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EXECUTIVE SUMMARY

April 8, 2026

TO: School Board Members

THROUGH: Michael J. Burke, Superintendent *MJB*

FROM: Jaime Wyatt, Deputy Superintendent/Chief of Schools *JW*
Adam Miller, Ph.D., Chief of Performance Accountability *AM*

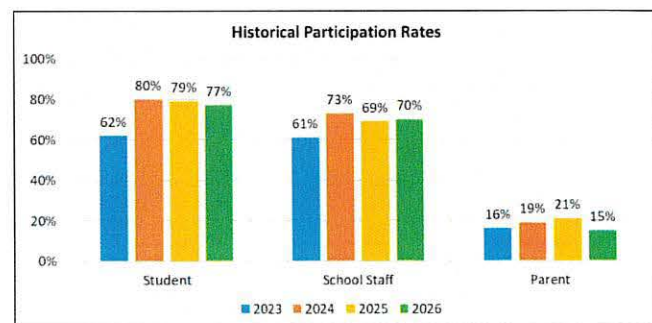
SUBJECT: FY26 SCHOOL EFFECTIVENESS SURVEY (SEQ) RESULTS

The FY26 School Effectiveness Survey (SEQ) was administered from January 5 to February 20, 2026.¹ The FY26 SEQ was administered using the same instrument that was re-designed in FY23 to align with the 2022-2027 Strategic Plan. The continued use of a set survey instrument enables valid comparisons of perspectives from year to year. A list of the SEQ questions is provided in Table 1 of the attachment.

The survey was administered online for students in grades 3 through 12, all school-based staff, and parents of students in grades Kindergarten through 12. In addition, a paper-based option was available for parents and students who were unable to complete the survey online. The results are provided on [an interactive dashboard](#) available via the Test/Survey Reports site.² A high-level overview of findings is presented below.³

Participation:

To ensure the results accurately represent the views of stakeholders, a response rate of 80% is desirable. The FY26 participation was slightly lower than FY25 and FY24. The student participation rate was 77% with 93,894 participants, continuing a decline in participation from 79% in FY25 and 80% in FY24. School-based Staff participation was slightly higher in FY26 at 70% (14,942) compared to



¹ January 26 to January 30, 2026 was designated as the SEQ Administration Week for Students, although students may participate outside of that window.

² Navigation to the interactive dashboard from the District's homepage: The School District of Palm Beach County -> Departments -> Research and Evaluation -> Test/Survey Results -> Districtwide Survey Results -> SEQ Administration/Results. The dashboard is also available on Data Tools.

