



FAMILY RETENTION SURVEY

Prepared for Broward County Public Schools

May 2025

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INTRODUCTION

INTRODUCTION OVERVIEW

In this report, Hanover Research presents the results of the Family Retention survey conducted on behalf of Broward County Public Schools.

RESEARCH QUESTIONS

- Why do families choose non-traditional schooling options over BCPS schools, and why do families choose to stay in BCPS schools?
 - What are the factors that influence these decisions?
- What changes could be made to make enrollment in BCPS schools more attractive?
- Are there differences in trends across schools or levels?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in February, March, and April of 2025 using the Qualtrics platform.
- The analysis includes a total of 8,983 respondents following data cleaning.
- Results are further segmented within this analysis by enrollment (current, partial, or former). Additional segmented results can be found in the accompanying data supplement.

RESPONDENT QUALIFICATIONS

- Must be affiliated with BCPS in one of the following ways:
 - Parent of a current BCPS student (*current* enrollment),
 - Parent of a prior BCPS student who is no longer enrolled at BCPS but attends school elsewhere or in another format (*former* enrollment),
 - Parent of at least one current BCPS student *and* at least one school-aged student who is *not* enrolled at BCPS (*partial* enrollment).

INTRODUCTION

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- Statistically significant differences between groups (at the 95% confidence level) are noted with either an asterisk (when there are two groups) or letters (when there are three or more groups).
- After data collection, Hanover identified and removed low-quality respondents.
- “Don’t Know or Not Applicable” responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who expressed an opinion.
- Question text and answer options marked with [†] are truncated for clarity and brevity. For item text, please consult the accompanying data supplement.
- Some data points mentioned in the analysis may not be included as part of the slide visuals to support legibility.

RECOMMENDATIONS

RECOMMENDATIONS

Based on the analysis of this survey, Hanover recommends that Broward County Public Schools:

- ❖ **Track climate and culture outcomes in order to monitor improvement.** There are several areas related to climate and culture where current, former, and partially enrolled respondents have significantly different perceptions. For example, while 75% and 71% of current and former respondents, respectively, report that the district provides a safe learning environment for students, 65% of partial respondents indicate the same. When asked if the district inspires students to enjoy learning, 66% of currently enrolled responded indicated the district is “Good” or “Excellent” compared to 56% and 57% of partially enrolled and formally enrolled respondents, respectively.
- ❖ **Consider offering more college and career readiness support.** Preparing students for college or for a career were two areas that received some of the lowest “good” or “excellent” ratings from families. Additionally, families indicate that college and career readiness is one of the top three areas in which BCPS needs improvement. Furthermore, a quarter of respondents say BCPS should offer more real-world learning experiences (through internships and/or partnerships), and a similar proportion say the district should strengthen college and career readiness programs. Less than 10% of currently enrolled families say they are enrolled because of BCPS’ emphasis on college and career readiness, and many formerly or partially enrolled families say an increased emphasis on these areas would have incentivized them to keep their student enrolled. As such, BCPS can work to heighten its focus on helping students prepare for life after high school and educate families about the opportunities available throughout the district.
- ❖ **Concentrate on supporting teachers in order to bolster the quality of education.** More than half of parents whose children attend school outside of BCPS cited “better quality of instruction” as a primary contributing factor for selecting their new school, and more than a quarter of departing families say dissatisfaction with the quality of education was a primary reason for unenrolling their student. Additionally, approximately a quarter of respondents say BCPS needs the most improvement regarding teacher quality, and a similar proportion say BCPS should enhance teacher training and professional development in order to improve student achievement. In fact, increased teacher training is one of the top of factors that would have incentivized departing families to keep their student enrolled at BCPS. As such, BCPS can aim to offer additional high-quality and effective professional development to help teachers be best prepared to meet their students’ needs.
- ❖ **Address school safety and work to reduce instances of bullying and harassment.** School safety and discipline were among the top five areas in which respondents say BCPS needs the most improvement, and about a quarter of departing families say concerns about school safety were among their top two reasons from unenrolling their student from BCPS. As such, BCPS should aim to implement a strong anti-bullying campaign and ensure students, families, and staff have the resources they need to both prevent and respond to instances of bullying and harassment. Additionally, BCPS should consider increasing support for students who need mental health and well-being resources or who may need additional social or behavioral support, as only about half of respondents say the district is currently doing a good or excellent job meeting the needs of these students.

KEY FINDINGS

KEY FINDINGS

Family Decision-making Regarding School Choice

Approximately half of respondents who say their child is enrolled in a non-traditional schooling option indicate that a **higher quality of instruction** was a **primary contributing factor for selecting their alternate school type** (53%; [slide 13](#)). Further, about a third cite *smaller class sizes* (34%) or the *availability of more programs* (33%) as a top factor in their decision to enroll in their chosen school type.

- While a top factor driving enrollment across alternate school types is a *higher quality of instruction*, the first- or second-most frequently chosen factor varies slightly between school types. For instance, the most frequently cited contributing factor for respondents who enrolled at a charter school is *smaller class sizes* (45%); for parents who selected a public school in another district, on the other hand, the *availability of more programs* is the second most frequently selected option after *higher quality of instruction* (50% and 44%).

The two most frequently cited reasons for respondents' continued enrollment in BCPS are *convenience* (38%) and *convenient location and transportation services* (34%; [slide 22](#)). These are the most commonly selected items for currently enrolled parents across most school levels, though approximately a third of parents with a child enrolled in high school say the *availability of advanced academic programs* (such as AP or IB) is an important factor in their continued enrollment (31%). Further, 43% of respondents whose children attend special centers say a top factor in their continued enrollment is *excellent special education services*, while about a quarter of those enrolled in technical college cite a strong emphasis on *college and career readiness* (24%) and *access to technology and digital learning resources* (24%) as top factors.

- About three-quarters of currently enrolled families say they are somewhat or extremely likely to keep their student enrolled in BCPS throughout the next year (73%; [slide 21](#)).

About a quarter of respondents include *dissatisfaction with the quality of education* (26%) and *concerns about school safety* (24%) among their top two reasons for unenrolling their student from BCPS ([slide 23](#)). About a third of respondents indicate that they had at least one other reason for unenrolling that was not listed on the survey (35%); open-ended comments from respondents who selected this option are available in the accompanying data supplement.

- 20% of formerly or partially enrolled respondents indicate that enhanced teacher quality through better professional development would have incentivized them to stay at BCPS ([slide 24](#)). A similar proportion say better support for students with special needs (18%), more effective handling of bullying and harassment (18%), or enhanced safety and security measures on campus (18%) would have encouraged them to stay.

KEY FINDINGS

Performance Evaluations

A majority of respondents indicate that BCPS is performing well across various aspects associated with student learning ([slide 16](#)). For example, about three-quarters of respondents rate BCPS' *effective use of technology in the classroom* as good or excellent (74%). A similar proportion also say BCPS is performing well in terms of *ensuring all students have equal access to programs and activities* (71%), and approximately two-thirds say BCPS' performance regarding *setting high expectations for all students* (69%), *providing high-quality instruction* (68%), and *challenging students appropriately* (66%) is good or excellent.

- The two areas that receive the lowest proportion of positive ratings are *preparing students for a career* (59% rate this area as good or excellent) and *teaching students self-management* (57%).
- There are some notable differences between enrollment groups' perceptions of BCPS' support of student learning and outcomes ([slide 29](#)), though it is important to note that the number of formerly enrolled respondents who participated in the survey is much lower compared to current or partially enrolled respondents. For instance, approximately two-thirds of currently enrolled respondents say BCPS' performance regarding *challenging students appropriately* is good or excellent (67%), while only slightly more than half of partially or formerly enrolled respondents say the same (both 56%). Similarly, while two-thirds of currently enrolled respondents say BCPS is performing well in terms of *teaching students problem-solving skills* (64%), only about half of partially enrolled (55%) and less than half of formerly enrolled (44%) respondents say the same.

Two-thirds of respondents give BCPS a rating of good or excellent for its ability to meet *English learners'* needs (69%; [slide 17](#)). A similar proportion say BCPS is performing well in terms of meeting the needs of *students who receive special education services* (63%).

- Conversely, only about half of respondents indicate that BCPS is performing well in terms of meeting the needs of *students who need mental health and well-being resources* (54%), *social support* (53%), or *behavioral support* (50%).

As with evaluations of schools' support of student learning, most respondents indicate that BCPS is performing well across various aspects of school climate and culture ([slide 18](#)). For instance, three-quarters of respondents provide a positive rating for BCPS' ability to *provide a safe learning space for students* (75%), *provide enough technology resources* (74%), and *make all students feel welcome* (74%).

- When comparing the number of formerly enrolled respondents to current or partially enrolled respondents, there are a number of notable differences in perceptions of BCPS' support for schools' climate and culture ([slide 31](#)). For example, while two-thirds of currently enrolled respondents say BCPS' ability to *inspire students to enjoy learning* is good or excellent (66%), only slightly more than half of partially or formerly enrolled respondents say the same (56% and 57%). Additionally, fewer partially or formerly enrolled respondents than currently enrolled respondents say BCPS' performance regarding *providing enough material resources* is good or excellent (61% and 57% vs. 70%).

KEY FINDINGS

Areas for Growth

Overall, the top two areas in which respondents feel BCPS needs the most improvement are *teacher quality* (21%) and *nutrition and school meal programs* (20%; [slide 19](#)). Prioritization across other surveyed areas is relatively evenly distributed, though there are some significant differences in partially and formerly enrolled respondents' perceptions across destination school types.

- For instance, about a third of respondents who indicate that their child exited BCPS in order to attend a virtual school say BCPS could improve its *school safety and discipline* (36%) and *student mental health services* (30%).
- On the other hand, and in addition to improving *teacher quality* (42%), respondents who left for homeschool indicate BCPS needs the most improvement in *special education services* (37%) and the *implementation of innovative teaching methods* (32%).
- About a quarter of respondents whose children exited to private school indicate BCPS could improve regarding *school leadership and administration* (23%) as well as *facilities and resources* (23%).
- Many respondents whose children exited BCPS to attend a charter school say BCPS can improve its *teacher quality* (28%). The next most frequently chosen area for improvement among these respondents is *physical education and sports programs* (22%).
- Most respondents indicate their child left BCPS for a public school in another district; prioritization of areas for improvement is more evenly distributed among these respondents, but 18% indicate BCPS needs improvement regarding its *STEM programs*.

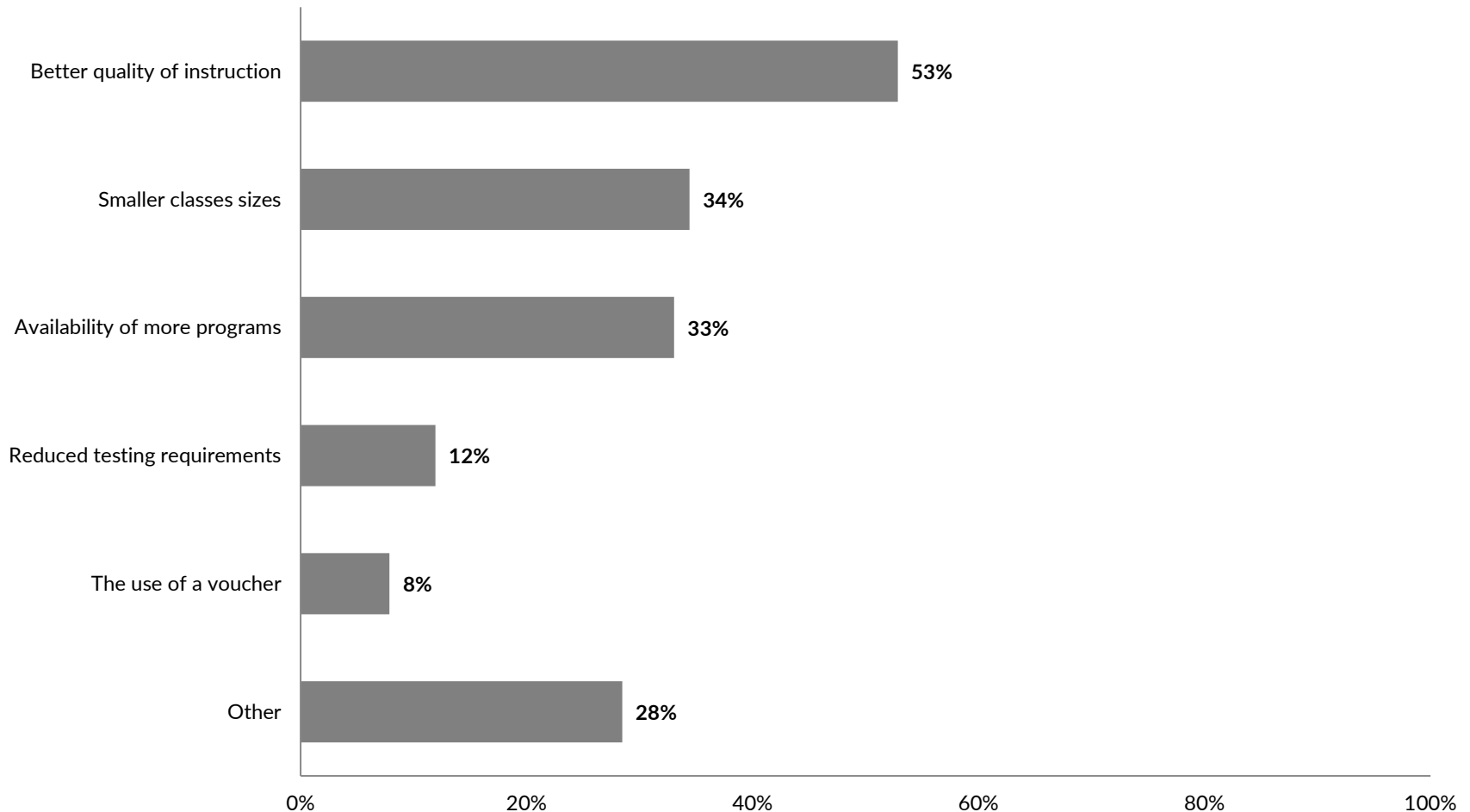
When asked what specific steps BCPS should take to improve student achievement, 35% of respondents say BCPS should *implement smaller class sizes for more personalized attention* ([slide 20](#)). A quarter of respondents would like BCPS to *offer more real-world learning experiences via internships and partnerships* (25%) or *increase access to tutoring and after-school programs* (25%). Very few respondents say BCPS should *implement more rigorous and frequent assessments to track progress* (4%).

