# Maryland
# School Survey Analysis

School Year 2023-2024

Office of Research

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## MARYLAND STATE DEPARTMENT OF EDUCATION

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# Introduction

**PURPOSE OF THE MARYLAND SCHOOL SURVEY ANALYSIS REPORT**

The purposes of this report are: 1) to describe the results of the Maryland School Survey for the 2023-2024 school year, and 2) to 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 socio-emotional outcomes for students.

**SURVEY 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. Four rounds of survey results (2018-2019, 2021-2022, 2022-2023, and 2023-2024) have been collected and analyzed so far.

**SURVEY 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.

**SURVEY 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 that 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 2023-2024 student survey and examines the extent to which perceptions vary over time, 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 more than half of the topics and less favorable perceptions for the other 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**
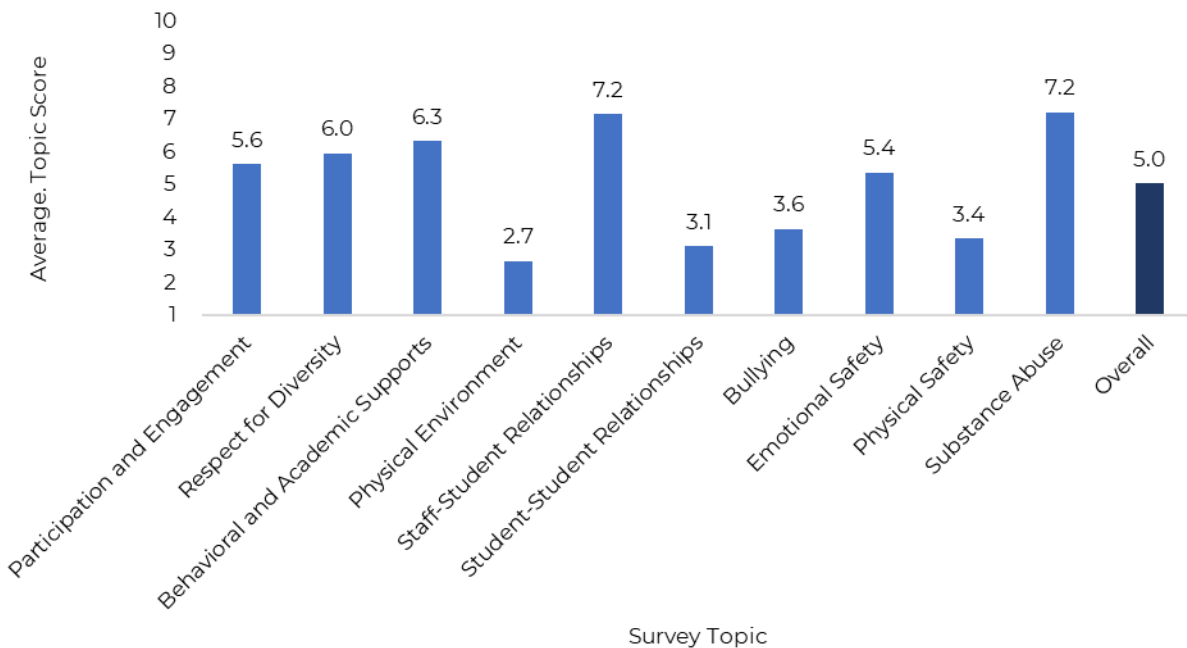


Note: Figure shows average topic scores for the 2023-2024 Student Survey. Scores between 2 and 5.5 indicate a less favorable perception, while scores between 5.5 to 9 indicate a more favorable perception (see Table A1 for more information on benchmarks). Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

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[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 seven topics on which elementary students had, on average, more favorable perceptions, there was only one such topic for middle school students and one for high school students.

**Figure 2: Student Survey Topic Scores by School Level**
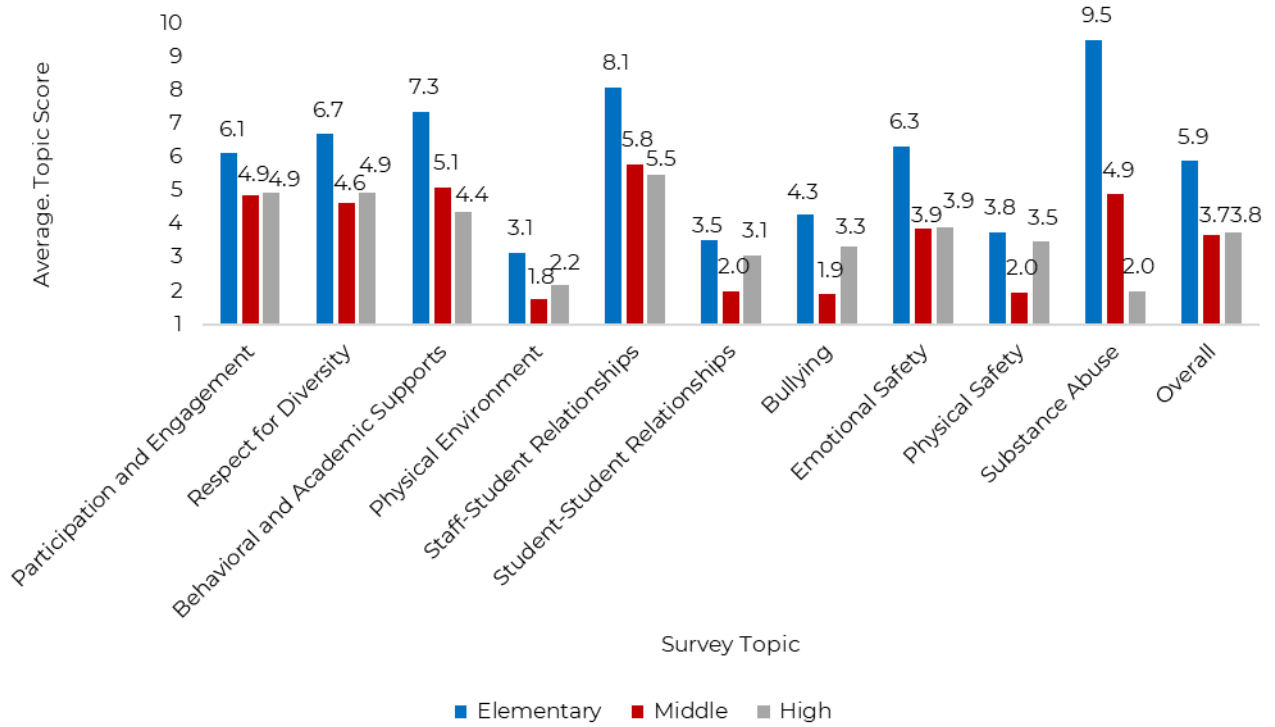
## HOW DO STUDENT PERCEPTIONS OF THE SCHOOL ENVIRONMENT VARY OVER TIME?

Figure 3 shows average student survey topic scores over time. For several topics (most notably Respect for Diversity, Staff-Student Relationships, and Student-Student Relationships), scores increased in 2022 before declining in subsequent years. Also notable, scores for Bullying, Physical Safety, and Substance Abuse each declined in 2023. Although not shown, it is important to keep in mind the variability in scores across schools is greater for some topics than others, meaning some topics may expect to see more fluctuation in scores from year to year. Nevertheless, research has shown that factors related to school climate have changed measurably in recent school years. [2] This provides evidence that student perceptions of safety changed meaningfully in the return to schooling after pandemic-induced school closures.

