



Maryland

STATE DEPARTMENT OF EDUCATION

Maryland School Survey Analysis

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Introduction

PURPOSE OF THE MARYLAND SCHOOL SURVEY ANALYSIS REPORT

The purpose of this report is to: 1) describe the results of the Maryland School Survey for the 2022-2023 school year, and 2) analyze correlations among survey topics and school characteristics. It is expected that this report will inform the work of the Maryland State Department of Education (MSDE), local education agency (LEA) partners, and schools on issues pertaining to school climate and academic and socioemotional outcomes for students.

BACKGROUND

In April 2017, the Maryland state legislature passed a law requiring the state's Every Student Succeeds Act (ESSA) plan to include a survey-based measure of school climate for accountability purposes. To meet this requirement, the Maryland State Department of Education (MSDE) together with the Regional Educational Laboratory (REL) Mid-Atlantic and a stakeholder group consisting of representatives from all 24 LEAs, developed the Maryland School Survey (MSS), which measures school quality and student and teacher experience in Maryland's school accountability framework. The survey measures are intended to be useful to, and used by state education agency staff, district officials, school principals, parents, and the public and might serve as an example for other states and education agencies. Three rounds of survey results (2018-2019, 2021-2022, and 2022-2023) have been conducted so far.

GOALS

1. Provide information about the climate and quality of the learning environment of every public school in the state, which is a statutory requirement of Maryland's accountability system.
2. Allow policymakers and educators to identify schools that have a disconnect between staff perceptions and student perceptions and provide schools with actionable information on different aspects of the school climate that will inform school improvement in particular areas.

DESCRIPTION

The MSS draws upon items from several existing surveys. The content is closely connected across two types of respondents: instructional staff and students. Separate results from these respondents will allow policymakers and educators to identify schools that have a disconnect between instructional staff perceptions and student perceptions. Both the student and instructional staff survey forms cover four broad domains which include ten topics with scales representing topics within each domain, as well as a separate Instructional Feedback topic for instructional staff only. The topics and domains were selected to measure dimensions of school climate appropriate for an accountability system because they: 1) reflect aspects of a school that are associated with student success, 2) represent a quality or characteristic that schools can feasibly influence, and 3) apply to a diverse set of schools. The domains and topics are shown in Table 1.

Table 1: School Survey Domains and Topics

Domain	Topic
Relationships	Staff-Student Relationships Student-Student Relationships
Environment	Behavioral and Academic Supports Physical Environment
Community Engagement	Participation and Engagement Respect for Diversity
Safety	Bullying Emotional Safety Physical Safety Substance Abuse
Instructional Feedback (Educators only)	Instructional Feedback

Note: Scores for Substance Abuse and for Bullying reflect reverse coding, so that higher scores mean less of each.

SURVEY PARTICIPANTS

Three distinct survey instruments were administered in the spring for the following populations:

1. Elementary and middle school students: Grades 5–8.
2. High school students: Grades 9–11.
3. Educators: Staff who are classified as teachers, instructors, or other instructional personnel and instructional staff.

See Appendix A for a description of the response categories and Appendix B for the dataset description and analysis. For more information on the Maryland School Survey, see

<https://www.marylandpublicschools.org/about/Pages/DCAA/DataCollections/MarylandSchoolSurvey.aspx>

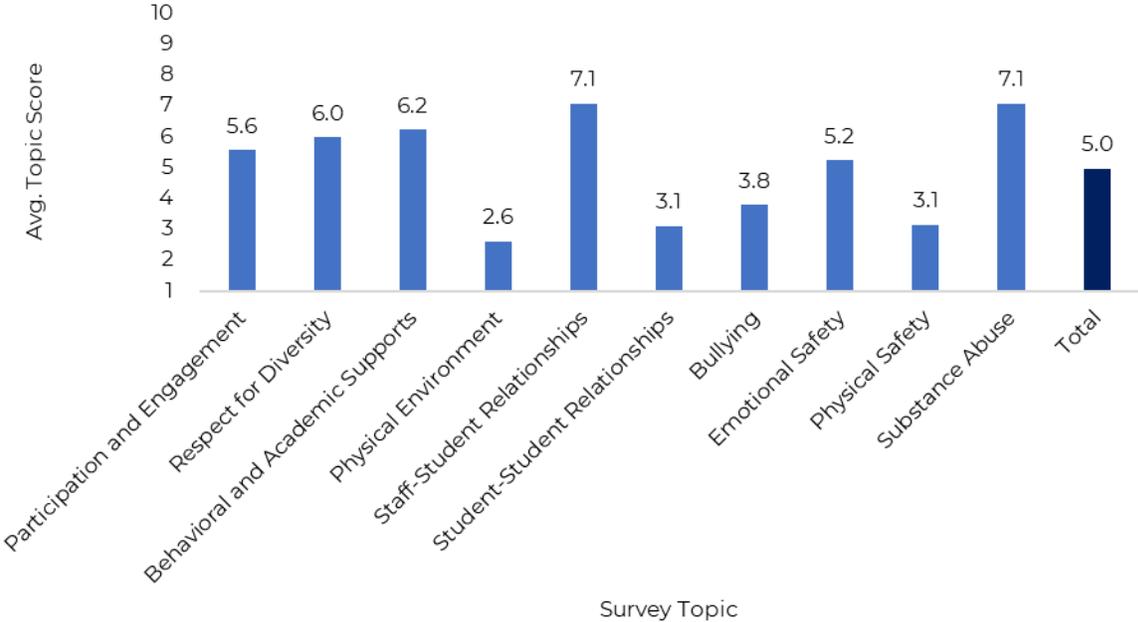
Student Survey Results

This section describes results for the 2022-2023 student survey and examines the extent to which perceptions vary across LEAs and by topics. The topic scores range from 1 to 10, where 1 indicates most likely to strongly disagree and 10 indicates most likely to strongly agree.

HOW DO STUDENT PERCEPTIONS OF THE SCHOOL ENVIRONMENT VARY BY TOPIC?

Students in Maryland had more favorable perceptions of their school for half of the topics and less favorable perceptions for the other half of the topics.¹ On average, students in Maryland perceived staff-student relationships and substance abuse most favorably and physical environment, student-student relationships, and physical safety least favorably.