Nearly a quarter of currently enrolled respondents say BCPS is doing a poor or very poor job of meeting the needs of students who need behavioral support (23%). A similar proportion indicate BCPS is not doing well in meeting the needs of *students who need mental health and well-being resources* (21%) or *students who need social support* (20%).

RESULTS

REASONS FOR SCHOOL CHOICE

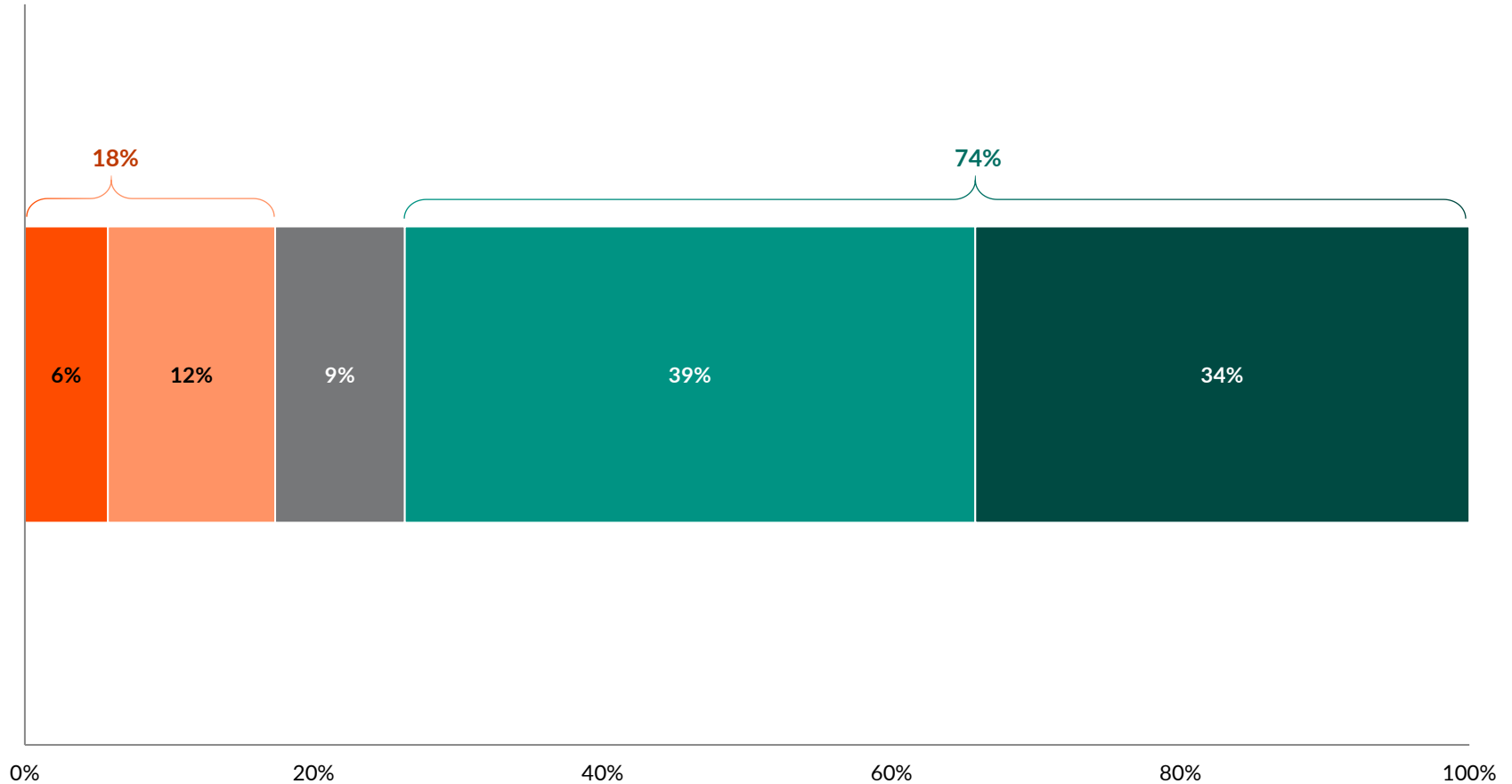
What were the primary contributing factors for selecting a [school type] for your student? (n=369)



OVERALL SATISFACTION WITH BCPS

Please rate your overall satisfaction with Broward County Public Schools (BCPS).

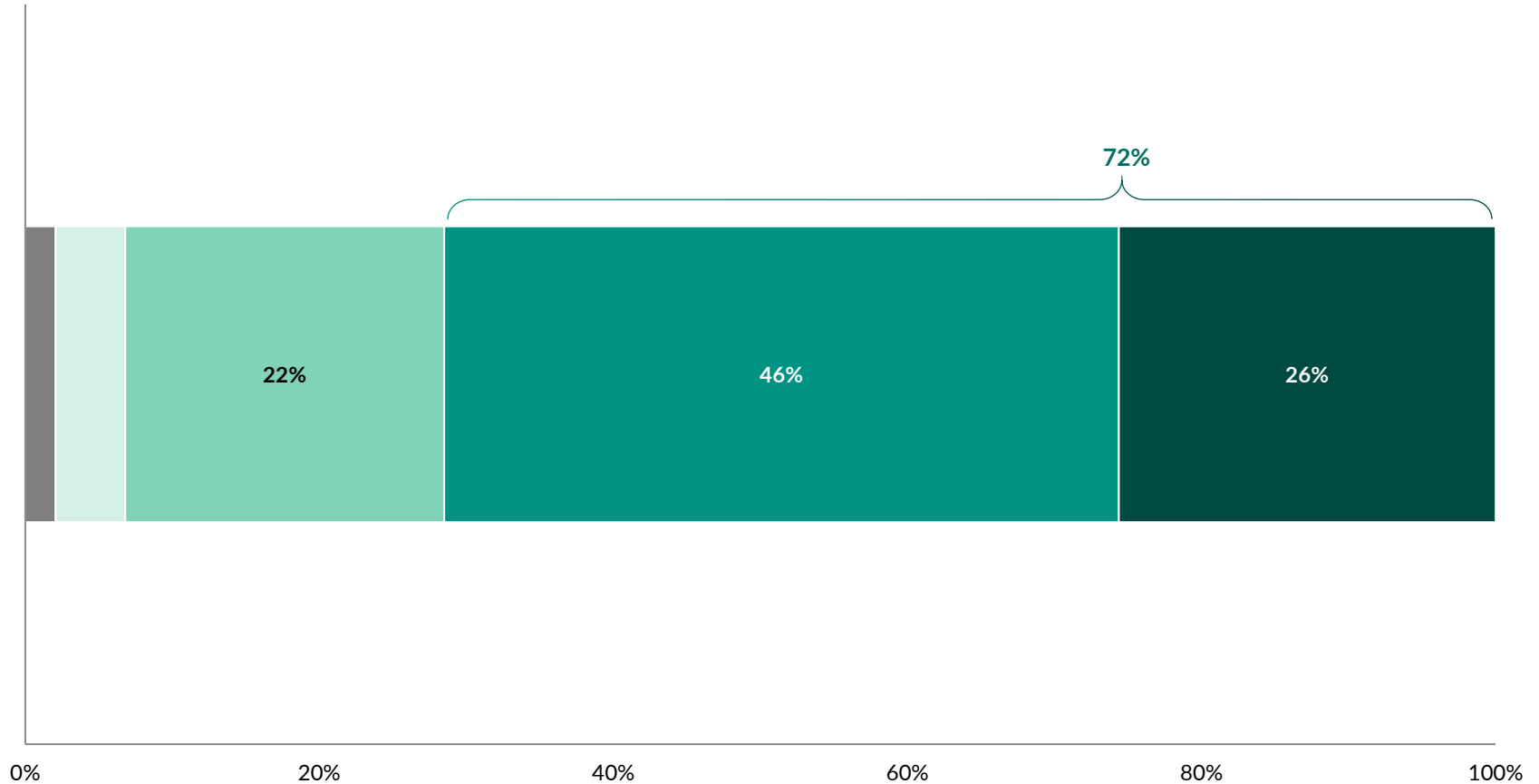
■ Completely Dissatisfied ■ Somewhat Dissatisfied ■ Neither Satisfied nor Dissatisfied ■ Somewhat Satisfied ■ Completely Satisfied



OVERALL RATING OF BCPS

How would you rate the overall quality of education provided by BCPS?

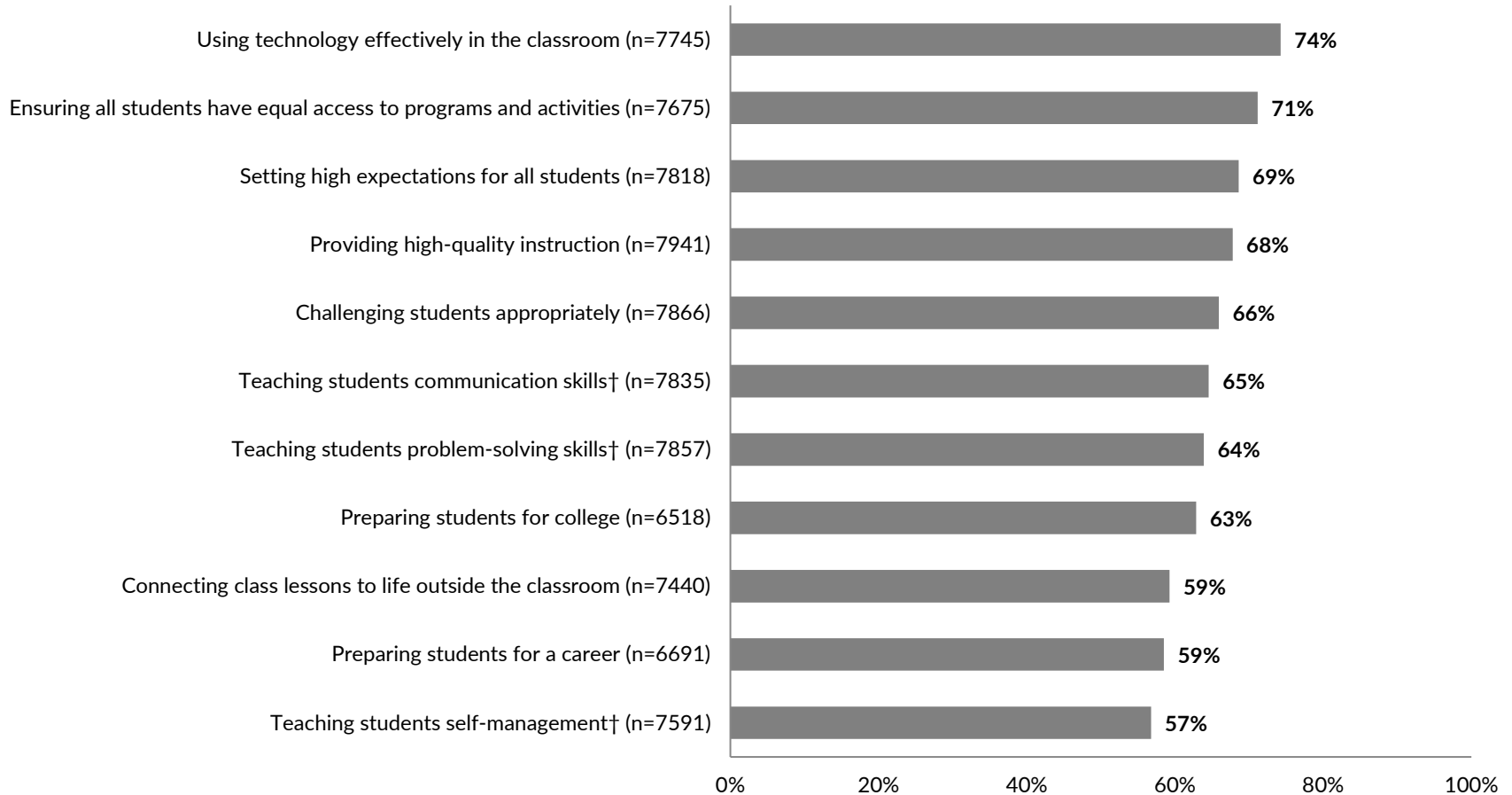
■ Very Poor ■ Poor ■ Fair ■ Good ■ Excellent



