MONTGOMERY
COUNTY PUBLIC
SCHOOLS

Summary of the 2005–2006
Surveys of School Environment

Department of Shared Accountability

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Steven Fink
Evaluation Specialist

Montgomery County Public Schools

DEPARTMENT OF SHARED ACCOUNTABILITY

Faith Connolly, Director
850 Hungerford Drive
Rockville, Maryland 20850
301-279-3925

Jerry D. Weast
Superintendent of Schools

John Q. Porter
Deputy Superintendent
for Information and
Organizational Systems

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Executive Summary

The Surveys of School Environment (SSE) provide information about how parents, students, and staff perceive their school environments. Results are used to monitor continuous improvement aligned with the Montgomery County Public Schools (MCPS) implementation of the Baldrige process for school improvement planning and continuous improvement (Wetten, 2005). The SSE comprises three stakeholder groups: parents, students, and school-based staff. In 2005–2006, more than 70,000 surveys were returned, including approximately 12,500 from parents (24% response), 53,000 from students (81% response), and 6,300 from staff (36% response).

The vast majority of parents expressed positive sentiment toward teacher-parent communication, the principal-parent relationship, their child's teachers, and the school atmosphere. More than four out of five parents rated their child's school and public schools in Montgomery County as an "A" or "B." More than 90% of parents agreed with the following statements: "Teachers expect my child to do well in class," "Good grades are important," and "My child feels safe at school." Some areas of concern among parents included teasing in elementary, middle, and high schools, and perceptions of drug and alcohol problems in high schools.

Almost all (96%) elementary school students agreed with the statement, "My teachers have high expectations for me to do well in class." About 90% of middle school students agreed with this statement, and slightly fewer (84%) agreed among high school students. More than 80% of middle and high school students also agreed that they are getting a good education at their school. At all school levels, students reported teasing and bullying as areas of greatest concern.

School staff reported being well prepared to teach their subject (94%), using a variety of methods to help students learn (94%), motivating students to learn (93%), and having high expectations for academic performance of all students (93%). The items with the least positive ratings by school staff included students bullying and teasing other students and the air temperature in the school. Of note, staff shared the same concern as reported by students. Less than one half of middle and high school staff agreed that bullying and teasing were *not* a problem at their school.

In addition to the survey findings, two methodological experiments were assessed. First, an online version of the survey was successfully implemented for the first time in 69 schools (57 elementary, 8 middle, and 4 high schools). Students from the remaining 129 schools completed a paper version. Second, an experimental design study among parents examined the effect of no follow-up mailing, a postcard reminder, or the distribution of a second survey packet. On average, response rates were 10 percentage points higher among parents who received a second survey than for parents who received a postcard reminder (31% versus 21%). These results were consistent in elementary, middle, and high schools, as well as special schools and alternative programs. Student responses remained steady in elementary and high schools. Response rates among middle school students fell slightly, and staff responses at all levels also decreased slightly, compared with the 2004–2005 administration.

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Background

> By analyzing what is and is not working to improve student learning, educators can focus scarce resources on goals and strategies that make the most impact on achievement . . . . The time invested in "data work" can generate a new savings if it guides the school toward decisions that pay dividends in student achievement (Holcomb, 1999).

This remark reflects the importance of providing timely information to education policy makers to promote high levels of student achievement. The Surveys of School Environment (SSE) provide information about how parents, students, and staff perceive their school environment. The SSE results are used to monitor progress toward Goal 1—Ensure success for every student—of the Montgomery County Public Schools (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence.* In addition, results are used to monitor continuous improvement aligned with the MCPS plan to implement and integrate the Baldrige Education Criteria for school improvement planning and continuous improvement (Wetten, 2005).
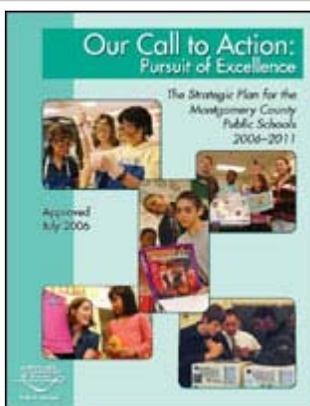
All students will be educated in learning environments that are safe, drug-free, and conducive to learning. Milestone from Goal 1: Ensure success for every student.

