



Mohammed Choudhury
State Superintendent of Schools

To: Members of the State Board of Education
From: Mohammed Choudhury, State Superintendent of Schools 
Date: December 6, 2022
Subject: Kindergarten Readiness Assessment 2023 Results, Maryland Comprehensive Assessment Program Preliminary 2022 Data, NAEP 2022 Results, and Maryland School Survey Results

Purpose

To provide an update and overview of the Kindergarten Readiness Assessment (KRA) 2023 results, Maryland Comprehensive Assessment Program (MCAP) preliminary 2022 English Language Arts (ELA) and mathematics data, NAEP 2022 results, and Maryland school survey results

Background/Historical Perspective

Kindergarten Readiness Assessment 2023 Results

The Kindergarten Readiness Assessment (KRA) is a developmentally appropriate assessment tool that measures the school readiness of incoming kindergartners. Kindergarten teachers administer the KRA to students during the first few months of school. The assessment measures students' skills, knowledge, and behaviors across four domains: language and literacy, mathematics, social foundations, and physical well-being and motor development. In school year 2022-2023, the KRA was administered to all kindergarteners (census administration).

Results of the fall 2022 KRA administration are presented, including student group disaggregations, comparisons to the prior year, and local education agency (LEA) data.

Maryland Comprehensive Assessment Program Preliminary 2022 Data

The Every Student Succeeds Act (ESSA) requires states to assess students annually in grades 3-8 and once in high school in English Language Arts (ELA), mathematics, and science. The Maryland Comprehensive Assessment Program (MCAP) provides information to families, educators and the public on the academic progress students are making towards mastery of the Maryland content standards and fulfills federal and state assessment requirements.

During the summer and fall of 2022, the Maryland State Department of Education (MSDE) Office of Assessment convened panels of teachers to participate in standard setting for the assessments. The panelists were Maryland teachers, instructional specialists/coaches, and administrators. The outcomes of the standard setting process, including cut scores and achievement standards, are presented for the following MCAP: English Language Arts (ELA) 3-8 and English 10, mathematics 3-8, Algebra I, Algebra II, and Geometry, high school Life Science Maryland Integrated Science Assessment (LS MISA), and high school government. The recommendations by the standard

setting panels were reviewed by MSDE and the cut scores and achievement standards, once established, will place student test scores into the Performance Levels of Distinguished Learner, Proficient Learner, Developing Learner, or Beginning Learner.

The information presented includes statewide test taker data (impact data). A part 2 presentation of final data will be presented at the January Board meeting including disaggregations by LEA and student group. Local school systems will receive student level data in late December.

NAEP 2022 results

The National Assessment of Educational Progress (NAEP) is a congressionally mandated project of the National Center for Education Statistics. Known as “The Nation’s Report Card,” NAEP is the only test administered nationwide that allows for direct comparisons of student achievement across states and participating districts. The test is administered in math and reading in grades 4 and 8 every two years and the 2022 NAEP was the first administration since the start of the COVID-19 pandemic.

Maryland’s 2022 NAEP results are presented in the context of previous results, as well as relative to other states, and are disaggregated by student demographics.

Maryland School Survey Results

The Maryland School Survey provides families, local education agencies (LEAs), and MSDE with valuable information about the learning environment of each public school in the State. The survey is administered in the spring of each school year to students in grades 5-11 and educators. The Maryland School Survey for students provides information on four domains including safety, environment, community, and relationships. The educator school survey has a fifth domain for instructional feedback.

The data from the spring 2022 administration of the survey is presented with disaggregations by LEA and student group.

Action

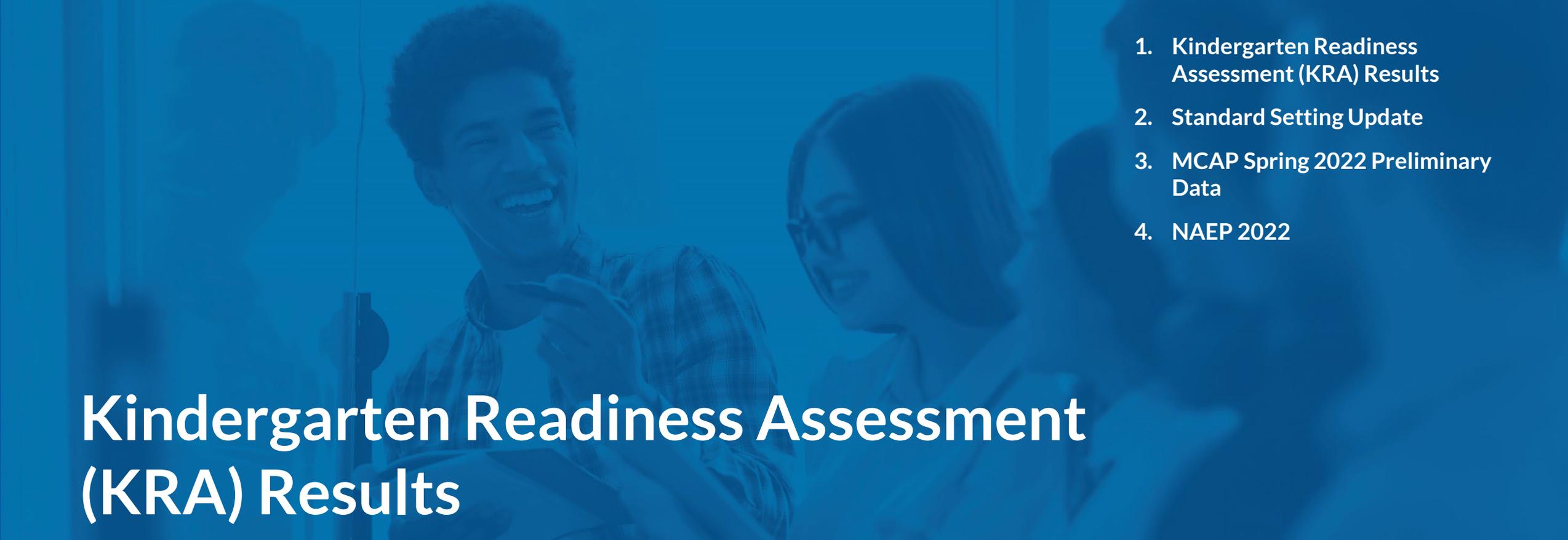
No action is required; this information is for discussion only.

Kindergarten Readiness 2023 Results, MCAP Assessment Preliminary 2022 Data, and NAEP 2022

MARYLAND STATE BOARD OF EDUCATION | December 6, 2022

Presented By | Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability and Performance Reporting



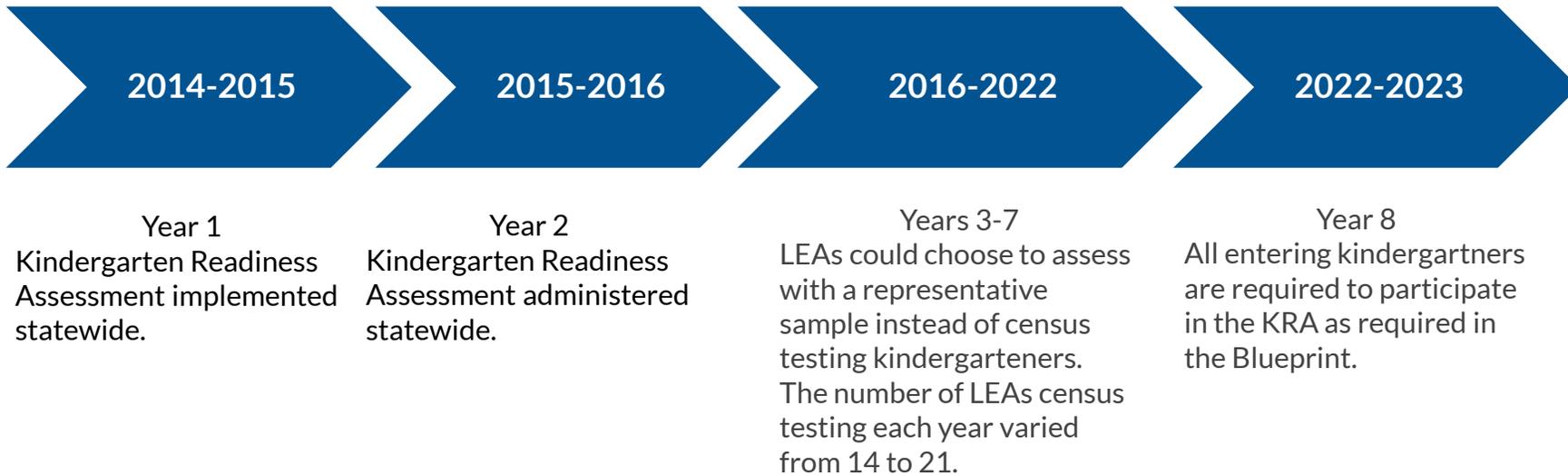
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1. Kindergarten Readiness Assessment (KRA) Results
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Kindergarten Readiness Assessment (KRA) Results

Kindergarten Readiness Assessment results for school year 2022-2023.

Maryland Kindergarten Readiness Assessment: Historical Perspective

The Kindergarten Readiness Assessment (KRA) is one component of Ready for Kindergarten (R4K): Maryland’s Early Childhood Comprehensive Assessment System. **In school year 2022-2023, Maryland returns to census testing all entering kindergarteners.**



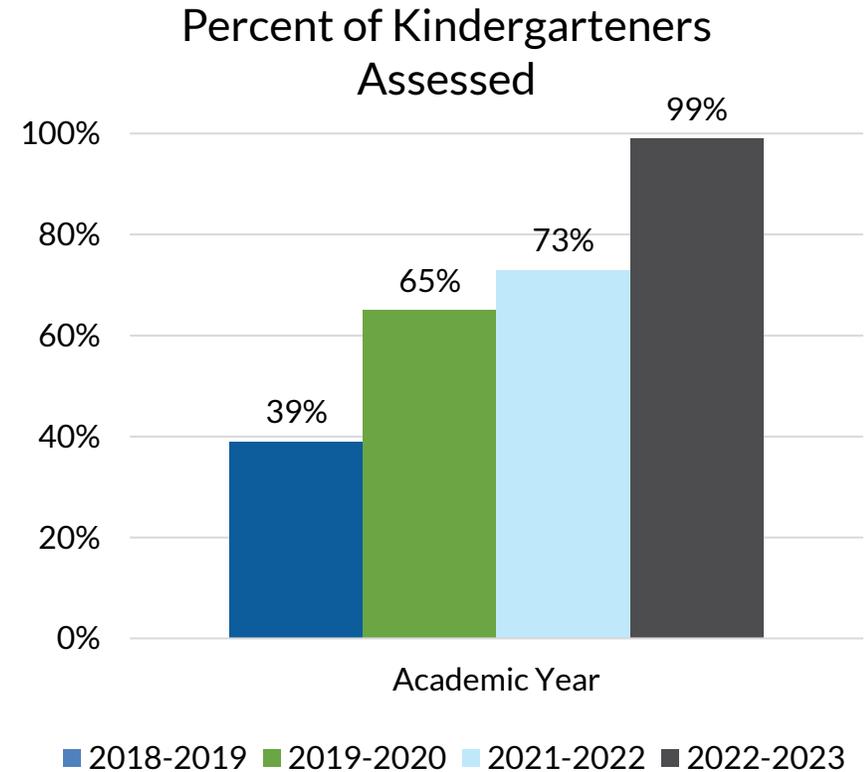
Beginning in the 2022-2023 school year the statewide kindergarten assessment shall be given to all incoming kindergarten students in the State and shall be completed on or before October 10 with the aggregated results returned within 45 days after administration of the assessment.

Source: <https://mgaleg.maryland.gov/2021RS/bills/hb/hb1372E.pdf>; <https://dsd.maryland.gov/regulations/Pages/13A.08.01.02-3.aspx>

Kindergarten Readiness Assessment (KRA): Overview

In SY 2022-2023, all Local Education Agencies (LEAs) administered the KRA to all kindergarteners (Census) with 99% of entering kindergarteners taking the assessment.

- The KRA measures students' knowledge, skills, and behaviors at kindergarten entry.
- Specific readiness skills are measured including language and literacy, social foundations, mathematics, and physical well-being and motor development standards.
- The KRA uses observations of children’s work and play, selected response items, and performance tasks.
- The KRA is administered within the first two months of school.



Note: Due to the impact of the COVID-19 pandemic, Maryland did not administer the KRA in school year 2020-2021.

Kindergarten Readiness Assessment (KRA): Statewide Results

The percent of Maryland kindergarteners Demonstrating Readiness increased two percentage points as compared to 2021-2022. Statewide, the percentage Demonstrating Readiness remains below pre-pandemic levels.

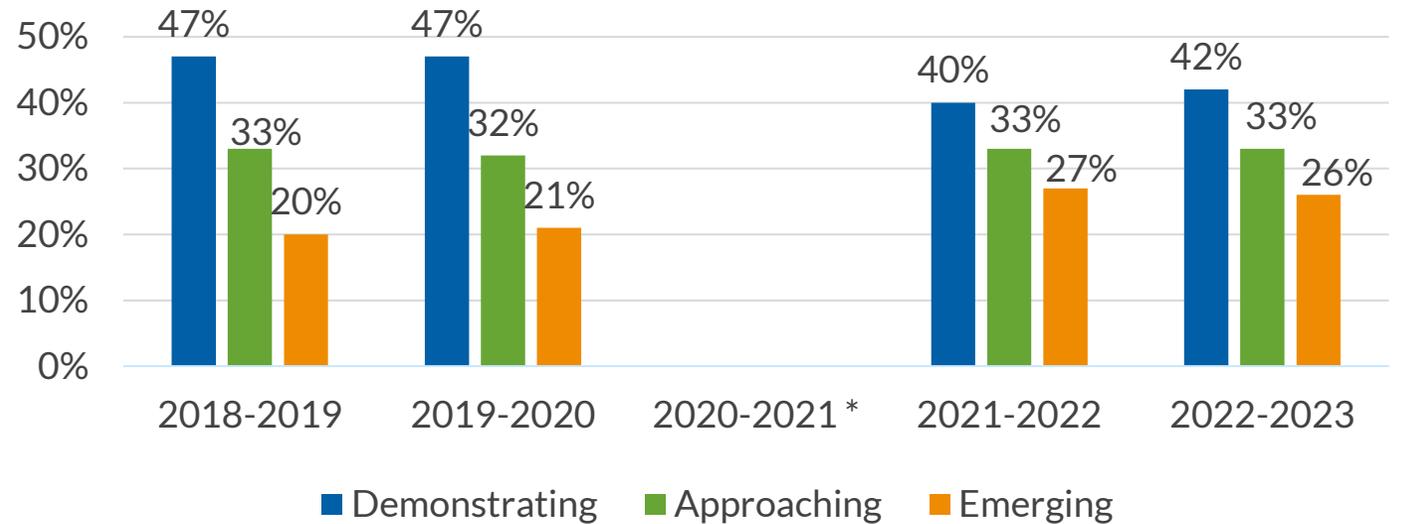
Kindergarteners are determined to be:

Demonstrating Readiness – consistently demonstrate the foundational skills and behaviors that enable a child to fully participate in the kindergarten curriculum.

Approaching Readiness – exhibit some of the foundational skills and behaviors that are needed to participate in the kindergarten curriculum.

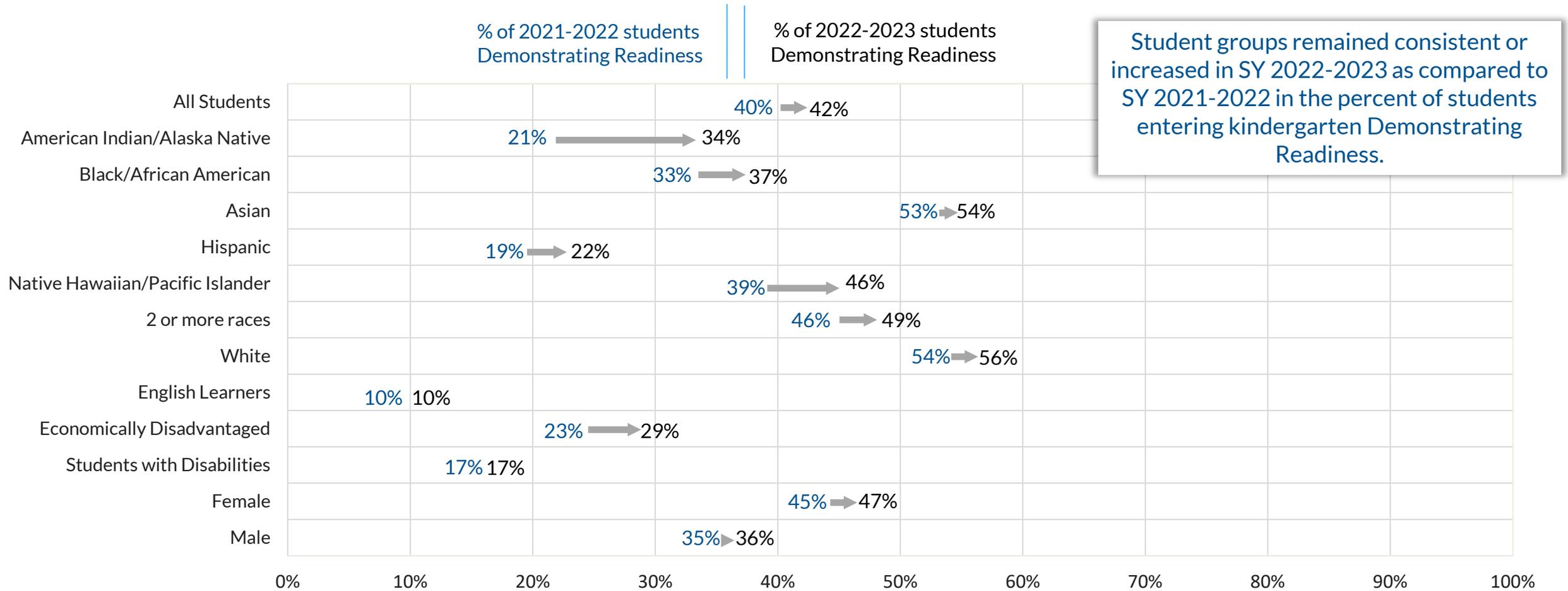
Emerging Readiness – show minimal foundational skills and behaviors that prepare them to meet kindergarten expectations.