Figure 1: Student Survey Topic Scores

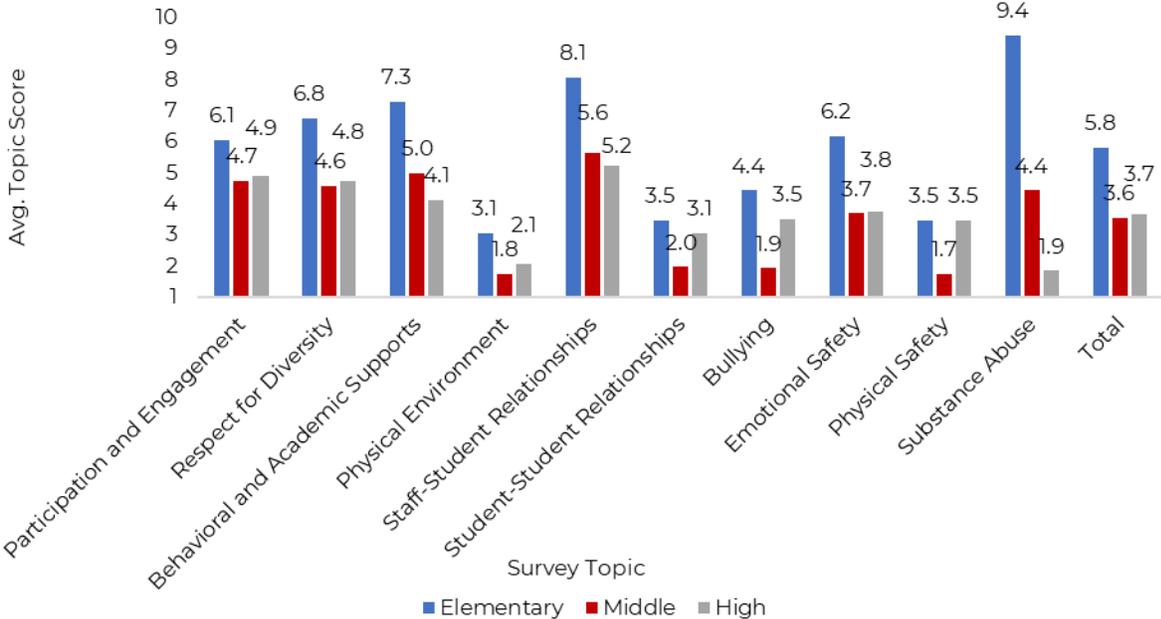


Note: Figure shows average topic scores for the 2022-2023 Student Survey. Scores between 2 and 5.5 indicate a less favorable perception, while scores between 5.5 to 9 indicate a more favorable perception (see Table A1 for more information on benchmarks). Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

¹ Based on the more/less favorable score threshold of 5.5.

Figure 2 shows the average perceptions of each survey topic by grade band. Aside from Substance Abuse, the pattern of perceptions of the survey topics were similar at all grade bands, with most favorable perceptions towards staff-student relationships and among the least favorable perceptions towards physical environment. On average, elementary students had more favorable perceptions of their school than middle and high school students. While there were six topics on which elementary students had, on average, more favorable perceptions, there was only one for middle school students and none for high school students.

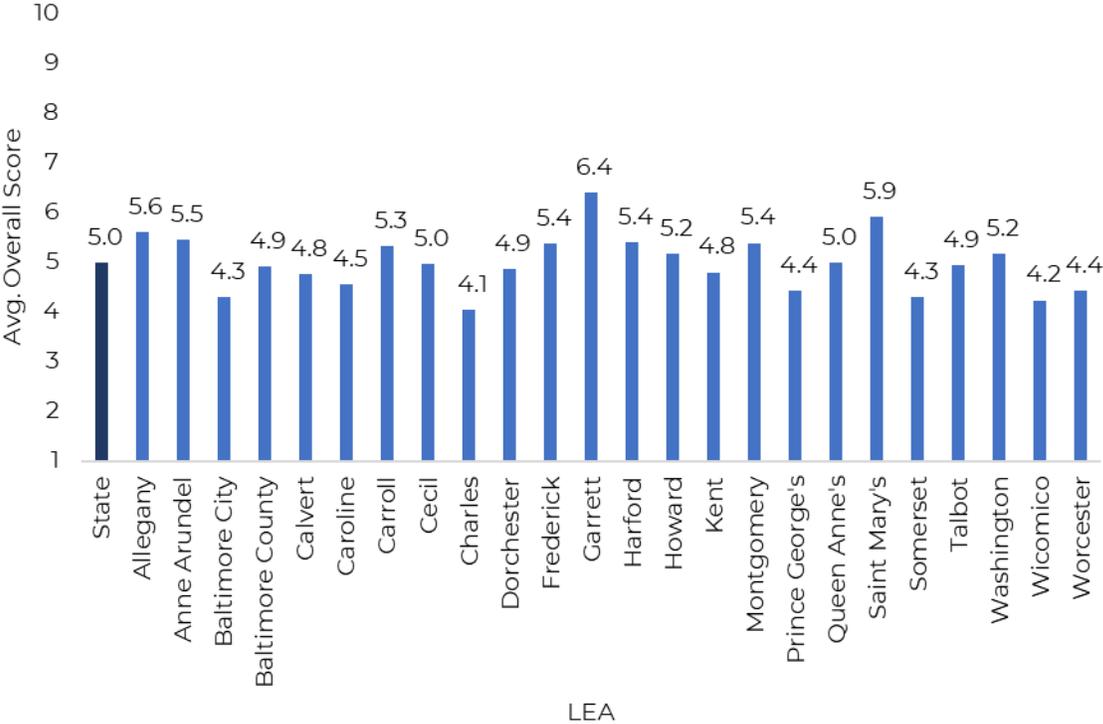
Figure 2: Student Survey Topic Scores by School Level



HOW DO STUDENT PERCEPTIONS OF THEIR SCHOOL VARY ACROSS LEAS?

There were four LEAs in which, on average, student perceptions of their schools were more favorable while student perceptions in the rest of the LEAs were less favorable. ²

Figure 3: Student School Survey Overall Scores by LEA



HOW DO STUDENT PERCEPTIONS OF THEIR SCHOOL VARY ACROSS LEAS BY TOPIC?

Student perceptions of their school varied across LEAs by topic as shown in Table 3. Perceptions about participation and engagement and behavioral academic support were the most consistent across LEAs, while perceptions of bullying and physical safety varied the most. Students in Garrett County perceived all topics more favorably relative to students in other LEAs. In contrast, students in Charles County perceived most topics less favorably relative to students in other LEAs.

² Based on the more/less favorable score threshold of 5.5.

Table 3: Student Survey Topic Scores by LEA

	Participation and Engagement	Respect for Diversity	Behavioral and Academic Supports	Physical Environment	Staff-Student Relationships	Student-Student Relationships	Bullying	Emotional Safety	Physical Safety	Substance Abuse
Allegany	5.8	6.7	7.0	4.0	7.8	3.6	4.0	6.1	3.9	7.0
Anne Arundel	5.6	6.6	6.4	2.8	7.5	3.6	4.8	5.7	3.9	7.7
Baltimore City	5.5	5.3	6.2	2.0	6.5	2.3	2.6	4.6	2.1	5.8
Baltimore County	5.8	5.9	6.4	2.4	7.1	2.9	3.5	5.0	2.9	7.1
Calvert	5.4	5.5	5.9	2.8	6.9	2.8	3.6	5.0	3.0	6.6
Caroline	5.5	5.6	6.1	2.2	6.9	2.6	3.0	5.0	2.5	6.1
Carroll	5.2	6.2	6.1	3.2	7.5	3.5	4.6	5.7	4.3	7.0
Cecil	5.5	6.1	6.1	2.6	7.3	2.9	3.8	5.0	3.4	6.8
Charles	5.1	4.8	5.6	1.9	6.2	2.0	2.2	4.3	1.7	6.7
Dorchester	5.0	5.7	6.2	2.8	6.9	2.9	3.4	5.4	3.4	6.9
Frederick	5.9	6.4	6.4	3.2	7.4	3.4	4.4	5.5	3.8	7.4
Garrett	6.3	7.3	7.1	5.0	8.4	4.6	5.9	6.5	5.3	7.8
Harford	5.4	6.3	6.2	3.2	7.5	3.5	4.8	5.5	4.3	7.3
Howard	5.5	6.0	5.8	2.7	7.0	3.4	4.4	5.3	3.8	7.7