SCHOOL-LEVEL EVALUATION: STUDENT LEARNING & OUTCOMES

How would you rate the performance of BCPS in each of the following areas related to student learning and outcomes?

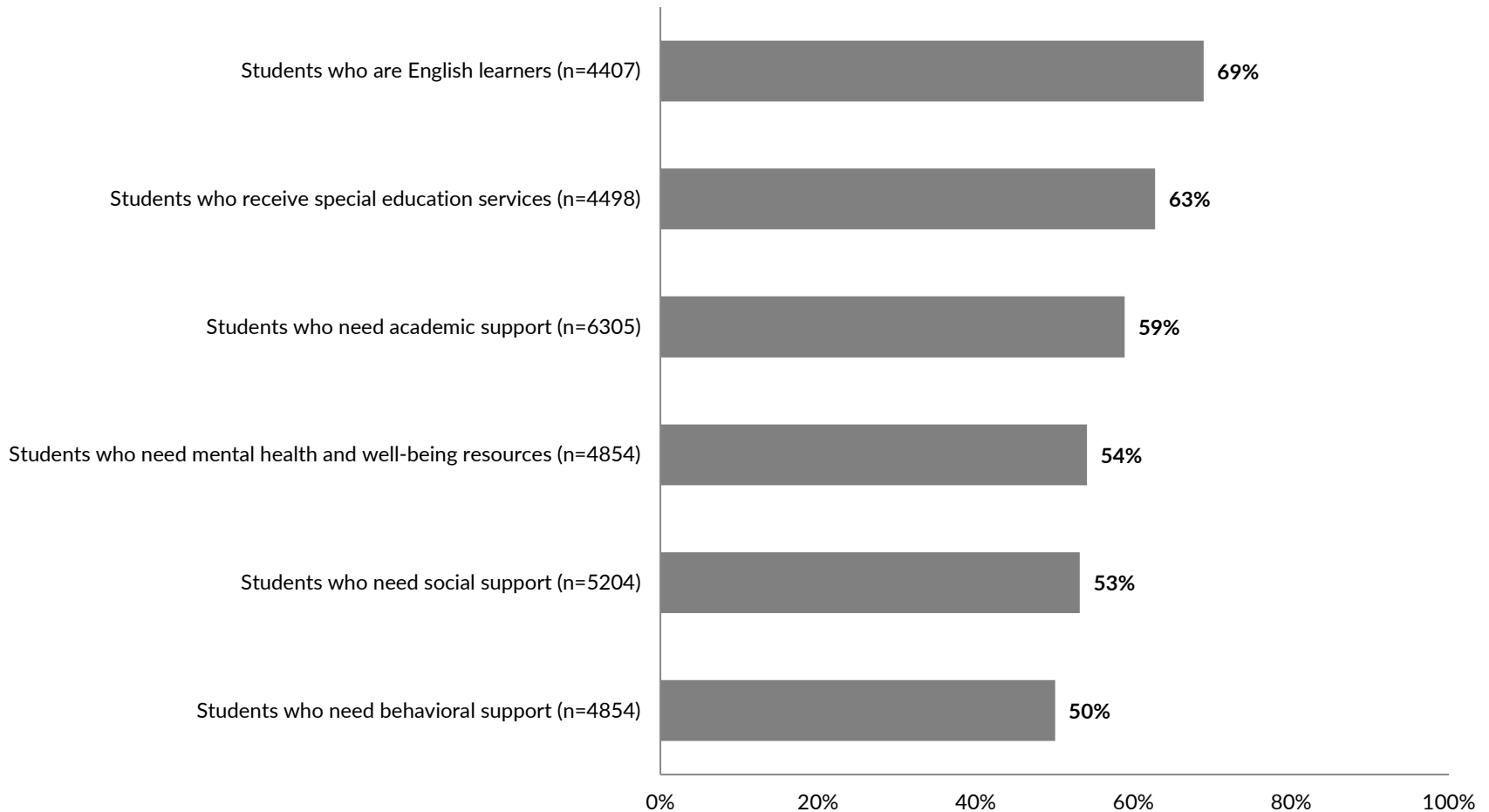
% Good + % Excellent



SCHOOL-LEVEL EVALUATION: STUDENT NEEDS

How would you rate the ability of BCPS to meet the needs of the following students?

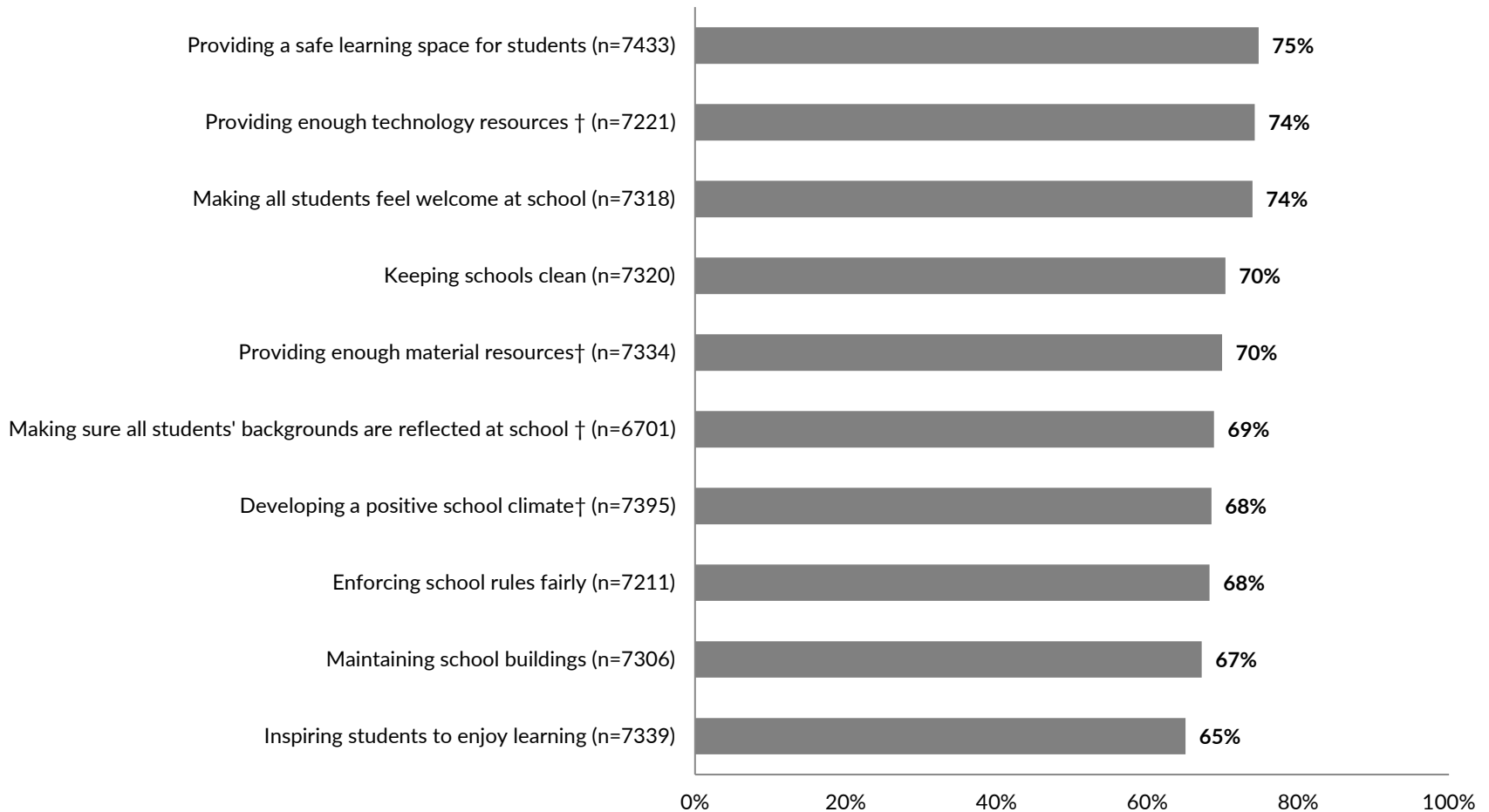
% Good + % Excellent



SCHOOL-LEVEL EVALUATION: CLIMATE & CULTURE

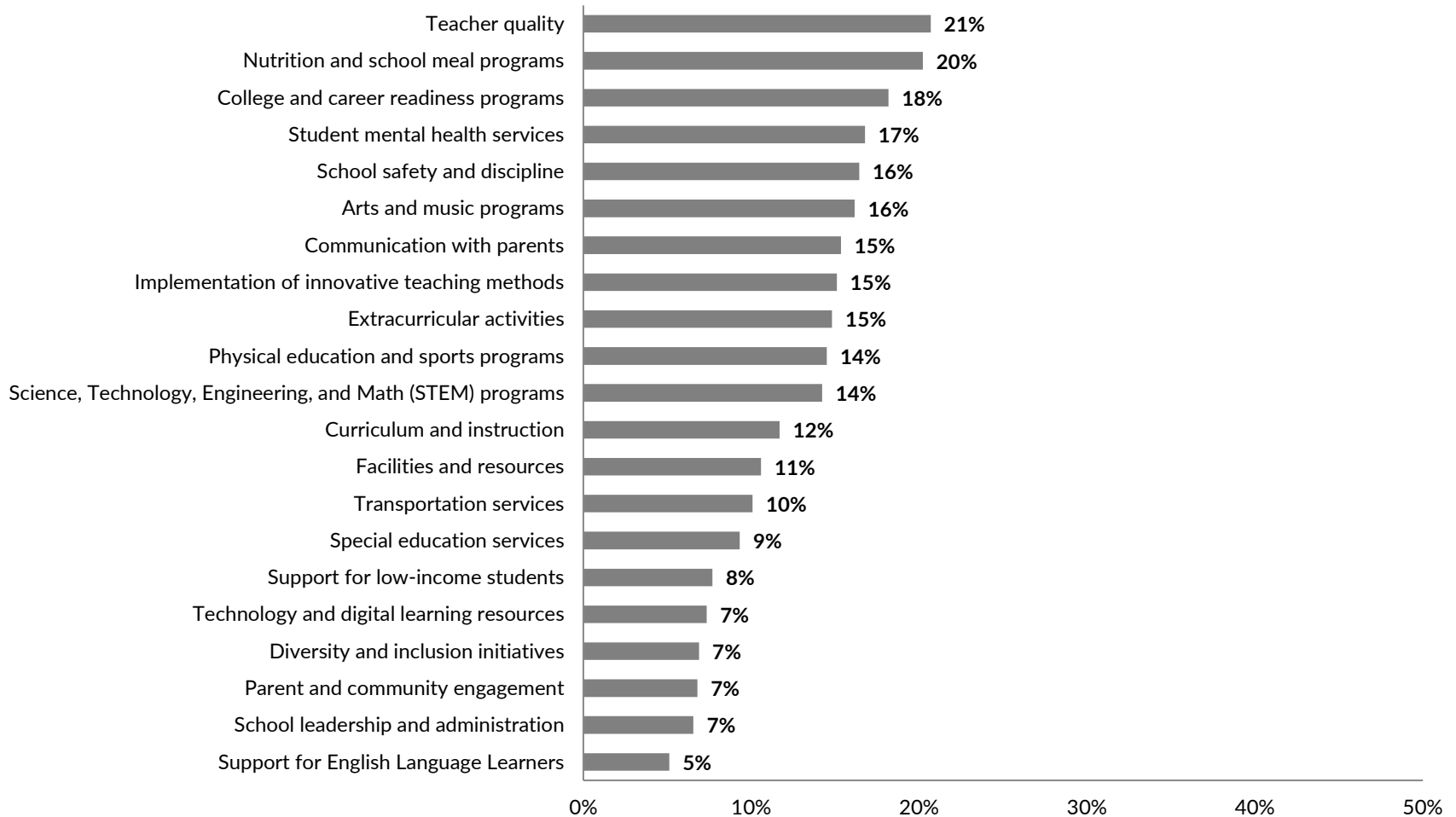
How would you rate the performance of BCPS in each of the following areas related to school climate and culture?