**Figure 3: Student Survey Topic Scores Over Time**
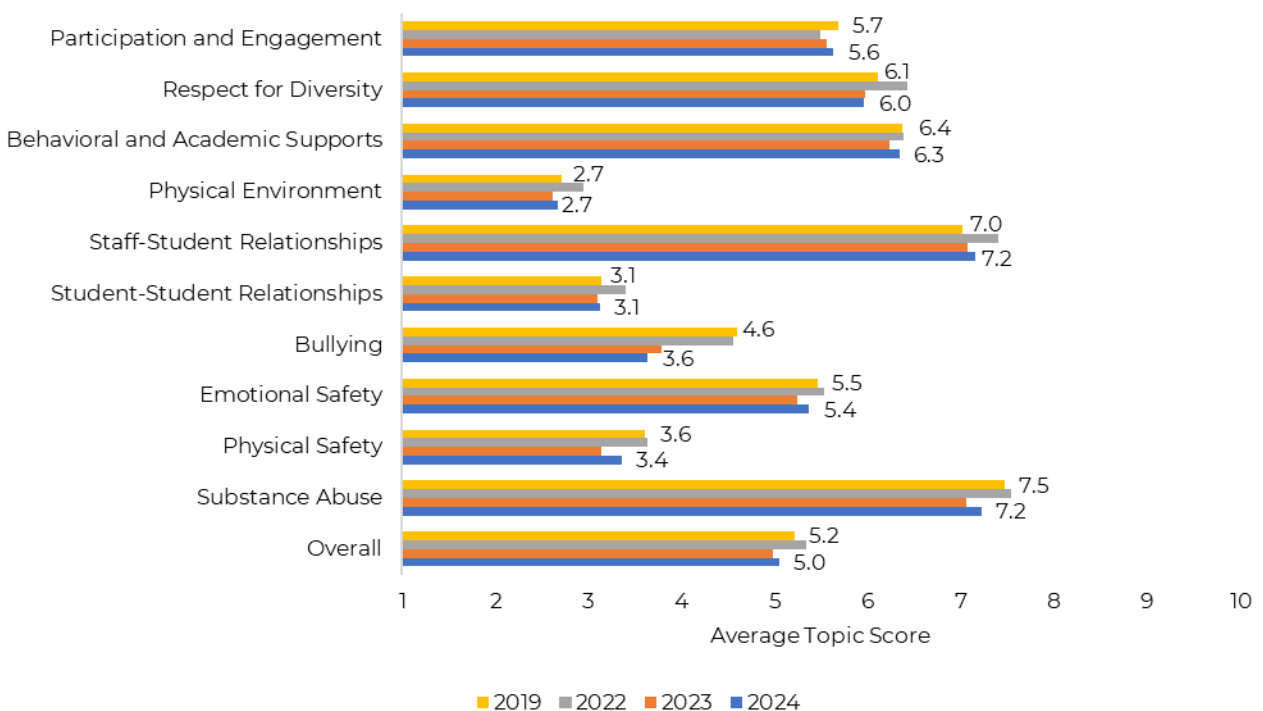


Note: Figure shows average topic scores for the 2018-2019 through 2023-2024 student surveys. For presentation, data labels for only 2019 and 2024 are shown. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

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[2] Research has also supported the idea that pandemic-induced school closures had an impact on perceptions of bullying (see Bacher-Hicks et al., 2022, The COVID-19 Pandemic Disrupted Both School Bullying and Cyberbullying. *American Economic Review: Insights, 4*(3).).

## HOW DO STUDENT PERCEPTIONS OF THEIR SCHOOL VARY ACROSS LEAS?

There were six 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. [3]

**Figure 4: Student School Survey Overall Scores by LEA**



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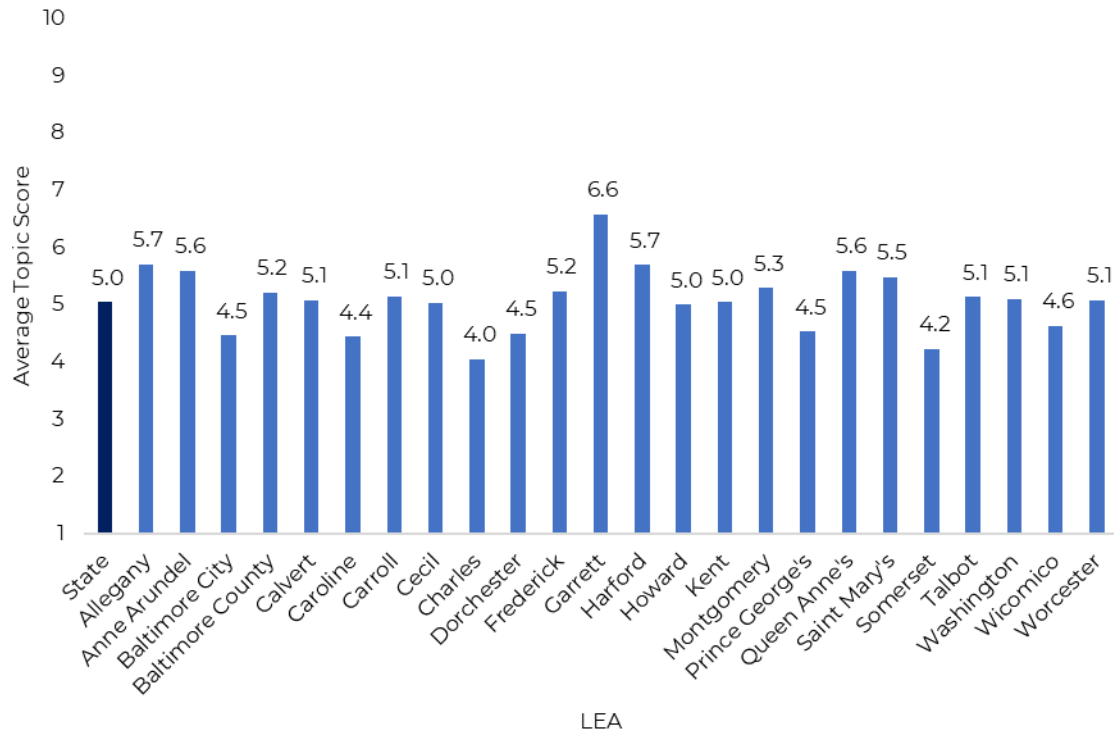
[3] Based on the more/less favorable score threshold of 5.5.

## TO WHAT EXTENT ARE STUDENT PERCEPTIONS ON DIFFERENT TOPICS RELATED?

Table 2 shows correlations between topic scores across schools. 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;
- Bullying and Physical Safety
- Staff-Student Relationships and Respect for Diversity; and
- Staff-Student Relationships and Behavioral and Academic Supports.