	Participation and Engagement	Respect for Diversity	Behavioral and Academic Supports	Physical Environment	Staff-Student Relationships	Student-Student Relationships	Bullying	Emotional Safety	Physical Safety	Substance Abuse
Kent	5.3	5.8	5.7	3.0	6.9	2.8	3.9	4.8	3.4	6.5
Montgomery	5.9	6.4	6.2	3.0	7.3	3.8	4.5	5.7	3.4	7.6
Prince George's	5.1	5.4	6.2	1.9	6.6	2.6	2.7	4.8	2.1	6.9
Queen Anne's	5.3	6.1	5.9	2.8	7.1	3.2	3.8	5.3	3.7	6.6
Saint Mary's	6.0	7.0	6.9	3.7	8.0	3.9	5.2	6.1	4.5	7.8
Somerset	4.6	5.3	5.6	2.5	6.3	2.5	2.9	4.5	2.9	5.6
Talbot	5.2	5.9	5.8	2.0	6.9	3.5	3.9	5.6	3.3	7.2
Washington	5.7	6.1	6.2	3.1	7.3	3.0	4.1	5.4	4.0	6.7
Wicomico	5.0	5.2	5.9	2.1	6.6	2.4	2.3	4.6	2.1	6.1
Worcester	5.4	5.4	5.3	3.0	6.5	3.3	3.0	4.7	3.3	4.3
State	5.6	6.0	6.2	2.6	7.1	3.1	3.8	5.2	3.1	7.1

Note: Table shows average topic scores for the 2022-2023 Student Survey by LEA. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each

TO WHAT EXTENT ARE STUDENT PERCEPTIONS ON DIFFERENT TOPICS RELATED?

Table 4 shows correlations between topic scores across schools. A correlation (or association) measures how strongly two scores move “together”; a value of 1, for example, indicates that a change in perceptions on one topic perfectly predicts the same magnitude change in perceptions on another topic (this is why the correlation between Participation and Engagement with itself, the top left column, is 1.00). The table shows that although all topics were moderately to strongly positively related with each other, the lowest association was between Physical Safety and Substance Abuse. The strongest associations were between student perceptions of:

- emotional safety and respect for diversity;
- emotional safety and staff-student relationships;
- staff-student relationships and respect for diversity; and
- staff-student relationships and behavioral and academic supports.

Table 4: Correlation Matrix for Student Survey Topic Scores

	1	2	3	4	5	6	7	8	9	10
Participation and Engagement (1)	1.00									
Respect for Diversity (2)	0.78	1.00								
Behavioral and Academic Supports (3)	0.77	0.84	1.00							
Physical Environment (4)	0.65	0.78	0.63	1.00						
Staff-Student Relationships (5)	0.75	0.92	0.92	0.71	1.00					
Student-Student Relationships (6)	0.62	0.83	0.55	0.77	0.70	1.00				
Bullying (7)	0.56	0.81	0.54	0.75	0.70	0.89	1.00			
Emotional Safety (8)	0.78	0.94	0.86	0.78	0.93	0.82	0.79	1.00		
Physical Safety (9)	0.51	0.73	0.45	0.75	0.60	0.87	0.91	0.72	1.00	
Substance Abuse (10)	0.54	0.69	0.82	0.46	0.82	0.44	0.48	0.74	0.34	1.00

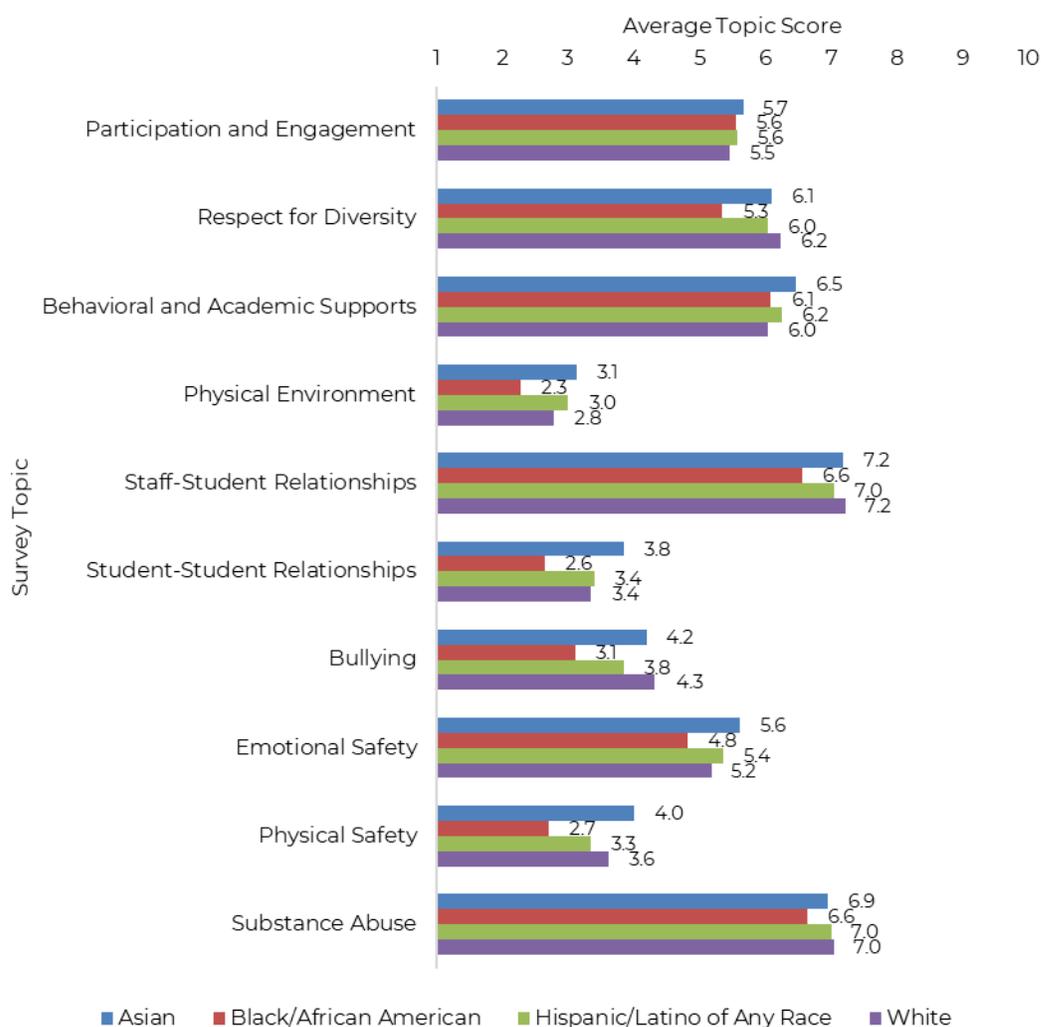
Note: Table shows pairwise correlation coefficients between topic scores.

Student Perceptions and School Characteristics

TO WHAT EXTENT DO STUDENT PERCEPTIONS VARY BY STUDENT DEMOGRAPHICS ACROSS THE STATE?

Figure 4 shows that student perceptions of their school varied by student race/ethnicity for all topics. The greatest differences among race/ethnicity groups were in physical safety, student-student relationships, and bullying. Across most topics, Black/African American students had less favorable perceptions than Asian, Hispanic/Latino, and White students.