% Good + % Excellent



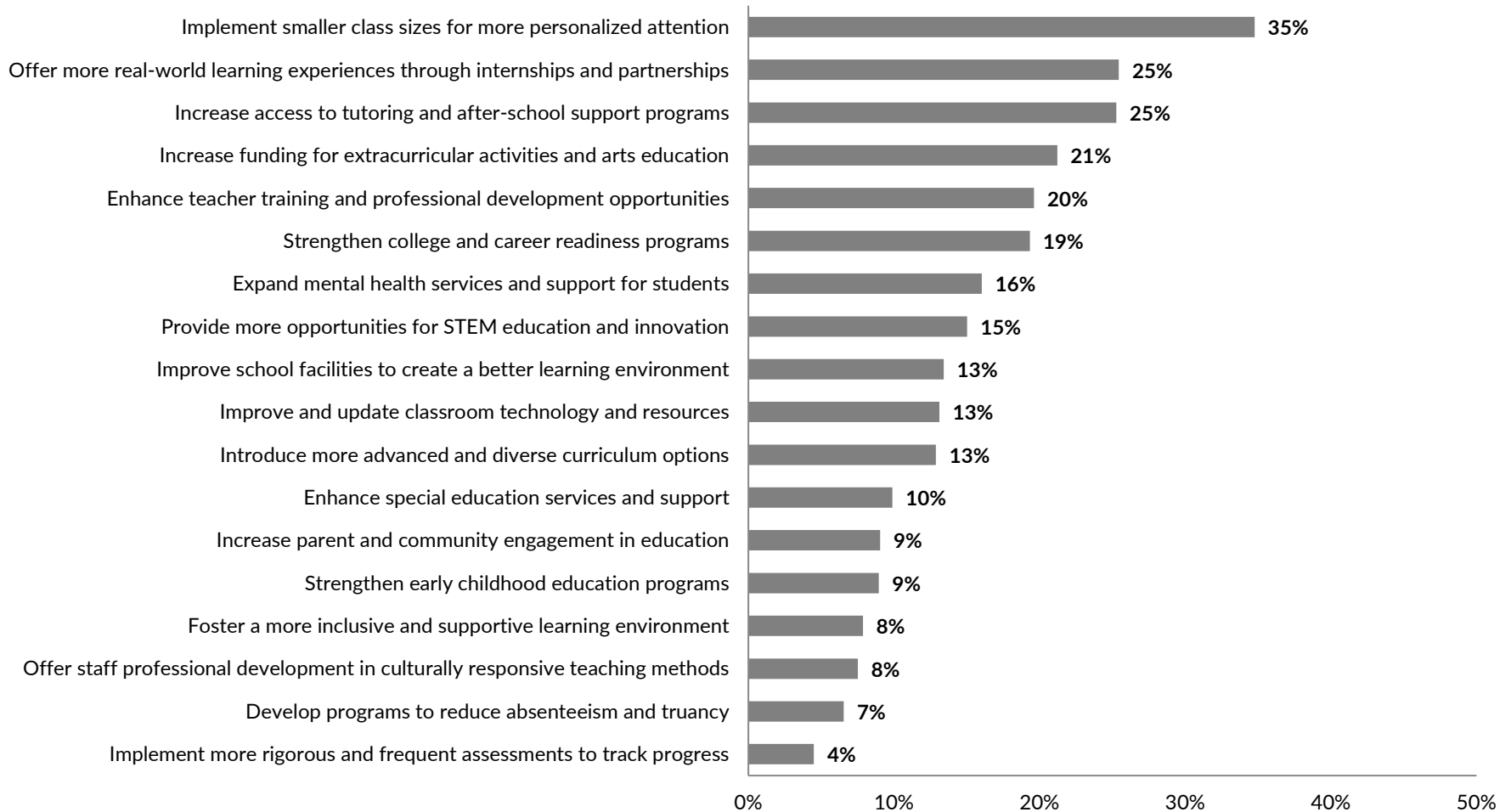
AREAS FOR GROWTH

In which areas do you believe BCPS needs the most improvement? Please select up to three options. (n=7352)



AREAS FOR GROWTH

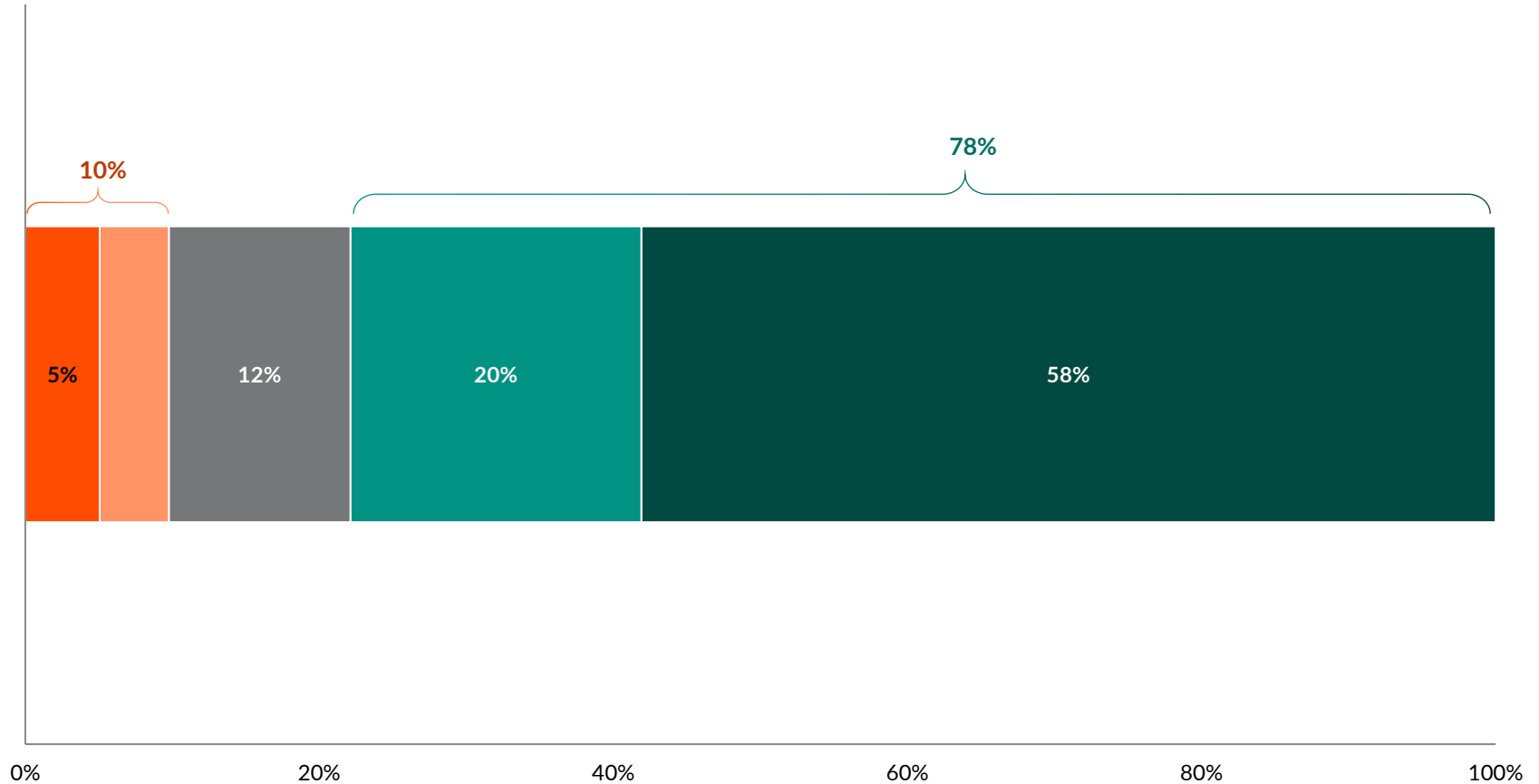
What specific steps should BCPS take to improve student achievement? Please select up to three options. (n=7142)



LIKELIHOOD TO REMAIN ENROLLED

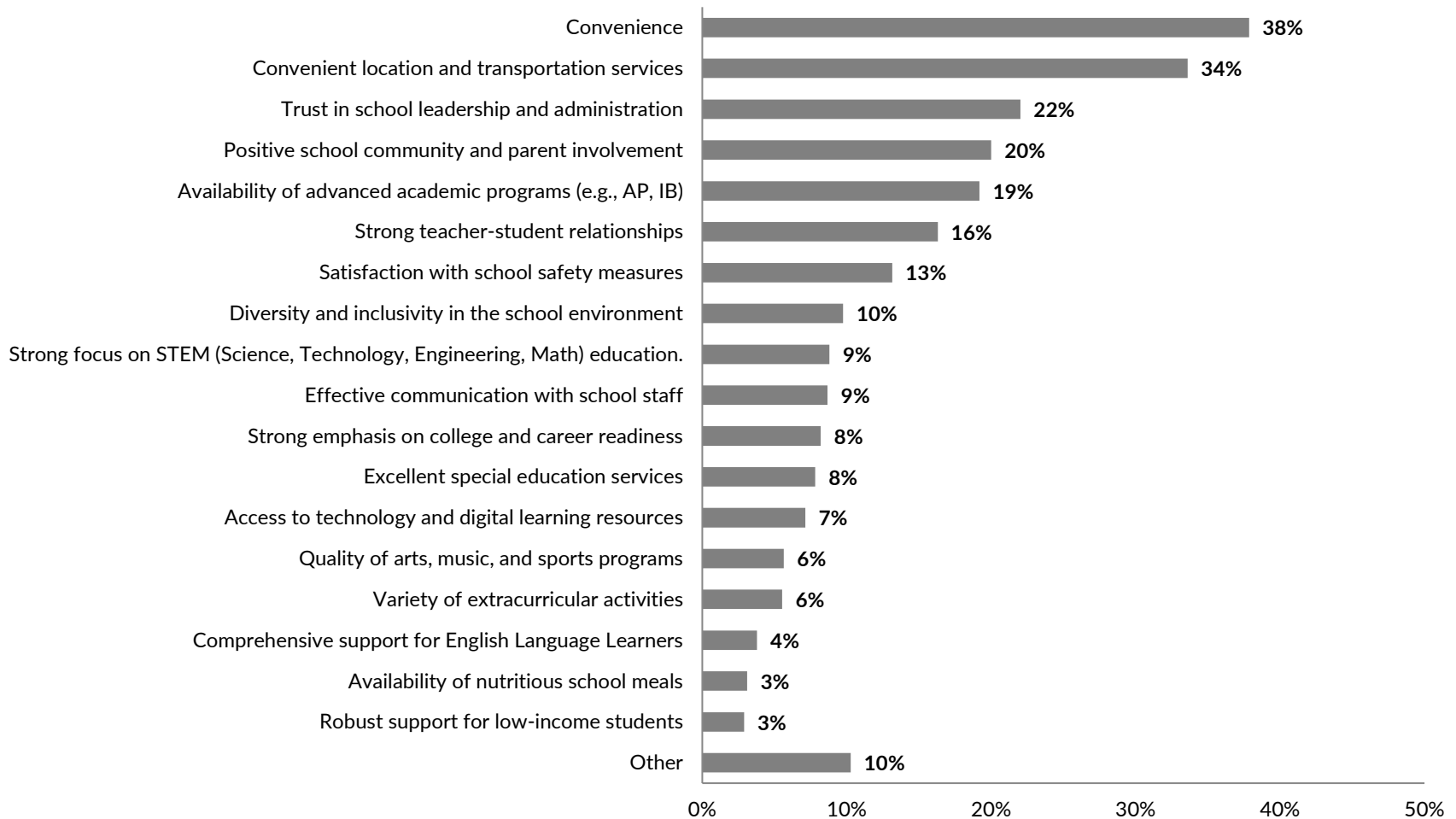
Please indicate how likely or unlikely you are to keep your student enrolled in BCPS throughout the next year.