**Table 2: Correlation Matrix for Student Survey Topic Scores**

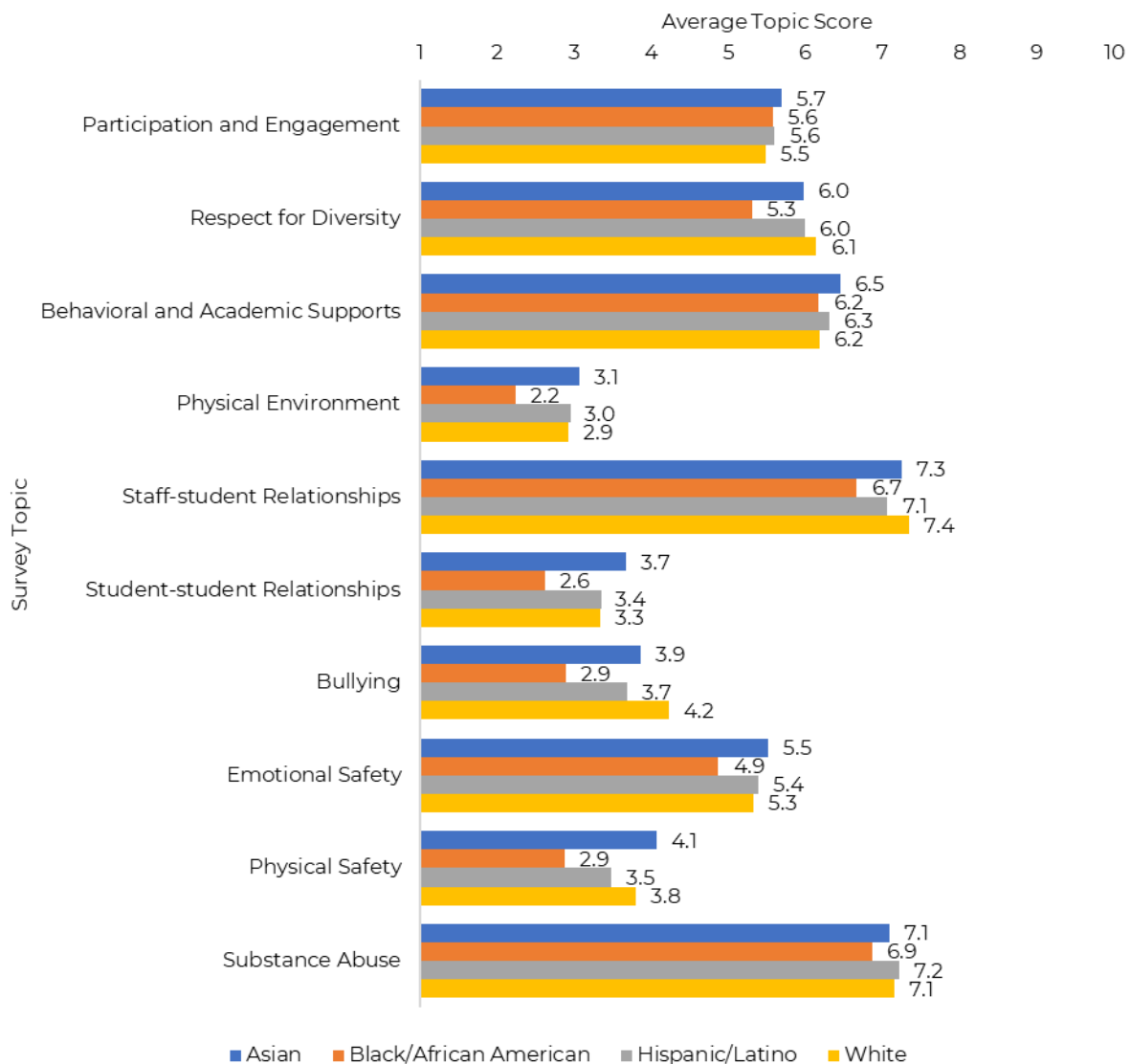| Topic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Participation and Engagement (1) | 1.00 | | | | | | | | | |
| Respect for Diversity (2) | 0.79 | 1.00 | | | | | | | | |
| Behavioral and Academic Supports (3) | 0.79 | 0.85 | 1.00 | | | | | | | |
| Physical Environment (4) | 0.66 | 0.78 | 0.64 | 1.00 | | | | | | |
| Staff-Student Relationships (5) | 0.76 | 0.92 | 0.92 | 0.70 | 1.00 | | | | | |
| Student-Student Relationships (6) | 0.64 | 0.84 | 0.60 | 0.76 | 0.72 | 1.00 | | | | |
| Bullying (7) | 0.55 | 0.82 | 0.57 | 0.74 | 0.71 | 0.88 | 1.00 | | | |
| Emotional Safety (8) | 0.79 | 0.93 | 0.88 | 0.77 | 0.93 | 0.82 | 0.77 | 1.00 | | |
| Physical Safety (9) | 0.54 | 0.77 | 0.51 | 0.75 | 0.66 | 0.88 | 0.92 | 0.73 | 1.00 | |
| Substance Abuse (10) | 0.54 | 0.68 | 0.79 | 0.44 | 0.80 | 0.46 | 0.48 | 0.75 | 0.38 | 1.00 |

Note: Table shows pairwise correlation coefficients between topic scores. Correlations measure the strength of association between two measures, with values closer to one indicating stronger associations and values closer to zero representing weaker associations.

# Student Perceptions and Student Characteristics

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

Figure 5 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 did Asian, Hispanic/Latino, and White students.

**Figure 5: Student Survey Topic Scores by Race/Ethnicity**

Average Topic Score

| Survey Topic | Asian | Black/African American | Hispanic/Latino | White |
|---|---|---|---|---|
| Participation and Engagement | 5.7 | 5.6 | 5.6 | 5.5 |
| Respect for Diversity | 6.0 | 5.3 | 6.0 | 6.1 |
| Behavioral and Academic Supports | 6.5 | 6.2 | 6.3 | 6.2 |
| Physical Environment | 3.1 | 2.2 | 3.0 | 2.9 |
| Staff-student Relationships | 7.3 | 6.7 | 7.1 | 7.4 |
| Student-student Relationships | 3.7 | 2.6 | 3.4 | 3.3 |
| Bullying | 3.9 | 2.9 | 3.7 | 4.2 |
| Emotional Safety | 5.5 | 4.9 | 5.4 | 5.3 |
| Physical Safety | 4.1 | 2.9 | 3.5 | 3.8 |
| Substance Abuse | 7.1 | 6.9 | 7.2 | 7.1 |

■ Asian ■ Black/African American ■ Hispanic/Latino ■ White

Note: Figure shows average topic scores for the 2023-2024 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 cell sizes.

Figure 6 shows that, overall, Economically Disadvantaged students had slightly more favorable perceptions of their school on all topics, in particular, Bullying and Physical Safety, than did non-Economically Disadvantaged students.

