Community Priorities for Public Education in Broward County

This report presents data on community priorities for public education in Broward County. The data, obtained from 15,726 survey responses and augmented by results of real-time polling at four community events, was collected between April 25th to May 15th, 2022. It is intended to inform the School Board's selection of goals and guardrails that will become the focus of the District's strategy and Board governance. While Board Members individually engage their constituents continuously through a wide array of channels, like advisory meetings, committees, school visits, civic associations, newsletters, email, etc., the survey results provide quantitative information to supplement the qualitative input that they regularly receive through those channels. Collectively, a clearer view of the vision and values of the community should emerge.

Methodology

Through a collaborative, iterative process including Board Member review, an electronic survey was developed in-house using a Web-based form running on a SQL database. The survey supported cross-platform (browser and device) access. Available in English, Spanish, Haitian Creole and Portuguese, the survey featured 14 questions, a combination of multiple choice and open-ended formats. Several questions allowed for (or explicitly requested) multiple answer selections. Eight (8) questions were demographic. Responses to open-ended questions were analyzed both manually and by using SPSS Text Analytics to classify text into themes and to use key words for gauging positive or negative sentiments. Real-time polling using an audience interaction application (Slido) was administered during three (3) in-person community meetings (which were also live-streamed synchronously) and one (1) virtual community meeting. Each event was approximately one hour in duration. Accessible across device types and browsers either through the use of a QR code or web address, polling questions were a subset of survey questions. Thus, polling results amplify survey results, although the quantity of polled responses is only 1.1% of total survey responses.

Stakeholder Outreach by Group and Channel

Community outreach to target various stakeholder groups, including municipalities, community and faith-based organizations, higher education institutions, and the business community, was coordinated by several District departments (Marketing and Communications, BECON, Governmental Affairs, Media and Community Relations, Family and Community Engagement, Coaching and Induction, the Technical Colleges, the Office of Service Quality and Strategic Initiative Management). Collectively, outreach occurred through multiple channels, such as direct promotions (flyers and press releases), websites, videos, emails, texts, social media, ParentLink and PIVOT.

Community Representation from 15,726 Survey Completions

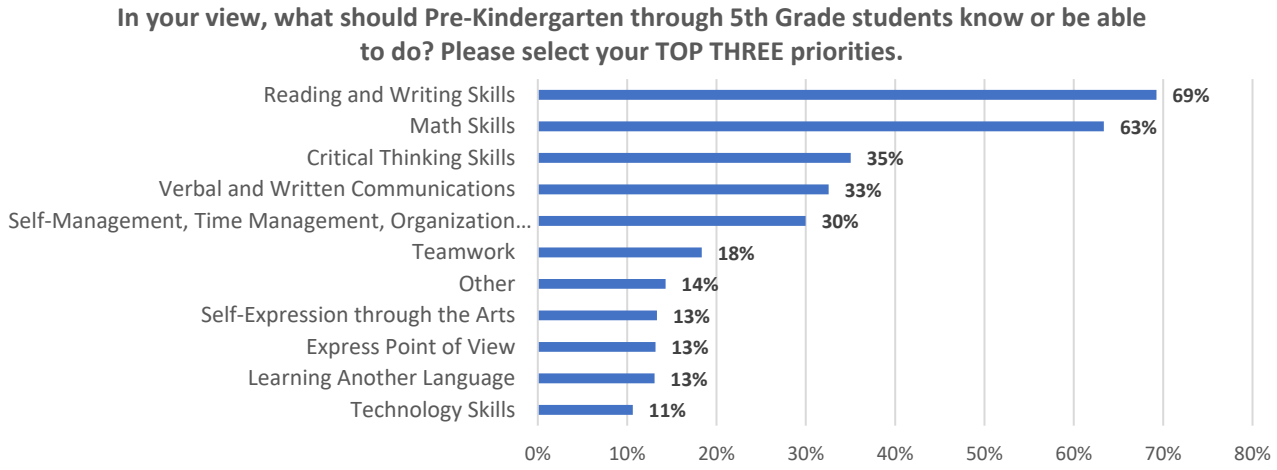
Representation by Geography and Race. The distribution of responses by municipality approximates the population distribution of County residents, apart from Weston (10% of responses, but 4% of population), Deerfield Beach (3% of responses, 5% of population) and Pompano Beach (3% of responses, 6% of population). By race, 31% of respondents identified as Caucasian, 31% as Hispanic/LatinX, 22% as African American/Black, 7% as Multi-Racial, 4% as Asian/Pacific Islander and 1% as American Indian; 14% preferred not to answer. Most participants (87%) responded to the English language survey.