One essential classroom requirement is a learning environment free from distractions such as disruptions from other students (National Association of Secondary School Principals, 2002). The connection among students and teachers also plays a key role in students' well-being. An April 2002 study by the National Longitudinal Study of Adolescent Health showed that "connectedness" is essential for a student's healthy academic career and that schools with caring teachers have fewer students engaging in drugs and violence (Bowman, 2002). It also is critical that students feel comfortable in their school and classroom environment and establish relationships with their peers (Blair, 2003). All these factors contribute to creating a healthy and optimal learning environment for students.

Many items addressing student learning, school climate, relationships with teachers, and learning in a safe and drug-free school are contained in the SSE. This report provides summary information from parents, students, and school-based staff. The results provided in this report can be used by policy makers to build upon the areas in which positive sentiment was expressed, and identify—and follow up on—areas that require further attention.

Methodology

This section of the report identifies the research questions addressed in the Results section, followed by descriptions of the sampling procedures and survey administration of parents, students, and school staff participating in the 2005–2006 SSE.

Research Questions

The research questions include the following:

1. How many parents, students, and staff completed surveys during the 2005–2006 administration?

2. How do the demographics of student and staff respondents compare with the demographics of MCPS students and staff?

3. What are the parent perceptions of the school environment?

4. What are the student perceptions of the school environment?

5. What are the staff perceptions of the school environment?

6. What themes emerge across the three stakeholder groups?

7. How do results compare with last year's survey results?

Survey Sample

In 2005–2006, parents of students in schools were sampled in two different ways. The first sample group was comprised of all students in Grades 1, 3, 5, 6, 8, 9, and 11. The second group was comprised of a random sample of students in all grades. For both groups, surveys were sent to the parents with the oldest or only child in the school. The student sample included all students in Grades 3, 5, 6, 8, 9, and 11. All staff in elementary, middle, high, special schools, and alternative programs received surveys.

Survey Administration

MCPS satisfaction surveys were first administered to students and their parents in elementary schools in 1992–1993. Since that time, several modifications have been made, including administering a school-based staff component, modifying the survey items, and developing an online survey for students and staff. (Appendix A provides a more detailed history of the MCPS Satisfaction Surveys.)

During spring 2005, the Department of Shared Accountability (DSA) convened a work group with representatives from MCPS schools, offices, employee unions, and community organizations to review the SSE and recommend changes, with a particular focus on increasing response rates and better meeting the reporting needs of MCPS and the community. Several changes were made to the 2005–2006 survey forms. These included: 1) shortening the survey forms from four pages to two, and 2) adding items pertaining to teasing, bullying, and alcohol and drug use. Furthermore, DSA implemented two additional changes to the survey

administration recommended by the work group: 1) an online survey was administered to students and staff, and 2) DSA designed an experiment to evaluate the impact of follow-up mailings to parents to increase the number of returned surveys.

Parents of students in elementary school received their survey in one of two ways. Among parents of students sampled in all grades, surveys were mailed to the home of the oldest or only child in the school. Among the group of students in Grades 1, 3, and 5, surveys were sent home with the student. (This methodology was used to examine the effects of mailing surveys to parents, compared with student-delivered surveys.)

All middle, high, and special school parents received their surveys by mail at their homes. Surveys were translated into Chinese, Korean, Spanish, and Vietnamese. Parents could request a translated survey from their child's elementary school or by mail. Parents were asked to return the completed surveys to DSA in a pre-addressed, postage-paid envelope.

The student SSE was administered to high school students in February 2006 and to elementary and middle school students in March and April 2006. This schedule provided school administrators and teachers with flexibility in the timing of the student survey administration so as not to interfere with the MCPS testing calendar. For the first time, schools were offered the option of administering the student surveys in either online or paper format. The online version of the survey was completed successfully in 69 schools (57 elementary, 8 middle schools, and 4 high schools). Students from the remaining schools completed a paper version.