**Figure 6: Student Survey Topic Scores by Economically Disadvantaged Status**
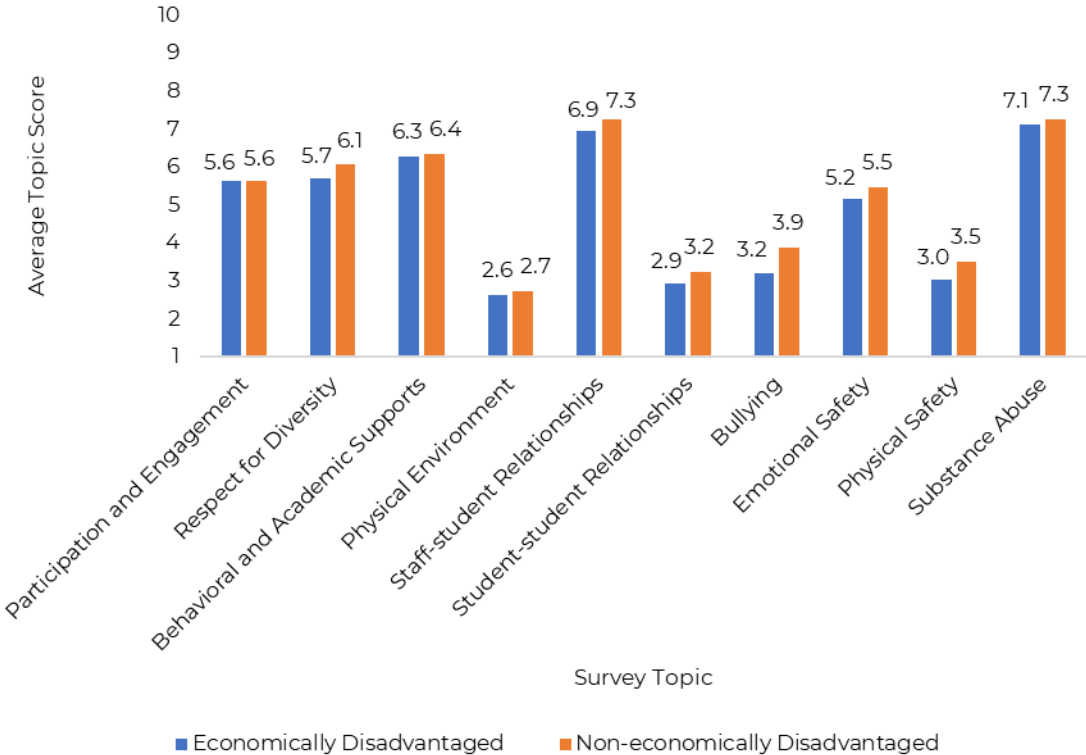


Note: Figure shows average topic scores for the 2023-2024 Student Survey by Economically Disadvantaged status. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

Figure 7 shows that multilingual learners had slightly more favorable perceptions on all topics, in particular, Physical Environment and Student-Student Relationships, than did non-multilingual learners.

**Figure 7: Student Survey Topic Scores by Multilingual Learner Status**



Note: Figure shows average topic scores for the 2023-2024 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 8 shows that Students with Disabilities had slightly more favorable perceptions of their schools on most topics than did students without disabilities.
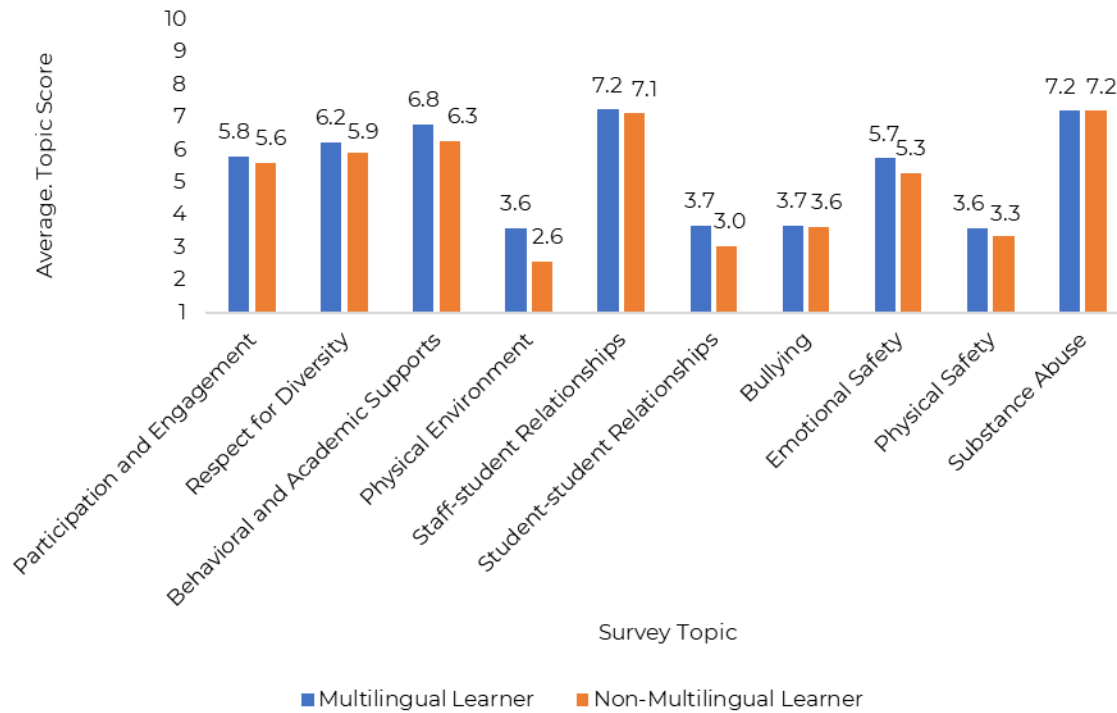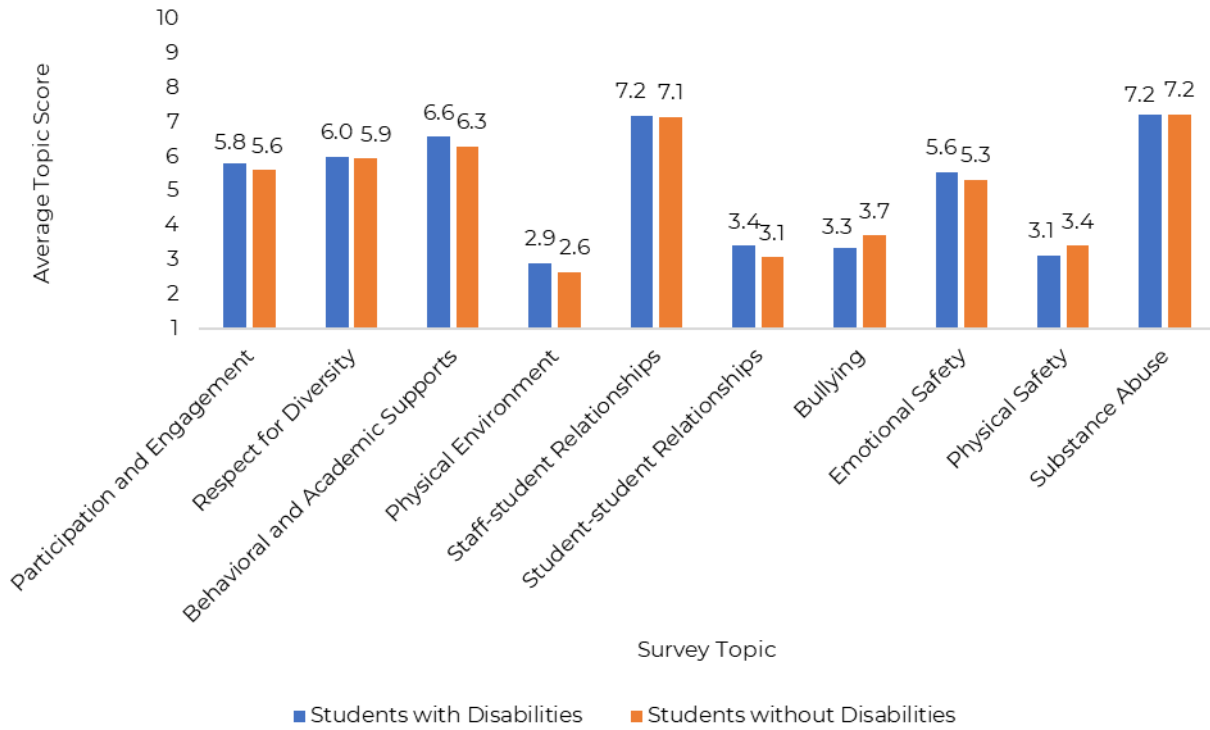
**Figure 8: Student Survey Topic Scores by Disability Status**