Maryland Statewide Kindergarten Readiness Trend



Note: *Due to the impact of the COVID-19 pandemic, Maryland did not administer the KRA in school year 2020-2021.

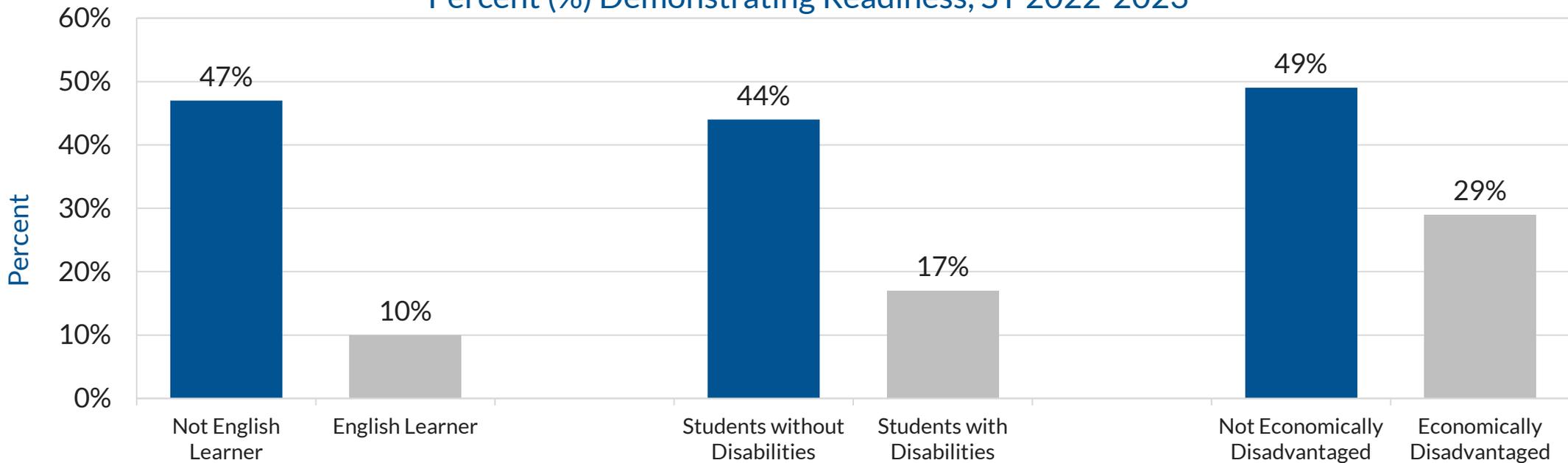
Kindergarten Readiness Assessment (KRA): Student Group Results



Kindergarten Readiness Assessment (KRA): Student Group Comparison

Across all kindergarteners assessed in SY 2022-2023, 42% Demonstrated Readiness. English learners, students with disabilities and economically disadvantaged students had lower percentages of Demonstrating Readiness as compared to their peers.

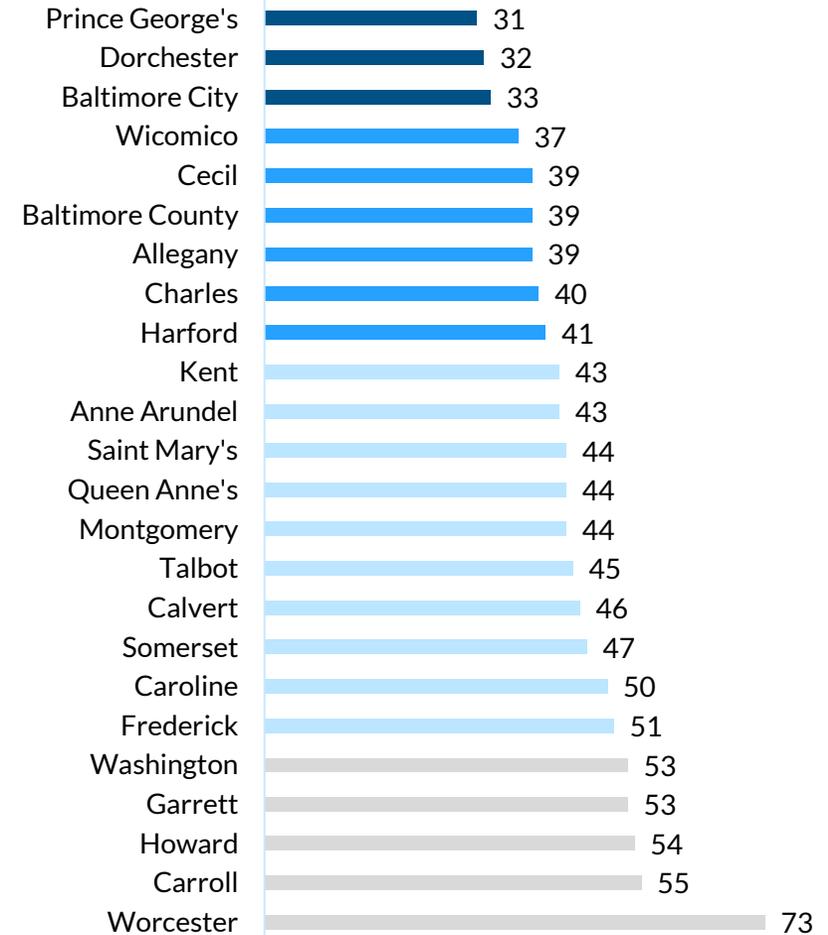
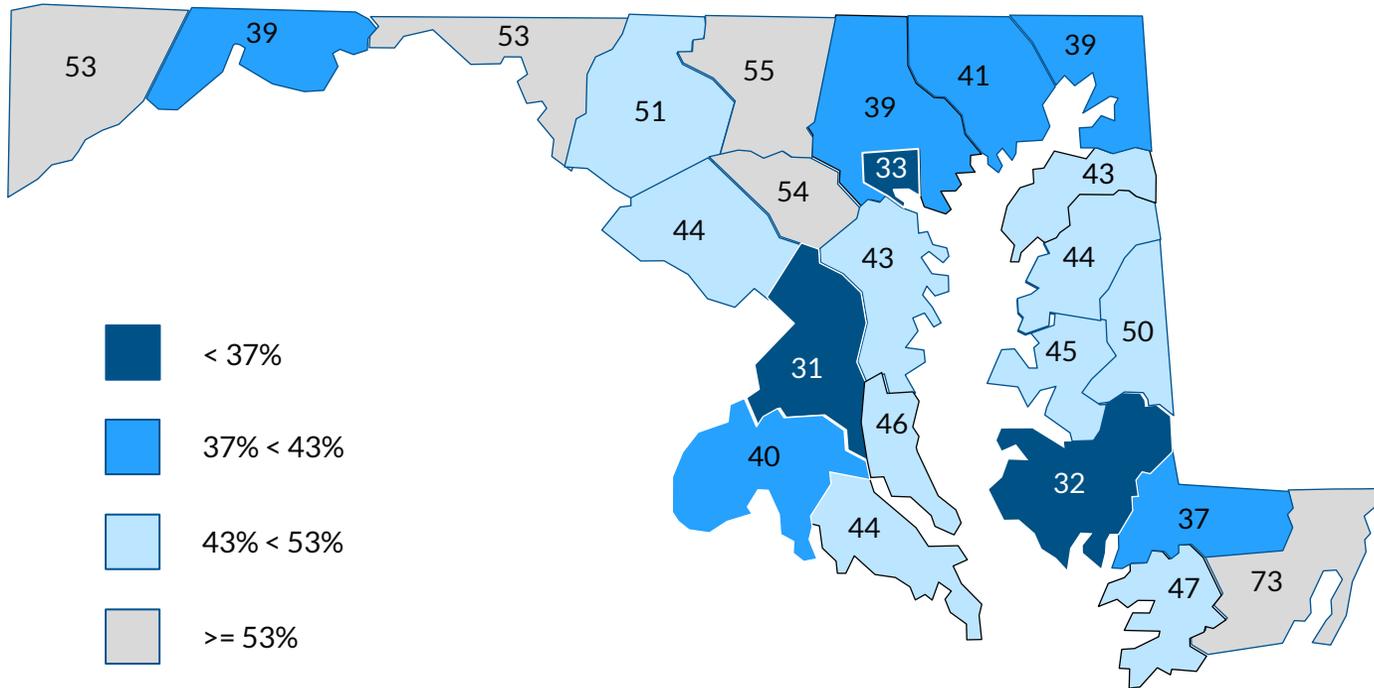
Percent (%) Demonstrating Readiness, SY 2022-2023



Kindergarten Readiness Assessment (KRA): by LEA

Statewide, the percentage of kindergarteners Demonstrating Readiness is 42% for SY 2022-2023. LEAs vary from a low of 31% to a high of 73% in the percent of kindergarteners Demonstrating Readiness.

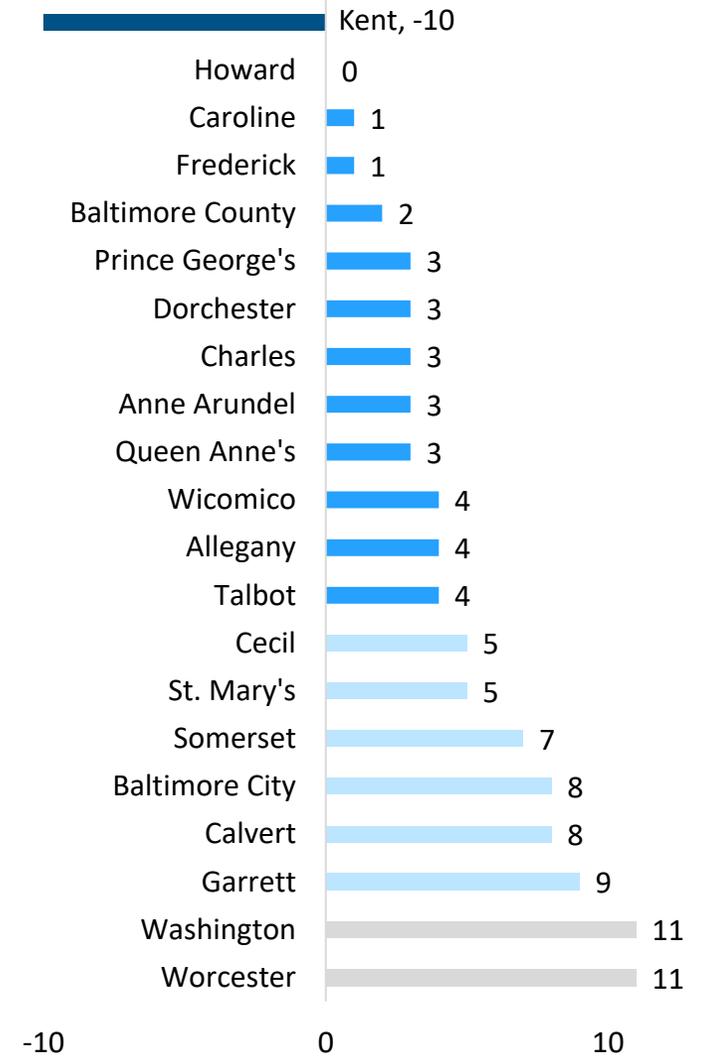
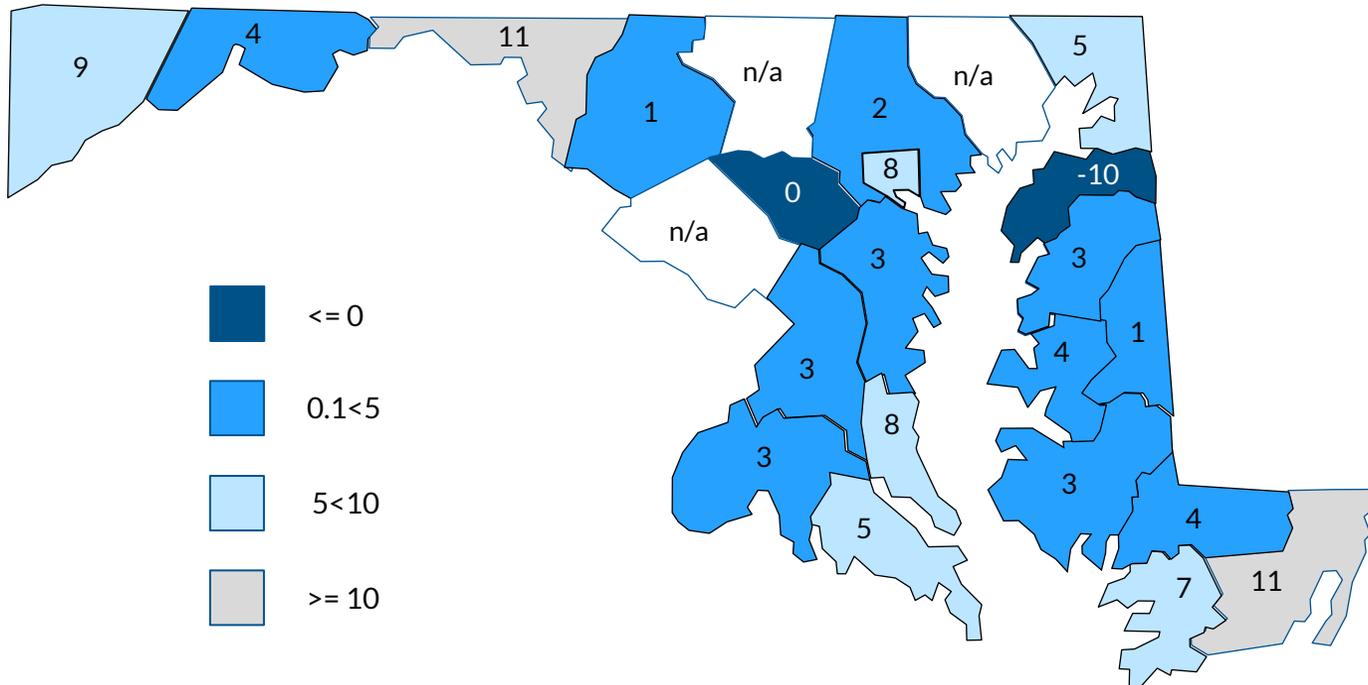
Percent Demonstrating Readiness by LEA, 2022-2023



Kindergarten Readiness Assessment (KRA): SY 2022-2023 Compared to SY 2021-2022 by LEA

In SY 2022-2023, Maryland kindergarteners Demonstrating Readiness increased two percentage points from SY 2021-2022. Change over the same time by LEA varied from a drop of 10 percentage points to an increase of 11 percentage points.

Percentage Point Change in Demonstrating Readiness by LEA, 2022-2023 vs. 2021-2022



Note: In 2021-2022, Carroll, Harford and Montgomery administered the KRA to a sample of students.

Maryland Kindergarten Readiness Assessment: Evidence of Validity, Reliability, and Fairness (1 of 4)

- The *Standards for Educational and Psychological Testing* provide detailed procedures for establishing test validity, reliability, and fairness. **These standards were used to guide the design, development, scoring, administration, and reporting processes for the KRA.**
- The Maryland State Department of Education and its development partners (the Ohio Department of Education, the Johns Hopkins University Center for Technology in Education, and WestEd) collaborated with a technical advisory committee (TAC) to **ensure that the KRA meets the highest standards of accuracy and precision for understanding children’s readiness for entry to kindergarten.**
- The TAC included national experts in early childhood education, dual language learning, special education, and psychometrics.

Beginning in the 2022-2023 school year the statewide kindergarten assessment shall be given to all incoming kindergarten students in the State with the purpose of measuring school readiness.

Maryland Kindergarten Readiness Assessment: Evidence of Validity, Reliability, and Fairness (2 of 4)

- Since the first KRA administration in fall 2014, KRA results have suggested that many **entering kindergartners have yet to meet the expectations defined by end-of-prekindergarten standards.**
- KRA results also suggest substantial differences in performance between demographic student groups.
- **KRA results are not unusual in this regard; every year, data from other summative assessment programs show the same achievement gaps, corroborating KRA results.**
- The KRA provides valid and reliable information about children’s learning and development across the essential domains of school readiness and as documented since the first KRA administration in technical reports.

Maryland Kindergarten Readiness Assessment: Evidence of Validity, Reliability, and Fairness (3 of 4)

- Research has shown that the best method of assessing young children is through observations.
- Nearly half (50%) of the items on the KRA are observational rubric items.
- Teachers evaluate and score student behaviors or skills using a rubric with defined criterion.
- Teachers must be certified to assess students and must pass with an 80% or better.
- Intensive training for the first year with an annual refresher required.

Maryland Kindergarten Readiness Assessment: Evidence of Validity, Reliability, and Fairness (4 of 4)

Maryland is actively engaged in implementing the next version of the kindergarten readiness assessment - KRA 3.0. The development of the KRA 3.0 will be accomplished through a collaboration with the Center for Measurement Justice and WestEd.

Project goals include:

- **Enhanced cultural considerations and supports for children** from marginalized populations to improve the learning assessment experience;
- **Increased learning opportunities for all children** entering Kindergarten, regardless of background;
- **Reducing implicit bias impacting children’s academic performance;** and
- **Improve knowledge and awareness of readiness skills for children with low English proficiency by providing a Spanish version of the KRA.**

The Department is exploring further independent evaluation to ensure the KRA continues as a valid, reliable and fair assessment as it relates to mitigating bias in the teacher observation component of the KRA.

Timeline

- The evaluation, pilot, and field test activities will be conducted between now and June 30, 2024.
- The KRA 3.0 will be available in Spanish Fall 2024.

Communicating Results to Families

Each kindergartener receives an Individual Student Report (ISRs).

New this year - a video for families and educators explaining the ISR.

ISRs and video are available in 5 languages.

[Link to video here](#)

<https://bit.ly/mdkralSRvideo>

R 4 K Student Report
KINDERGARTEN READINESS ASSESSMENT

WHAT IS THE KINDERGARTEN READINESS ASSESSMENT?
The Kindergarten Readiness Assessment (KRA) is one part of the Ready for Kindergarten assessment system in Maryland. The KRA is a kindergarten readiness tool that allows teachers to measure each child's school readiness across four domains: Social Foundations, Mathematics, Language and Literacy, and Physical Well-being and Motor Development.

HOW IS THE KRA ADMINISTERED?
The KRA does not look like a test. Instead, it includes a variety of items, including teacher's observations of daily activities and age-appropriate performance tasks in which the teacher asks a child to respond to a question or complete an activity. The KRA is administered in English and some items can be given via a tablet or computer.

