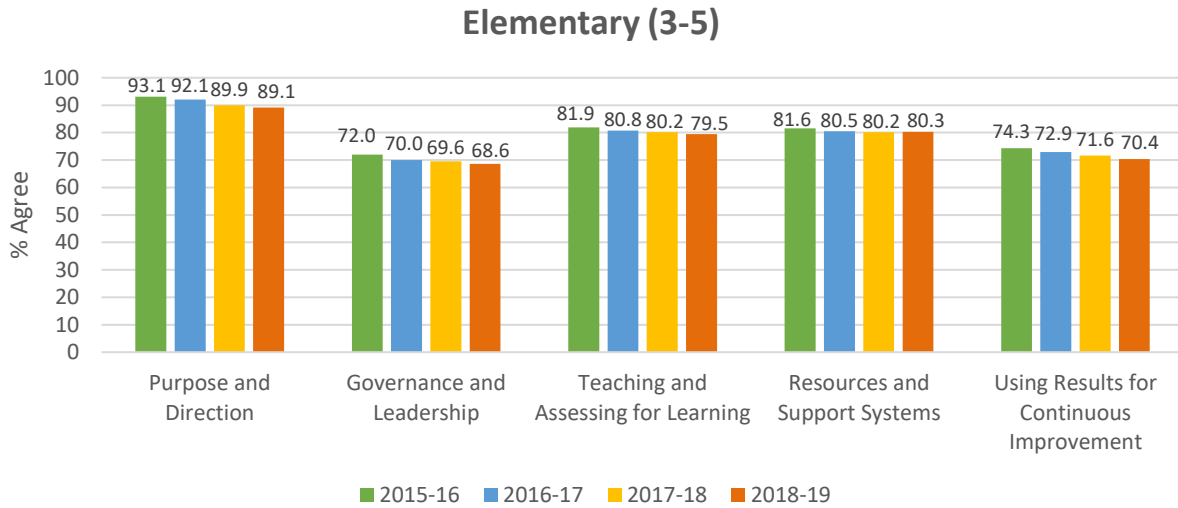


Results

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.

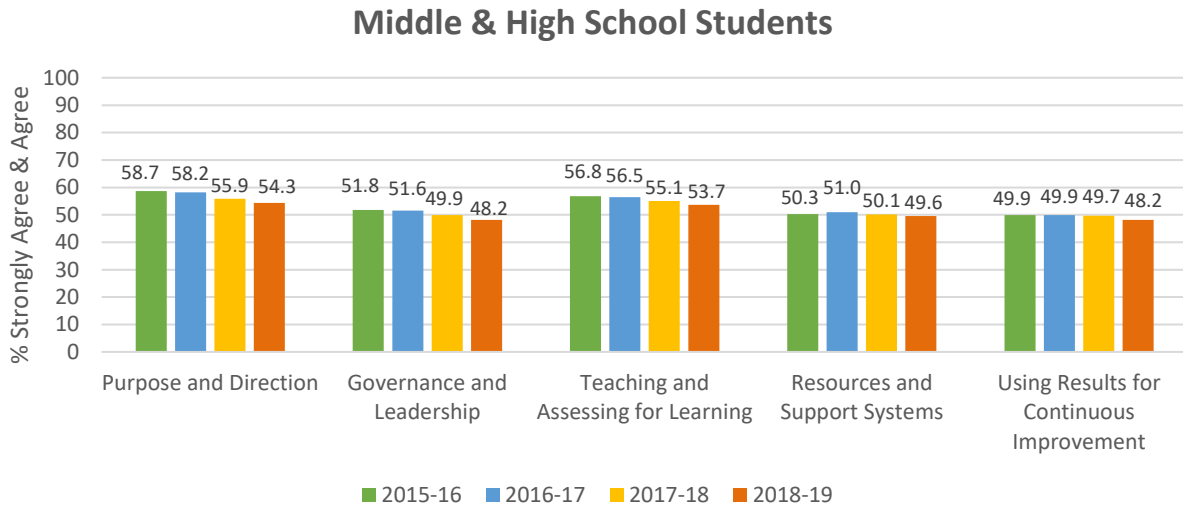
Respondents were asked about their level of agreement or disagreement with various statements regarding aspects of their school environment. Greater agreement indicates higher satisfaction. The full text of each survey statement as well as the district responses for 2018-19 appear in Appendix A. Elementary 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 four school years in the following bar charts.