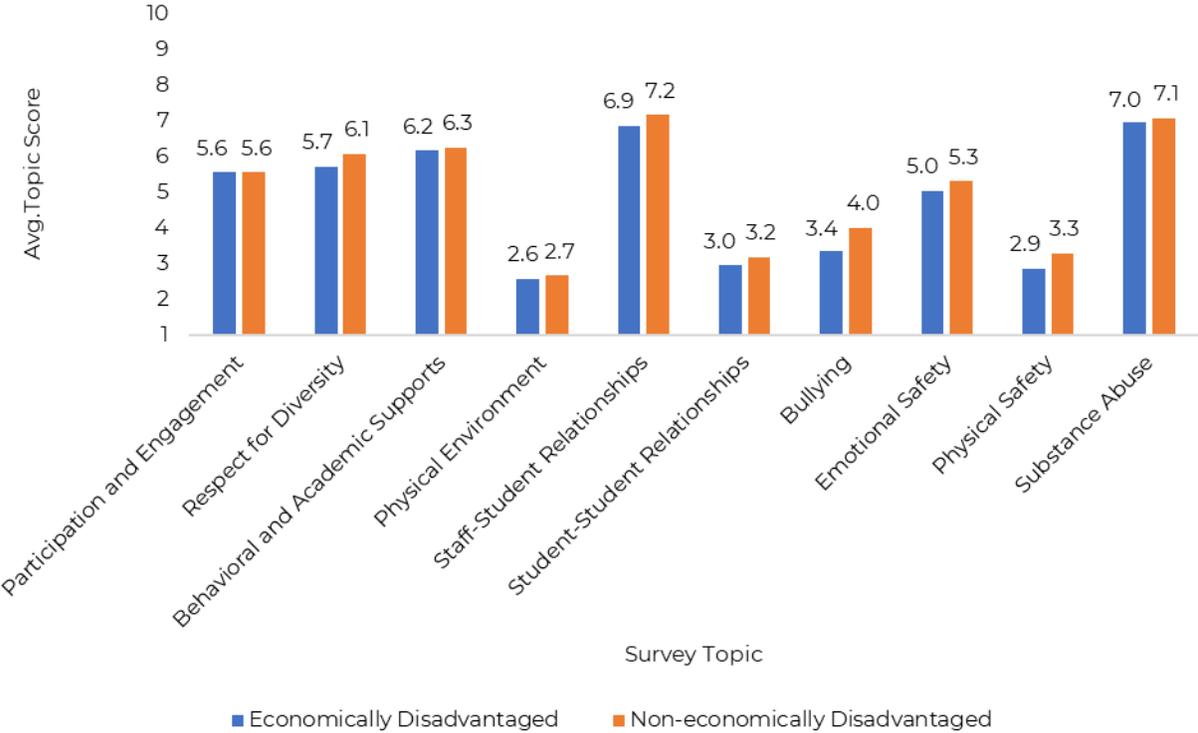
Figure 4: Student Survey Topic Scores by Race/Ethnicity



Note: Figure shows average topic scores for the 2022-2023 Student Survey by race/ethnicity. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each. Also note that students identifying as American Indian/Alaskan Native, Native Hawaiian or Other Pacific Islander, or two or more races are not shown due to small sample sizes.

Figure 5 shows that, overall, Economically Disadvantaged and non-Economically Disadvantaged students had similar perceptions of their school on most topics. The exceptions were bullying, respect for diversity, and physical safety, on which non-Economically Disadvantaged students, on average, had slightly more favorable perceptions of their school than Economically Disadvantaged students.

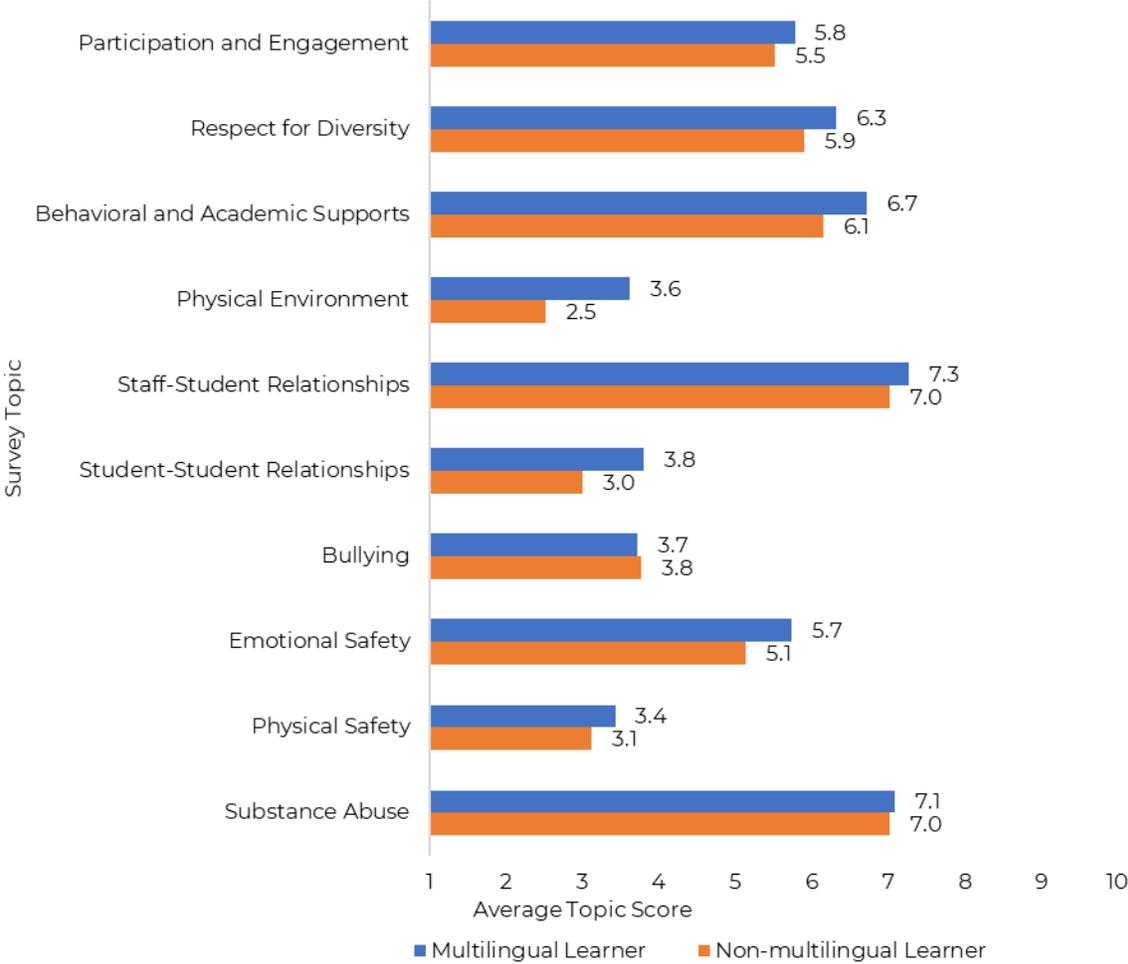
Figure 5: Student Survey Topic Scores by Economically Disadvantaged Status



Note: Figure shows average topic scores for the 2022-2023 Student Survey by Economically Disadvantaged status. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

Figure 6 shows that multilingual learners had slightly more favorable perceptions of their schools than non-multilingual learners across on almost all topics.