Extremely Unlikely Somewhat Unlikely Neutral Somewhat Likely Extremely Likely



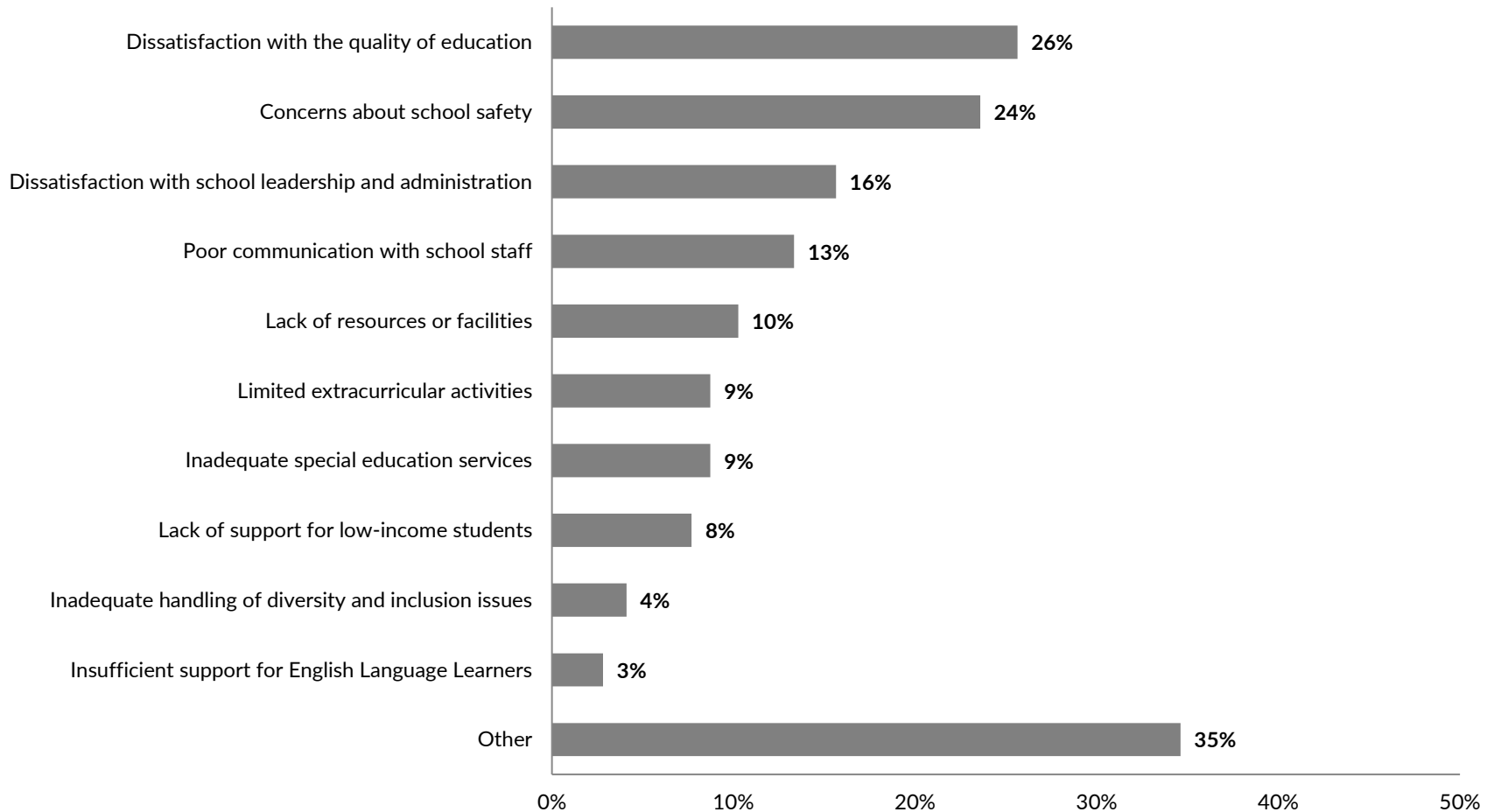
REASONS FOR STAYING

What are the primary reasons for your student's enrollment in BCPS? Please select up to three options. (n=6525)



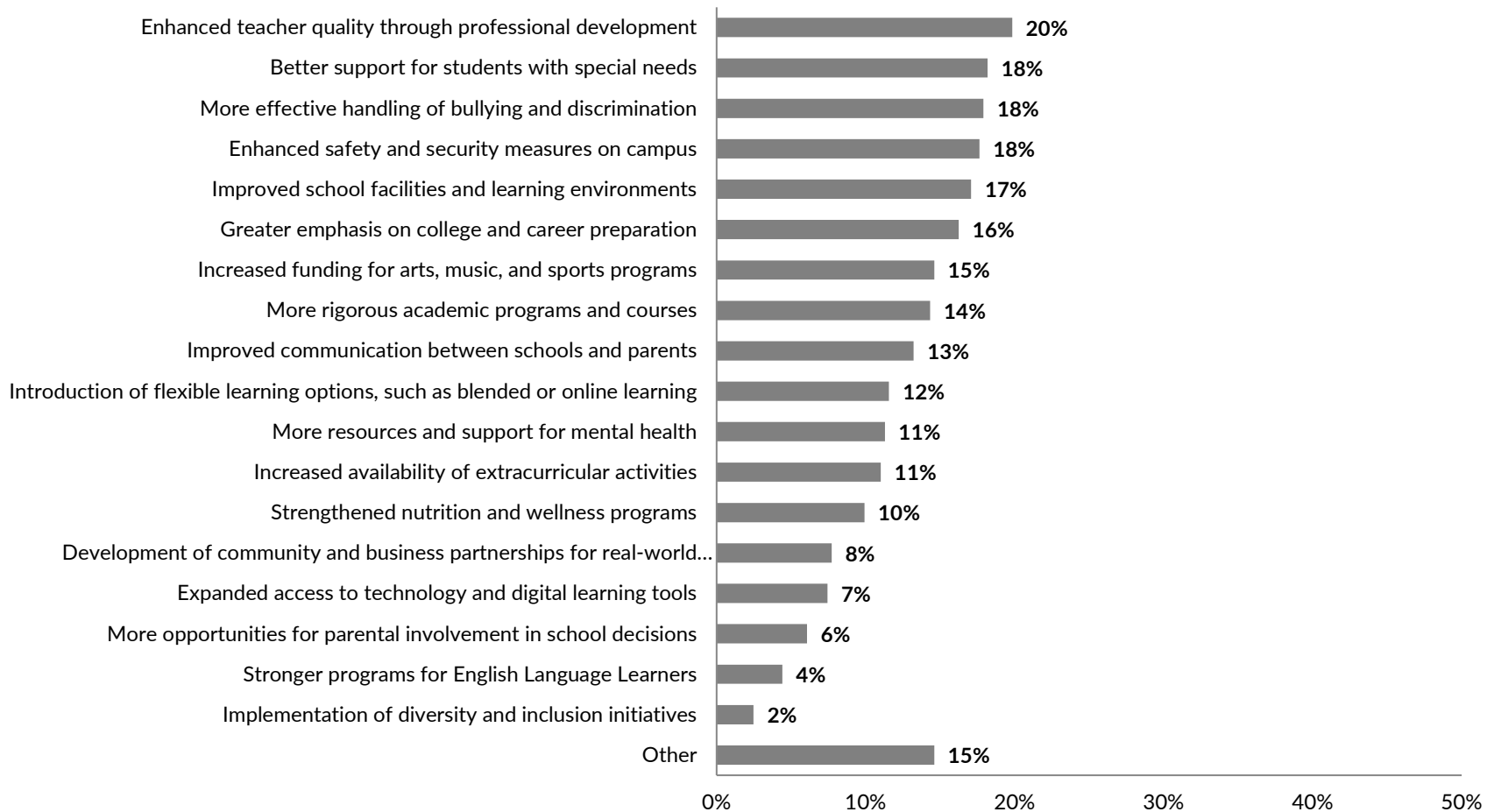
REASONS FOR UNENROLLMENT

What were the primary reasons for you to unenroll your student from BCPS? Please select up to two options.
(n=390)



FACTORS AFFECTING RETROSPECTIVE ENROLLMENT

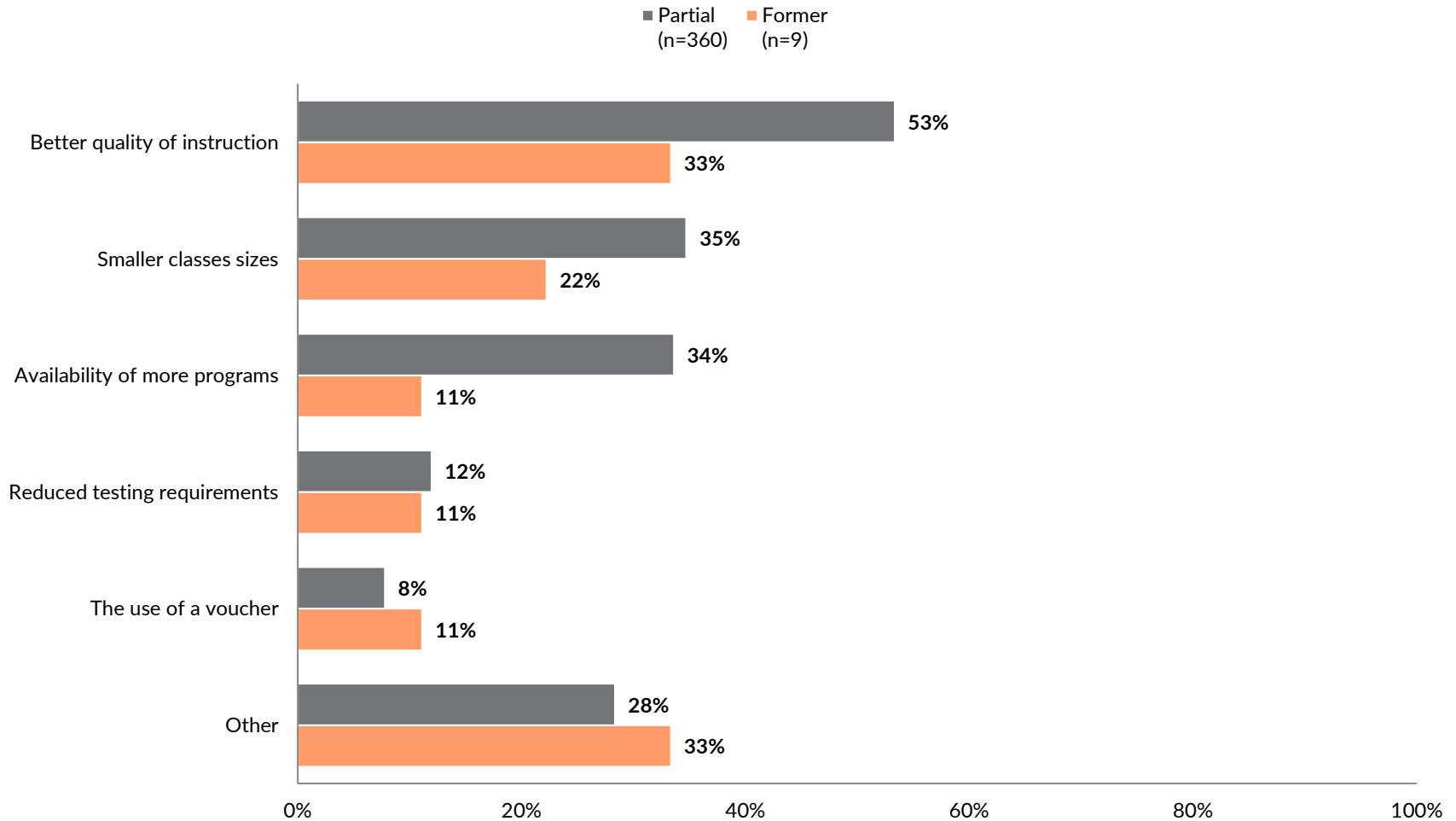
What would have incentivized you to keep your student enrolled in BCPS? Please select up to three options.
(n=363)