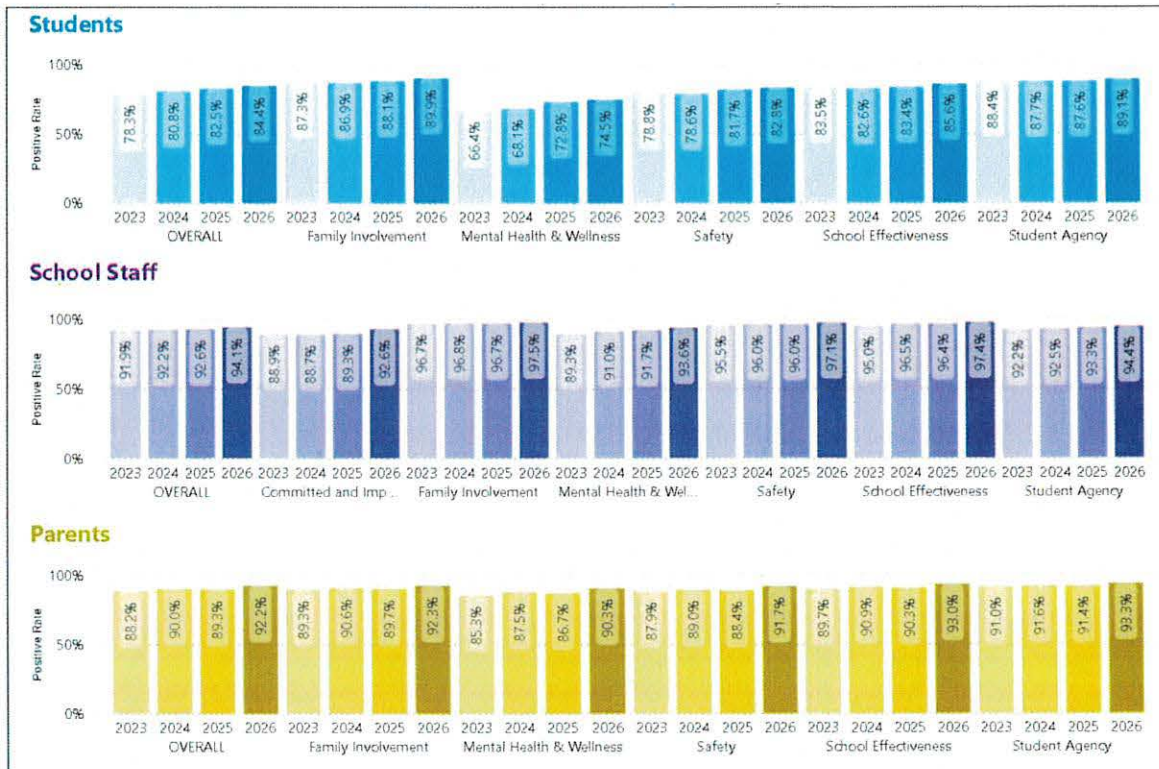
³ Data reported are as of March 2, 2026.

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69% in FY25 and lower than the 73% participation in FY24. Parent participation decreased to 15% (24,393) in FY26 from 21% in FY25 and 19% in FY24. The comparatively lower response rates among parents indicates that their data should be viewed with caution. In FY26, the Districtwide response rate reached 80% for students at 136 schools. The 80% participation criterion was also met for staff at 75 schools and for parents at 1 school.

Perceptions:

Each question on the student, staff, and parent surveys was accompanied by five response options from which participants could select to indicate their perspectives: *Strongly Agree*, *Somewhat Agree*, *Somewhat Disagree*, *Strongly Disagree*, and *N/A or I don't know*. Perceptions were summarized as the percent of participants who *Strongly* or *Somewhat Agreed* with each question, excluding those who selected *N/A or I don't know*. The figure displays the percent providing positive ratings overall and by topic area for the three respondent groups. Overall, staff provided the most favorable views (94.1%, up from 92.6% in FY25), followed by parents (92.2%, up from 89.3% in FY25) and students (84.4%, up from 82.5% in FY25). In FY26, Staff and Parents tended to provide favorable ratings for each topic area (>92% and ≥90% for all topics, respectively). Students provided positive ratings of Family Involvement, School Effectiveness, Students Agency, and Safety (all >82%) in FY26. Although fewer students reported favorable views of Mental Health & Wellness (74.5%), the ratings were improved from 72.8% in FY25 and 68.1% in FY24. A list of items comprising each topic is attached.

Positive Ratings by Topic

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Further data show:

- Students had particular concerns with the amount of respect that students have for each other at school with 58.8% indicating positive views, down from 65.5% in FY25; however, this rating increased from 51.6% in 2024 and 53.0% in 2023.
- Students indicated improved perceptions of being treated with respect by adults at school with 79.7% indicating positive views, up from 71.5% in FY25, 75.2% in FY24, and 76.1% in FY23.
- Mental Health & Wellness was still a concern for students (74.5% positive rating, up from 72.8 in FY25) across most schools and grade levels but the perceptions are trending in a positive direction; in FY26 students at 59% of schools gave less than 80% positive ratings compared to 61% of schools in FY25.
- Overall variability in perceptions across racial groups was limited to 4.5 percentage points in FY26, ranging from 79.3% among Black students (lowest among all demographic groups) to 83.8% among Asian students.
- English Language Learners (ELLs) had the most favorable perceptions at 84.8% positive ratings.
- *Students respect each other at this school* was a concern across all demographic groups with less than 66% of students providing positive ratings in each group.
- School-based instructional and non-instructional staff indicated similar favorable views overall at 93.3% and 95.8%, respectively.