WHAT DO THE RESULTS MEAN?
The results provide a measure of a child's mastery of content and skills that Maryland has identified as expectations for children entering kindergarten. Performance on the KRA does not prevent or prohibit a child from entering kindergarten. The KRA results are only one piece of information on a child's preparation for kindergarten-level curriculum. Score reports should be used with other data and information, including feedback from a child's teacher, to make instructional and intervention decisions.

HOW IS THE KRA SCORED?
After the KRA is completed, scores are calculated for each domain and for overall performance based on all 4 domains. The overall score determines a performance level, which is based on criteria set by Maryland educators.

Emerging Readiness: A child demonstrates minimal foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Approaching Readiness: A child demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Demonstrating Readiness: A child demonstrates foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

Not Scorable: A "Not Scorable" rating is applied when a child is not able to access an item due to limited English proficiency, a disability, or other circumstances, such as a documented condition during assessment administration. A child's overall and domain scores will be impacted.

For a child with a disability, a rating of "Not Scorable" is applied when a child's disability restricts or prevents the child from demonstrating a skill or behavior on a specific item, after the appropriate "Level the Field" supports were provided. For example, a child in a wheelchair would not be able to demonstrate some gross motor skills, such as hopping. A "Not Scorable" rating would not be appropriate when the response to an item reflects the child's functioning at an earlier developmental level and the child's ability to respond is otherwise affected by his/her disability; in this instance the appropriate rating is a "0."

For a child whose primary language at home is not English, educators must administer every item possible using the "Level the Field" supports, if applicable. The rating of "Not Scorable" may be appropriate when the child is not able to respond to an item in English based upon the language demands of the item. Please note that the child may have the skills being assessed in his/her home language, but may not be able to demonstrate those skills in English yet.

R 4 K Student Report
KINDERGARTEN READINESS ASSESSMENT

Student Name: _____ School Name: _____
Assessment Administrator(s): _____ Administration: _____

YOUR CHILD'S OVERALL SCORE
The blue triangle shows your child's overall score. The blue bar shows the best estimate of your child's performance if he/she were assessed multiple times.

268

Score	Performance Level	Description
202-257	EMERGING READINESS	A child demonstrates minimal foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.
258-269	APPROACHING READINESS	A child demonstrates some foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.
270-298	DEMONSTRATING READINESS	A child demonstrates foundational skills and behaviors that prepare him/her for curriculum based on kindergarten standards.

DOMAIN SCORES

Domain	Score
SOCIAL FOUNDATIONS	272
LANGUAGE AND LITERACY	267
MATHEMATICS	256
PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT	266

The purple bars indicate your child's score for each of the domains. The dotted lines show the best estimate of your child's performance if he/she were assessed multiple times.

The score range for the Language and Literacy, Mathematics, and Social Foundations domains is 202-298. The score range for the Physical Well-being and Motor Development domain is 202-292.

COMPLETION STATUS
 Complete
 Complete with Not Scorable
 Some Items were not complete
 All Items were not complete

Please read the explanation for Not Scorable on page one. Your child's teacher can also provide additional information.

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 2. Standard Setting Update
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Standard Setting Update

An update of Maryland's standard setting process and engagement of Maryland educators.

Maryland Comprehensive Assessment Program (MCAP)

The MCAP mathematics, English Language Arts, LS MISA, and Government for SY 2021-2022 are new assessments required to undergo standard setting in 2022. Science grade 5 and grade 8 have previously completed standard setting. Social Studies Grade 8 will have standard after the SY 2022-2023 administration.

SY 2021-2022	Mathematics	English Language Arts/Literacy	Science	Social Studies
General Education	Grades 3-8	Grades 3-8	Grades 5, 8	Grade 8
	Algebra I, Geometry, Algebra II	ELA/Literacy Grade 10	Life Science Maryland Integrated Science Assessment (LS MISA)	Government
Alternate Assessments*	Grades 3-8, Grade 11	ELA/Literacy Grades 3-8, Grade 11	Science Grades 5, 8, 11	Grade 8
English Learners	ACCESS for English Language Learners K-12			
Early Childhood	Kindergarten Readiness Assessment (KRA)			

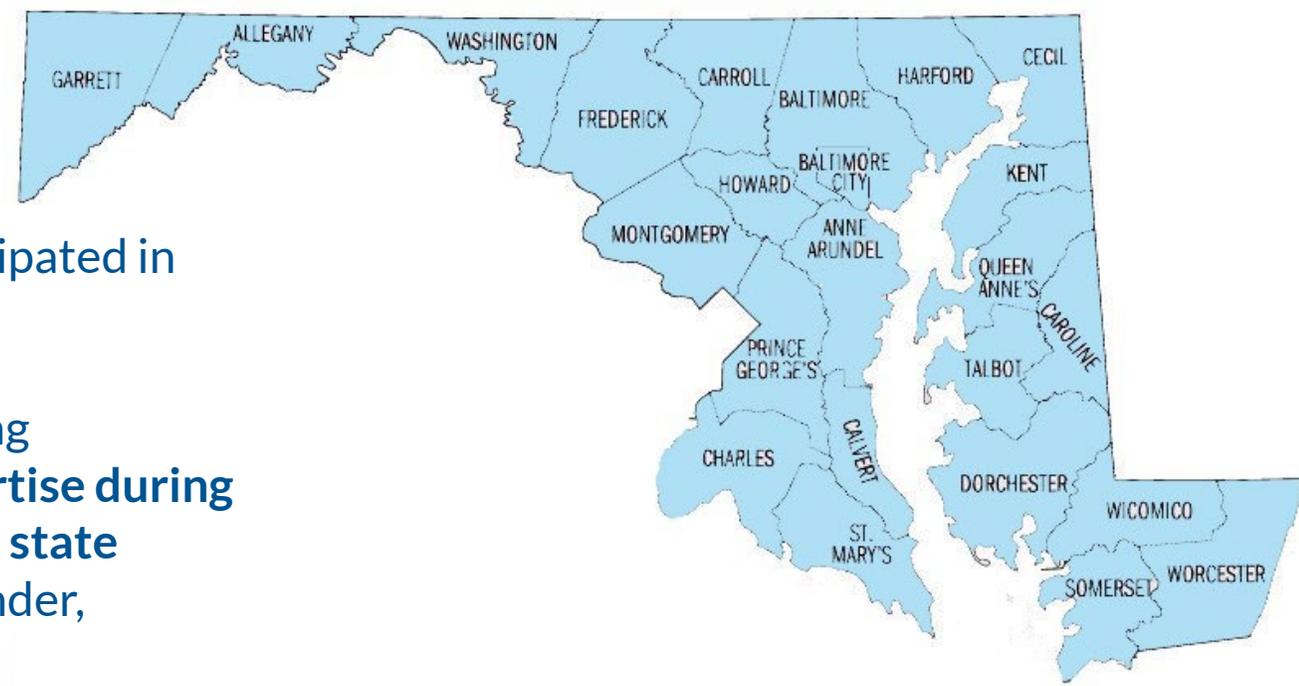
Note: *Alternate (Alt) assessments are administered to students with significant cognitive disabilities.

Standard Setting in Maryland

Representatives from all 24 LEAs participated.

A total of 166 Educators from across Maryland participated in standard setting.

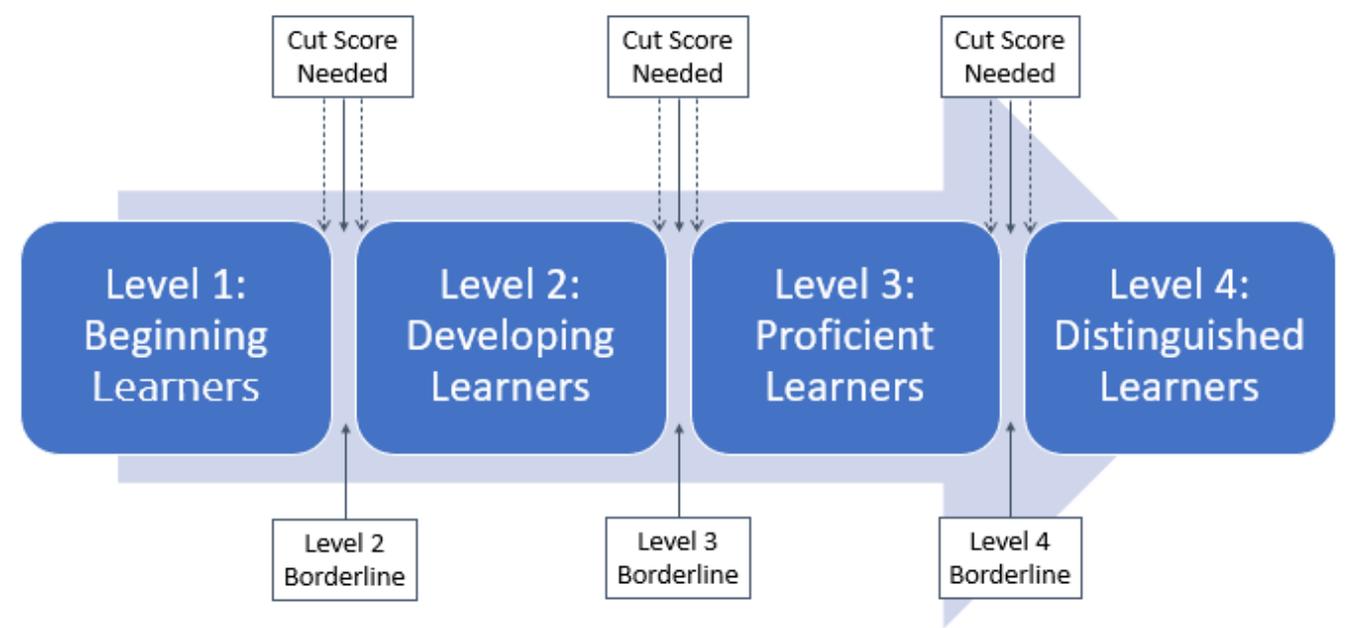
The participants were selected for the standard setting committees to provide **content and grade-level expertise during the committee meeting and be representative of the state teaching population**, including geographic region, gender, ethnicity, educational experience, community size, and community socioeconomic status.



Standard Setting in Maryland

The outcome of standard setting is three cut score recommendations at the borderlines of each performance level.

- During standard setting, MSDE, Maryland educators, and assessment experts define and finalize levels of proficiency and cut scores mapped to performance levels.
- A modified Angoff method was used for the standard setting process in Maryland which is the most commonly used method for providing cut score recommendations for academic assessments.



MCAP Performance Level Descriptions

MCAP reporting will embrace a growth mindset with new language for reporting student performance levels beginning with the ELA and mathematics from Spring 2022.

Performance Level Descriptions

-  **Level 4** Distinguished Learner
-  **Level 3** Proficient Learner
-  **Level 2** Developing Learner
-  **Level 1** Beginning Learner

Level 4 Distinguished Learners: Distinguished Learners demonstrate advanced proficiency. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

Level 3 Proficient Learners: Proficient Learners demonstrate proficiency. The students are prepared for the next grade level or course and are on track for college and career readiness.

Level 2 Developing Learners: Developing Learners demonstrate partial proficiency. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

Level 1 Beginning Learners: Beginning Learners do not yet demonstrate proficiency. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

English Language Arts Scaled Score Cut Points and Performance Levels

The Every Student Succeeds Act (ESSA) requires every state to assess students annually in grades 3-8 and at least once in high school in English Language Arts (ELA). The outcome of standard setting is three cut score recommendations at the borderlines of each performance level which results in four Performance Levels.

		English Language Arts/Literacy Scaled Score Cuts (Scale 650-850)						
Performance Level	Performance Level Description	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10 High School
Performance Level 4	Distinguished Learner	790-850	779-850	777-850	777-850	778-850	788-850	776-850
Performance Level 3	Proficient Learner	750-789	750-778	750-776	750-776	750-777	750-787	750-775
Performance Level 2	Developing Learner	725-749	725-749	725-749	725-749	725-749	725-749	725-749
Performance Level 1	Beginning Learner	650-724	650-724	650-724	650-724	650-724	650-724	650-724

Mathematics Scaled Score Cut Points and Performance Levels

The Every Student Succeeds Act (ESSA) requires every state to assess students annually in grades 3-8 and at least once in high school in mathematics. The outcome of standard setting is three cut score recommendations at the borderlines of each performance level which results in four Performance Levels.

		Mathematics Scaled Score Cuts (Scale 650-850)								
Performance Level	Performance Level Description	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I High School	Algebra II High School	Geometry High School
Performance Level 4	Distinguished Learner	790-850	778-850	781-850	775-850	776-850	779-850	775-850	769-850	775-850
Performance Level 3	Proficient Learner	750-789	750-777	750-780	750-774	750-775	750-778	750-774	750-768	750-774
Performance Level 2	Developing Learner	725-749	725-749	725-749	725-749	725-749	725-749	725-749	725-749	725-749
Performance Level 1	Beginning Learner	650-724	650-724	650-724	650-724	650-724	650-724	650-724	650-724	650-724

LS MISA Scaled Score Cut Points and Performance Levels

The Every Student Succeeds Act (ESSA) requires every state to assess students annually in grades 3-8 and at least once in high school in science. The outcome of standard setting is three cut score recommendations at the borderlines of each performance level which results in four Performance Levels.

Life Science (MISA) Scale Score Cuts (Scale 650-850)		
Performance Level	Performance Level Description	High School
Performance Level 4	Distinguished Learner	772-850
Performance Level 3	Proficient Learner	750-771
Performance Level 2	Developing Learner	731-749
Performance Level 1	Beginning Learner	650-730

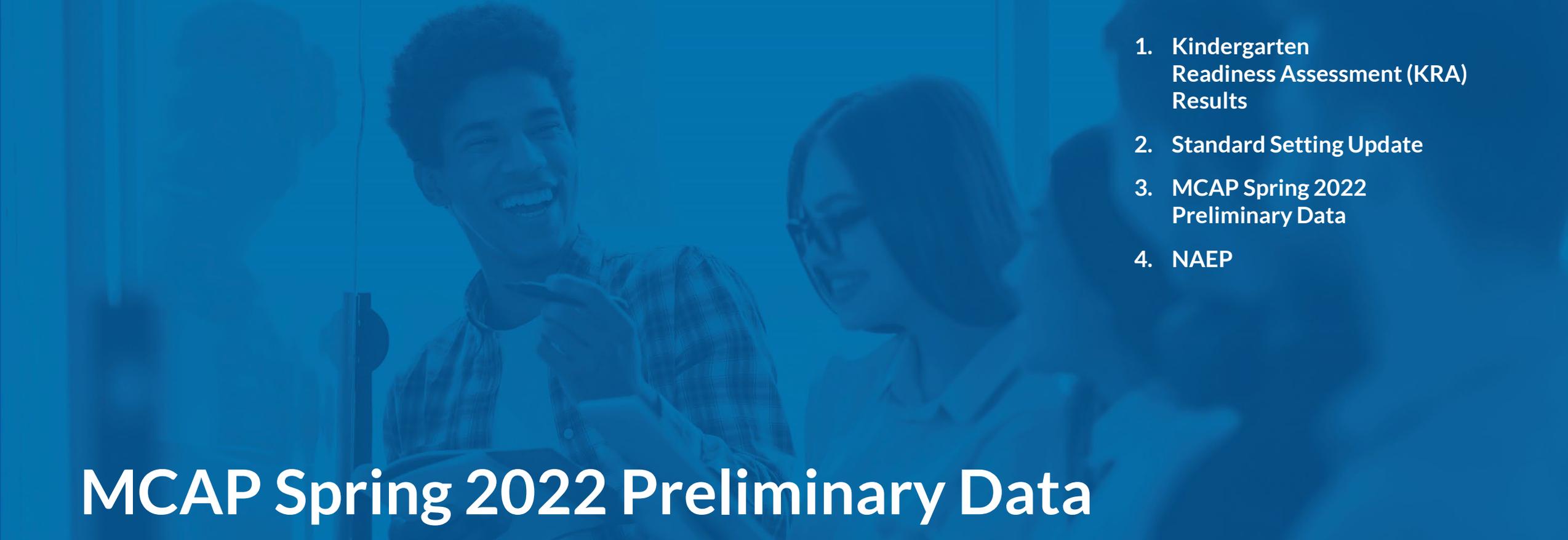
Note: Science grade 5 and grade 8 has previously completed standard setting.

Government Scaled Score Cut Points and Performance Levels

Maryland requires students to take the government assessment at least once in high school. Government is a state required assessment which underwent standard setting to have four Performance Levels.

		Government Scale Score Cuts (Scale 240-650)
Performance Level	Performance Level Description	High School
Performance Level 4	Distinguished Learner	489-650
Performance Level 3	Proficient Learner	448-488
Performance Level 2	Developing Learner	394-447
Performance Level 1	Beginning Learner	240-393

Note: Social Studies Grade 8 will have standard after the SY 2022-2023 administration.

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MCAP Spring 2022 Preliminary Data

The Maryland Comprehensive Assessment Program part 1 release of Spring 2022 data.