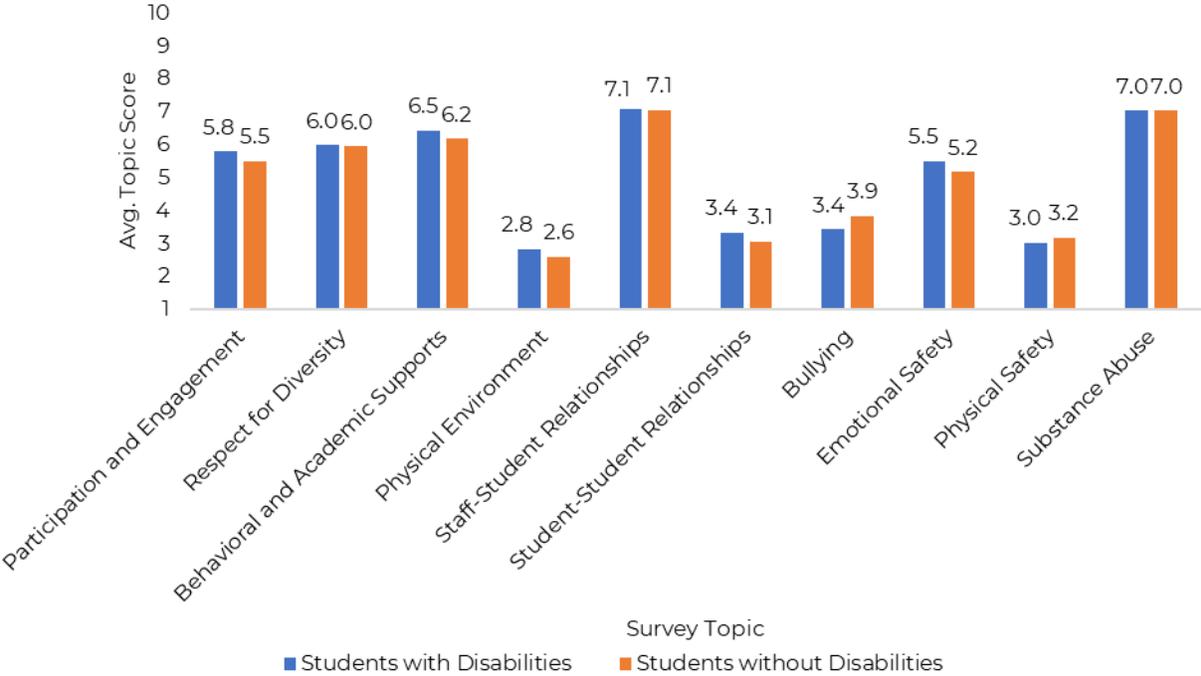
Figure 6: Student Survey Topic Scores by Multilingual Learner Status



Note: Figure shows average topic scores for the 2022-2023 Student Survey by multilingual learner status. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

Figure 7 shows that Students with Disabilities and Students without Disabilities had similar perceptions of their schools on most topics.

Figure 7: Student Survey Topic Scores by Disability Status



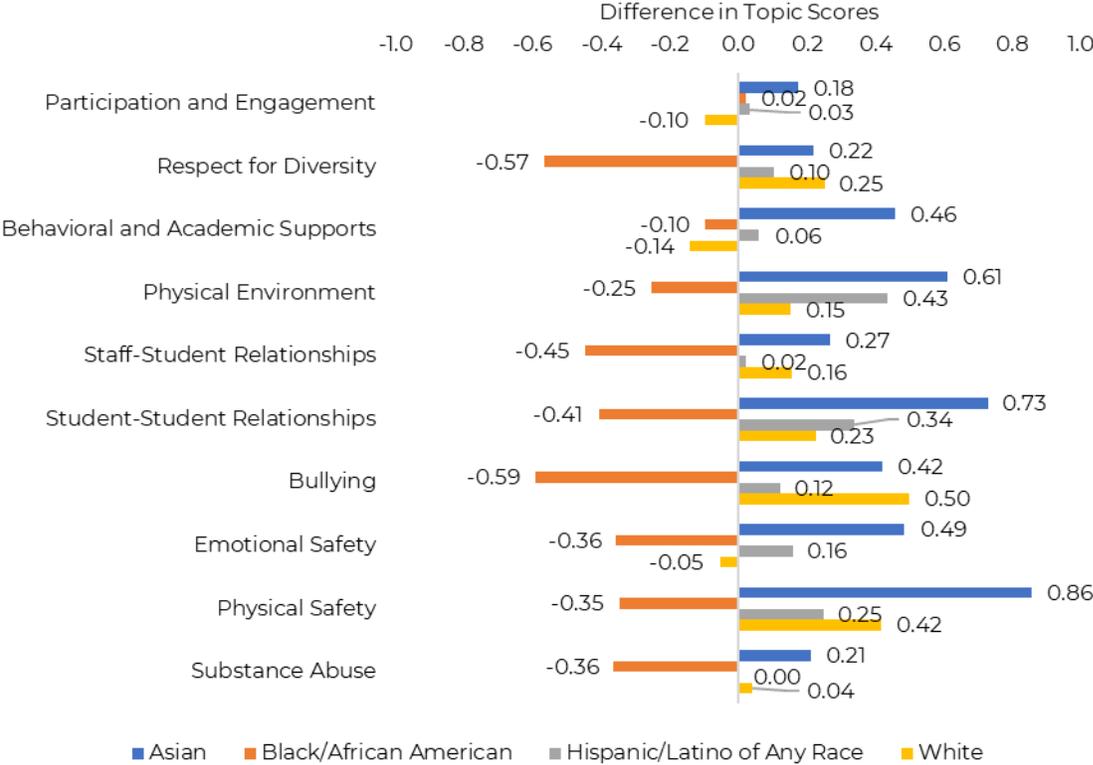
Note: Figure shows average topic scores for the 2022-2023 Student Survey by Disability status. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

While the analysis above examined students’ perceptions of their school by student characteristics across the state, the next section examines the extent to which different student groups had different perceptions of the same school. In the next two figures, the perceptions of each student group in a school are compared to the perceptions of all students within that school. A more positive difference indicates, on average, that the student group has more favorable perceptions of their school relative to all students within the same school and a more negative difference indicates that the student group has, on average, less favorable perceptions of the school than all students within the same school.

TO WHAT EXTENT DO STUDENT PERCEPTIONS VARY BY SCHOOL DEMOGRAPHICS WITHIN SCHOOLS?

Figure 8a shows that, on average, Black/African American students had less favorable perceptions of their school than all students within a school in almost all topics, while other race/ethnicities on average had more favorable perceptions. In general, White students had more favorable perceptions than all students; however, they had less favorable perceptions on Participation and Engagement, Behavioral and Academic Supports, and Emotional Safety.

Figure 8a: Within-School Difference Between Average Topic Scores of All Students and Student Group