The online staff survey also was implemented for the first time during February and March 2006. All school-based staff received a packet containing a letter with a Web address, password, instructions on how to complete the survey, and a phone number to call for assistance. The packet also included a union letter supporting the administration of the survey and endorsing the online survey. A paper version of the survey was available upon request. A total of 66 staff completed the paper version, representing about 1% of all completed surveys. Copies of all surveys may be found in Appendix B.

Survey Design

The parent SSE contains a total of 25 scale items and 3 demographic questions. Parents were asked to provide their level of agreement on 19 items using a 4-point scale, ranging from "strongly agree" to "strongly disagree" (and a "don't know/does not apply" response). Two items asked parents to rate their child's school and public schools in Montgomery County, using a scale of "A" to "Fail." Four items asked parents how often they help their child with schoolwork and are involved in school activities ("almost always," "sometimes," "rarely," and "never").

The student SSE survey contains a total of 32 scale items and 3 demographic questions. All scale items appear as a 4-point scale, ranging from "strongly agree" to "strongly disagree." The items appearing on the elementary, middle, and high school surveys differ slightly, with 19 items appearing on all three survey forms.

The staff SSE contains 50 items and 4 demographic questions. Staff was asked to provide their level of agreement using a 4-point scale, ranging from "strongly agree" to "strongly disagree" (and a "not applicable" response).

Reporting of District- and School-level Data

Results of district-level data are provided in this report. District-and school-level results may be found on the MCPS Web site (http://surveyresults.mcpsmd.org) and are displayed in the following ways:

- 2005–2006 results (all items and response categories)
- Historical comparisons (2004–2005 versus 2005–2006, "strongly agree" and "agree" responses combined)
- 2002–2003 through 2005–2006 ("strongly agree" and "agree" responses combined)
- Cluster (comparisons of individual schools with other schools in cluster)
- District (comparisons of individual schools with all other schools)

This report differs from the 2004–2005 report in two ways. First, this year's report does not provide results by broad areas. A factor analysis performed on the SSE 2005–2006 parent, student, and staff data revealed that items within a given broad area were sometimes not related to that broad area. This finding suggests that items in a specific area may not be addressing or measuring the same construct, and therefore, should not be viewed as relating to the broad area.

Second, this report provides percentages of responses rather than averages. This was done to address the following two issues:

1) Averaging a series of items may mask specific items with low agreement levels. Instead of combining several items and providing one number, this report focuses on individual items with high or low levels of agreement.

2) Different distributions of the data may produce the same average. For example, an average of 3 (on a 4-point scale, where 4 is "strongly agree" and 1 is "strongly disagree") may occur from two very different scenarios: *all* respondents indicating "agree" (response of 3), or half the respondents reporting "strongly agree" (response of 4) and half reporting "disagree" (response of 2).

It is hoped that these changes will increase the usefulness of the data and help schools identify the strengths and areas needed for improvement.

Written comments provided by parents were transcribed to maintain the confidentiality of the comment process and were organized using the main categories of the survey. Because staff and student surveys were completed online, comments did not require transcription, but were reviewed. Any reference made about a specific staff member was deleted (marked with "XXX") to maintain confidentiality. During June 2006, all comments were distributed to principals to share and discuss with school staff for continuous school improvement.

Results

This section of the report responds to the questions identified in the methodology. It provides response rate information for parents, students, and staff. Gender and racial/ethnic distributions of student and staff respondents are compared with population characteristics. Summary results for parents, students, and staff are presented overall and by school level (elementary, middle, and high). Similar items appearing on all three surveys also are presented.

Number of Respondents Completing the Survey

A response rate is generally defined as the "number of eligible sample members who complete a questionnaire divided by the total number of eligible sample members" (Czaja and Blair, 1996). The response rates among parents continue to be low, but show significant increases compared with the 2004–2005 survey results. The overall response rate among parents was 24%. About 27% of parents with students in elementary school responded to the survey, followed by 24.9% of parents with students in middle school, and 20.2% of parents with students in high school. The response rates for parents with students in elementary, middle, or high school were 3, 11, and 9 percentage points higher, respectively, than the response rates for corresponding groups in 2005 (Table 1).