Data Release Timeline

Maryland will be releasing SY 2021-2022 data as available. The release of assessment data is delayed due to the requirement for standard setting for all new assessments. In future years, **Maryland will continue to prioritize a rapid release of assessment data and provide as soon as data is available.**

December	Late December	Late January
<p data-bbox="300 796 759 888">State Level De-identified Impact Data</p> <ul data-bbox="224 956 744 1093" style="list-style-type: none"> • Standard Setting Cuts and Achievement Standards • State Level Data 	<p data-bbox="1085 796 1452 836">Preliminary Results</p> <ul data-bbox="963 905 1559 1230" style="list-style-type: none"> • Preliminary ELA and math results provided to LEAs • Results to include student level demographics and school information • Final LS MISA and Gov results provided to LEAs 	<p data-bbox="1888 796 2125 836">Final Results</p> <ul data-bbox="1702 905 2232 1088" style="list-style-type: none"> • Final ELA and math results provided to LEAs • State, LEA, student group reporting

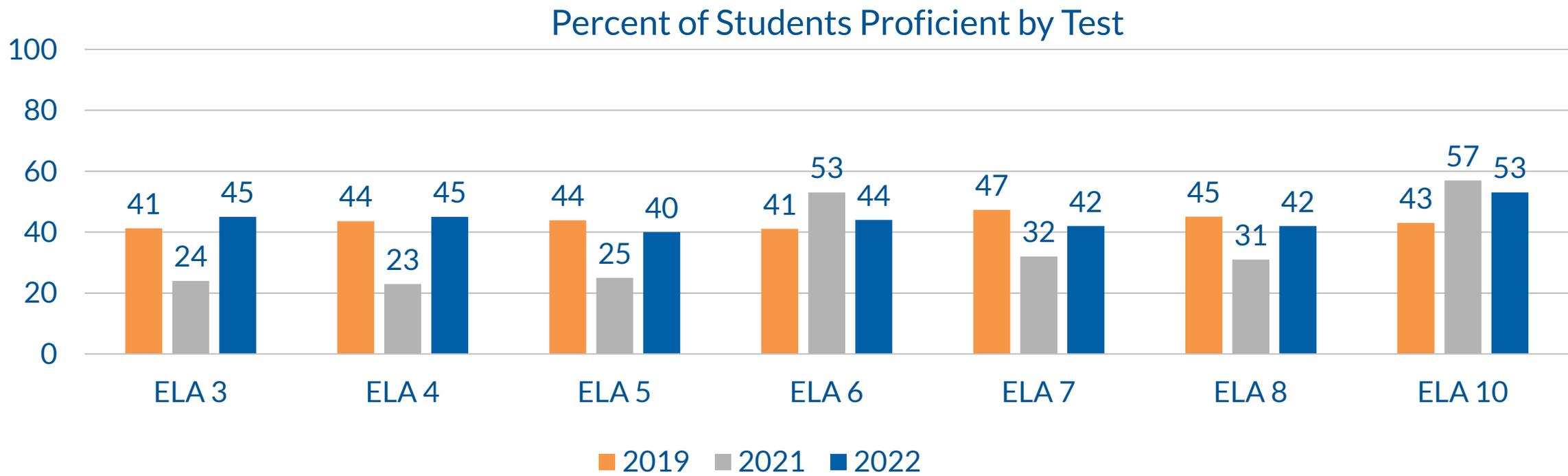
English Language Arts Preliminary Statewide 2022 Data

Performance Levels 3 and 4 are considered proficient on the ELA assessments. Standard setting impact data shows that 40% or greater of Maryland students taking ELA assessments are proficient.

		English Language Arts/Literacy Percent of Students Scaled Score Cuts (Scale 650-850)						
Performance Level	Performance Level Description	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10 High School
Performance Level 3 and 4	Percent Proficient	45.1	45.2	40.1	43.6	42.1	41.7	53.3
Performance Level 4	Distinguished Learner	4.3	5.2	4.7	3.9	3.2	2.4	9.3
Performance Level 3	Proficient Learner	40.8	40.0	35.4	39.7	38.9	39.3	44.0
Performance Level 2	Developing Learner	42.7	41.2	43.9	43.7	46.2	40.4	37.5
Performance Level 1	Beginning Learner	12.2	13.6	16.0	12.7	11.7	17.9	9.2

English Language Arts Assessment Trends

When comparing spring 2022 preliminary data to prior years, most grades in ELA have improved as compared to the Early Fall 2021 assessments*. The preliminary data suggests students are performing similarly to students prior to the pandemic.



Note: *SY 2020-2021 assessments were shortened assessments taken in the early fall of 2021. SY 2022 is preliminary English language arts data.

Mathematics Preliminary Statewide 2022 Data

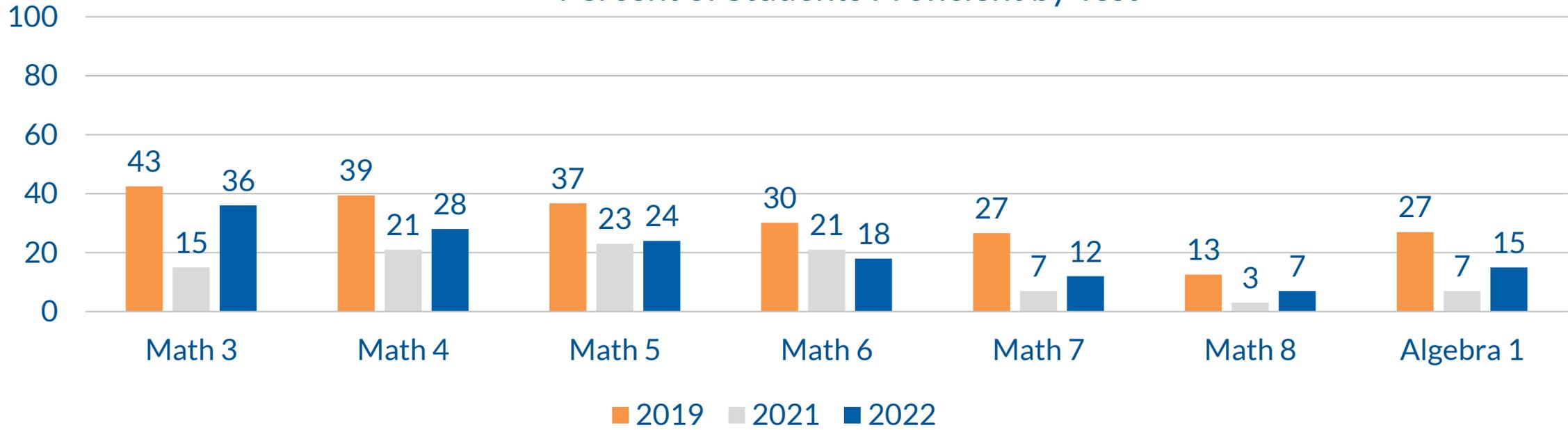
Performance Levels 3 and 4 are considered proficient on the mathematics assessments. Standard setting impact data shows that a greater percentage of elementary students were proficient as compared to middle and high school.

		Mathematics Percent of Students Scaled Score Cuts (Scale 650-850)								
Performance Level	Performance Level Description	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Algebra II	Geometry
Performance Level 3 and 4	Percent Proficient	36.2	27.6	23.8	17.6	12.1	6.5	14.5	19.1	22.2
Performance Level 4	Distinguished Learner	3.4	3.8	1.6	1.7	0.8	0.2	1.1	1.5	1.2
Performance Level 3	Proficient Learner	32.8	23.8	22.2	15.9	11.3	6.3	13.4	17.6	21.0
Performance Level 2	Developing Learner	35.4	44.4	49.1	43.8	35.2	38.2	48.1	57.9	51.2
Performance Level 1	Beginning Learner	28.4	28.0	27.1	38.6	52.7	55.3	37.4	23.0	26.6

Mathematics Assessment Trends

When comparing spring 2022 preliminary data to prior years, most grades in mathematics have improved as compared to the Early Fall 2021 assessments*. The preliminary data suggests students have not returned to pre-pandemic performance outcomes.

Percent of Students Proficient by Test



Note: *SY 2020-2021 assessments were shortened assessments taken in the early fall of 2021. SY 2022 is preliminary English language arts data.

LS MISA Statewide 2022 Data

The LS MISA is a new assessment moving from an integrated high school science assessment to a life science assessment. Preliminary data from standard setting impact data shows that 36% of students are proficient.

Life Science (MISA) Percent of Students Scale Score Cuts (Scale 650-850)		
Performance Level	Performance Level Description	High School
Performance Level 3 and 4	Percent Proficient	36.0
Performance Level 4	Distinguished Learner	3.5
Performance Level 3	Proficient Learner	32.5
Performance Level 2	Developing Learner	40.3
Performance Level 1	Beginning Learner	23.7

Government Statewide 2022 Data

Government is a state required assessment. Preliminary data from standard setting impact data shows that 45.2% of students are proficient.

		Government Percent of Students Scale Score Cuts (Scale 240-650)	
Performance Level	Performance Level Description	High School	
Performance Level 3 and 4	Percent Proficient	45.2	
Performance Level 4	Distinguished Learner	8.7	
Performance Level 3	Proficient Learner	36.5	
Performance Level 2	Developing Learner	38.1	
Performance Level 1	Beginning Learner	16.6	

Timeline Report Card

Maryland will be releasing SY 2021-2022 data as available with the expected timeline provided below. The release of assessment data is delayed due to the requirement for standard setting for all new assessments. In future years, **Maryland will continue to prioritize a rapid release of assessment data and provide as soon as data is available.**

	December	January	February
Preliminary Statewide Data: ELA, Mathematics	x		
School Climate Survey	x		
Final Assessment Results: ELA, Mathematics, Science, Government, English Language Proficiency		x	
Maryland School Report Card			x
Cohort Graduation Rate 2022			x

- 
1. Kindergarten Readiness Assessment (KRA) Results
 2. Standard Setting Update
 3. MCAP Spring 2022 Preliminary Data
 4. **NAEP**

National Assessment of Educational Progress (NAEP), 2022

Results from the 2022 administration of NAEP in Maryland and nationwide.

What is NAEP?

The **National Assessment of Academic Progress (NAEP)** is a congressionally-mandated project of the National Center for Education Statistics.

- The only test administered nationwide that allows direct comparison of student achievement across states and participating districts.
- Administered in **math and reading in grades 4 and 8** every two years.*
- Tests students in a nationally representative sample of schools in all 50 states, Washington D.C., the Department of Defense Education Activity (DoDEA), and select urban school districts.
- Approximately 3,000 students are tested in each grade-subject per state.
- Scores are categorized into four performance levels: Advanced, Proficient, Basic, and Below Basic.
- Results are disaggregated by jurisdictions and student demographics.

Note: * The 2021 NAEP administration was delayed until 2022 due to the COVID-19 pandemic.

Trial Urban District Assessment (TUDA)

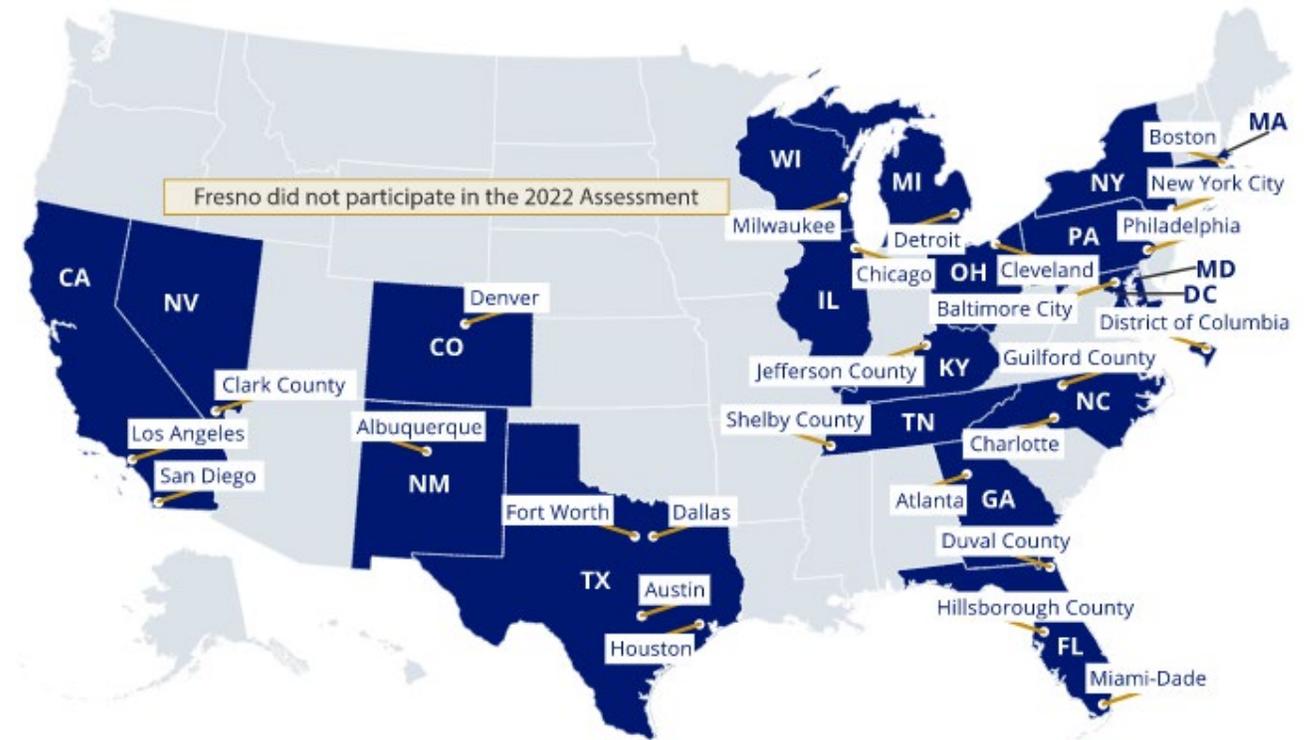
In addition to NAEP state results, NAEP began administering the math and reading assessments in 6 urban school districts in 2002.

TUDA participation has grown to 26 districts in 18 states and the District of Columbia in 2022.

Baltimore City Public Schools has participated in TUDA since 2009.

TUDA results are included in state results, with proper weighting of scores.

Participating TUDA Districts in 2022



Source: NCES, <https://nces.ed.gov/nationsreportcard/tuda/>

NAEP Inclusion Rates

To ensure that NAEP results are representative of each jurisdiction and student group, it is important for NAEP to assess as many selected students as possible within each student group.

In previous administrations, states varied widely in their rates of including Students with Disabilities (SwDs) and English learners (ELs).

The NAEP Inclusion policy was adopted in 2010 by the National Assessment Governing Board to ensure NAEP is **fully representative of Students with Disabilities and English learners**.

- Only SwDs who participate in the **state alternate assessment** may be excluded from NAEP.
- Only ELs who have been enrolled in U.S. schools for **less than 1 full academic year** before the NAEP assessment may be excluded from NAEP.

At the national, state, and district levels, the goal is to **include 85% of students identified as SwDs or ELs** selected for the NAEP samples.

NAEP Inclusion Rates in Maryland

Maryland's inclusion rates for NAEP in 2022 were **at or above 89%** in each tested subject-grade and were **higher than 2015 by up to 25 percentage points**.

NAEP Inclusion Rates for Students with Disabilities in Maryland, 2015-2022

	2015	2017	2019	2022
Grade 4 Math	91%	93%	92%	93%
Grade 8 Math	88%	90%	89%	90%
Grade 4 Reading	78%	85%	84%	90%
Grade 8 Reading	68%	84%	81%	91%

NAEP Inclusion Rates for Students with Disabilities in Maryland, 2015-2022

	2015	2017	2019	2022
Grade 4 Math	95%	94%	96%	96%
Grade 8 Math	80%	87%	92%	90%
Grade 4 Reading	83%	88%	91%	94%
Grade 8 Reading	64%	83%	84%	89%

Note: Rates in bold met the NAEP goal for inclusion of 85%.

NAEP and State Proficiency Standards

While NAEP results can be compared across states, they cannot be compared to state proficiency rates because each state has different proficiency standards.

The National Center for Education Statistics mapped states' proficiency standards to NAEP scores.

Most states' proficiency standards in 2019 mapped to NAEP's Basic achievement level.

Number of jurisdictions that mapped to each NAEP achievement level, by grade and subject, 2019

NAEP Achievement Level	Grade 4		Grade 8	
	Reading	Mathematics	Reading	Mathematics
Proficient	4	13	4	11
Basic	44	37	41	24
Below Basic	1	1	1	0

Note: Jurisdictions do not sum to the 50 states plus District of Columbia because information for some states was not available.

Source: Mapping State Proficiency Standards Onto NAEP Scales: Results From the 2019 NAEP Reading and Mathematics Assessments. <https://nces.ed.gov/nationsreportcard/studies/statemapping/2021036.aspx>

NAEP and State Proficiency Standards

Maryland’s grade 4 math proficiency standard aligned with NAEP's proficient level while the grade 4 and 8 reading proficiency standards aligned to NAEP’s basic level in 2019. Rhode Island was the only state for which all four test proficiency standards mapped to NAEP’s proficient level in 2019

NAEP achievement levels aligned to Maryland state tests in 2019

NAEP Subject	Grade 4	Grade 8
Math	Proficient	N/A*
Reading	Basic	Basic

* Only states that require all students to take the general subject test in each grade were included in the analysis. In Maryland, grade 8 students take either the grade 8 math assessment or the Algebra I test.

States that had more than two test standards that mapped to a NAEP proficiency level in 2019

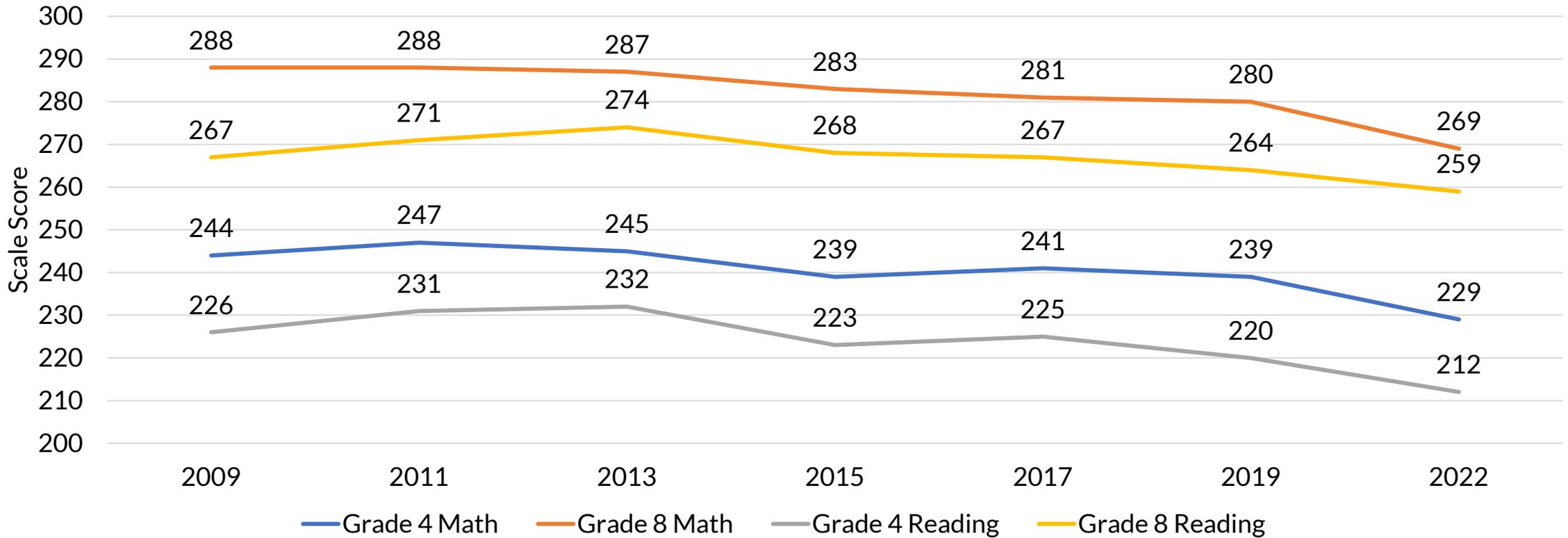
State	Grade 4		Grade 8	
	Reading	Math	Reading	Math
Illinois	✓	✓		✓
Kansas		✓	✓	✓
Rhode Island	✓	✓	✓	✓
Tennessee	✓		✓	✓

Source: Mapping State Proficiency Standards Onto NAEP Scales: Results From the 2019 NAEP Reading and Mathematics Assessments. <https://nces.ed.gov/nationsreportcard/studies/statemapping/2021036.aspx>

Maryland's Average NAEP Scores

Maryland's NAEP scores dropped sharply in 2022 and have declined since 2013 in all grade-subjects.