Note: Figure shows average topic scores for the 2023-2024 Student Survey by Disability status. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

**TO WHAT DEGREE ARE STUDENT PERCEPTIONS RELATED TO STUDENT OUTCOMES?**

The associations between school level student perceptions and school level suspension rates, attendance rates, chronic absenteeism, and achievement were examined. 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.[4]

As shown in Table 3, 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 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 lower chronic absenteeism. The topics most strongly associated with chronic absenteeism were:

- Substance Abuse

- Physical Safety

- Student-Student Relationships

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[4] 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

**Table 3: Correlations Between Student Topic Scores and Suspension, Attendance, and Chronic Absenteeism**

| Topic | Suspension Rate | Attendance Rate | Chronic Absenteeism |
|---|---|---|---|
| Participation and Engagement | -0.42 | 0.22 | -0.22 |
| Respect for Diversity | -0.44 | 0.25 | -0.33 |
| Behavioral and Academic Supports | -0.43 | 0.22 | -0.20 |
| Physical Environment | -0.27 | 0.17 | -0.27 |
| Staff-Student Relationships | -0.47 | 0.31 | -0.36 |
| Student-Student Relationships | -0.42 | 0.28 | -0.39 |
| Bullying | -0.32 | 0.22 | -0.38 |
| Emotional Safety | -0.50 | 0.33 | -0.38 |
| Physical Safety | -0.32 | 0.26 | -0.41 |
| Substance Abuse | -0.52 | 0.41 | -0.42 |
| Overall | -0.48 | 0.32 | -0.41 |

Note: Each cell shows the pairwise correlation coefficient between topic scores and the percentage of suspension, attendance, and chronic absenteeism across schools. Scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each. Correlations measure the strength of association between two measures, with values closer to one indicating stronger associations and values closer to zero representing weaker associations.

As shown in Table 4, the strength of the associations varied between topics in their relation to each outcome.

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

- Bullying

- Physical Safety

- Emotional Safety

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

For elementary grades, more favorable perceptions were associated with higher growth for both ELA and math. The association between student perceptions and achievement growth was stronger for math than for ELA for all topics. 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 as well. Some associations were weaker than they were for elementary grades, and some were stronger. Some associations for middle school math were weaker than those for middle school ELA but some were stronger. The associations were strongest between the Substance Abuse, Staff-Student Relationships topics and ELA median SGPs and between the Substance Abuse and Physical Safety topics and math median SGPs.

**Table 4: Correlations Between Student Topic Scores and Student Achievement Outcomes**

| Topic | MCAP Math | MCAP ELA | Student Growth ELA (Elem.) | Student Growth Math (Elem.) | Student Growth ELA (Mid.) | Student Growth Math (Mid.) |
|---|---|---|---|---|---|---|
| **Participation and Engagement** | 0.32 | 0.12 | 0.22 | 0.20 | 0.29 | 0.21 |
| **Respect for Diversity** | 0.54 | 0.29 | 0.42 | 0.35 | 0.38 | 0.39 |
| **Behavioral and Academic Supports** | 0.38 | -0.01 | 0.29 | 0.24 | 0.30 | 0.22 |
| **Physical Environment** | 0.47 | 0.31 | 0.39 | 0.30 | 0.20 | 0.16 |
| **Staff-Student Relationships** | 0.55 | 0.21 | 0.39 | 0.32 | 0.42 | 0.39 |
| **Student-Student Relationships** | 0.55 | 0.47 | 0.43 | 0.37 | 0.35 | 0.40 |
| **Bullying** | 0.62 | 0.49 | 0.47 | 0.39 | 0.34 | 0.39 |
| **Emotional Safety** | 0.57 | 0.28 | 0.40 | 0.34 | 0.40 | 0.40 |
| **Physical Safety** | 0.58 | 0.54 | 0.47 | 0.38 | 0.32 | 0.40 |
| **Substance Abuse** | 0.56 | 0.11 | 0.32 | 0.28 | 0.49 | 0.58 |
| **Overall** | 0.62 | 0.33 | 0.47 | 0.39 | 0.42 | 0.45 |

Note: Each cell shows the pairwise correlation coefficient between topic scores and the percentage of math and ELA proficiency rates and median elementary and middle school math and ELA growth across schools. 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. ELA=English Language Arts. Scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each. Correlations measure the strength of association between two measures, with values closer to one indicating stronger associations and values closer to zero representing weaker associations.

# Educator Survey Results

This section describes results for the 2023-2024 educator school survey and examines the extent to which perceptions vary by topic, by year, 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 average survey score for educators (6.6) indicates they were, on average, more likely to perceive their school's climate more favorably than students.

**Figure 9: Educator School Survey Topic Scores**
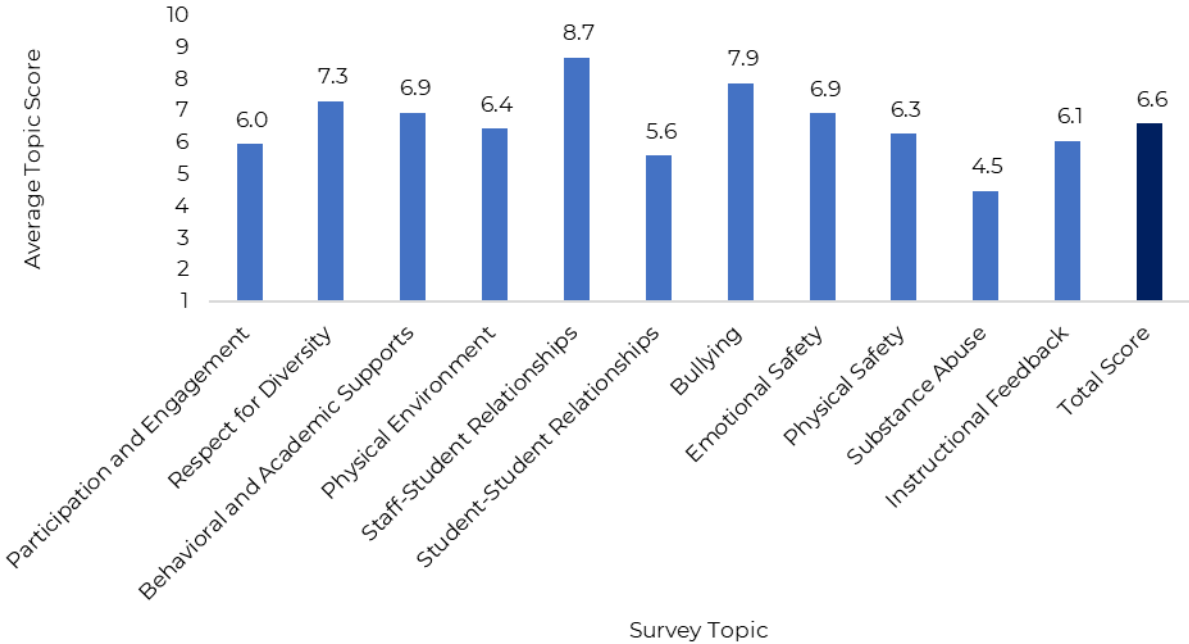


Note: Figure shows average topic scores for the 2023-2024 Educator Survey. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

## HOW DO EDUCATOR PERCEPTIONS OF THE SCHOOL ENVIRONMENT VARY OVER TIME?

In contrast to student scores, as shown in Figure 10, most educator topic scores show an upward trend over the period, with 2024 generally representing the highest climate topic scores of any of the four years analyzed. The most notable examples are scores for Substance Abuse (increase from 3.7 to 4.5) and Physical Environment (increase from 5.8 to 6.4).