Table 1
Number and Percentage of Returned Parent, Student, and Staff SSE Surveys,
2001–2002 through 2005–2006

Respondent Group	School Level		2001–2002	2002–2003*	2003–2004	2004–2005	2005–2006**
Parent	Elementary	%	26.8	25.3	22.8	23.8	27.0
		N	5,584	8,028	7,038	6,729	5,828
	Middle	%	17.5	15.5	15.4	14.1	24.9
		N	3,680	3,094	3,102	2,787	3,478
	High	%	15.1	12.0	12.7	11.6	20.2
		N	3,074	2,390	2,547	2,393	3,175
Student	Elementary	%	93.3	85.9	88.3	87.4	87.6
		N	18,831	18,197	18,326	18,034	17,785
	Middle	%	80.2	80.1	82.2	87.2	81.7
		N	17,026	17,066	17,706	17,033	17,020
	High	%	72.2	67.6	64.9	75.8	76.5
		N	14,964	14,493	14,314	15,994	17,991
Staff	Elementary	%	35.0	42.8	44.9	44.0	40.5
		N	2,725	3,317	3,462	3,393	3,468
	Middle	%	29.2	37.2	39.0	37.4	35.6
		N	1,042	1,351	1,458	1,380	1,419
	High	%	23.5	30.2	31.8	33.6	29.1
		N	971	1,307	1,431	1,538	1,405

*   Parents of Grade 1 students were added in 2002–2003.
** Does not include special or alternative schools.

Among elementary school students, 88% completed the survey, followed by 82% and 77% of middle and high school students, respectively. Response rates of students in 2005–2006 were similar to those in 2004–2005. Response rates were higher among staff at elementary schools than staff at middle and high schools (41%, 36%, and 29%, respectively); however, response rates for staff at all levels were lower than in 2004–2005.

Student and Staff Respondent Characteristics

A survey response bias may occur if one subgroup is more or less likely to respond to a survey than another subgroup. An analysis was performed comparing the racial/ethnic distribution of responding students and staff with the school population (no racial/ethnic data is available for parents). Among students, the distribution was similar to the school population (Table 2).

Table 2
Number and Percent of Student Respondents' Race/Ethnicity
Compared with MCPS Student Population

Race/Ethnicity	2006 SSE Data[a]		Population[b]
	N	%	%
African American	9,513	18.0	22.8
American Indian	735	1.4	0.3
Asian American	6,977	13.2	14.7
Hispanic	8,533	16.1	20.0
White	19,974	37.7	42.2
Multiracial	5,158	9.7	--
Did not answer	2,023	3.8	--
Total N	52,913	100.0	100.0

[a]Includes students in special schools and alternative programs.
[b]*Schools at a Glance*, 2006.
Note: Percentages may not add to 100% due to rounding.

Among professional staff, the racial/ethnic distribution of survey respondents was similar to the MCPS population, although African American professional staff were less likely to return surveys than staff of other racial/ethnic groups (Table 3). White support staff was more likely to return the survey than support staff of other racial/ethnic groups.

Table 3
Percent of Staff Respondents' Race/Ethnicity
Compared with MCPS Staff Population

Race/Ethnicity	Professional[a]		Support Staff[b]	
	% SSE	% Population[c]	% SSE	% Population[c]
African American	8.4	13.5	7.1	24.9
American Indian	0.3	0.2	0.6	0.3
Asian American	3.7	3.9	6.3	9.4
Hispanic	2.5	3.8	6.6	13.2
White	79.4	78.5	73.6	52.3
Did not answer	5.7	--	5.8	--
Total N	4,918	11,017	1,404	4,826

[a]Professional staff was defined as classroom teacher, nonclassroom professional, and administrator.
[b]Support staff was defined as supporting services staff and "other."
[c]*Schools at a Glance*, 2006.
Note: Percentages may not add to 100% due to rounding.