Representation by Stakeholder Group. Parents: 57% of respondents indicated having a student enrolled at a BCPS school. Employees: 19% of respondents indicated that they are Instructional Staff; 8% reported being Non-Instructional Staff. Identification with Higher Education, the Business Community, and Faith-based, Non-Profit, and Community Organizations was stated by 7%, 6%, 5%, 4% and 3% of respondents, respectively. Respondents also identified as BCPS volunteers (14%) or PTA/DAC members (10%).

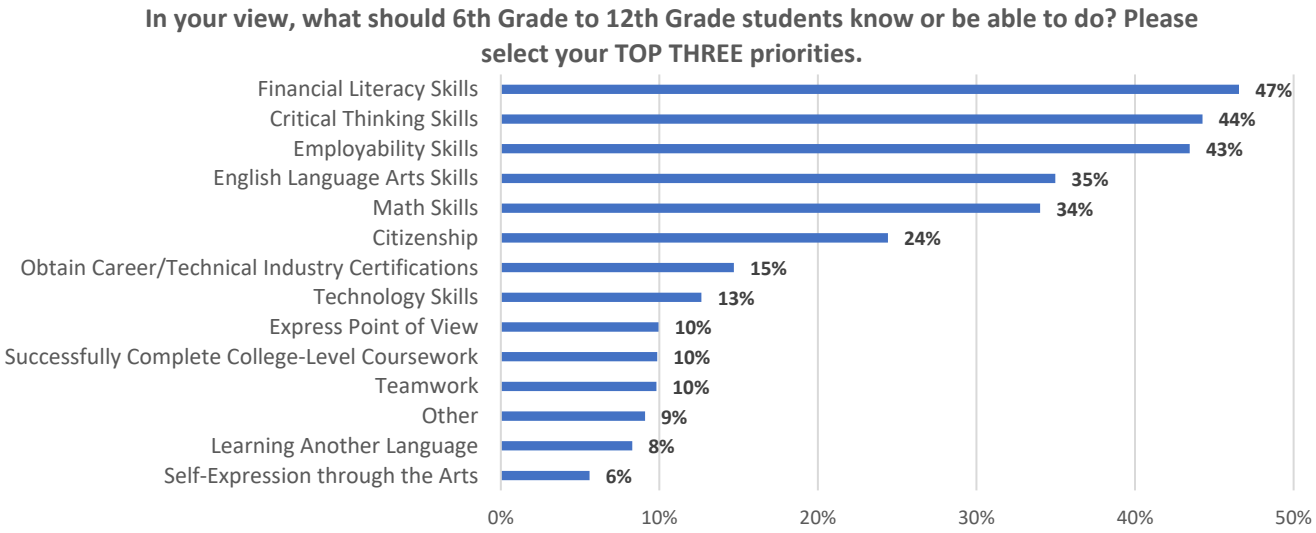
Representation by Gender, Age and Education. 74% of respondents identified as Female and 18% as Male, with 7% preferring not to answer and the remainder identifying as Non-binary. Most respondents (69%) reported an age range of 35 to 54 years old, 14% as 55 or older, 9% between 19 and 34, and the remainder as 18 or younger (2%) or preferring not to answer (6%). A large majority (88%) reported having some college, being a college graduate, or having a graduate degree. 7% indicated they are a high school graduate or have a GED, with 2% reporting some high school. The remainder (2%) are current students.