Average Maryland NAEP Scores by Subject and Grade Level

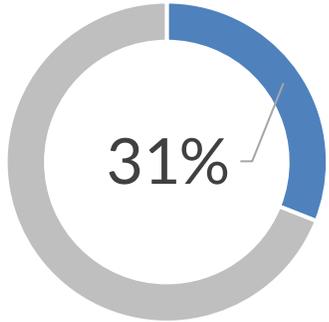


Source: NAEP Data Explorer

Maryland's NAEP Proficiency Rates, 2022

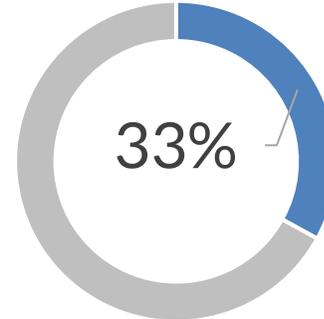
Between a quarter and a third of Maryland students scored at or above Proficiency on NAEP in 2022.

Grade 4 Reading



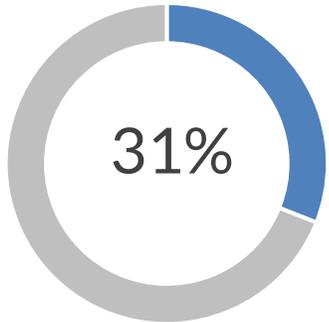
The percentage of students in Maryland who performed at or above the NAEP Proficient level was 31% in 2022. This percentage is smaller than that in 2019 (35%).

Grade 8 Reading



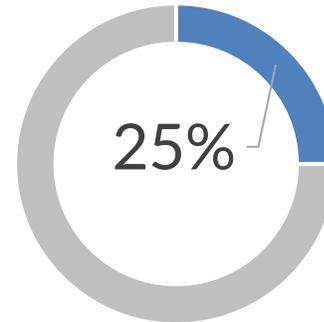
The percentage of students in Maryland who performed at or above the NAEP Proficient level was 33% in 2022. This percentage is smaller than that in 2019 (36%).

Grade 4 Math



The percentage of students in Maryland who performed at or above the NAEP Proficient level was 31% in 2022. This percentage was smaller than that in 2019 (39%).

Grade 8 Math

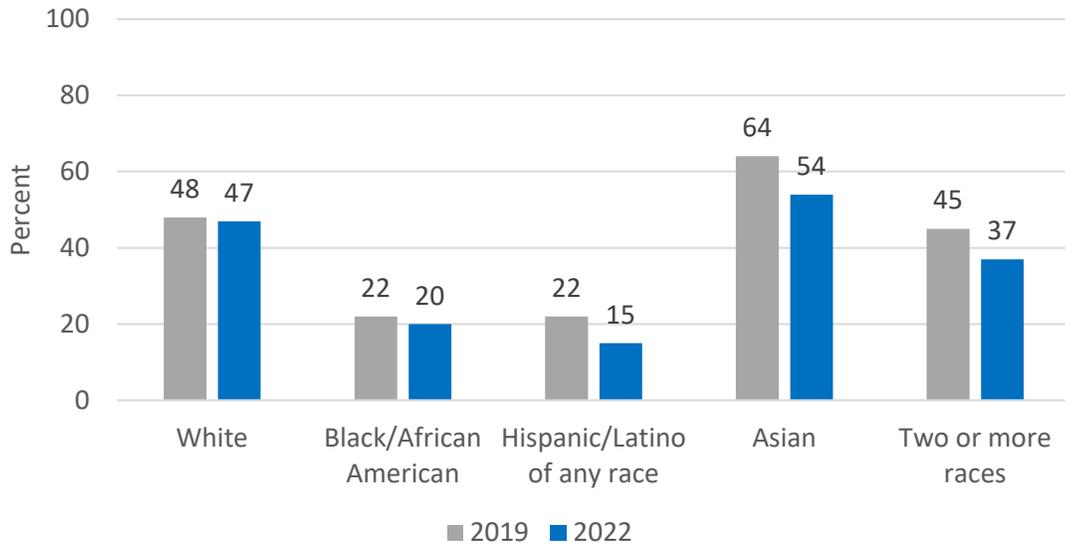


The percentage of students in Maryland who performed at or above the NAEP Proficient level was 25% in 2022. This percentage was smaller than that in 2019 (33%).

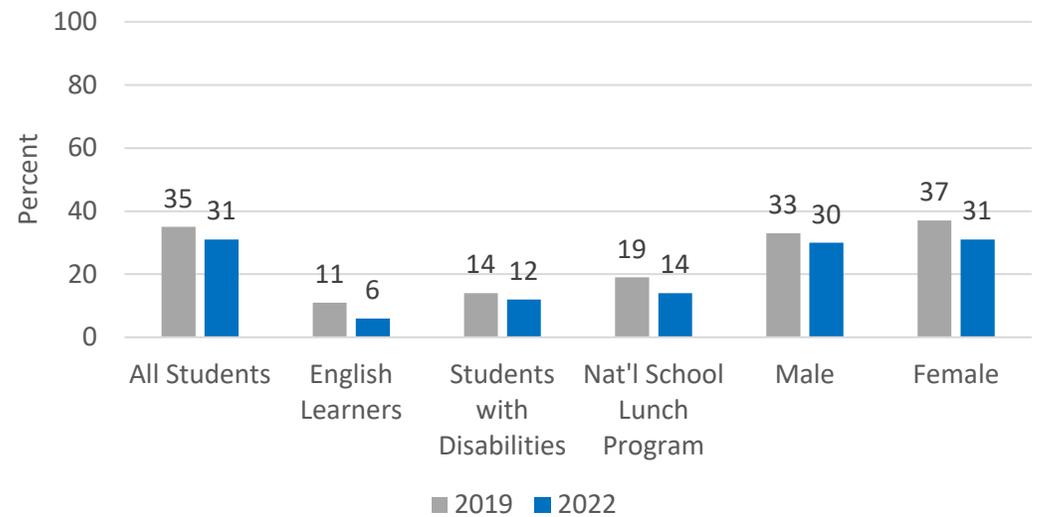
Maryland's NAEP Grade 4 Reading Proficiency Rates by Race/Ethnicity and Student Group

All race/ethnicity and student groups saw declines from 2019 in the percent at or above proficient on NAEP Grade 4 Reading.

Percent At or Above Proficient by Race, 2019 and 2022



Percent At or Above Proficient by Student Group, 2019 and 2022

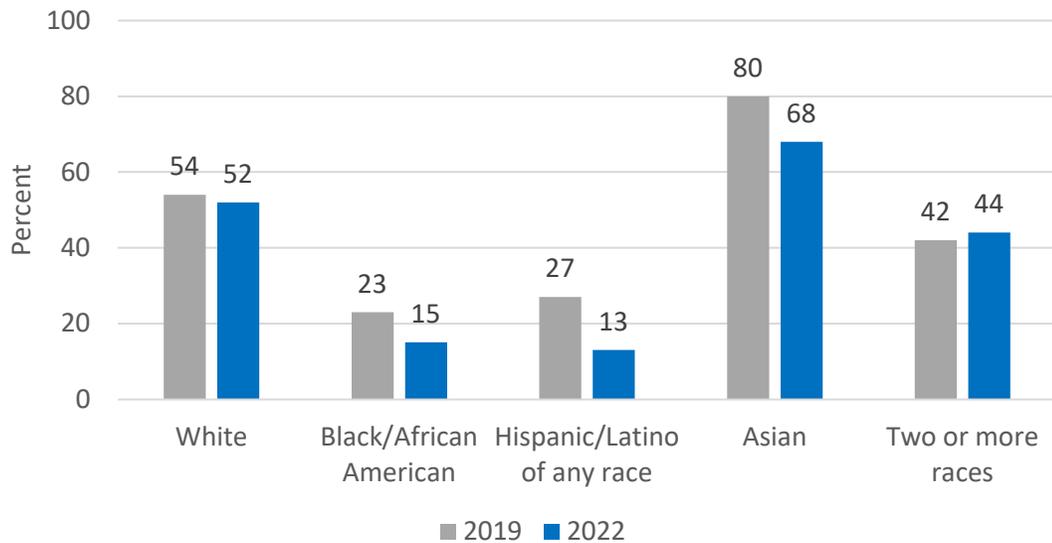


*American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander student data are suppressed for both 2019 and 2022 due to small numbers of test takers.

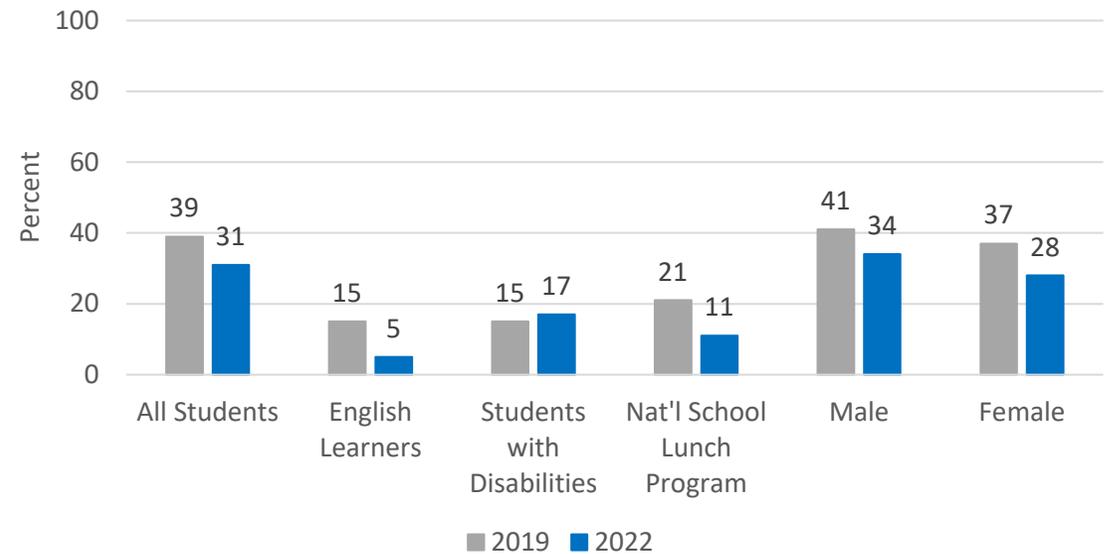
Maryland's NAEP Grade 4 Math Proficiency Rates by Race/Ethnicity and Student Group

All race/ethnicity and student groups except students of two or more races and students with disabilities saw declines from 2019 in the percent at or above proficient on NAEP Grade 4 Math.

Percent At or Above Proficient by Race/Ethnicity, 2019 and 2022



Percent At or Above Proficient by Student Group, 2019 and 2022

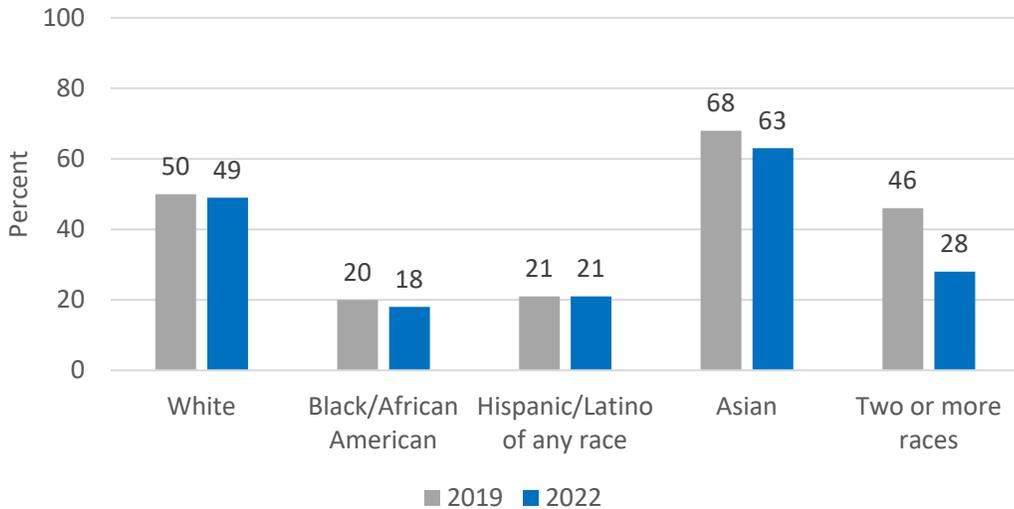


*American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander student data are suppressed for both 2019 and 2022 due to small numbers of test takers.

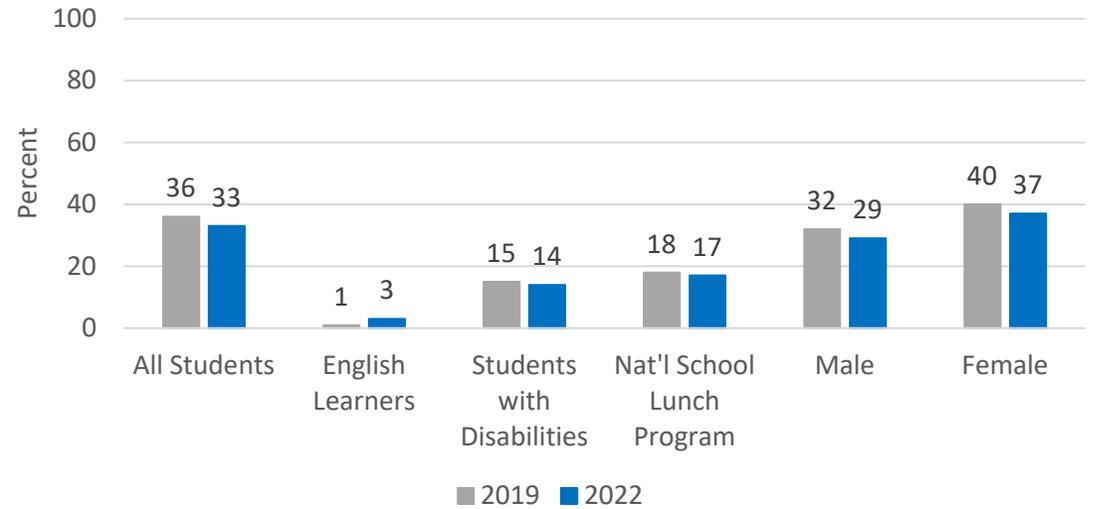
Maryland's NAEP Grade 8 Reading Proficiency Rates by Race/Ethnicity and Student Group

All race/ethnicity and student groups except Hispanic/Latino students and English learners saw declines from 2019 in the percent at or above proficient on NAEP Grade 8 Reading.

Percent At or Above Proficient by Race/Ethnicity, 2019 and 2022



Percent At or Above Proficient by Student Group, 2019 and 2022

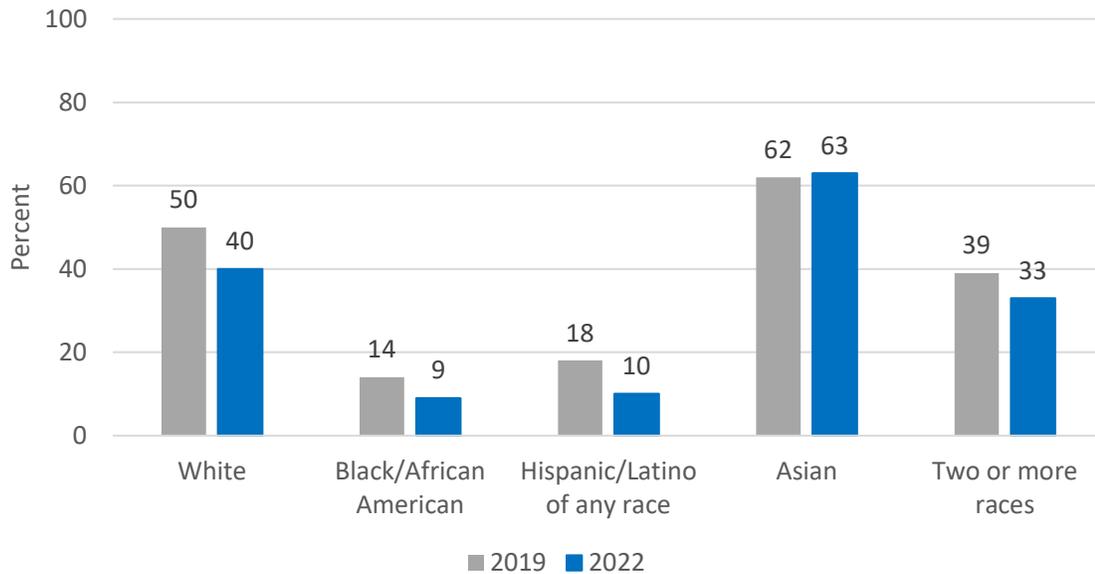


*American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander student data are suppressed for both 2019 and 2022 due to small numbers of test takers.