Parent Perceptions

Parents' perceptions of their child's school and school staff were very positive. Among the 25 survey items, 21 exceeded 80% agreement (Figure 1). Responses by school level reveal that parents agree that teachers have high expectations, feel that good grades are important, and believe that their child feels safe at school. Parents expressed the highest satisfaction levels with the following items:

Elementary School Parents

Item		Percentage
Q5:	My child's teachers expect my child to do well in class.	98.2
Q6:	Good grades are important to students in this school.	97.8
Q16:	My child feels safe at school.	96.6
Q22:	Help with your child's homework and school projects (almost always and sometimes)?	96.2
Q7:	My child's teachers care about the grades my child gets.	95.8

Middle School Parents

Item		Percentage
Q5:	My child's teachers expect my child to do well in class.	95.0
Q6:	Good grades are important to students in this school.	93.0
Q9:	I feel welcomed at this school.	92.0
Q12:	This school does a good job of informing me about meetings and special school events.	89.9
Q16:	My child feels safe at school.	89.2

High School Parents

Item		Percentage
Q5:	My child's teachers expect my child to do well in class.	94.2
Q6:	Good grades are important to students in this school.	92.1
Q9:	I feel welcomed at this school.	90.4
Q12:	This school does a good job of informing me about meetings and special school events.	89.3
Q16:	My child feels safe at school.	89.2