SEGMENTED RESULTS

REASONS FOR SCHOOL CHOICE

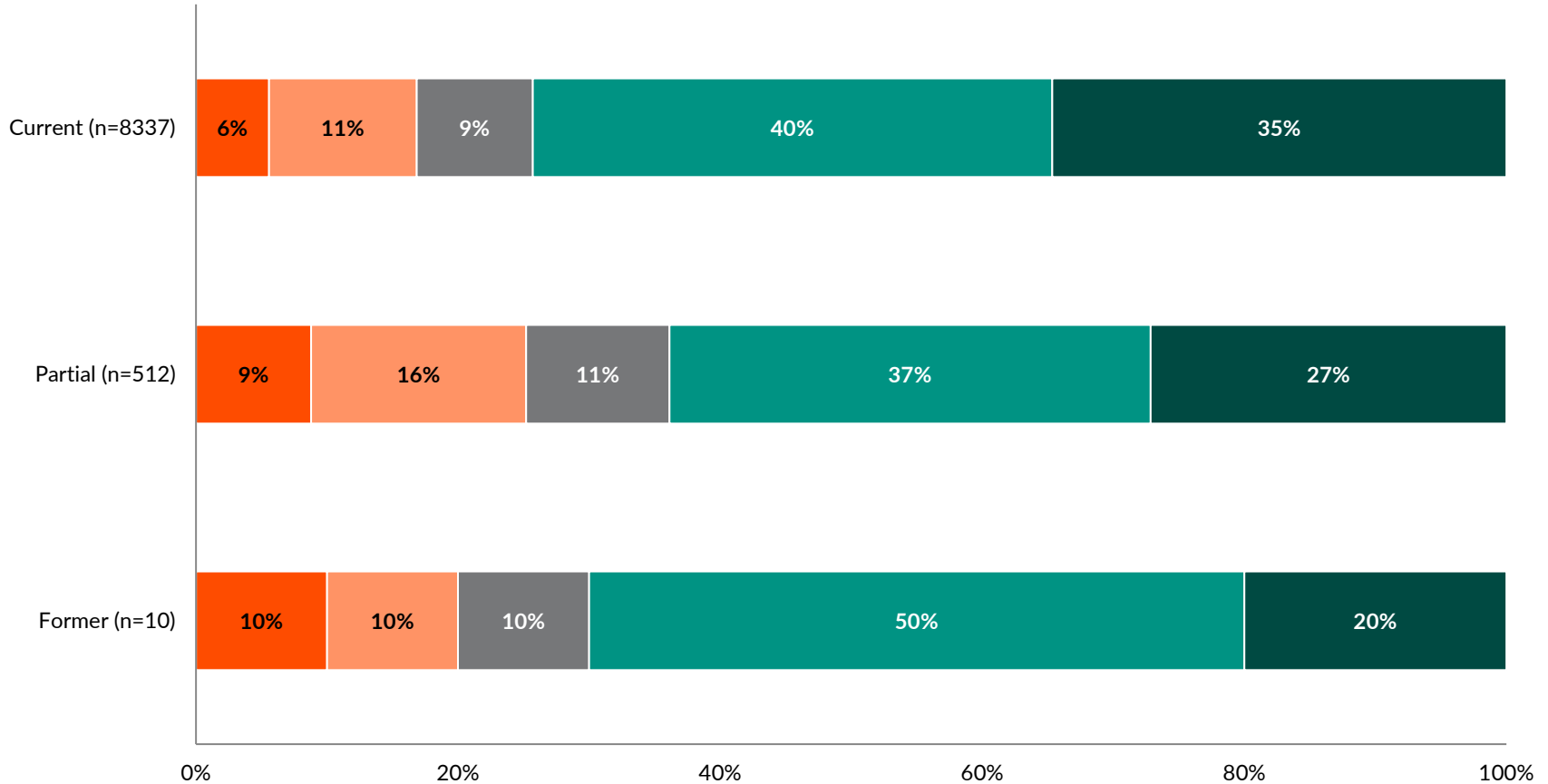
What were the primary contributing factors for selecting a [school type] for your student?



OVERALL SATISFACTION WITH BCPS

Please rate your overall satisfaction with Broward County Public Schools (BCPS).

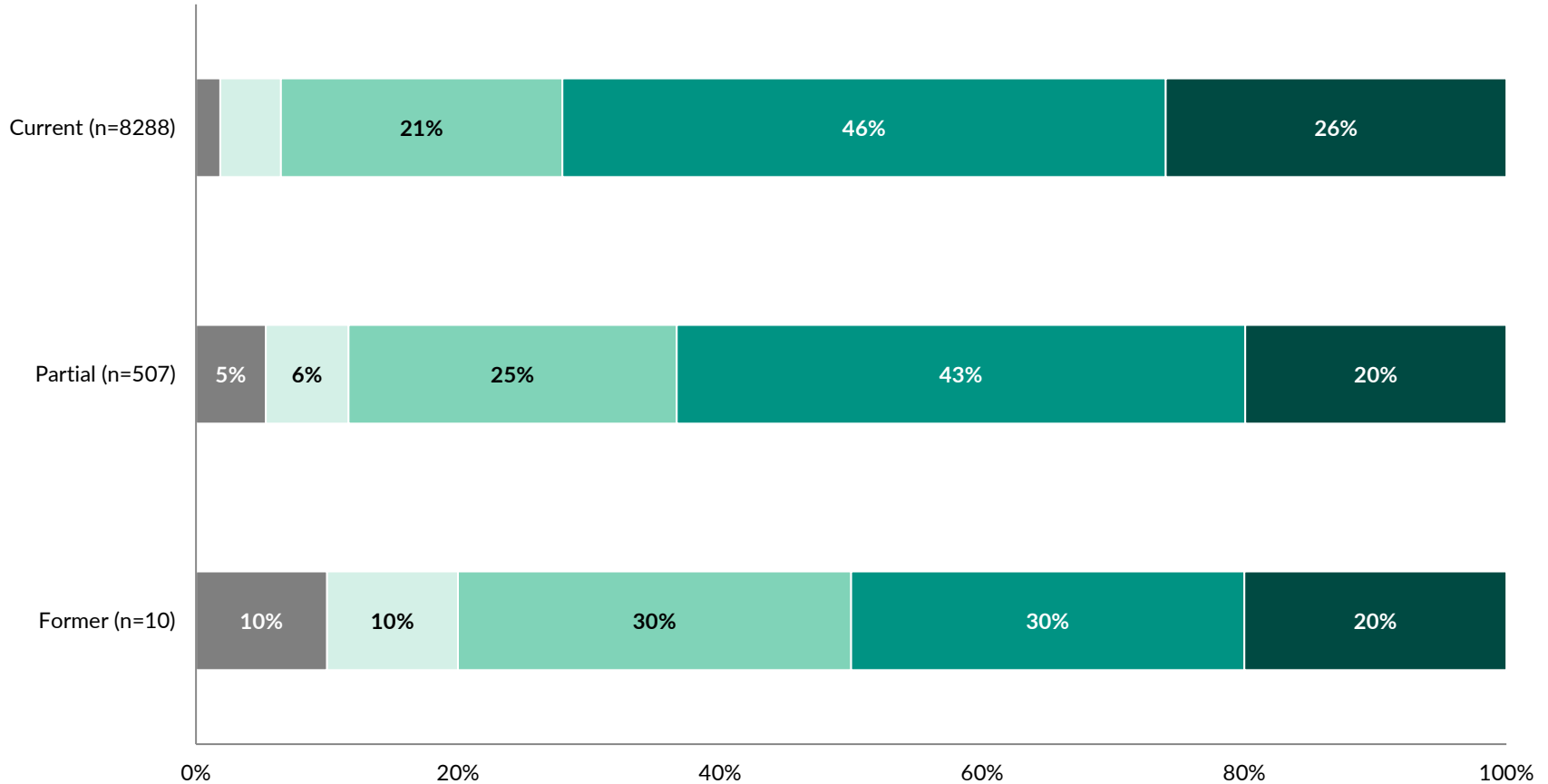
■ Completely Dissatisfied ■ Somewhat Dissatisfied ■ Neither Satisfied nor Dissatisfied ■ Somewhat Satisfied ■ Completely Satisfied



OVERALL RATING OF BCPS

How would you rate the overall quality of education provided by BCPS?

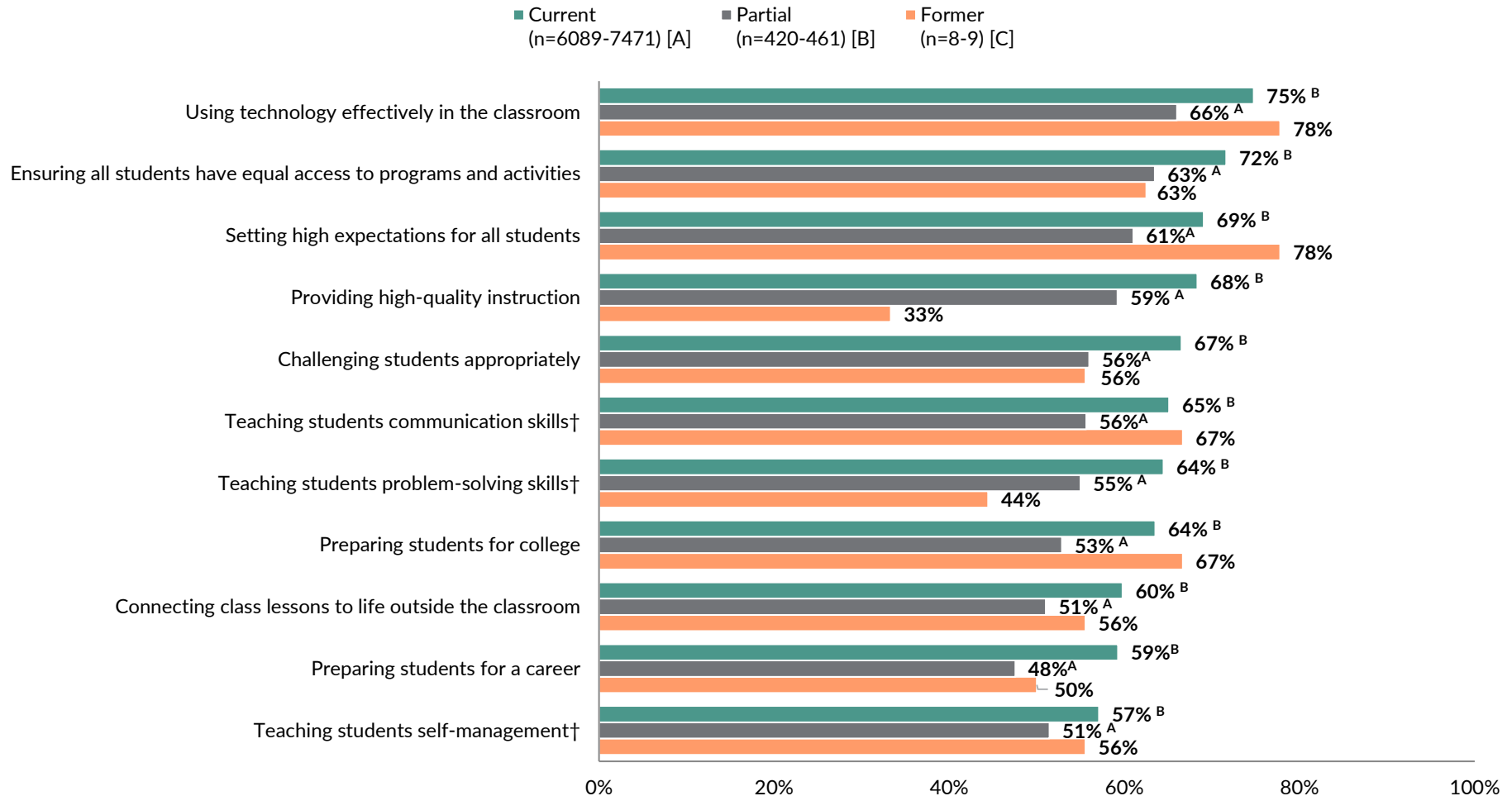
■ Very Poor ■ Poor ■ Fair ■ Good ■ Excellent



SCHOOL-LEVEL EVALUATION: STUDENT LEARNING & OUTCOMES

How would you rate the performance of BCPS in each of the following areas related to student learning and outcomes?