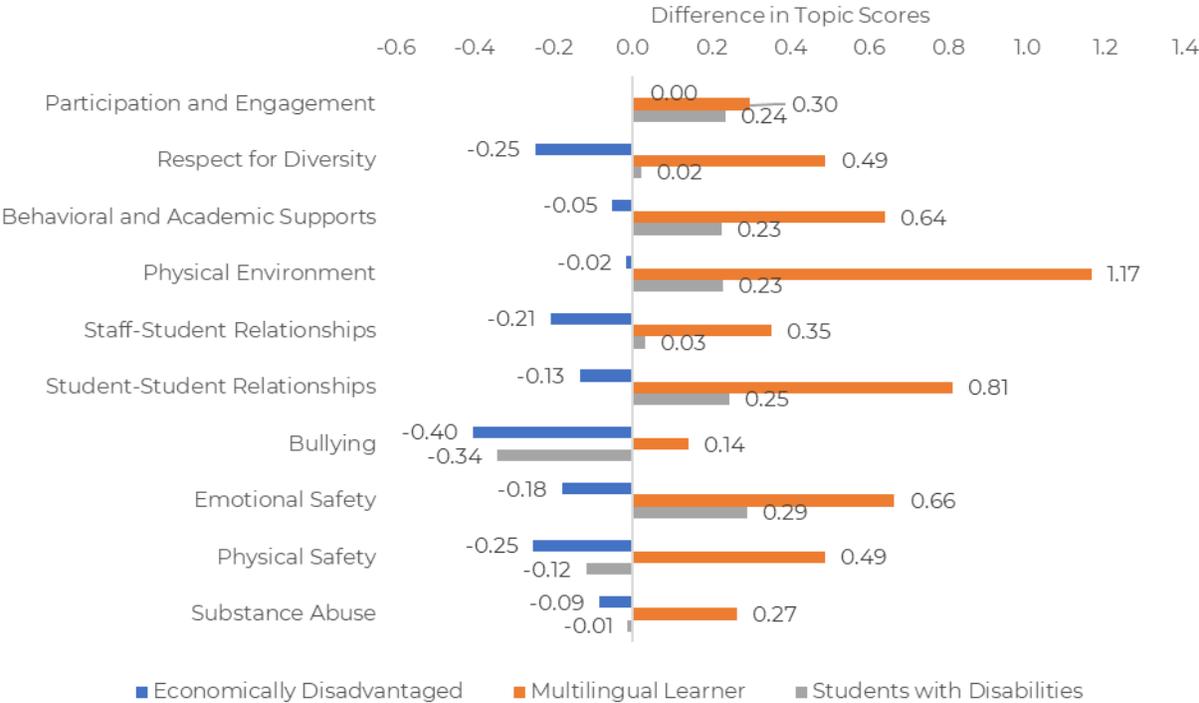


Note: Figure shows the average within-school difference between overall topic scores and student group topic scores. For example, the first bar shows that the average within-school difference between all students' Participation and Engagement scores and Asian Participation and Engagement scores was 0.10.

Figure 8b shows within-school differences in perceptions for other student groups. On average,

- Multilingual learners had more favorable perceptions than all students for the same school on all topics.
- Economically Disadvantaged students had less favorable perceptions than all students on all topics except for Participation and Engagement.
- Students with Disabilities had more favorable perceptions than those for all students within a school on all topics except for Bullying, Physical Safety, and Substance Abuse.

Figure 8b: Within-School Difference Between Average Topic Score and Average Topic Score by Student Group



Note: Figure shows the average within-school difference between all students’ topic scores and student group topic scores. For example, the first row shows the average within-school difference between overall Participation and Engagement scores and Economically Disadvantaged students’ Participation and Engagement scores was 0.00.

TO WHAT DEGREE ARE STUDENT PERCEPTIONS RELATED TO STUDENT OUTCOMES?

The associations between school level student survey topic scores and school level suspension rates, attendance rates, and achievement were examined. As shown in Table 5, the strength of the associations varied between topics in their relation to each outcome.

Overall, more favorable student perceptions of their school were associated with lower suspension rates. The topics most strongly associated with suspensions were:

- Substance Abuse
- Emotional Safety
- Staff-Student Relationships

More favorable student perceptions of their school were associated with lower rates of suspension for attacks, threats, and fighting. The topics most strongly associated with suspensions for these offenses were:

- Emotional Safety
- Substance Abuse
- Staff-Student Relationships

More favorable student perceptions were associated with higher attendance. The topics most strongly associated with attendance were:

- Substance Abuse
- Emotional Safety
- Staff-Student Relationships

More favorable student perceptions were associated with higher MCAP math proficiency. The topics most strongly associated with math proficiency were:

- Bullying
- Emotional Safety
- Respect for Diversity

More favorable student perceptions were associated with higher MCAP ELA proficiency. The topics most strongly associated with ELA proficiency were:

- Physical Safety
- Bullying
- Student-Student Relationships

Table 5: Correlations Between Student Topic Scores and Student Outcomes

Topic	Suspension Rate (All Offenses)	Suspension Rate (Attacks, Threats, Fighting)	Attendance Rate	MCAP Math	MCAP ELA
Participation and Engagement	-0.38	-0.33	0.17	0.37	0.12
Respect for Diversity	-0.42	-0.38	0.26	0.59	0.30
Behavioral and Academic Supports	-0.40	-0.33	0.20	0.44	0.00
Physical Environment	-0.29	-0.26	0.21	0.53	0.35
Staff-Student Relationships	-0.47	-0.41	0.30	0.59	0.21
Student-Student Relationships	-0.40	-0.39	0.27	0.58	0.51
Bullying	-0.35	-0.34	0.25	0.66	0.53
Emotional Safety	-0.49	-0.44	0.32	0.61	0.31
Physical Safety	-0.30	-0.30	0.26	0.57	0.55
Substance Abuse	-0.51	-0.42	0.37	0.58	0.12
Overall	-0.48	-0.43	0.32	0.66	0.35

Note: Each cell shows the pairwise correlation coefficient between topic scores and the percentage of suspension, attendance, and math and ELA proficiency rates across schools. ELA=English Language Arts.

Table 6 examines the association between each topic and student growth on MCAP in the same school year. As measured by Student Growth Percentiles, growth is a better way to measure the contribution of schools to student learning than simply proficiency status, as it accounts for the fact that students start the school year with different levels of baseline achievement.³

Table 6: Correlations Between Topic Scores and Student Growth

Survey Topic	Elementary		Middle	
	ELA	Math	ELA	Math
Participation and Engagement	0.18	0.23	0.11	0.13
Respect for Diversity	0.33	0.34	0.20	0.28
Behavioral and Academic Supports	0.24	0.24	0.16	0.12
Physical Environment	0.31	0.33	0.10	0.13
Staff-Student Relationships	0.33	0.33	0.22	0.24
Student-Student Relationships	0.38	0.40	0.20	0.32
Bullying	0.41	0.39	0.19	0.32
Emotional Safety	0.34	0.35	0.30	0.34
Physical Safety	0.42	0.38	0.19	0.34
Substance Abuse	0.25	0.30	0.42	0.46
Overall	0.39	0.40	0.27	0.34

Note: Table shows correlations between topic scores and median student growth percentile (SGP) on ELA and math for elementary and middle school grades. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each. Because no SGPs were calculated for high school, only elementary and middle school SGPs were examined. Further, only students who had assessment data from both years could be included.

³ RAND (n.d.). Student growth percentiles 101: Using relative ranks in student test scores to help measure teaching effectiveness. Retrieved from: <https://www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/student-growth-percentiles.html>

For elementary grades, the association between student perceptions and achievement growth was similar for ELA and math. More favorable perceptions were associated with higher growth. The topics found to have the strongest associations with student growth were Bullying, Physical Safety, and Student-Student Relationships. For middle school grades, the associations between student perceptions of their schools and student growth in ELA and math were positive but weaker than they were for elementary grades, and, on average, associations for math were stronger than those for ELA, particularly for the Bullying and Physical Safety topics. Looking across both subjects, Substance Abuse scores had the strongest association with median SGPs.