Figure 3. Elementary School (Grades 3-5) Students’ Average Percent Agreement within Each Domain, 2015-16 through 2018-19



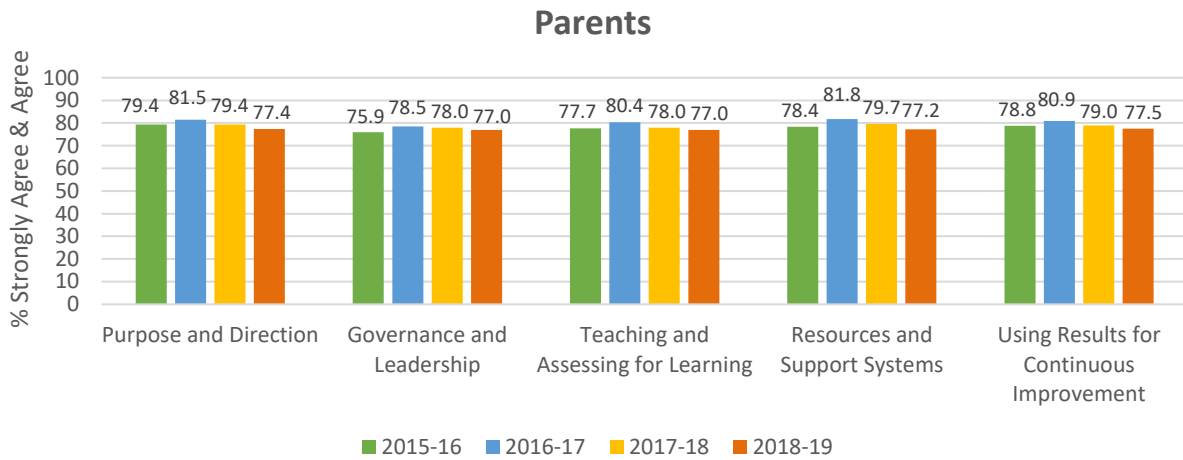
Elementary school students’ satisfaction with their school environment was high, with the majority of students agreeing with most of the positive statements made about their school in 2018-19 with the exception of two, detailed below. Elementary school students rated their school’s *Purpose and Direction* the highest among the five domains in all four years. In 2019, 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 48 percent of students agreed with the statement: “In my school students treat adults with respect.” The other statement that met less than half of elementary school students’ agreement fell under *Using Results for Continuous Improvement*. Only 37 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. More than 90 percent of elementary students, for example, agreed with the following statements: “In my school my teachers want me to do my best work,” “My teachers tell me how I should behave and do my work,” “My school has computers to help me learn,” and “My principal and teachers help me to be ready for the next grade.”

Figure 4. Middle and High School (Grades 6-12) Students’ Average Percent Agreement within Each Domain, 2015-16 through 2018-19