Schools, Principal Supervisors, and District departments are encouraged to explore the interactive [SEQ Results Dashboard](#). The following questions are offered as guides for exploration:

1. Did participation meet 80% for all participant groups? If not, how can participation be improved?
2. In what areas did participants indicate that we are doing well?
3. In what areas did participants indicate concern?
4. How can these data be used to make changes for the remainder of FY26?
5. How do these data inform planning for FY27?

Questions concerning the SEQ or the data may be directed to Dr. Adam Miller, Chief of Performance Accountability at (561) 434-8851 or Dr. Paul Houchens, Director of Research, Evaluation, & Assessment at (561) 434-8780.

MJB/JW/AM/PH/RC:wl

Attachment

c: Academic and Operating Chiefs
Regional/Instructional Superintendents
Academic Directors
Principals

SEQ Survey Items

AREA	TOPIC	STUDENT	STAFF	PARENT
School Effectiveness	Real-World Instruction	I can use ideas taught in school in my daily life.	I teach my students ideas that they can use in their daily life.	My child uses ideas taught in school in his/her daily life.
		The school sets high expectations for ALL students.	The school sets high expectations for ALL students.	The school sets high expectations for ALL students.
	Staff Effectiveness	My teachers prepare me for what I need to know next year.	I prepare students for what they need to know next year.	Teachers prepare my child for what they need to know next year.
Safety	Bullying	School staff will act quickly if I am bullied.	School staff act quickly if students are bullied.	School staff will act quickly if my child is bullied.
	School is Safe	I am safe at this school.	Students are safe at this school.	My child is safe at their school.
	Sense of Belonging	I feel like I belong at this school.	I ensure that students feel like they belong at this school.	This school helps children feel like they belong.
Student Agency	Growth Mindset	If I try hard, I know I can learn anything.	I think my students believe that they can learn anything with hard work.	My child believes that if they try hard, they can learn anything.
	Student Engagement	I look forward to participating in activities at school.	My students look forward to participating in activities at school.	My child looks forward to participating in activities at school.
	Student Self-Efficacy	I can control how well I do in school.	My students believe they can control how well they do in school.	My child believes they can control how well they do in school.
Mental Health & Wellness	Adult I Can Relate To	Students are treated with respect by adults at school.	Students are treated with respect by adults at school.	Students are treated with respect by adults at school.
		There is at least one adult at school who I can talk to about my problems.	All of my students have at least one adult at school who they can talk to about their problems.	There is at least one adult at school who my child can talk to about their problems.
	Welcoming Environment	Students respect each other at this school.	Students respect each other at this school.	Students respect each other at this school.

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SEQ Survey Items

AREA	TOPIC	STUDENT	STAFF	PARENT
Family Involvement	Caregiver Engagement	My parents communicate with my teachers.	Parents and I make efforts to communicate with each other.	I communicate with my child's teachers.
	Teacher Engagement	My teachers inform my parents about my academic progress.	The school keeps parents informed about their child's academic progress.	My child's teachers keep me informed of my child's academic progress.
	Welcoming Environment	My family feels welcome at this school.	This school is welcoming to families.	I feel welcome at my child's school.
Committed and Impactful Employees	Decision Making		Staff input is included in decision-making at this school. *	
	Instructional Leadership		School administrators provide effective instructional leadership.	
	Safety		I feel safe at school. *	
	Satisfaction		I am satisfied being a teacher at this school.	
			I have the appropriate tools/resources to do my job. *	
			My input is taken seriously by my principal. *	
			My principal communicates information in a timely manner. *	
			My principal supports my efforts to participate in meaningful professional learning opportunities. *	
			The school district has provided opportunities for me to grow professionally. *	
			There is a great deal of trust among teachers and school administrators.	

Note: Items denoted with * also appear in parallel form on the District Employee Satisfaction Survey.