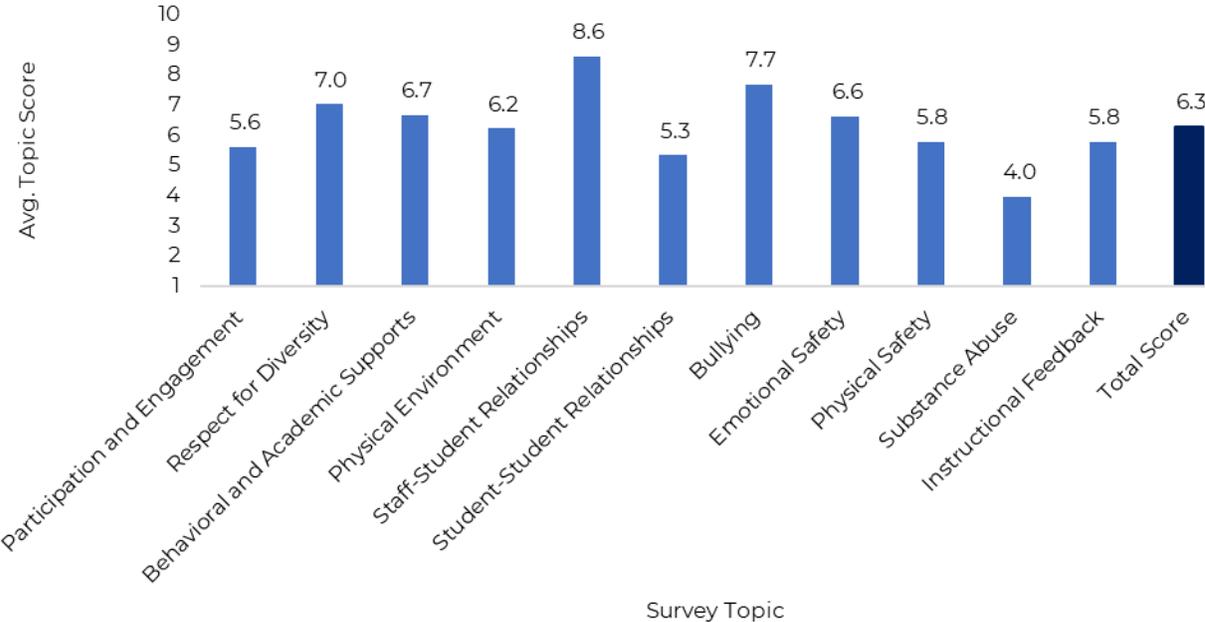
Educator Survey Results

This section describes results for the 2022-2023 educator school survey and examines the extent to which perceptions vary by topic and compare to student perceptions.

HOW DO EDUCATOR PERCEPTIONS OF THE SCHOOL ENVIRONMENT VARY BY TOPIC?

On average, educators in Maryland perceived staff-student relationships and bullying most favorably and perceived substance abuse and student-student relationships the least favorably. In contrast to the average topic score for students (5.0), the total survey score for educators (6.3) indicates they were, on average, more likely to perceive their school's climate more favorably than students.

Figure 9: Educator School Survey Topic Scores

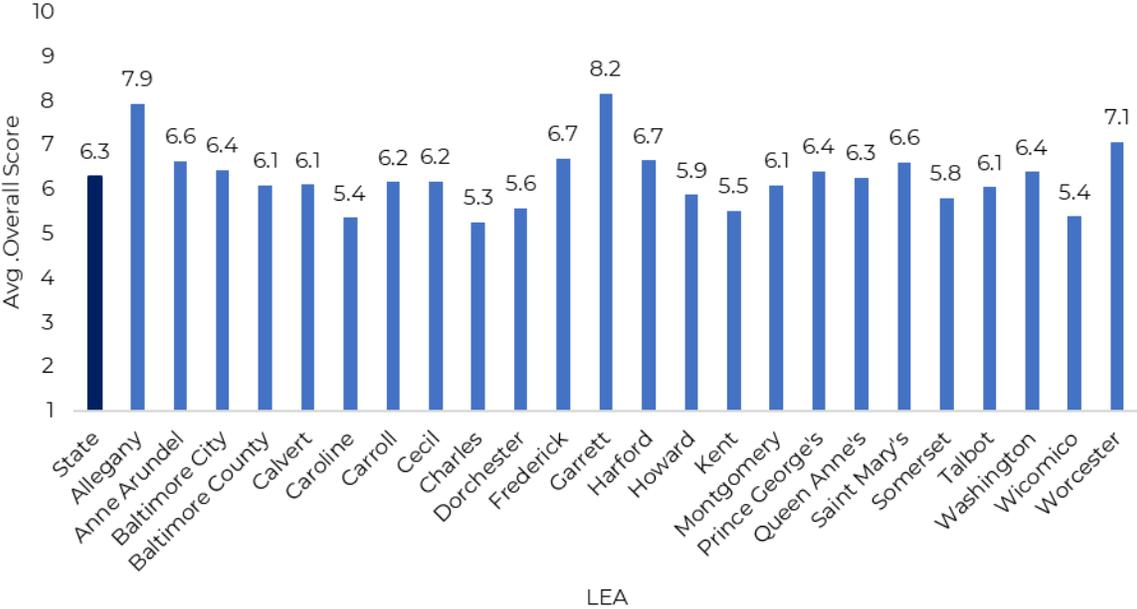


Note: Figure shows average topic scores for the 2022-2023 Student Survey. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

HOW DO EDUCATOR PERCEPTIONS OF THE OVERALL SCHOOL ENVIRONMENT VARY ACROSS LEAS?

Across LEAs, Garrett County educators had the most favorable perceptions towards their school environment and Allegany educators had the second most favorable perceptions. Meanwhile, Charles County educators had the least favorable perceptions towards their school environment and Caroline and Wicomico County educators were tied for the second least favorable perceptions. However, even these LEAs were on average only slightly below the more favorable score threshold of 5.5.

Figure 10: Educator School Survey Overall Scores by LEA



Note: Figure shows average topic scores for the 2022-2023 Educator Survey by LEA.

HOW DO EDUCATOR PERCEPTIONS OF THE SCHOOL VARY ACROSS LEAS BY TOPIC?

Table 7 shows educator perceptions of their school by LEA and by topic. Despite variation in perceptions, the overall trends are consistent. Educators perceived substance abuse the least favorably across all but one LEA and staff-student relationships the most favorably in all LEAs. Educator perceptions about staff-student relationships also varied the least across LEAs, and perceptions about physical safety varied the most.

Table 7: Educator Survey Topic Scores by LEA

	Participation and Engagement	Respect for Diversity	Behavioral and Academic Supports	Physical Environment	Staff-Student Relationships	Student-Student Relationships	Bullying	Emotional Safety	Physical Safety	Substance Abuse	Instructional Feedback
Allegany	7.2	8.7	8.9	8.3	9.5	6.6	9.1	8.3	7.6	6.3	6.7
Anne Arundel	5.6	7.3	7	6.7	8.9	5.7	8.2	7	6.4	4.2	5.9
Baltimore City	6.4	7.2	7.3	6.2	8.8	5.3	7.4	7	5.4	3.5	6.4
Baltimore County	5.5	7	6.5	5.9	8.4	5	7.4	6.5	5.1	3.7	6
Calvert	5.6	6.6	6.3	6.6	8.7	5.1	7.6	6.3	5.4	3.8	5.2
Caroline	4	5.8	5.5	5.2	8.1	4.4	7.2	5.5	5.4	3.3	4.6
Carroll	5	6.7	6.3	6.2	8.8	5.2	7.7	6.3	6.3	4.5	4.9
Cecil	5.2	6.7	6.3	6.2	8.7	5	7.5	6.6	5.3	4.4	6
Charles	4.4	6.2	5.4	6	7.7	4	6.7	5.4	3.7	3.4	4.8
Dorchester	5	6	5.9	5.2	8	4.3	6.7	6.4	4.8	3.6	5.6
Frederick	6.2	7.6	7	6.4	9.1	5.6	8.2	7.1	6.1	4.5	5.8
Garrett	7.7	8.7	8.7	7.9	9.6	7	9	8.3	8.5	7	7.3