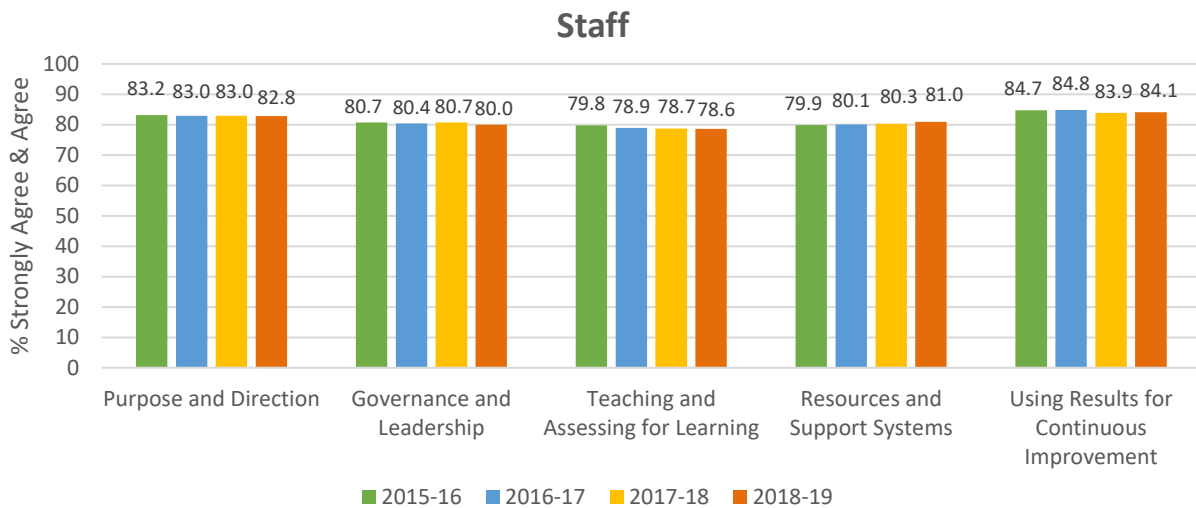
Middle and high school students, on average, rated themselves between neutral and agreeing with the positive statements made about their school environment across the five domains in all four years. In 2019, they were most likely to agree with the statement: “My school gives me multiple assessments to check my understanding of what was taught,” a statement that falls under the domain of *Teaching and Assessing for Learning*, with 68 percent of students agreeing or strongly agreeing with this statement. Similarly, 68 percent of students agreed or strongly agreed with the statement: “All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught,” also under *Teaching and Assessing for Learning*. They were least likely to agree with the statement: “In my school, students treat adults with respect,” a statement that falls under the domain of *Governance and Leadership*, with just 27 percent of students agreeing or strongly agreeing with this statement. In similar fashion, a mere 28 percent of students agreed or strongly agreed with the statement: “In my school, students respect the property of others,” an item that falls under *Resources and Support Systems*.

Figure 5: Parents’ Average Percent Agreement within Each Domain, 2015-16 through 2018-19



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 four years. In 2019, parents were most likely to agree with two statements that fall under *Teaching and Assessing for Learning*: “My child knows the expectations for learning in most classes,” with 86 percent agreeing or strongly agreeing with this statement and “My child is given multiple tests and graded assignments to measure his/her understanding of what was taught” with 85 percent agreeing or strongly agreeing with this statement. Parents were least likely to agree with the statement: “My child enjoys eating food prepared by the cafeteria,” with 47 percent agreeing or strongly agreeing with this statement that was new to the survey in 2019 and did not fall under any of the 5 domains. Parents were also less likely to agree with the following statement: “Our school board does not interfere with the operation or leadership of our school,” with 56.3 percent of parents agreeing or strongly agreeing with this statement which falls under *Governance and Leadership*.

Figure 6: Staff's Average Percent Agreement within Each Domain, 2015-16 through 2018-19



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 four years. In 2019, staff were most likely to agree with the statement: “Our school’s purpose statement is clearly focused on student success,” with 88 percent of staff agreeing or strongly agreeing with this statement that falls under *Purpose and Direction*. Similarly high, at 87 percent, was the statement: “Our school’s leaders support an innovative and collaborative culture,” which falls under *Governance and Leadership*. Staff were least likely to agree with two statements that fall under the rubric of *Teaching and Assessing for Learning*: “All teachers in our school provide students with specific and timely feedback about their learning,” and “In our school, all school personnel regularly engage families in their children’s learning progress” with 75 percent of staff agreeing or strongly agreeing with each statement. Thus, the majority of staff agreed with every positively worded statement made on the survey.

These results demonstrate that satisfaction with schools in the BCPS system remains relatively high for elementary school students, parents, and staff. Middle and high school students’ level of satisfaction is somewhat lower than that of the other groups. There are both areas that positively stand out and areas to improve on according to each stakeholder group. For a full breakout of how each group rated their respective school environments in each of the domains please see Appendix A.

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/MP:rs
Attachment

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