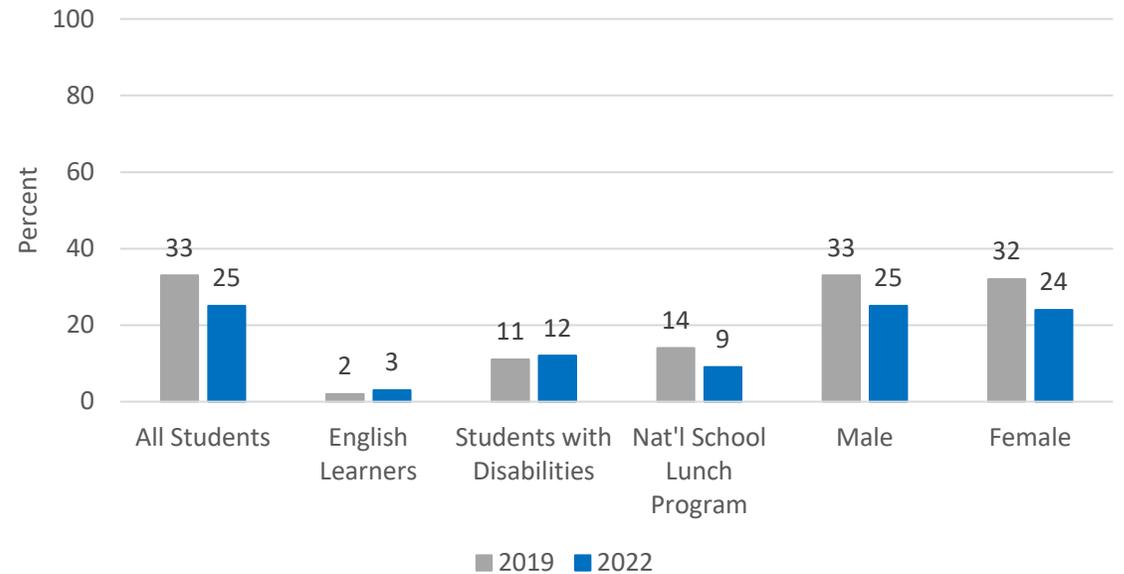
Maryland's NAEP Grade 8 Math Proficiency Rates by Race/Ethnicity and Student Group

All race/ethnicity and student groups except Asian students, English Learners, and students with disabilities saw declines from 2019 in the percent at or above proficient on NAEP Grade 8 Math.

Percent At or Above Proficient by Race/Ethnicity, 2019 and 2022



Percent At or Above Proficient by Student Group, 2019 and 2022



*American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander student data are suppressed for both 2019 and 2022 due to small numbers of test takers.

Maryland State Comparisons – Grade 4

Maryland only performed significantly better than a handful of states in Grade 4 reading and math.

GRADE 4 | READING | 2022

ACHIEVEMENT LEVELS - at or above *Proficient*

2022 ▼



GRADE 4 | MATHEMATICS | 2022

ACHIEVEMENT LEVELS - at or above *Proficient*

2022 ▼



Source: https://www.nationsreportcard.gov/profiles/stateprofile/overview/MD?cti=PgTab_ScoreComparisons&chort=1&sub=MAT&sj=MD&fs=Grade&st=AP&year=2022R3&sg=Gender%3A%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&tss=-2022R3&sfj=NP

Maryland State Comparisons – Grade 8

Only three states performed significantly higher than Maryland in grade 8 reading while 14 states outperformed Maryland in grade 8 math.

GRADE 8 | READING | 2022

2022 ▼

ACHIEVEMENT LEVELS - at or above *Proficient*



GRADE 8 | MATHEMATICS | 2022

2022 ▼

ACHIEVEMENT LEVELS - at or above *Proficient*



Source: https://www.nationsreportcard.gov/profiles/stateprofile/overview/MD?cti=PgTab_ScoreComparisons&chort=2&sub=MAT&sj=MD&fs=Grade&st=AP&year=2022R3&sg=Gender%3A%20Male%20vs.%20Female&sgv=Difference&ts=Single%20Year&tss=2022R3&sfj=NP

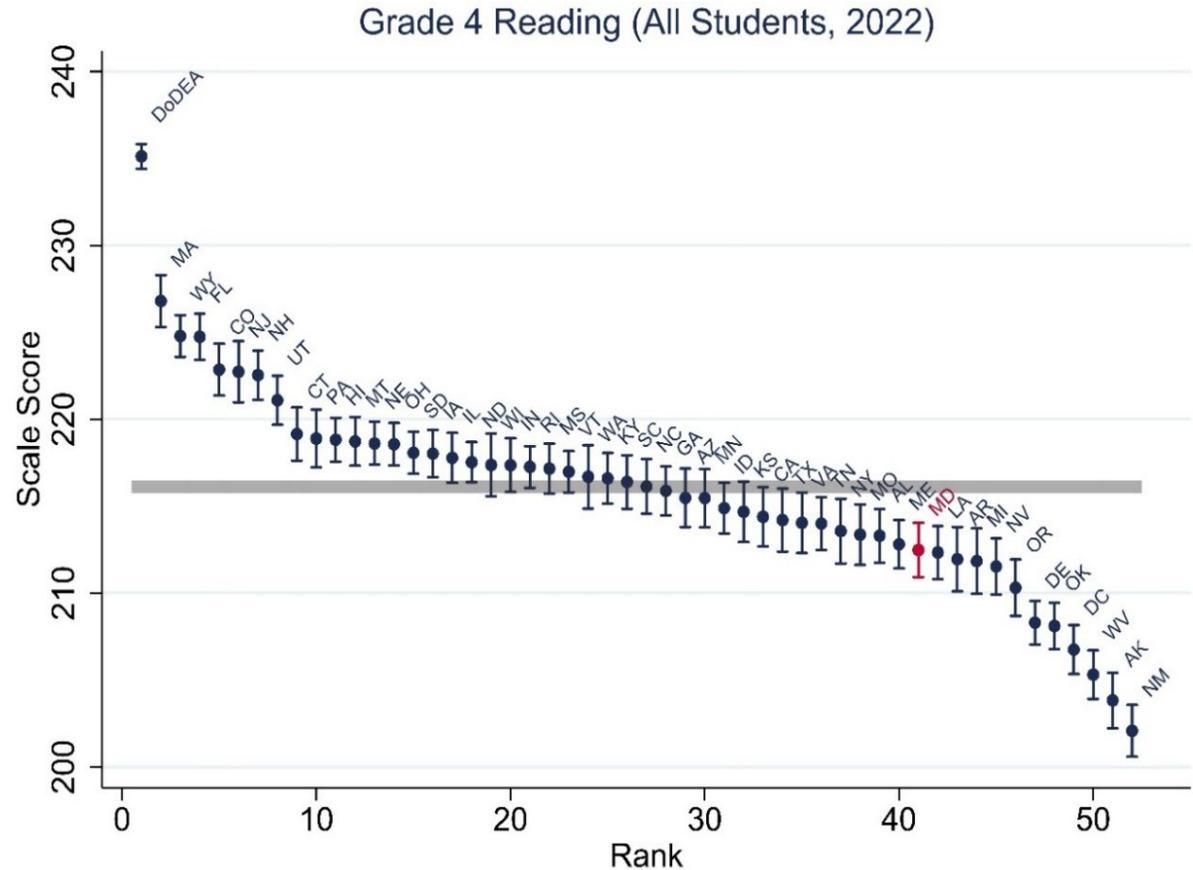
Maryland Grade 4 Reading Performance

Maryland's NAEP scores in Grade 4 Reading were below the national average in 2022.

	2019 Scale Score	2022 Scale Score	2019 Rank	2022 Rank
All Students	220	212*	26	41
Black	206	202	11	10
White	234	232	9	7
Hispanic	207	192*	32	48
English Learners	192	177*	29	42
National School Lunch Prog. Students w/Disabilities	205	195*	39	44
	188	183	11	20

*Difference between 2019 and 2022 scores is statistically significant (p<0.05).

†Maryland's mean score ranking relative to all other jurisdictions. The distribution of ranking due to standard error on the scale scores is not considered.



Note: Circles represent each jurisdiction's average scale scores while vertical lines indicate the standard errors and the grey horizontal line represents the national average.

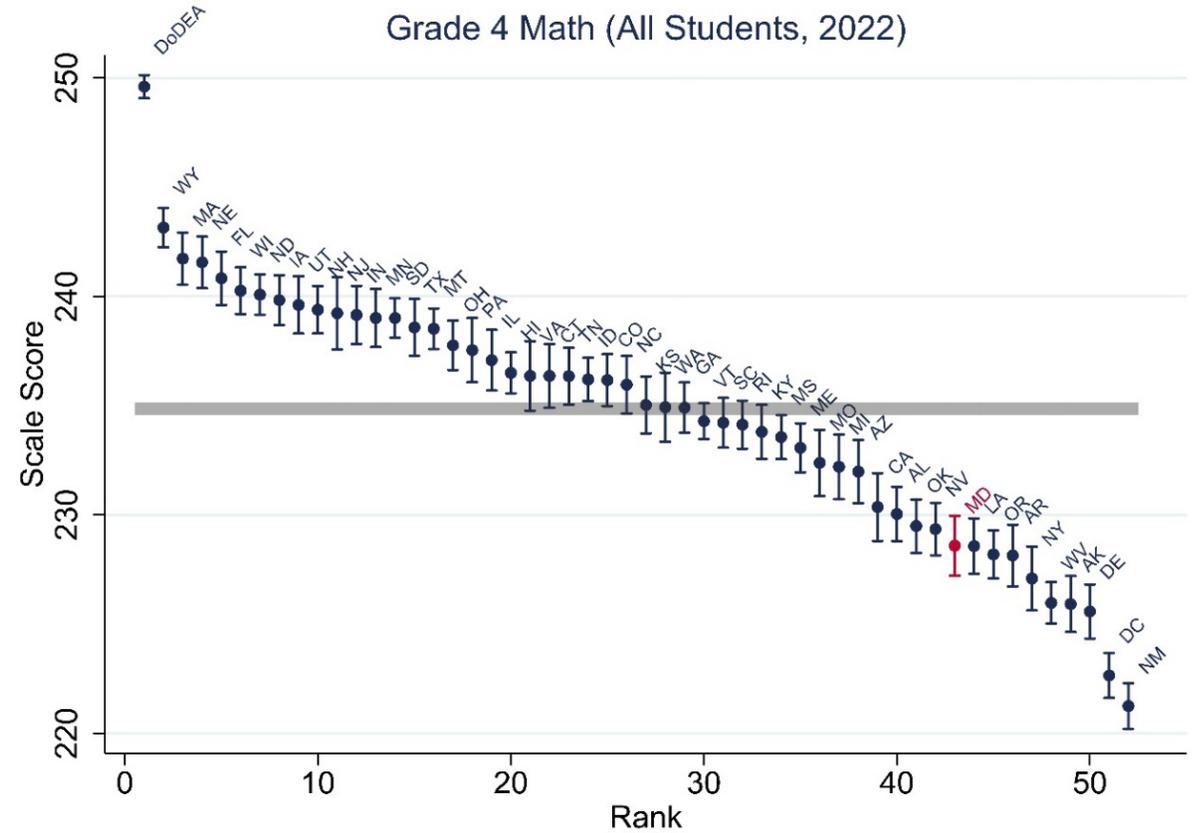
Maryland Grade 4 Math Performance

Maryland's NAEP scores in Grade 4 math were below the national average in 2022.

	2019 Scale Score	2022 Scale Score	2019 Rank†	2022 Rank†
All Students	239	229*	34	43
Black	224	213*	18	25
White	251	248	14	11
Hispanic	229	211*	22	49
English Learners	218	201*	23	45
National School Lunch Prog. Students w/Disabilities	224	210*	47	51
	210	207	33	34

*Difference between 2019 and 2022 scores is statistically significant (p<0.05).

†Maryland's mean score ranking relative to all other jurisdictions. The distribution of ranking due to standard error on the scale scores is not considered.



Note: Circles represent each jurisdiction's average scale scores while vertical lines indicate the standard errors and the grey horizontal line represents the national average.

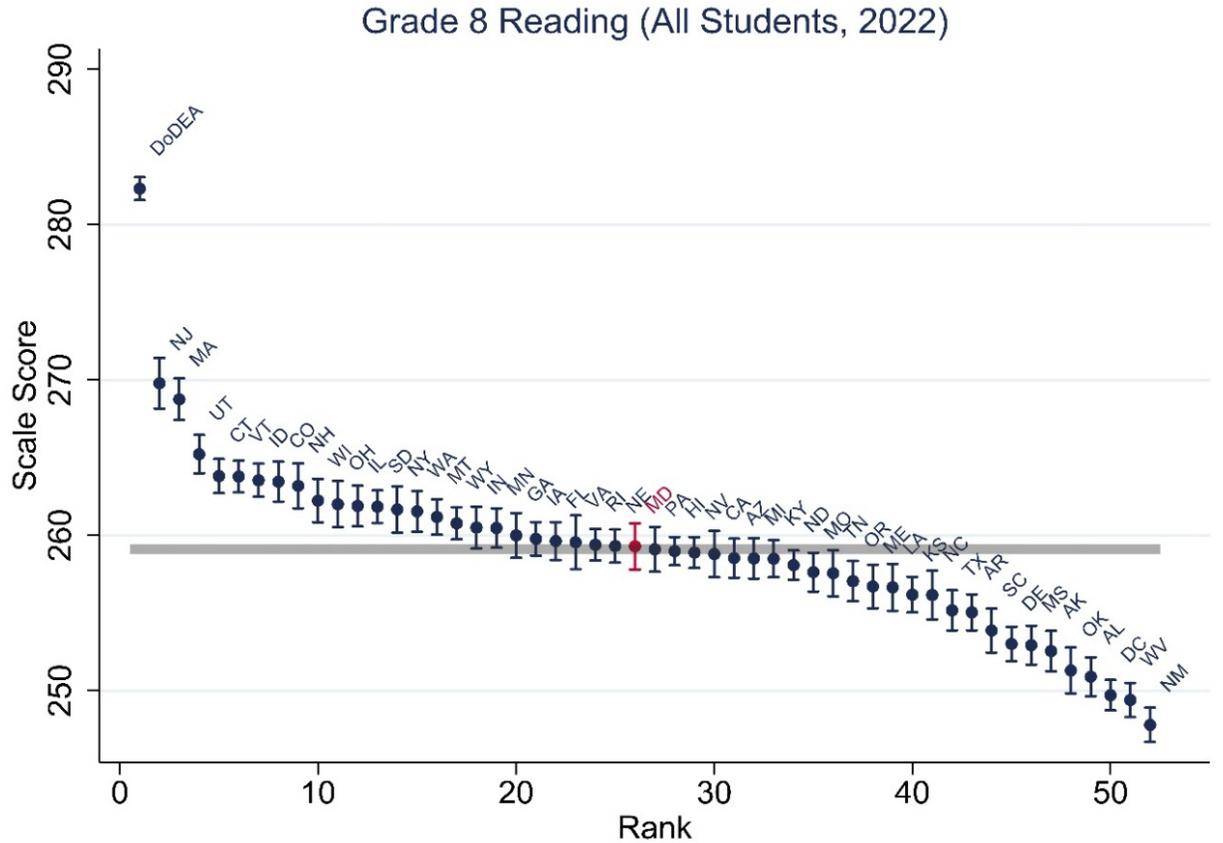
Maryland Grade 8 Reading Performance

Maryland's NAEP scores in Grade 8 Reading were near the national average in 2022.

	2019 Scale Score	2022 Scale Score	2019 Rank†	2022 Rank†
All Students	264	259*	18	26
Black	251	244*	3	13
White	277	276	7	4
Hispanic	288	246	43	36
English Learners	211	213	34	35
National School Lunch Prog. Students w/Disabilities	247	243*	40	42
	233	227	9	19

*Difference between 2019 and 2022 scores is statistically significant (p<0.05).

†Maryland's mean score ranking relative to all other jurisdictions. The distribution of ranking due to standard error on the scale scores is not considered.



Note: Circles represent each jurisdiction's average scale scores while vertical lines indicate the standard errors and the grey horizontal line represents the national average.

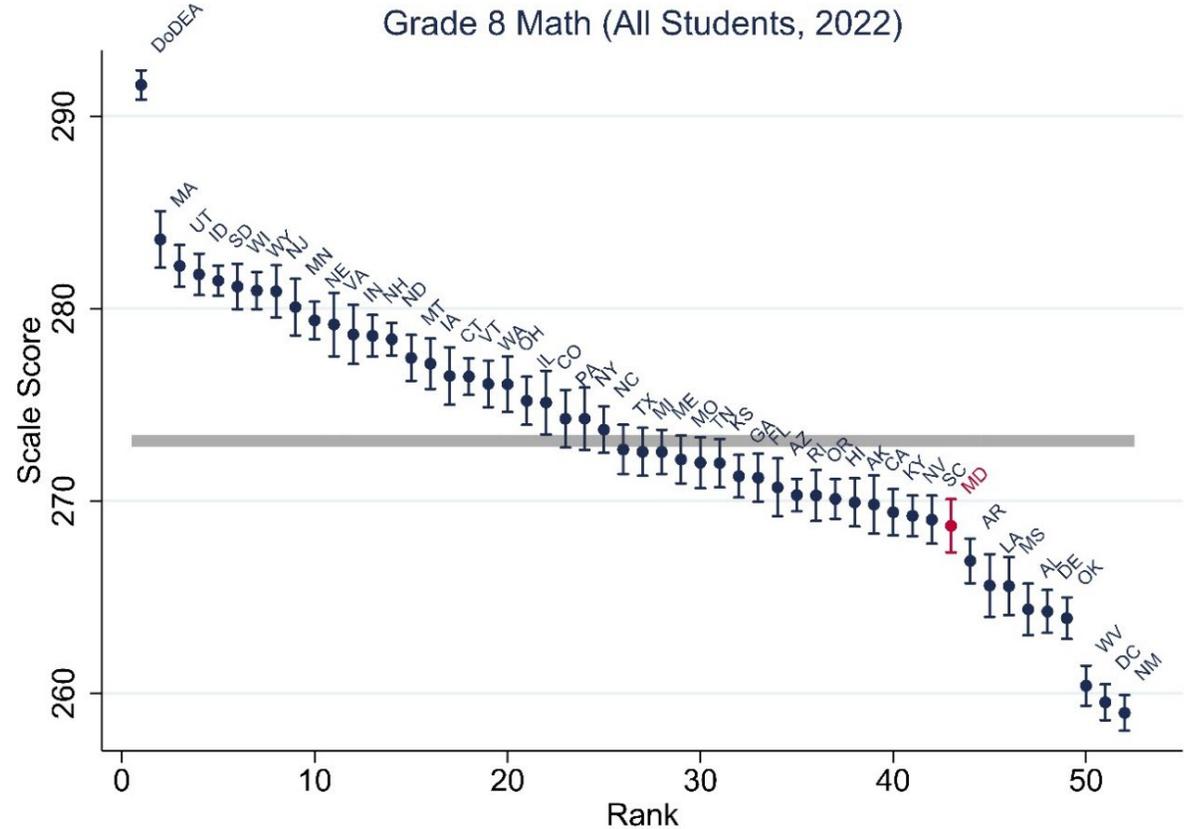
Maryland Grade 8 Math Performance

Maryland's NAEP scores in Grade 8 math were below the national average in 2022.