% Good + % Excellent

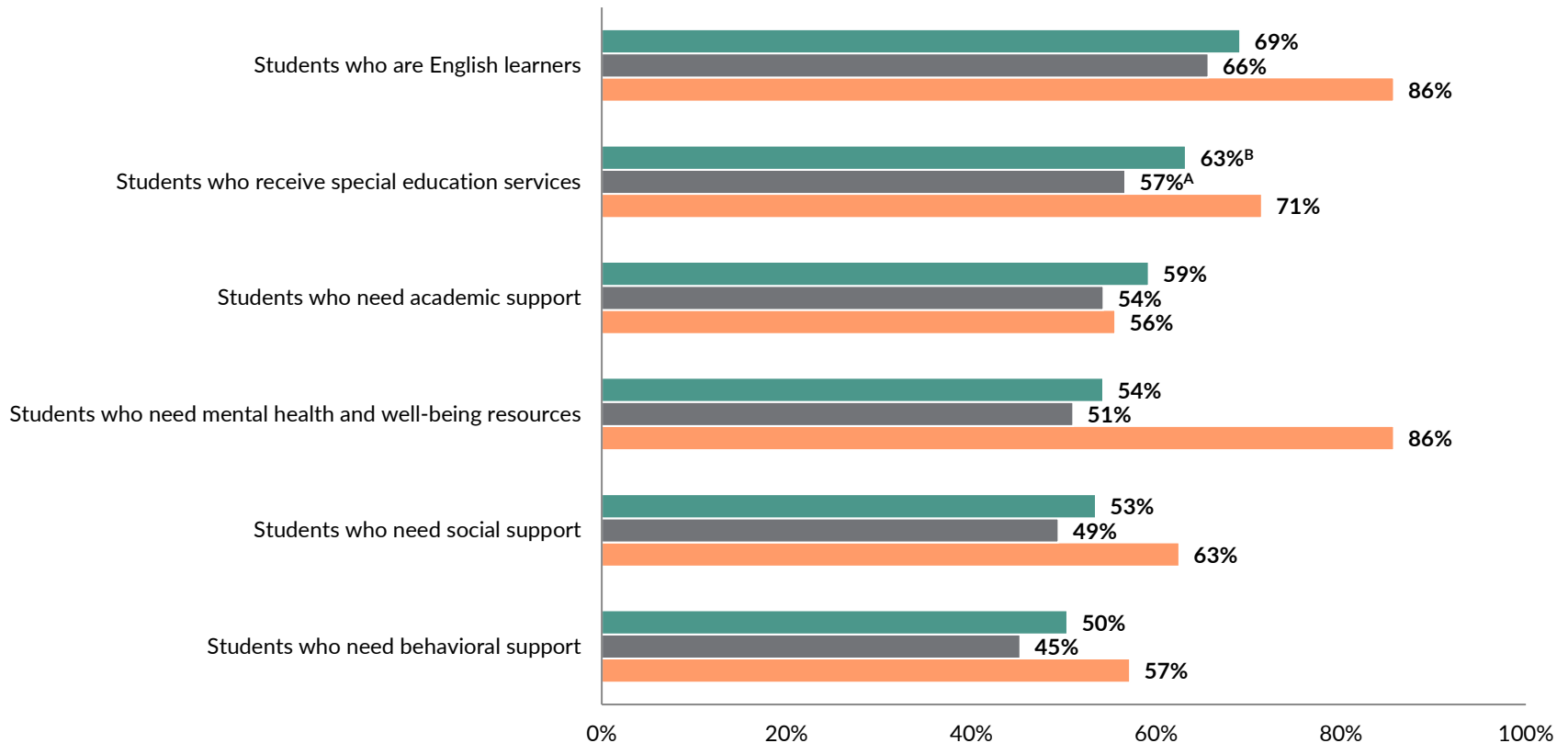


SCHOOL-LEVEL EVALUATION: STUDENT NEEDS

How would you rate the ability of BCPS to meet the needs of the following students?

% Good + % Excellent

■ Current (n=4109-5900) [A] ■ Partial (n=291-396) [B] ■ Former (n=7-9) [C]

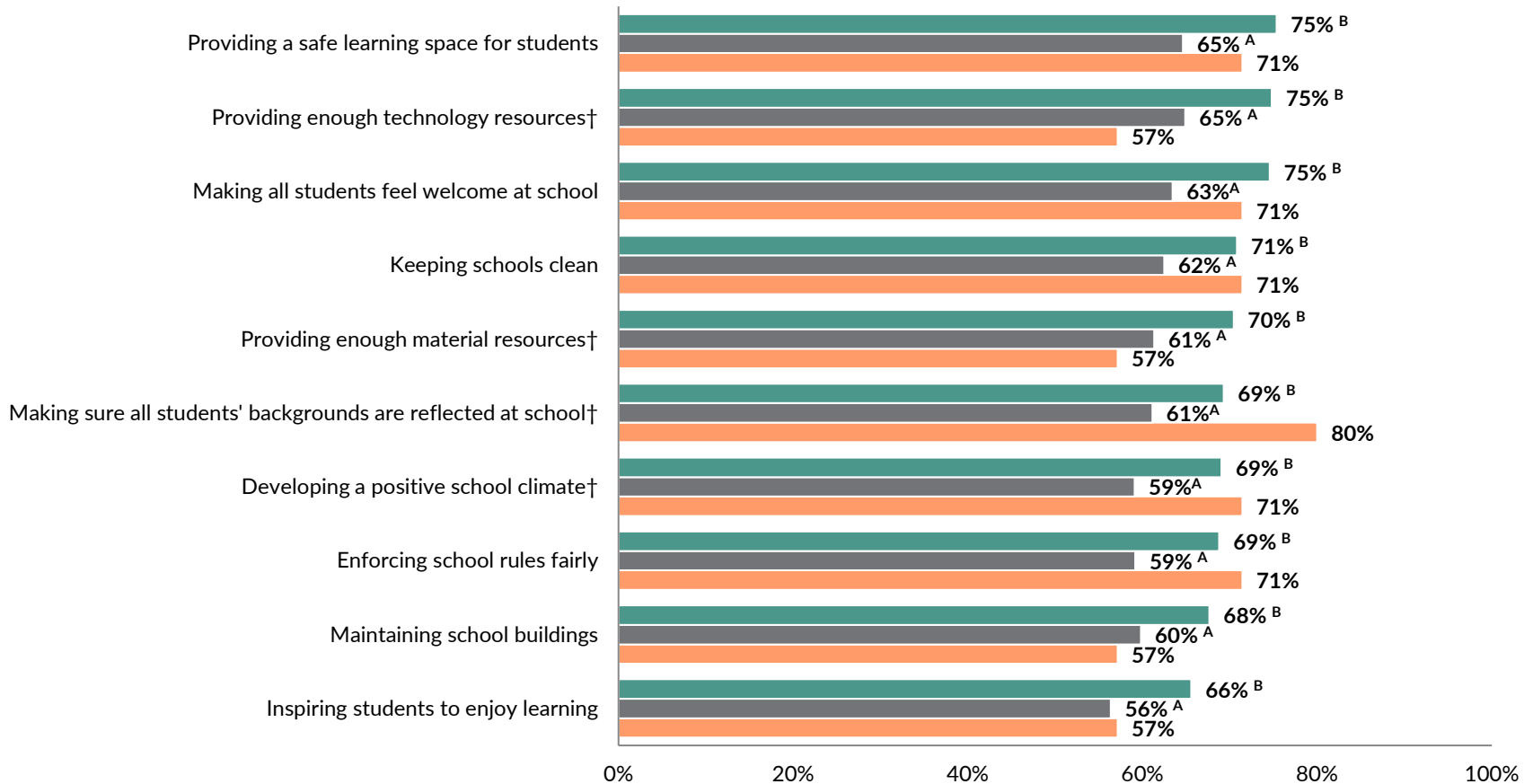


SCHOOL-LEVEL EVALUATION: CLIMATE & CULTURE

How would you rate the performance of BCPS in each of the following areas related to school climate and culture?

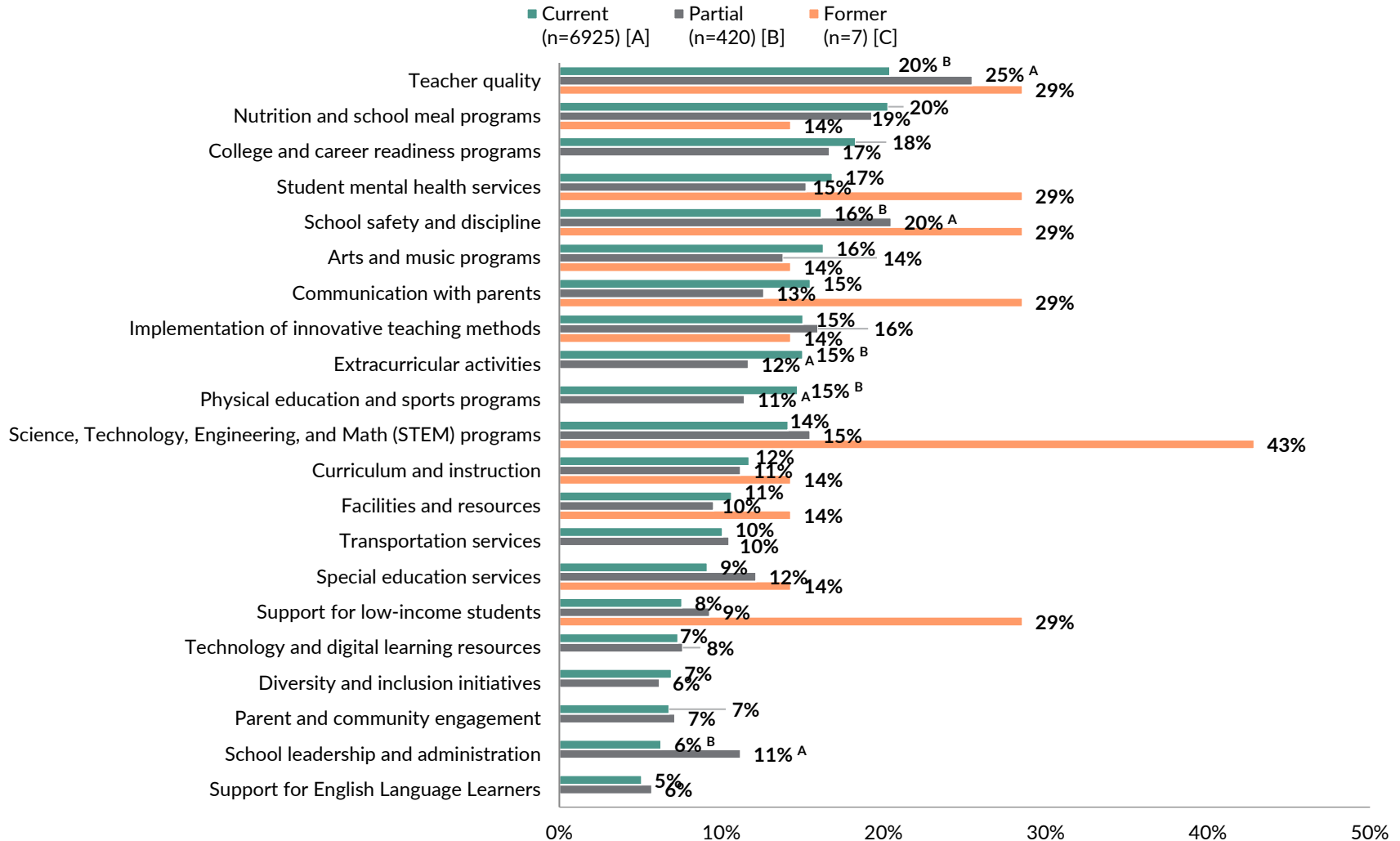
% Good + % Excellent

■ Current (n=6305-7002) [A] ■ Partial (n=391-424) [B] ■ Former (n=5-7) [C]