**Figure 10: Educator School Survey Topic Scores by Year**
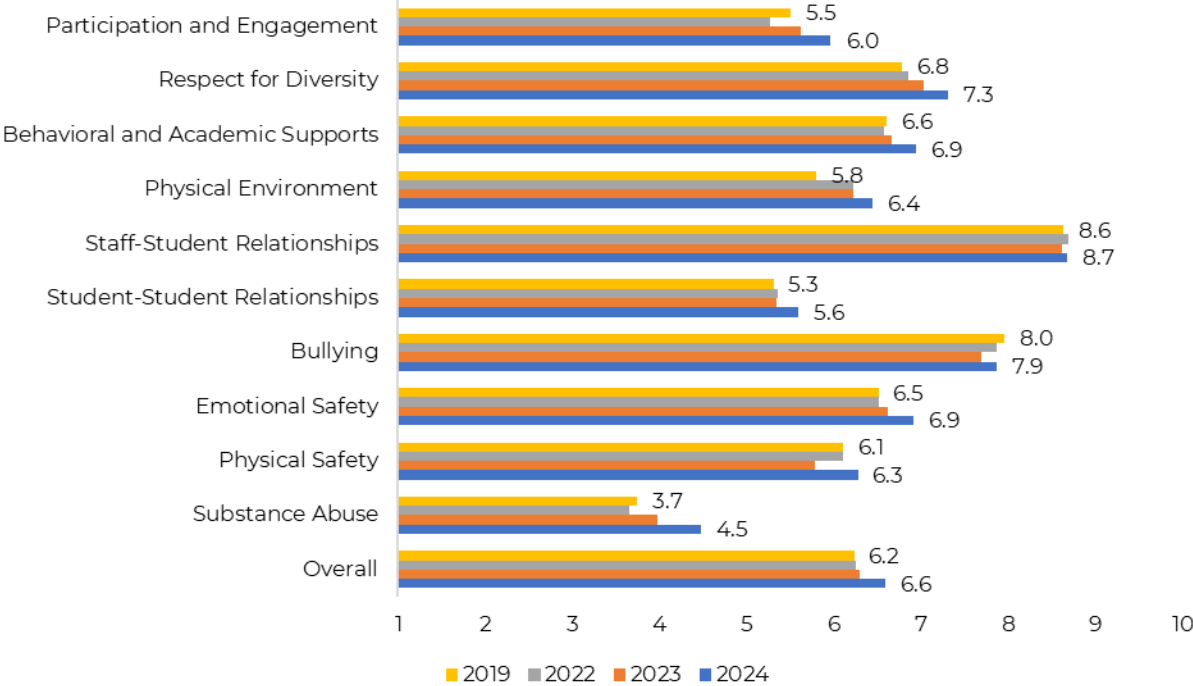


Note: Figure shows average topic scores for the 2018-2019 to 2023-2024 Educator Surveys. For presentation, only data labels for 2019 and 2024 are shown. Note that scores for Substance Abuse and for Bullying are scaled so that higher scores mean less of each.

## 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 and Worcester educators had the second most favorable perceptions. However, even the least favorable perception was on average above the favorable score threshold of 5.5.

**Figure 11: Educator School Survey Overall Scores by LEA**
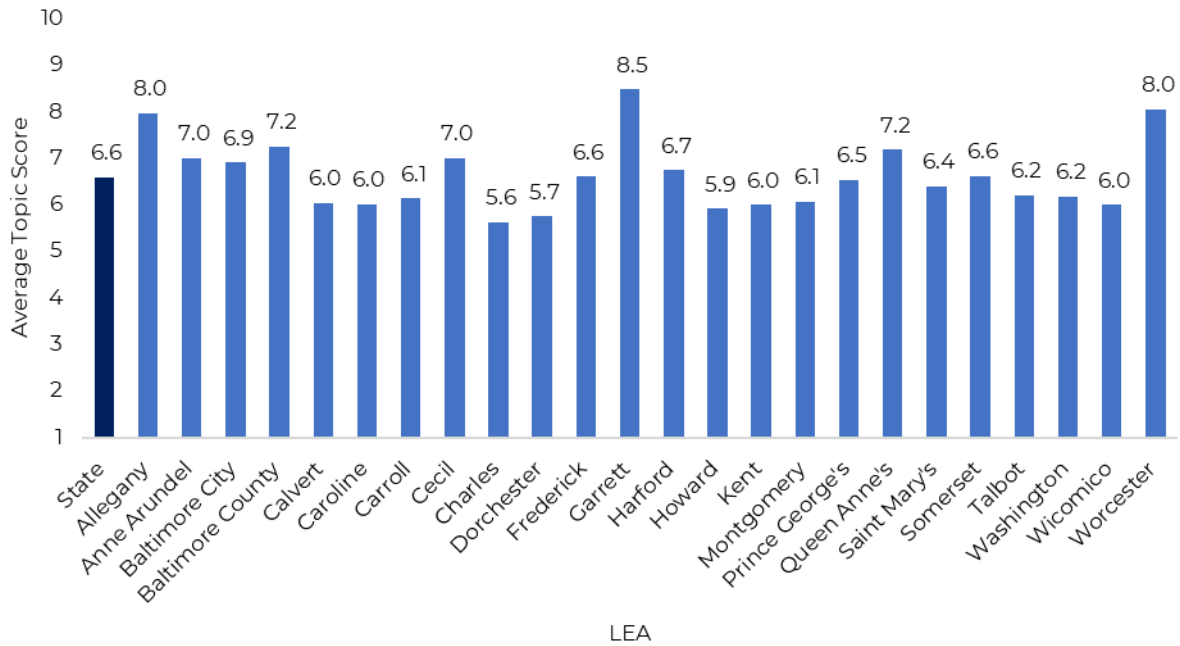


Note: Figure shows average topic scores for the 2023-2024 Educator Survey by LEA.

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

As was shown in Figures 3 and 11, average student topic scores decreased over the period of 2019 to 2024, while educator scores increased. Figure 12 shows that overall student scores decreased from 5.2 to 5.0, and educator scores increased from 6.2 to 6.6, increasing the gap between the two groups over the period.