Quantitative Results

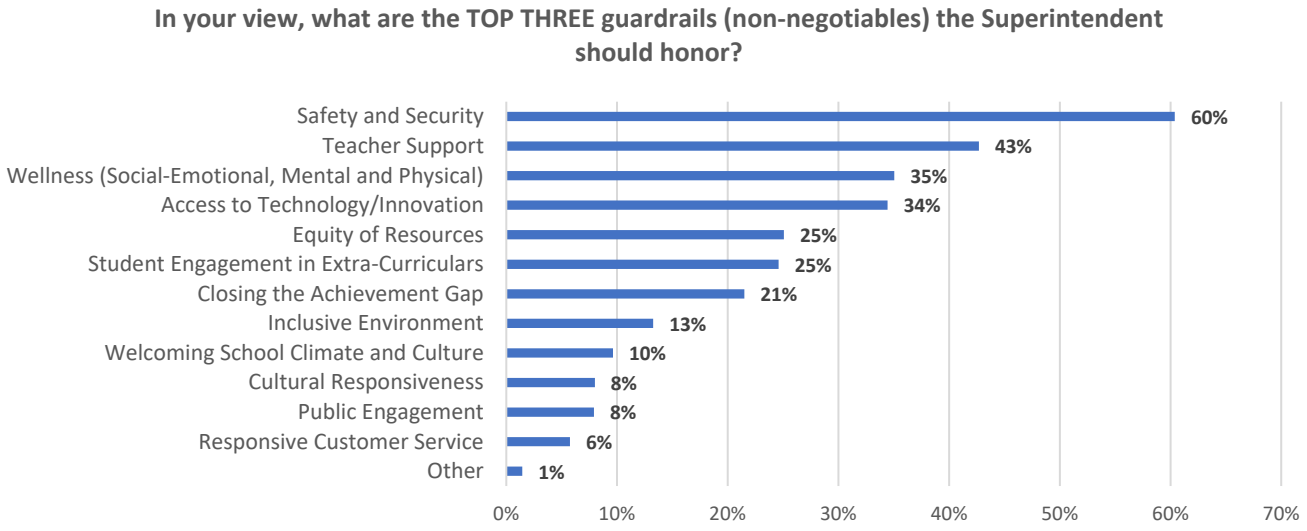
Respondents were provided 10 priorities for students in Pre-Kindergarten to 5th grades and asked to select their *Top Three* (*see chart below*). Based on the community feedback the majority selected "Reading and Writing Skills" (69%), then "Math Skills" (63%), and in third place was "Critical Thinking Skills" (35%). An 11th option for "Other" was also available and was in seventh place (14%) among the choices and included additional priorities such as *Cursive*, *Cooking*, *Character Development*, *Grammar*, *Empathy*, and *The Arts*.



Respondents were provided 13 priorities for students in 6th to 12th grades and asked to select their *Top Three* (*see chart below*). Based on the community feedback the majority selected "Financial Literacy Skills" (47%), then "Critical Thinking Skills" (44%), and in third place was "Employability Skills" (43%). A 14th option for "Other" was also available and was in twelfth place (9%) among the choices and included additional priorities such as *Business Management*, *Exercise/Fitness*, *Nutrition*, *Home Economics*, and *STEM*.

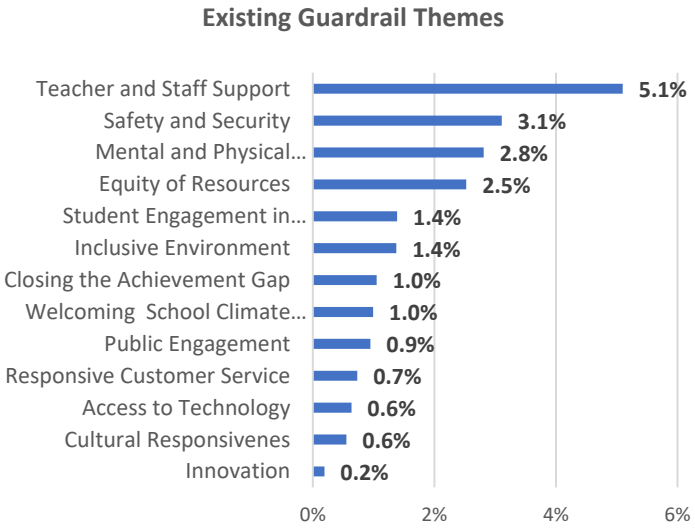


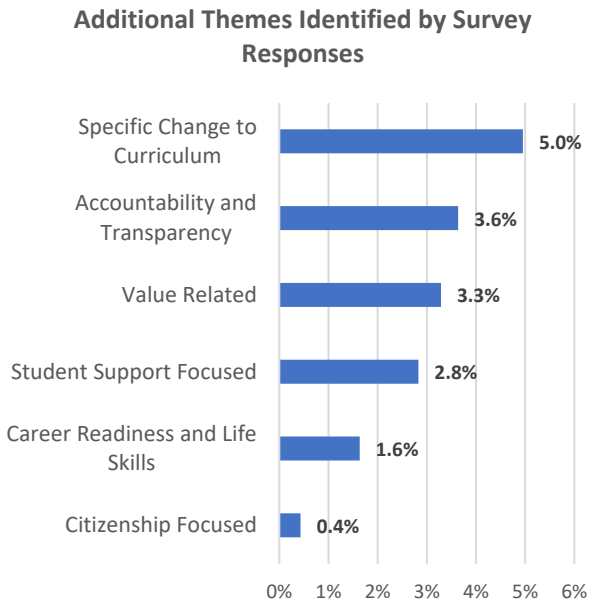
The community was also asked to provide feedback on guardrails for the school district. Respondents selected their *Top Three* out of 12 choices (*see chart below*). The majority selected "Safety and Security" (60%), then "Teacher Support" (43%), followed by "Wellness (Social-Emotional, Mental and Physical) with 35%. Again, a 13th option for "Other" was also available and though it was selected last (1%) among the other options, it included additional non-negotiables such as *Anti-bullying*, *Competent Staff*, *Working Transportation*, *Responsibility*, *Staff and Student Wellness*, and *Parental Support*.