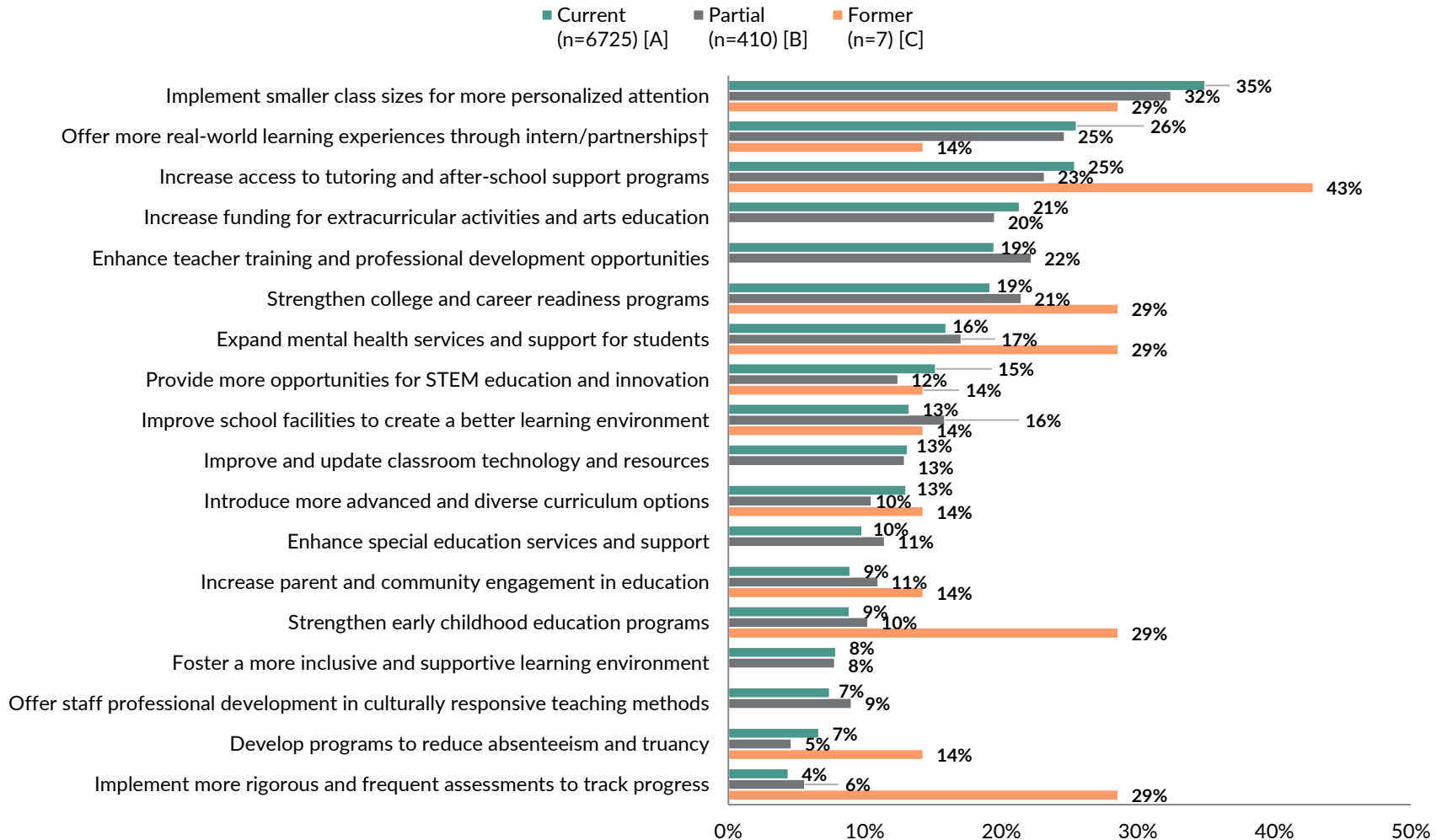
AREAS FOR GROWTH

In which areas do you believe BCPS needs the most improvement? Please select up to three options.



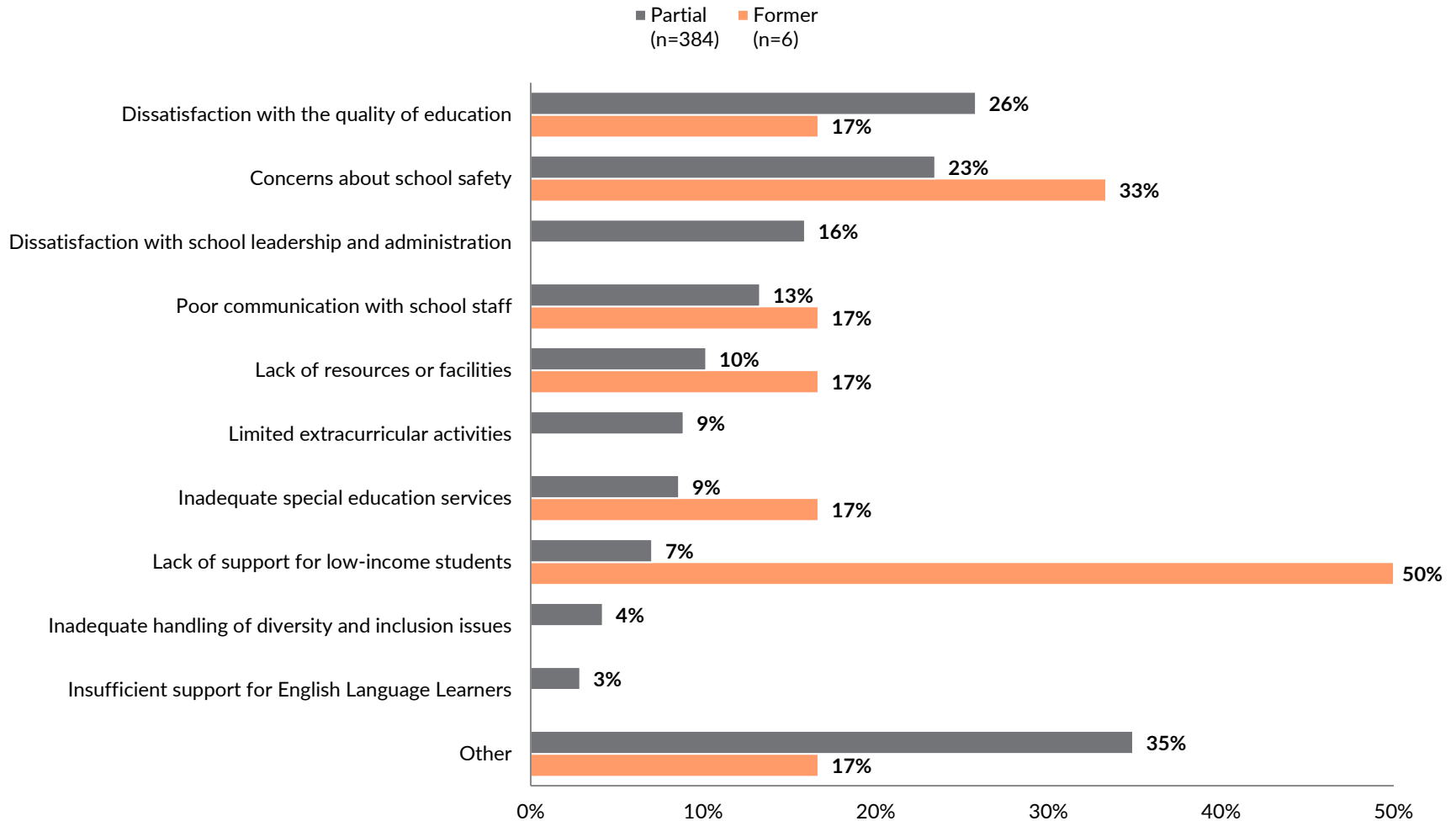
AREAS FOR GROWTH

What specific steps should BCPS take to improve student achievement? Please select up to three options.



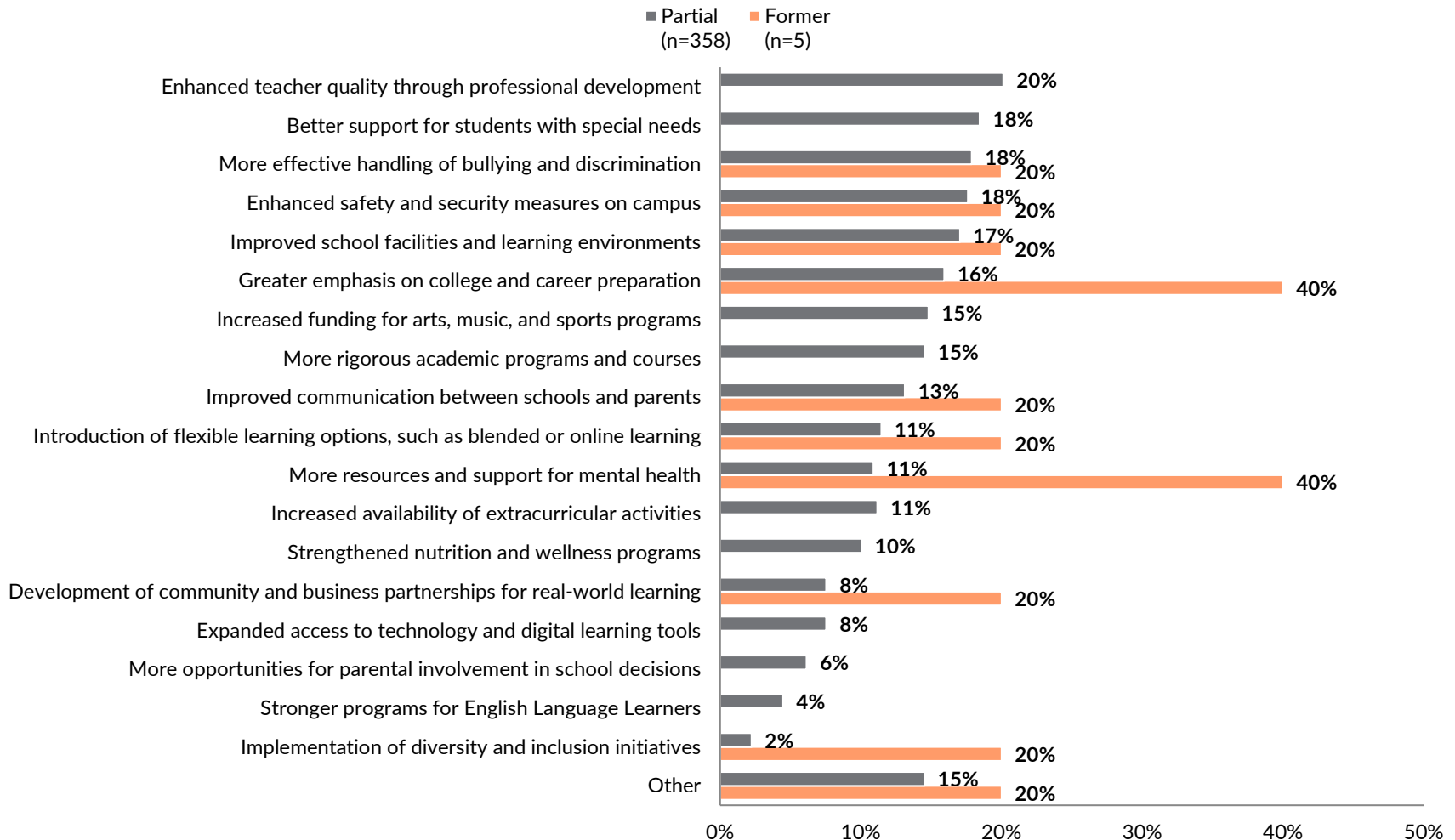
REASONS FOR UNENROLLMENT

What were the primary reasons for you to unenroll your student from BCPS? Please select up to two options.



FACTORS AFFECTING RETROSPECTIVE ENROLLMENT

What would have incentivized you to keep your student enrolled in BCPS? Please select up to three options.



RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS

Number of Currently Enrolled Students (n=8,450)

1 student	57%
2 or more students	43%

Number of Formerly Enrolled Students (n=533)

1 student	79%
2 or more students	21%

Student Grade (n=8,983)

Pre-K	4%
Kindergarten	7%
Grade 1	7%
Grade 2	6%
Grade 3	7%
Grade 4	7%
Grade 5	8%
Grade 6	7%
Grade 7	7%
Grade 8	8%
Grade 9	9%
Grade 10	9%
Grade 11	9%
Grade 12	5%

Special Program Participation (n=8,983)

English Language Learner (ELL)	5%
Special Education	11%
Gifted and Talented	17%
Free or Reduced-Price Lunch (FRPL)	33%
None of the above	44%

Student Race/Ethnicity (n=6,798)

American Indian or Alaska Native	<1%
Asian	5%
Black or African American	23%
Hispanic or Latin(o/a/x)	34%
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	<1%
White	38%
Not listed/Prefer to self-describe	3%
Prefer not to respond	11%

Student Gender Identity (n=6,785)

Female	47%
Male	46%
Non-binary/Gender non-conforming	<1%
Not listed/Prefer to self-describe	1%
Prefer not to respond	6%



Thank you.

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