	2019 Scale Score	2022 Scale Score	2019 Rank†	2022 Rank†
All Students	280	269*	30	43
Black	261	250*	14	20
White	300	289*	5	11
Hispanic	261	250*	46	49
English Learners	229	244	35	42
National School Lunch Prog.	260	250*	47	49
Students w/Disabilities	246	244	19	24

*Difference between 2019 and 2022 scores is statistically significant ($p < 0.05$).

†Maryland's mean score ranking relative to all other jurisdictions. The distribution of ranking due to standard error on the scale scores is not considered.



Note: Circles represent each jurisdiction's average scale scores while vertical lines indicate the standard errors and the grey horizontal line represents the national average.

Highest Performing Jurisdictions in Math by Student Group

Students eligible for the National School Lunch Program, English learners, and Hispanic students in Maryland performed lower in math than their peers in almost all other jurisdictions in 2022.

Student Group	Grade 4 Math				Grade 8 Math			
	1st	2nd	3rd	MD	1st	2nd	3rd	MD
National School Lunch Program	FL	WY	MS/IN	51	OR	WY	ID	49
Students with Disabilities	DoDEA	FL	WY	34	DoDEA	MA	MN	24**
English learners	DoDEA	MS	TX	45	DoDEA	MS	TX	42
Black	DoDEA	TX	FL	25	DoDEA	TX	MA	20
Hispanic	DoDEA	MS	FL	49	DoDEA	MT	WY	49
White	DC	DoDEA	FL	11	DC	DoDEA	NJ	11**

* MD’s average scale score was not significantly different than the second-ranked state.

** MD’s average scale score was not significantly different than the third-ranked state.

Note: rankings of jurisdictions are based solely on the order of scale scores.

Source: NAEP Data Explorer

Highest Performing Jurisdictions in Reading by Student Group

Students eligible for the National School Lunch Program, English learners, and Hispanic students in Maryland performed lower in reading than their peers in almost all other jurisdictions in 2022.

Student Group	Grade 4 Reading				Grade 8 Reading			
	1st	2nd	3rd	MD	1st	2nd	3rd	MD
National School Lunch Program	FL	MS	WY	44	OR	NV	MA/ID	42
Students with Disabilities	DoDEA	FL	MA	20	DoDEA	MA	FL/NJ	19
English learners	DoDEA	MS	MI	42	DoDEA	TX	MS	35
Black	DoDEA	WA	MA	10**	DoDEA	VT	MA	13
Hispanic	DoDEA	FL	HI	48	DoDEA	MT	WY	49
White	DC	DoDEA	MA	7*	DC	DoDEA	NJ	4**

* MD's average scale score was not significantly different than the second-ranked state.

** MD's average scale score was not significantly different than the third-ranked state.

Note: rankings of jurisdictions are based solely on the order of scale scores.

Source: NAEP Data Explorer

Department of Defense Education Activity (DoDEA)

DoDEA provides elementary and secondary education programs and services to U.S. military dependents worldwide.

Operates 160 schools in 11 foreign countries, 7 states, Guam and Puerto Rico.

Served 66,250 students in SY 2021-22:

- Less than 50% of DoDEA students are white
- 50% students receive free or reduced-priced meals
- 35% mobility rate

After World War II, the military was the first major institution in the U.S. to integrate housing and schools simultaneously. DoDEA has since been committed to ensuring that schools are **socioeconomically diverse and integrated**.

Source: DoDEA by the Numbers, <https://www.dodea.edu/newsroom/publications/upload/dodea-by-the-numbers-placemat-sy-21-22.pdf>

DoDEA: Lessons Learned

Research on DoDEA schools has identified keys to their success:¹²³

- **Centralized direction-setting** with local decision-making.
- **Policy coherence** and regular data flow regarding instructional goals, assessments, accountability, and professional training and development.
- **Sufficient financial resources**, including **competitive teacher pay**, linked to relevant strategic goals.
- **Staff development** that is job-embedded, intensive, sustained, and linked to student performance.
- **Small school size**, which is conducive to trust, communication, and a sense of community.
- Academic focus and **high expectations for all students**.
- **Continuity of care** for children in high quality pre-schools and after-school programs.
- **Orientation** strategies for new students and **partnerships with community-based organizations**.
- **Housing and health care** for families who “live on post”

¹ Smrekar et al. (2001). March Toward Excellence: School Success and Minority Student Achievement in Department of Defense Schools. <https://govinfo.library.unt.edu/negp/reports/DoDFinal921.pdf>

² Bridglall & Gordon (2003). Raising Minority Academic Achievement: The Department of Defense Model. Pedagogical Inquiry and Praxis. <https://eric.ed.gov/?id=ED480748>

³ Smrekar & Owens (2003). “It’s a way of life for us”: High mobility and high achievement in Department of Defense schools. https://www.jstor.org/stable/3211300?seq=1#page_scan_tab_contents

Education Recovery Scorecard Results

Researchers at Harvard and Stanford universities examined district-level achievement losses between 2019 and 2022, using NAEP scores to put different state proficiency levels on the same scale.

- The average public school student in grades 3-8 lost the equivalent of a **half year of learning in math and a quarter of a year in reading.**
- The **highest poverty districts** lost the equivalent of **.66 grade levels in math** while the **lowest poverty districts only lost .45 grade levels.** The **highest poverty districts** lost the equivalent of **.31 grade levels in reading** while the **lowest poverty districts lost .25 grade levels.**
- **Urban districts lost .65 grade levels in math** while **rural districts lost .50 grade levels.**
- Within states, achievement losses in reading were larger in districts that spent more time in remote instruction during 2020-21; however, school closures were not the primary factor driving losses.

<https://educationrecoverycorecard.org/about/>

New! Sign up for a newsletter to receive monthly updates from the Division of Assessment, Accountability and Performance Reporting.

Step 1. Look for the sign-up button on Maryland public schools home page.



Step 2. Enter how you would like to receive the newsletter. Options are by phone or email.

Email Updates

To sign up for updates or to access your subscriber preferences, please enter your contact information below.

Subscription Type

Email Address *

Your contact information is used to deliver requested updates or to access your subscriber preferences.

[Privacy Policy](#) | [Cookie Statement](#) | [Help](#)

November 2022 Performance Reporting Newsletter



This Month in Performance Reporting

Maryland School Survey (2021-2022)

MARYLAND STATE BOARD OF EDUCATION | December 6, 2022

Presented By | Chandra Haislet, Assistant State Superintendent, Division of Assessment, Accountability and Performance Reporting

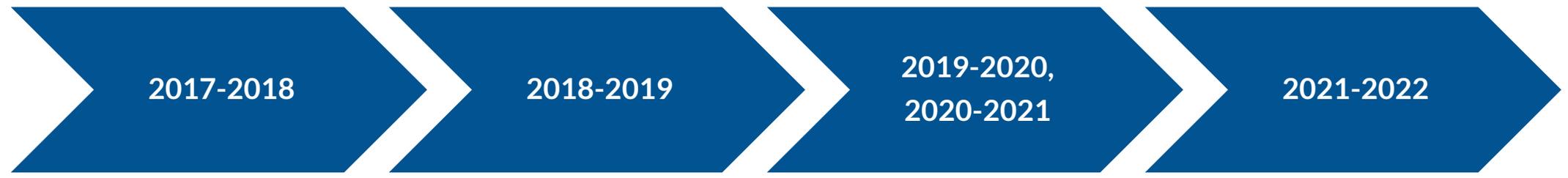


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1. Maryland School Survey Overview
 2. Maryland School Survey Results

Maryland School Survey: Overview

Overview of the Maryland School Survey administered to students and educators.

Maryland School Survey: Historical Perspective



Maryland ESSA plan includes the use of a school survey in the state educational accountability system. School survey was developed through LEA engagement and in collaboration with REL Mid-Atlantic (Mathematica).

Survey was piloted in fall 2018 and administered statewide spring 2019

School surveys were not administered

School survey administered spring 2022

Maryland School Survey Overview

The Maryland School Survey for students has four domains with each domain having two to four topics. The educator survey has a 5th domain for instructional feedback. All Maryland students in grades 5 to 11, and educators, take the survey in the spring of the school year.

Safety	Environment	Community	Relationships
<p>Topics</p> <ul style="list-style-type: none"> Physical safety Emotional safety Bullying Substance abuse 	<p>Topics</p> <ul style="list-style-type: none"> Behavioral and academic supports Physical environment 	<p>Topics</p> <ul style="list-style-type: none"> Respect for diversity Participation and engagement 	<p>Topics</p> <ul style="list-style-type: none"> Student-student relationships Student-staff relationships

Survey instruments administered based on the population:

- High School Students
- Elementary/Middle students
- Educators
- Spanish student survey

Development of survey items based on reliable and validated existing school climate surveys

Maryland School Survey Overview: Topics

- Topics have multiple items (approximately 5 or 6) and use a four-point Likert scale
- Topic scores are from combined item responses and:
 - Are **easy to interpret** (scale of 1 to 10)
 - Are **easy to compare across topics** (a score of 8 in Topic X is more favorable than a score of 4 in Topic Y)
 - **Provide useful information** to schools and differentiates results (not all topic scores are between 4.75 and 5.25)
- Topic scores for each *respondent* are calculated using a Rasch partial credit model:
 - Used by U.S. Department of Education EDSCLS, on which Maryland's survey is based
 - **Generates a topic score from 1 to 10 for most but not all respondents**
- **Topic scores for each school are calculated by averaging respondent topic scores.** Averages lower than 1 are assigned a "1" and averages higher than 10 are assigned a "10."

- 
1. Maryland School Survey Overview
 2. Maryland School Survey Results

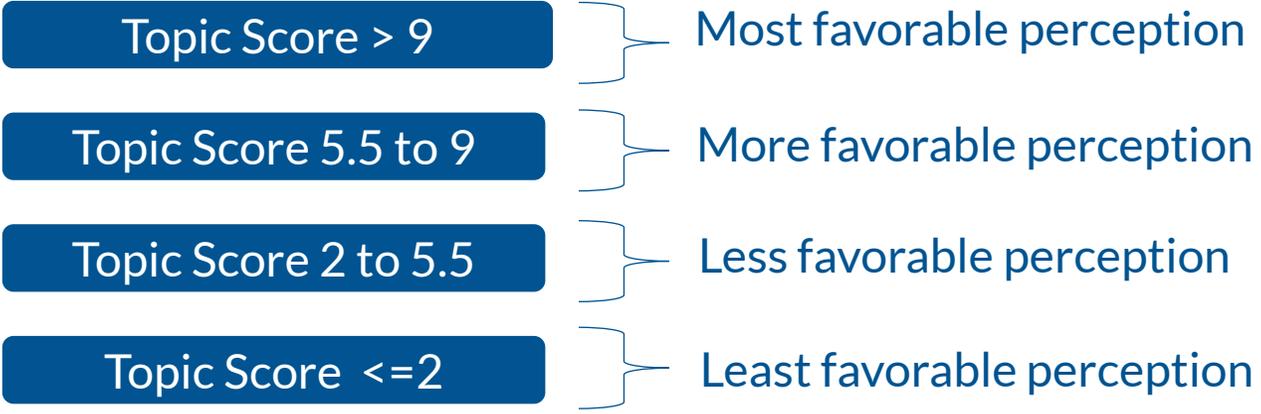
Maryland School Survey Results

Maryland School Survey spring 2022 results.

Maryland Survey Results: Comparability of Topics

The Maryland school survey topic scores have a maximum 10 points and a minimum of 1 point. Because all topic scores are benchmarked, topic scores can be compared to one another within a school. School leaders can use the comparability of topic scores to prioritize support in one area over another.

For example, if a school's topic score for student-teacher relationships (ex: 8 out of 10) is higher than the topic score for student-student relationships (ex: 5 out of 10), this means that the school's average perceptions of student-teacher relationships are more favorable than the average perceptions of student-student relationships.



Topic scores can also be examined in categories from most favorable to least favorable. A more favorable perception includes more and most favorable scores.

Safety Domain Topics

The safety domain describes student and educator perceptions of physical and emotional safety and the degree to which bullying and substance abuse occurs in the school. Student perception of emotional safety and substance abuse in schools were more favorable than physical safety and bullying. For educators, substance abuse was less favorable than other safety domain topics.

Student	2022 Student Score	Educator	2022 Educator Score
Physical safety topic describes the degree to which students feel safe at school, and whether students at the school fight, threaten other students, and/or damage others' property.	3.6	Physical safety topic describes the degree to which educators feel there are frequent physical conflicts among students, vandalism, student possession of weapons, robbery/theft, and/or student physical and verbal abuse of staff.	6.2
Emotional safety topic describes the degree to which students feel happy, socially accepted, listened to, and a part of their school.	5.5	Emotional safety topic describes the degree to which educators feel cared about, listened to, accepted, recognized, and inspired at their school, and whether they feel able to manage student behavior problems.	6.6
Bullying topic describes the degree to which students' feel students are teased, picked on, or bullied/cyberbullied, whether in general or specifically about their race, ethnicity, cultural background, religion, or ability.	4.5	Bullying topic describes the degree to which educators feel staff are teased, picked on, or bullied (whether in general or specifically about their race, ethnicity, cultural background, religion, or ability), whether bullying/cyberbullying is a problem among students, and whether staff stop observed bullying.	8.0
Substance abuse topic describes the degree to which students believe students think that it is okay to use alcohol, drugs, and/or tobacco while at school and can do so without getting caught.	7.5 Use/ Abuse	Substance abuse topic describes the degree to which the school has adequate resources and supports to address and prevent substance use.	3.7 Supports/ Prevention

Community Domain Topics

The community domain describes the degree to which there is respect for diversity and that there are opportunities for participation and engagement in the school. Student and educator perception in schools for respect for diversity was more favorable than participation and engagement.

Student	2022 Student Score	Educator	2022 Educator Score
Respect for diversity describes the degree to which students feel students are treated fairly and respectfully, and whether they feel represented and included, regardless of race, ethnicity, gender, cultural background, or family income.	6.4	Respect for diversity topic describes the degree to which educators feel instructional and resources for students reflects students' cultural background, ethnicity, ability, and family income, and whether the school emphasizes respect and equal treatment of all students.	6.9
Participation and engagement topic describes the degree to which students feel there are chances to participate in class discussions and activities, school-sponsored events, extracurricular activities, and school rule-making.	5.5	Participation and engagement topic describes the degree to which educators feel students have chances to participate in school leadership, decision-making, and extracurricular activities, and whether administrators involve staff in decision-making.	5.3

Environment Domain Topics

The environment domain describes the degree to which there are behavioral and academic supports, and the physical environment supports a positive learning and working environment. Student and educator perception in schools of behavioral and academic supports was more favorable than physical environment.

Student	2022 Student Score	Educator	2022 Educator Score
Behavioral and academic supports topic describes the degree to which students feel they receive social, emotional, behavioral, and academic supports from adults at the school. Behavior is addressed appropriately, and what students are learning is important to them and connected to life outside the classroom.	6.4	Behavioral and academic supports topic describes the degree to which educators provide social, emotional, behavioral, and academic supports to students, and whether the programs and resources at the school are adequate to support students' learning. It includes educator feelings about whether the school effectively handles student discipline problems.	6.6
Physical environment topic describes the degree to which students feel the school is kept clean, comfortable, and in good repair.	2.9	Physical environment topic describes the degree to which educators feel the school is kept clean and whether their work is hindered by poor maintenance, insufficient workspace, outdated equipment/facilities, and/or a lack of materials and supplies.	6.3

Relationships Domain Topics

The relationships domain describes the degree to which students and educators feel that students have positive, caring and respectful connections with their peers and adults in the school. Student and educator perception in schools of student-staff relationships were more favorable than student-student relationships.