**Figure 12: Student and Educator School Survey Topic Scores, by School Year**
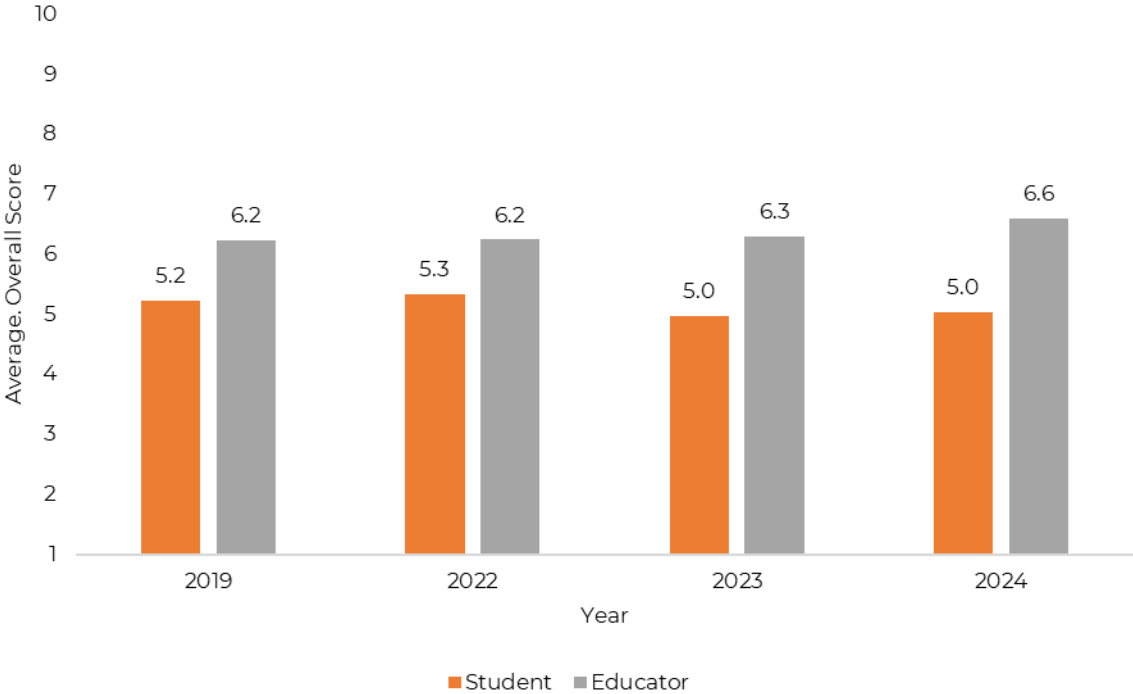


Note: Instructional feedback items were only administered to educators and thus are not included in the figure.

# 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 were conducted at the school level, while analyses of topic scores by student group were conducted at the school by student group level. The school by year dataset includes 1,311 records (unique schools) for the 2024 school year, and the school by student group dataset includes 13,763 records.

# Appendix C

## ADDITIONAL TABLES AND FIGURES

**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 C1. Perceptions about participation and engagement and behavioral and academic support were the most consistent across LEAs, while perceptions of bullying and physical safety varied the most. Students in Somerset County perceived all topics more favorably relative to students in other LEAs. In contrast, students in Prince George's County and perceived most topics less favorably relative to students in other LEAs. Students perceived Physical Environment the least favorably in most LEAs and Staff-Student Relationships the most favorably in all LEAs.

**Table C1: Student Survey Topic Scores by LEA**

| County | 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 |

| County | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| Charles | 6.1 | 6.7 | 7.1 | 4.3 | 7.9 | 3.6 | 4.1 | 6.3 | 3.9 | 7.0 |
| Dorchester | 5.6 | 6.6 | 6.5 | 2.9 | 7.7 | 3.7 | 4.9 | 5.9 | 4.4 | 7.9 |
| Frederick | 5.7 | 5.5 | 6.4 | 2.2 | 6.6 | 2.4 | 2.7 | 4.8 | 2.3 | 5.9 |
| Garrett | 6.0 | 6.1 | 6.7 | 2.6 | 7.4 | 3.2 | 3.8 | 5.5 | 3.5 | 7.3 |
| Harford | 5.7 | 5.9 | 6.2 | 3.2 | 7.3 | 3.1 | 3.9 | 5.3 | 3.5 | 6.8 |
| Howard | 5.2 | 5.4 | 5.9 | 2.3 | 6.7 | 2.3 | 2.6 | 4.8 | 2.6 | 6.5 |
| Kent | 5.1 | 5.9 | 5.9 | 3.1 | 7.3 | 3.3 | 4.2 | 5.4 | 4.1 | 7.1 |
| Montgomery | 5.4 | 6.3 | 6.3 | 2.6 | 7.5 | 2.8 | 3.4 | 5.1 | 3.5 | 7.2 |
| Prince George's | 5.1 | 4.9 | 5.7 | 1.7 | 6.3 | 1.9 | 2.0 | 4.4 | 1.7 | 6.8 |
| Queen Anne's | 5.1 | 5.3 | 5.8 | 2.8 | 6.5 | 2.5 | 2.8 | 4.9 | 3.0 | 6.4 |
| Saint Mary's | 5.6 | 6.0 | 6.2 | 2.9 | 7.3 | 3.2 | 4.2 | 5.4 | 3.9 | 7.6 |
| Somerset | 6.3 | 7.3 | 7.3 | 5.3 | 8.5 | 4.7 | 5.9 | 7.0 | 6.0 | 7.7 |
| Talbot | 5.6 | 6.6 | 6.6 | 3.5 | 7.7 | 3.8 | 4.8 | 5.9 | 4.8 | 7.6 |
| Washington | 5.5 | 5.9 | 5.6 | 2.4 | 6.9 | 3.3 | 4.0 | 5.3 | 3.6 | 7.6 |
| Wicomico | 5.9 | 6.1 | 6.5 | 3.0 | 7.6 | 3.3 | 2.9 | 5.5 | 2.7 | 7.0 |

| County | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| Worcester | 5.9 | 6.2 | 6.2 | 2.9 | 7.3 | 3.6 | 3.9 | 5.7 | 3.4 | 7.8 |
| State | 5.2 | 5.4 | 6.3 | 1.9 | 6.6 | 2.6 | 2.6 | 5.0 | 2.4 | 7.1 |

Note: Table shows average topic scores for the 2023-2024 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 do student perceptions vary by school demographics within schools?**

Figure C1 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 C1: Within-School Difference Between Average Topic Scores of All Students and Race/Ethnicity**
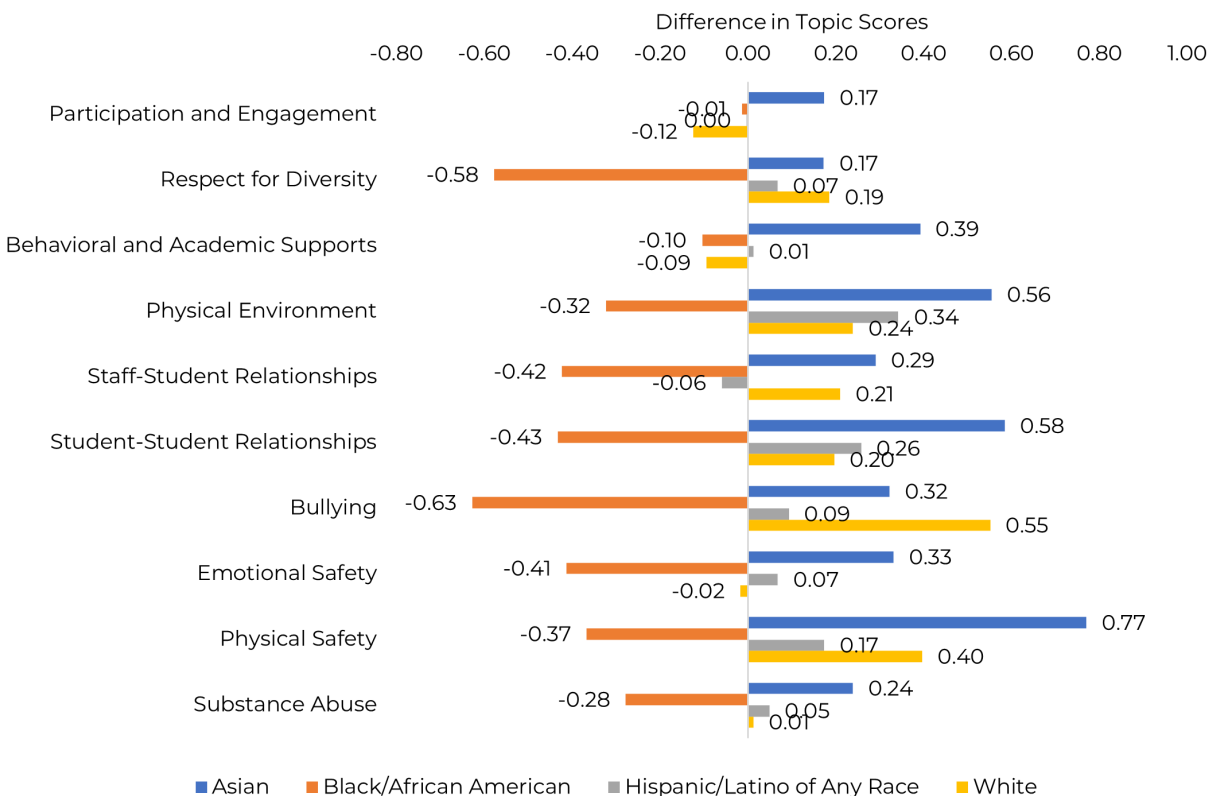


