



THE SCHOOL DISTRICT
OF PALM BEACH COUNTY, FLORIDA

JEFFREY HERNANDEZ
CHIEF ACADEMIC OFFICER

ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT OF SCHOOLS

Dean Stecker
Director of Research and Evaluation
3370 Forest Hill Boulevard, Suite B-246
West Palm Beach, FL 33406-5871
Phone (561) 432-6376 Fax (561) 963-3842
www.palmbeach.k12.fl.us/9045

MEMORANDUM

June 22, 2010

TO: Arthur C. Johnson, Ph.D.
Superintendent

FROM: Dean C. Stecker, Director
Research and Evaluation

THROUGH: Marc Baron, Chief
Performance Accountability

**SUBJECT: FY2010 RESULTS OF THE SCHOOL EFFECTIVENESS QUESTIONNAIRE:
TEACHER/STAFF AND PARENT VERSIONS**

In April 2010, the District administered the FY2010 School Effectiveness Questionnaire (SEQ), also known as the School Climate Survey. The SEQ measures perceptions regarding the effectiveness of District schools.¹ The student version measures five correlates (positive school climate/safe and orderly environment; high expectations related to school achievement; frequent monitoring of student progress and use of data for decision making; time on task; and positive home/school relations). The teacher/staff version adds two correlates, instructional leadership and clear and focused mission. The parent version measures only one correlate, positive school climate/safe and orderly environment.

In FY2010, only the teacher/staff and parent versions were administered.² Two hundred District schools administered the teacher/staff version to 9,963 teachers and 194 schools administered the parent version to 50,549 parents. The remaining schools decided to select a commercially produced survey or to develop their own instrument.

In general, from FY2009 to FY2010, teacher/staff version participation rates and mean scores declined, while parent version participation rates increased and mean scores remained similar. A statistical analysis of the SEQ follows.

¹ Over thirty years ago, researchers at the Center for Urban Studies at Harvard University conducted research that examined successful low-poverty schools compared to similar schools in like neighborhoods where children were not learning or learning at low levels. The researchers determined that successful schools had unique characteristics called the Correlates of Effective Schools that could be correlated with student success. See Brookover, W.B., et al (1976), *Elementary School Climate and School Achievement*, East Lansing: Michigan State University, College of Urban Development.

² Since FY2002, the teacher/staff version has been administered every year and the student and parent versions have been administered on an alternating basis.

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Teacher/Staff Version Results

Participation Rates (see Table 1)

- In FY2010, elementary schools had the highest participation rate (59%), followed by those of middle schools (46%), and high schools (41%).
- From FY2009 to FY2010, participation rates decreased slightly for elementary schools (61% to 59%), middle schools (48% to 46%), and high schools (43% to 41%).
- From FY2006 to FY2010, participation rates evidenced an increase for elementary schools (55% to 59%) and a large increase for middle schools (37% to 46%), but a large decrease for high schools (48% to 41%).

Table 1: Participation Rates for Multiple Years: Teacher/Staff Version

School Type	Participation Rates				
	FY2006	FY2007	FY2008	FY2009	FY2010
Elementary	55%	55%	52%	61%	59%
Middle	37%	42%	41%	48%	46%
High	48%	51%	42%	43%	41%

Mean Scores (see Table 2)

- In FY2010, elementary schools had the highest mean score (4.18), while scores for middle schools (3.92) and high schools (3.89) were similar.
- From FY2009 to FY2010, mean scores stayed about the same for middle schools (3.94 to 3.92), while they decreased for elementary schools (4.24 to 4.18) and high schools (3.99 to 3.89).
- From FY2006 to FY2010, mean scores stayed about the same for middle schools (3.94 to 3.92), decreased for high schools (3.96 to 3.89), and slightly decreased for elementary schools (4.21 to 4.18).

Table 2: Total Mean Scores for Multiple Years: Teacher/Staff Version

School Type	Total Mean Score				
	FY2006	FY2007	FY2008	FY2009	FY2010
Elementary	4.21	4.18	4.24	4.24	4.18
Middle	3.94	3.83	4.01	3.94	3.92
High	3.96	3.99	4.11	3.99	3.89

Parent Version Results

Participation Rates (see Table 3)

- In FY2010, elementary schools had the highest participation rate (41%), followed by those of middle schools (25%) and high schools (18%).
- From FY2008 to FY2010, participation rates evidenced an increase for high schools (14% to 18%) and large increases for elementary schools (31% to 41%) and middle schools (18% to 25%).
- From FY2002 to FY2010, participation rates evidenced an increase for high schools (13% to 18%) and large increases for elementary schools (30% to 41%) and middle schools (13% to 25%).

Table 3: Participation Rates for Multiple Years: Parent Version

School Type	Participation Rates				
	FY2002	FY2004	FY2006	FY2008	FY2010
Elementary	30%	37%	35%	31%	41%
Middle	13%	16%	18%	18%	25%
High	13%	19%	13%	14%	18%

Mean Scores (see Table 4)

- In FY2010, elementary schools had the highest mean score (4.36), followed by those of middle schools (3.92) and high schools (3.66).
- From FY2008 to FY2010, mean scores remained similar for elementary schools (4.38 to 4.36) and high schools (3.63 to 3.66), and slightly decreased for middle schools (3.96 to 3.92).
- From FY2002 to FY2010, mean scores evidenced an increase for middle schools (3.83 to 3.92) and a large increase for elementary schools (4.24 to 4.36) and high schools (3.55 to 3.66).

Table 4: Total Mean Scores for Multiple Years: Parent Version

School Type	Total Mean Score				
	FY2002	FY2004	FY2006	FY2008	FY2010
Elementary	4.24	4.27	4.29	4.38	4.36
Middle	3.83	3.73	3.87	3.96	3.92
High	3.55	3.46	3.52	3.63	3.66

For questions regarding the SEQ results, contact Dean Stecker in the Department of Research and Evaluation at 432-6376, PX 86376. For questions regarding specific school efforts, contact area superintendents or school principals.

ACJ/MB/DS/BS:ds

- c: Chief of Staff
Chief Operating Officer
Division Chiefs
Area/Assistant Superintendents
Academic Directors
Principals