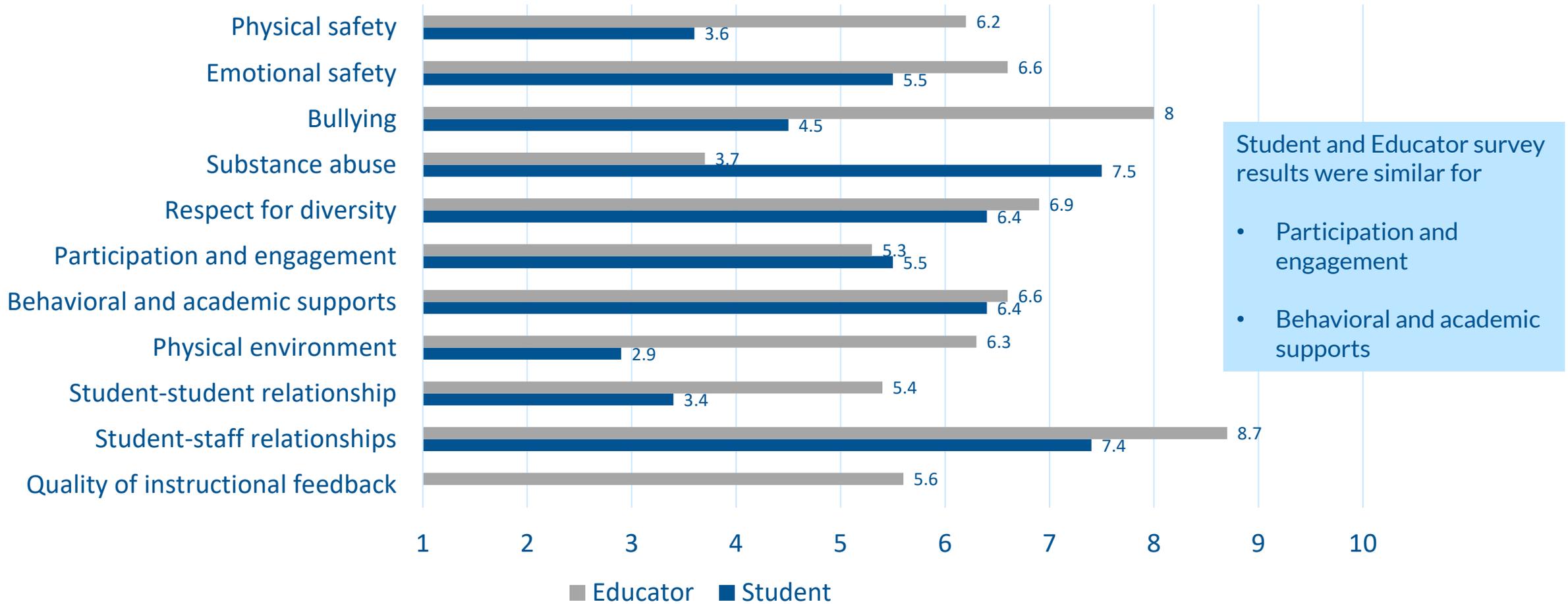
Student	2022 Student Score	Educator	2022 Educator Score
Student-student relationships topic describes the degree to which students feel other students are friendly with, care about, get along with, and respect one another.	3.4	Student-student relationships topic describes the degree to which educators feel students are friendly with, care about, get along with, and respect one another	5.4
Student-staff relationships topic describes the degree to which students feel adults at the school like, care about, listen to, and respect students.	7.4	Student-staff relationships topic describes the degree to which educators feel that staff like, care about, listen to, and respect students.	8.7

Quality of Instructional Feedback Domain Topic

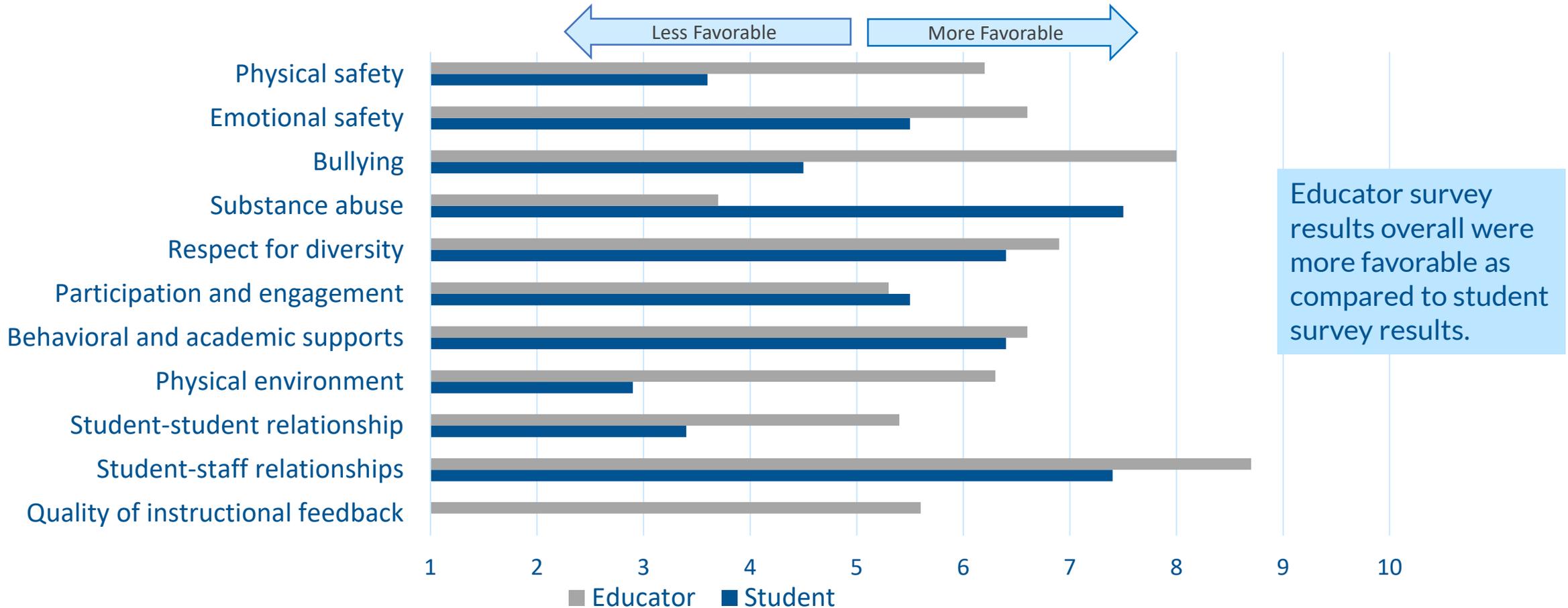
The quality of instructional feedback domain is unique to educators. The educator perception in schools of the quality of instructional feedback has a score of 5.6 for the SY 2021-2022 results.

Student	2022 Student Score Average	Educator	2022 Educator Score Average
Quality of instructional feedback topic is not included in the student survey	N/A	Quality of instructional feedback topic for educators describes the degree to which teachers receive useful, actionable, adequate feedback from school leadership to improve their teaching.	5.6

School Survey Statewide Results: Student, Educator Topic Score Result Comparison SY 2021-2022



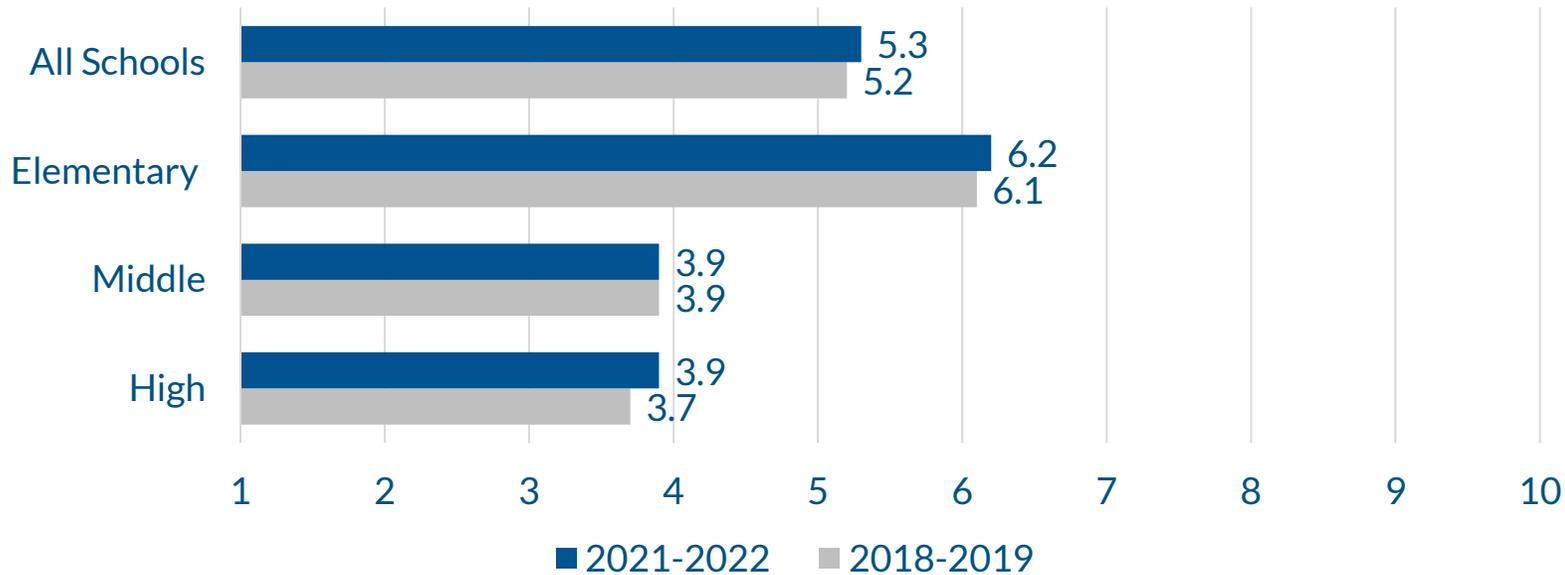
School Survey Statewide Results: Student, Educator Topic Score Result Comparison SY 2021-2022



School Survey Statewide Results: Student Survey by Grade Span

The Maryland School Survey results for student surveys by grade span were similar or slightly higher in SY 2021-2022 as compared to results from SY 2018-2019. Results for elementary schools were more favorable as compared to the results from middle and high schools.

Student Survey Results by Grade Span,
SY 2021-2022 vs. 2018-2019

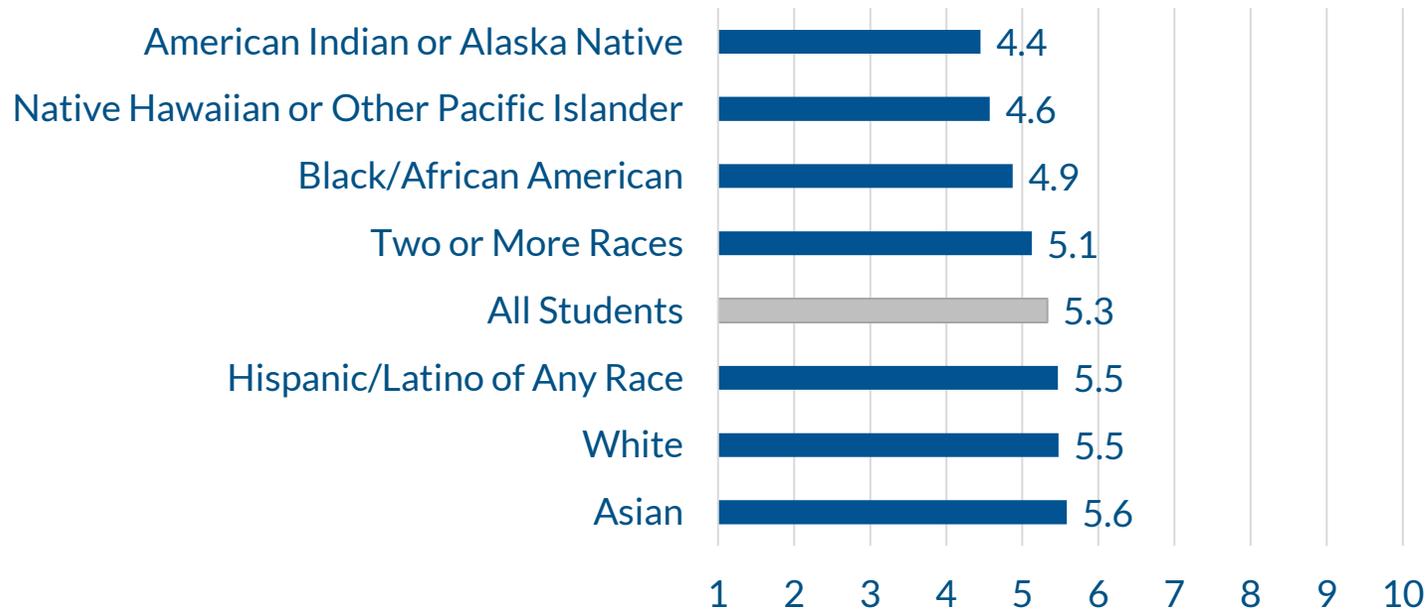


	2018-2019 Students Surveyed	2021-2022 Students Surveyed
All Schools	415,600	399,522
Elementary	71,441	64,258
Middle	182,327	176,096
High	161,832	159,168

School Survey Statewide Results: Student Survey by Race/Ethnicity

The Maryland School Survey results for student surveys by race/ethnicity varied with Asian, White and Hispanic student groups having more favorable perception results.

Student Survey Results by Race/Ethnicity, SY 2021-2022

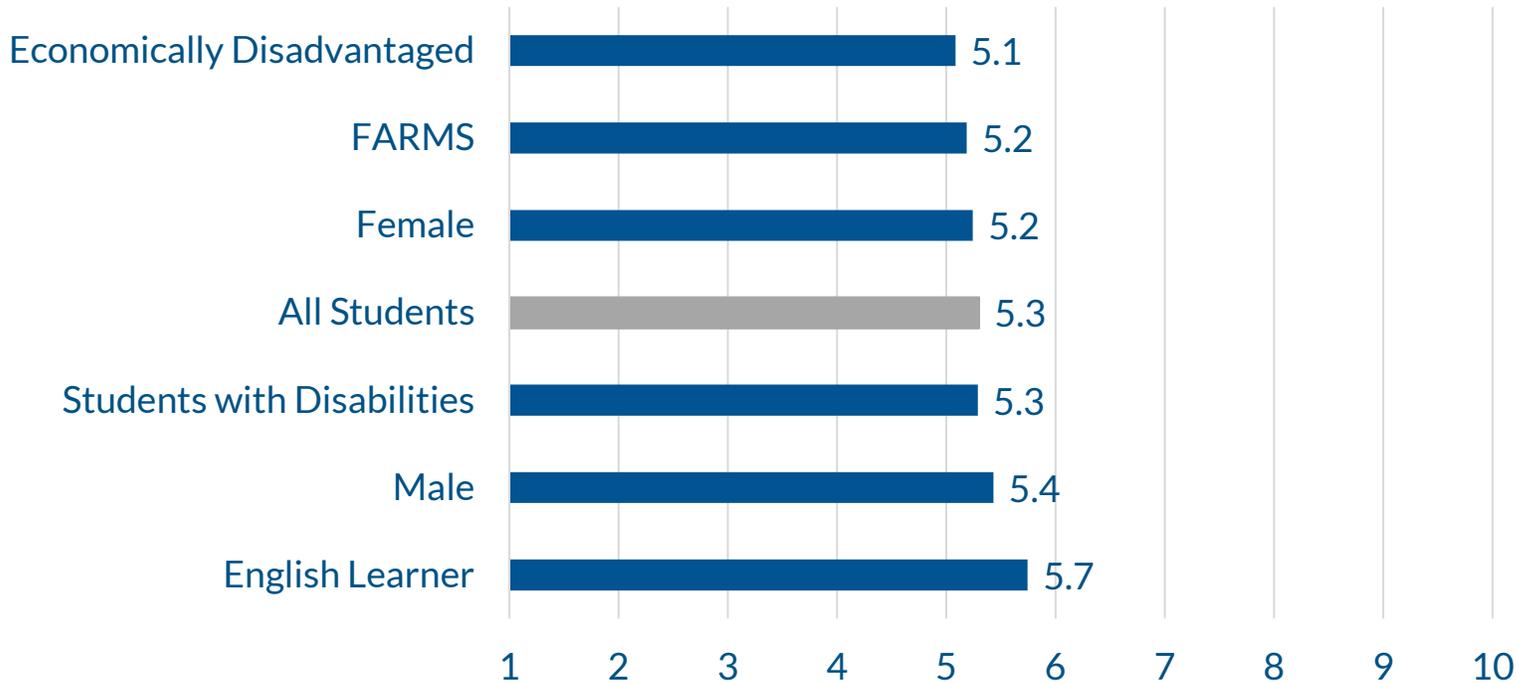


Race	2022 Students Surveyed
All Students	399,522
American Indian or Alaska Native	1,021
Asian	29,197
Black or African American	124,533
Hispanic/Latino of Any Race	81,619
Native Hawaiian or Other Pacific Islander	617
White	142,994
Two or More Races	19,329

School Survey Statewide Results: Student Survey by Student Group

The Maryland School Survey results for student surveys by student group were similar across groups with the English learner student group having a more favorable perception result.

Student Survey Results by Student Group, SY 2021-2022

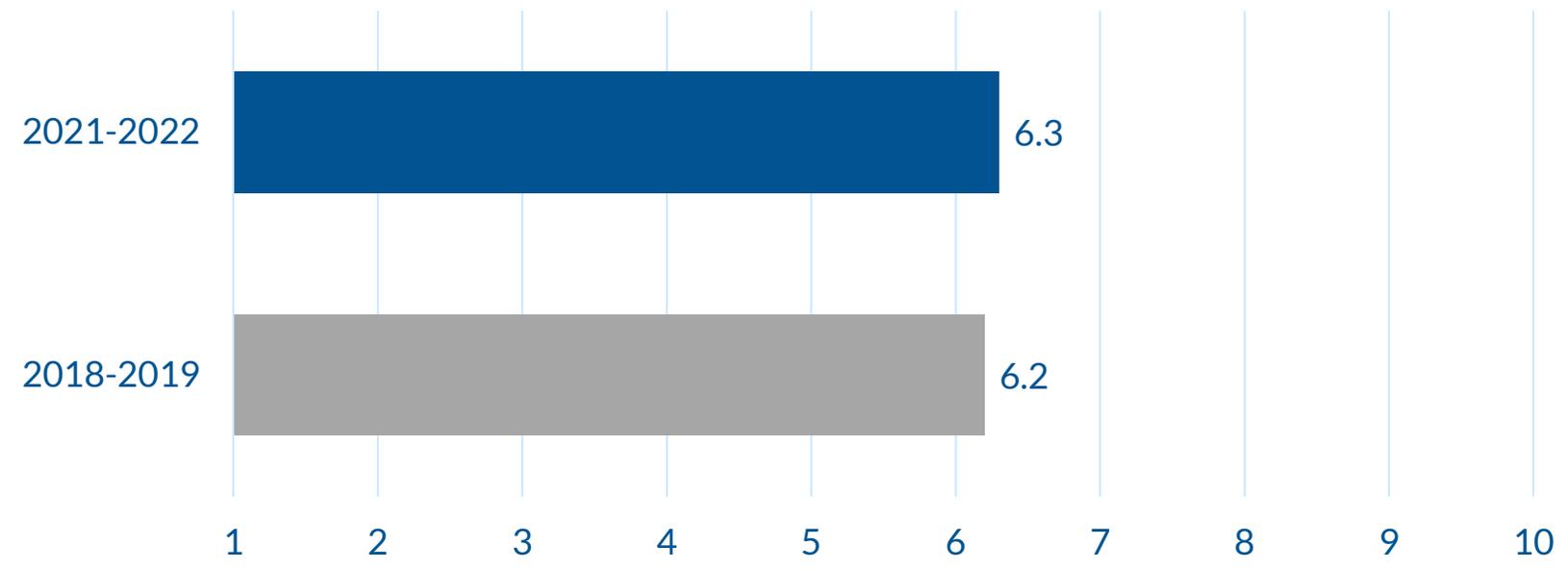


Student Group	2022 Students Surveyed
Students with Disabilities	41,123
English Learner	36,627
FARMS	162,275
Economically Disadvantaged	93,154
Male	203,291
Female	195,979

School Survey Statewide Results: Educator Survey

The Maryland School Survey educator results were slightly higher in SY 2021-2022 as compared to SY 2018-2019. In the second year of the survey an additional 18,000 educators participated in the survey.

Educator Survey Score



2018-2019 Educators Surveyed	2021-2022 Educators Surveyed
52,838	70,812

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This Month in Performance Reporting