Note: Figure shows the average within-school difference between overall topic scores and student group topic scores. For example, the first bar shows that the average within-school difference between all students' Participation and Engagement scores and Asian Participation and Engagement scores was 0.10.

Figure C2 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 C2: Within-School Difference Between Average Topic Score and Average Topic Score by Student Group**

Difference in Topic Scores

| Topic | Economically Disadvantaged | Multilingual Learner | Students with Disabilities |
|---|---|---|---|
| Participation and Engagement | 0.00 | 0.22 | 0.15 |
| Respect for Diversity | -0.24 | 0.40 | 0.03 |
| Behavioral and Academic Supports | -0.05 | 0.58 | 0.23 |
| Physical Environment | -0.03 | 1.09 | 0.24 |
| Staff-Student Relationships | -0.21 | 0.22 | 0.02 |
| Student-Student Relationships | -0.17 | 0.65 | 0.29 |
| Bullying | -0.43 | 0.22 | -0.31 |
| Emotional Safety | -0.19 | 0.51 | 0.19 |
| Physical Safety | -0.29 | 0.42 | -0.22 |
| Substance Abuse | -0.10 | 0.20 | -0.01 |

■ Economically Disadvantaged  ■ Multilingual Learner  ■ Students with Disabilities

Note: Figure shows the average within-school difference between all students' topic scores and student group topic scores.

**How do educator perceptions of the school vary across LEAs by topic?**

Table C2 shows educator perceptions of their school by LEA and by topic. Educators' perceptions about staff-student relationships also varied the least across LEAs, and perceptions about physical safety and substance abuse varied the most. Educators perceived substance abuse the least favorably across all but one LEA and staff-student relationships the most favorably in all LEAs.

**Table C2: Educator Survey Topic Scores by LEA**

| County | 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 | 7.5 | 8.7 | 8.7 | 8.2 | 9.5 | 6.7 | 9.0 | 8.2 | 7.5 | 6.7 |
| Anne Arundel | 6.0 | 7.6 | 7.3 | 7.2 | 9.0 | 6.0 | 8.4 | 7.3 | 7.0 | 4.9 |
| Baltimore City | 6.9 | 7.7 | 7.8 | 6.7 | 8.9 | 5.8 | 7.8 | 7.3 | 6.0 | 4.1 |
| Baltimore County | 6.8 | 8.1 | 7.7 | 7.0 | 8.8 | 6.0 | 8.2 | 7.6 | 6.7 | 5.7 |
| Calvert | 5.5 | 6.6 | 6.2 | 6.3 | 8.6 | 5.1 | 7.3 | 6.2 | 5.5 | 3.9 |
| Caroline | 4.7 | 6.6 | 6.1 | 5.7 | 8.2 | 4.9 | 7.6 | 6.3 | 6.2 | 4.3 |
| Carroll | 5.0 | 6.7 | 6.2 | 5.9 | 8.7 | 5.3 | 7.8 | 6.3 | 6.3 | 4.5 |
| Cecil | 6.3 | 7.6 | 7.4 | 6.6 | 9.1 | 5.8 | 8.3 | 7.5 | 6.6 | 5.2 |
| Charles | 4.8 | 6.5 | 5.8 | 6.2 | 7.8 | 4.4 | 7.1 | 5.9 | 4.7 | 3.8 |
| Dorchester | 5.4 | 6.1 | 6.1 | 5.5 | 7.9 | 4.4 | 6.8 | 6.6 | 4.9 | 3.8 |
| Frederick | 6.1 | 7.6 | 6.8 | 6.2 | 8.9 | 5.6 | 8.0 | 7.0 | 6.1 | 4.6 |
| Garrett | 8.4 | 9.1 | 9.2 | 8.1 | 9.7 | 7.2 | 9.0 | 8.9 | 8.7 | 7.3 |

| County | 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 |
|---|---|---|---|---|---|---|---|---|---|---|
| Harford | 5.7 | 7.4 | 7.0 | 6.8 | 9.0 | 5.8 | 8.1 | 7.0 | 6.7 | 4.2 |
| Howard | 5.4 | 6.7 | 5.7 | 5.5 | 8.5 | 5.3 | 7.3 | 6.2 | 5.5 | 4.0 |
| Kent | 5.1 | 6.0 | 6.3 | 5.0 | 8.3 | 5.0 | 7.6 | 7.0 | 6.5 | 3.5 |
| Montgomery | 5.4 | 6.9 | 6.1 | 6.2 | 8.4 | 5.2 | 7.5 | 6.3 | 5.9 | 3.8 |
| Prince George's | 5.9 | 7.1 | 7.1 | 6.0 | 8.4 | 5.8 | 8.0 | 6.8 | 6.6 | 4.0 |
| Queen Anne's | 6.7 | 7.4 | 7.7 | 6.2 | 9.1 | 5.8 | 8.1 | 7.6 | 8.2 | 5.4 |
| Saint Mary's | 5.4 | 6.8 | 6.8 | 6.1 | 8.7 | 5.5 | 8.2 | 6.6 | 6.3 | 4.2 |
| Somerset | 6.3 | 7.7 | 7.2 | 6.5 | 8.8 | 5.0 | 7.1 | 7.0 | 5.1 | 5.6 |
| Talbot | 5.3 | 6.3 | 6.1 | 5.8 | 8.6 | 5.1 | 7.4 | 6.2 | 6.3 | 5.5 |
| Washington | 5.5 | 6.9 | 6.3 | 6.0 | 8.8 | 5.0 | 7.6 | 6.5 | 5.3 | 4.3 |
| Wicomico | 5.3 | 7.0 | 6.5 | 6.3 | 8.2 | 4.9 | 7.0 | 6.7 | 5.0 | 3.8 |
| Worcester | 7.3 | 8.5 | 8.2 | 8.1 | 9.6 | 6.4 | 9.0 | 8.4 | 8.7 | 7.2 |
| State | 6.0 | 7.3 | 6.9 | 6.4 | 8.7 | 5.6 | 7.9 | 6.9 | 6.3 | 4.5 |