Qualitative Results

The question "would you like to share other feedback with us? If so, please indicate below" provided the opportunity for a 255-character free form response. Of the 15,726 unduplicated survey responses, 3,625 respondents completed this item. These responses were analyzed for predominant themes to support existing guardrail categories and to identify additional themes. Each response was reviewed for thematic content and identified as falling within a theme or themes. The chart to the right shows the percentage of thematic instances out of total respondents. The top three themes represented were *Teacher and Staff Support (*5.1%), *Safety and Security* (3.1%) and *Mental & Physical Wellness and SEL* related responses (2.8%).





Additional themes emerged in the analysis, which are demonstrated in the chart to the left (Additional Themes Identified by Survey Responses). Additional themes were: *Specific Change to Curriculum* (5%), *Accountability and Transparency* (3.6%), *Value Related* (3.3%,) *Student Support Focused*, (2.8%) and *Citizenship Focused* (0.4%). *Specific Changes to Curriculum* included asks by respondents to include or remove specific curricular elements from schools. *Accountability and Transparency* asked for specific stakeholder groups to be held accountable (Students, Parents, Staff, BCPS as an organization) for their actions. The *Value Related* theme identified responses expressing certain values, sometimes to be included as a part of the curriculum. Responses in the *Student Support Focus* theme were related to support for students usually with a holistic, caring or service approach. There were also themes represented for *Career Readiness and Life Skills* and *Citizenship Focused* curricular changes.

Core Values Word Cloud



The top 5 core values identified by the community include: **1.** Respect (2,042 mentions), **2.** Integrity (1,297 mentions), **3.** Safety (945 mentions), **4.** Equity (513 mentions) and **5.** Honesty (461 mentions).

Additional Data: Community Meetings Polling Results

Across four Community Meetings with 790 total participants, 172 responses on average were received for each of three of the live polling questions pertaining to goals and guardrails.

In your view, what should Pre-Kindergarten through 5th Grade students know or be able to do? Please select your TOP THREE priorities.	
Reading and Writing Skills	**75%**
Math Skills	**73%**
Critical Thinking Skills	**53%**
Verbal and Written Communication	45%
Self-Management, Time Management, Organization and Behavior	31%
Teamwork	17%
Express Point of View	15%
Self-Expression through the Arts	11%
Technology Skills	11%
Learning Another Language	7%
Other	2%

In your view, what should 6th Grade to 12th Grade students know or be able to do? Please select your TOP THREE priorities.	
Critical Thinking Skills	**59%**
Financial Literacy Skills	**51%**
English Language Arts Skills	**48%**
Math Skills	46%
Employability Skills	40%
Technology Skills	18%
Citizenship – What it means to be a Good Citizen	16%
Successfully Complete College-Level Coursework	14%
Obtain Career/Technical Industry Certifications	13%
Express Point of View	9%
Teamwork	9%
Learning Another Language	6%
Self-Expression through the Arts	2%
Other	1%

In your view, what are the TOP THREE guardrails (non-negotiables) the Superintendent should honor?	
Equity of Resources	**50%**
Safety and Security	**47%**
Teacher Support	**43%**
Closing the Achievement Gap	35%
Wellness (Social-Emotional, Mental and Physical)	34%
Access to Technology	23%
Student Engagement in Extra-Curriculars	21%
Inclusive Environment	17%
Cultural Responsiveness	15%
Welcoming School Climate and Culture	13%
Public Engagement	10%
Responsive Customer Service	8%
Innovation	5%
Other	3%

The live polling results were generally consistent with responses provided from the 15,726 responses to the Community Priorities Survey.

Conclusions

Participation at the three in-person community meetings was low. Of the 171 total attendees, only 55 (32%) were not staff. Through live-streams of the in-person meetings and the addition of a (synchronous) virtual meeting, an additional 619 participants were reached. Combined participation in the community meetings and accompanying survey was restricted by a two-week outreach window.