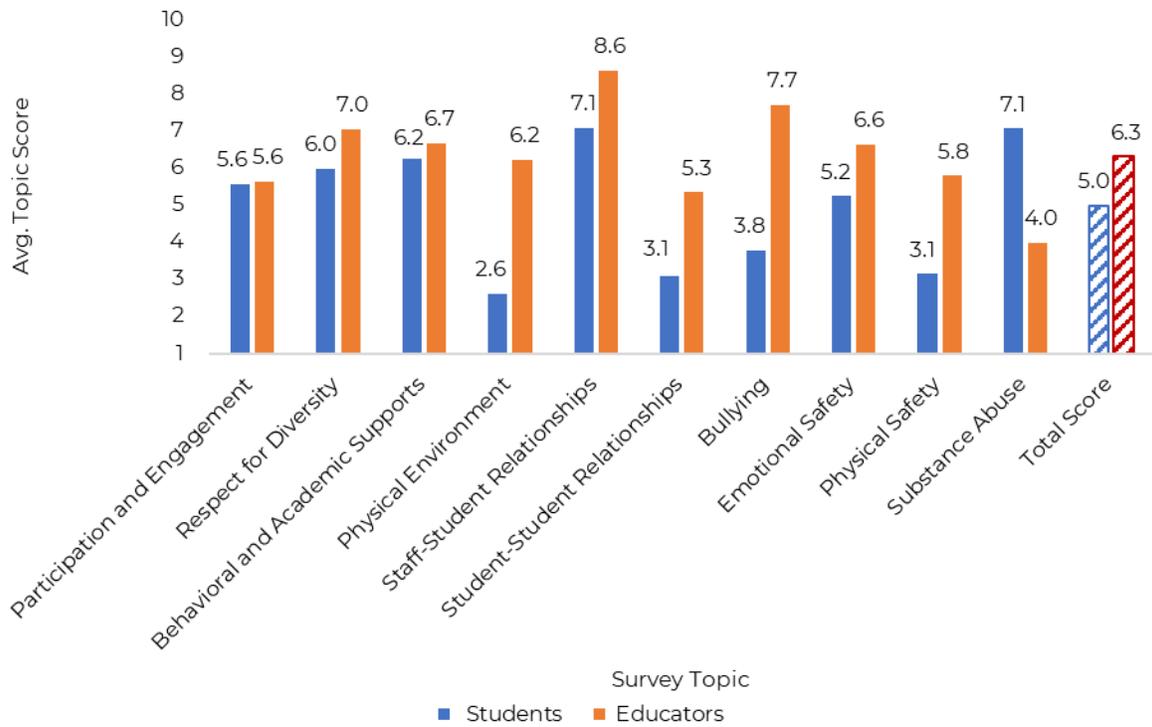
	Participation and Engagement	Respect for Diversity	Behavioral and Academic Supports	Physical Environment	Staff-Student Relationships	Student-Student Relationships	Bullying	Emotional Safety	Physical Safety	Substance Abuse	Instructional Feedback
Harford	5.6	7.4	7.1	7	9	5.5	8	7	6.4	4	6.2
Howard	5.3	6.6	5.7	5.8	8.5	5.4	7.3	6.1	5.5	3.8	4.8
Kent	4.4	5.6	5.6	5.0	8.0	4.6	7.0	6.4	5.7	3.3	5.2
Montgomery	5.3	6.9	6.2	6.3	8.5	5.3	7.6	6.2	5.8	3.8	5.1
Prince George's	5.8	7.0	7.0	5.8	8.4	5.6	7.9	6.7	6.2	3.9	6.2
Queen Anne's	5.3	6.5	6.6	5.6	8.8	5.2	7.5	6.5	6.6	4.5	5.8
Saint Mary's	5.6	7.0	7.0	6.2	8.8	6.0	8.4	7.0	6.5	4.2	6.0
Somerset	5.0	6.6	6.0	5.8	8.1	4.0	6.5	6.6	4.2	4.8	6.3
Talbot	4.9	6.3	5.7	6.1	8.6	4.9	7.4	6.1	5.7	5.2	5.5
Washington	5.8	7.1	6.6	6.5	8.8	5.2	7.9	6.8	5.8	4.0	5.9
Wicomico	4.6	6.4	5.8	5.7	8.0	4.3	6.4	5.9	3.9	3.1	5.1
Worcester	6.5	7.8	7.5	7.7	9.1	5.7	8.0	6.9	6.9	5.8	6.0
State	5.6	7.0	6.7	6.2	8.6	5.3	7.7	6.6	5.8	4.0	5.8

Note: Table shows average topic scores for the 2022-2023 Educator Survey by LEA. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

HOW DO STUDENTS' PERCEPTIONS OF THEIR SCHOOLS COMPARE WITH THOSE OF EDUCATORS?

Compared to students' perceptions of their schools, educators' perceptions were similar in two topics: Participation and Engagement and Behavioral and Academic Supports. With one exception, educators had more favorable perceptions of their schools than students on all other topics. The one exception, in which students had more favorable perceptions than educators, was on the topic of substance abuse.

Figure 11: Student and Educator School Survey Topic Scores



Note: Instructional feedback items were only administered to educators and thus are not included in the figure.

Appendix A

RESPONSE CATEGORIES

All survey items have the following response categories: (4) Strongly agree, (3) Agree, (2) Disagree, and (1) Strongly disagree. The four categories are transformed into a 1 to 10 scale to aid with interpretability and ability to compare scores for each topic; ensure that the index is measured on a numerical scale; and ensure that the results provide information at the school level rather than at the respondent level. The transformation approach takes response patterns and missing data within topics into consideration. Responses are transformed to a continuous scale and four cut points (anchors) are estimated, which correspond to the probability of selecting each response category per topic. For example, scores above the highest cut point are most likely to reflect a response of “strongly agree” for that topic and scores below the lowest cut point are most likely to reflect “strongly disagree” for that topic. Note that topics such as bullying are reverse coded, so that higher scores on these topics indicate lower levels of bullying.

The score ranges and interpretation are as follows:

Table A1: Perception Measurement Likert Scale

Topic Score Range	Level	Benchmark Level and Interpretation	Interpretation
Greater than 9	4	Most favorable perception of the topic/school	Most likely to “strongly agree”
Greater than 5.5 to 9	3	More favorable perception of the topic/school	Most likely to “agree” but more likely to “strongly agree” than “disagree/strongly disagree”
Greater than 2 to 5.5	2	Less favorable perception of the topic/school	Most likely to “agree” but more likely to “disagree/strongly disagree” than “strongly agree”
Less than or Equal to 2	1	Least favorable perception of the topic/school	Most likely to “disagree/strongly disagree”

Appendix B

DATASET DESCRIPTION AND ANALYSIS

Analyses of topic scores are conducted at the school level, while analyses of topic scores by student group are conducted at the school by student group level. The school level dataset includes 1,311 records (unique schools) while the school by student group dataset includes 13,805 records (1,311 unique schools and 11 distinct student groups). Both datasets are constructed using school survey data tables within Maryland's multi-year data warehouse for the 2022-2023 school year. Schools or student groups with less than 10 survey respondents are excluded from the analyses. All data are for Maryland public schools.