5. My child's teachers expect my child to do well in class. — 96.3

6. Good grades are important to students in this school. — 95.0

9. I feel welcomed at this school. — 92.7

16. My child feels safe at school. — 92.6

12. This school does a good job of informing me about meetings and special school events. — 92.5

11. This school does a good job of getting important school information to parents. — 91.1

2. My child's teachers are accessible to me when needed. — 91.1

7. My child's teachers care about the grades my child gets. — 90.7

23. Attend back to school night or other school-wide meetings? (almost always and sometimes) — 89.3

8. I am satisfied with the overall instruction my child receives at this school. — 89.0

10. There is an atmosphere of open communication in my child's school. — 88.6

15. The principal is responsive to the concerns of parents and the community. — 88.0

13. The principal is accessible to me when needed. — 87.7

3. It is easy for me to talk to my child's teachers about things concerning my child. — 87.4

4. My child's teachers take actions to resolve my concerns. — 87.0

1. My child's teachers keep me informed about my child's progress in school. — 85.4

22. Help with your child's homework and school projects? (almost always and sometimes) — 85.1

14. The principal takes actions to resolve my concerns. — 83.6

24. Attend school events, such as athletic events, drama/music performances, etc.? (almost always and sometimes) — 83.2

20. What grade would you give your child's school? (A and B) — 82.9

21. What grade would you give the public schools in Montgomery County? (A and B) — 81.0

19. In this school, alcohol use is **not** a problem. — 78.3

18. In this school, drug use is **not** a problem. — 77.5

17. Students teasing my child in a hurtful way is **not** a problem in this school. — 72.7

25. Volunteer to help with activities in this school? (almost always and sometimes). — 60.8
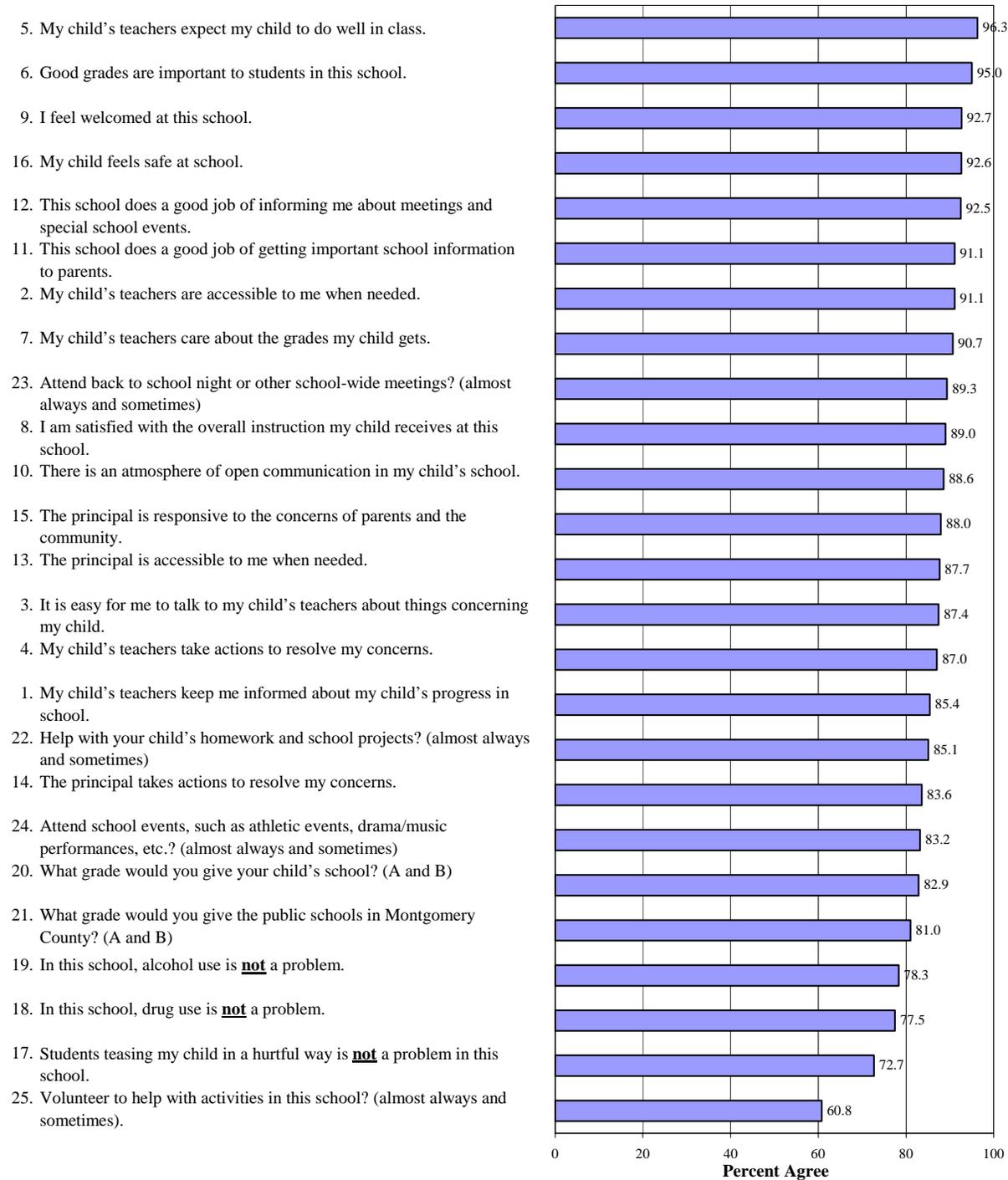
Percent Agree

Figure 1: Parent survey items ranked from highest to lowest percentage of agreement.

Items with lower agreement levels were similar for parents of students in elementary, middle, and high schools. Parents across all school levels reported the least satisfaction with students' behavior toward one another, in particular, with teasing and bullying. Parents expressed the lowest levels of satisfaction with the following items:

Elementary School Parents

Item	Percentage
Q15: The principal is responsive to the concerns of parents and the community.	87.5
Q14: The principal takes actions to resolve my concerns.	85.6
Q21: What grade would you give the public schools in Montgomery County (A and B)?	84.7
Q17: Students teasing my child in a hurtful way is not a problem in this school.	73.8
Q25: Volunteer to help with activities in this school (almost always and sometimes)?	73.3

Middle School Parents

Item	Percentage
Q20: What grade would you give your child's school (A and B)?	78.9
Q18: In this school, student drug use is not a problem.	78.5
Q24: Attend school events, such as athletic events, drama/music performance, etc. (almost always and sometimes)?	78.1
Q17: Students teasing my child in a hurtful way is not a problem in this school.	67.1
Q25: Volunteer to help with activities in this school (almost always and sometimes)?	50.0

High School Parents

Item	Percentage
Q20: What grade would you give your child's school (A and B)?	76.7
Q22: Help with your child's homework and school projects (almost always and sometimes)?	66.4
Q25: Volunteer to help with activities in this school (almost always and sometimes)?	49.9
Q18: In this school, student drug use is not a problem.	43.4
Q19: In this school, student alcohol use is not a problem.	43.3

Two items on the survey asked parents to grade their child's school and public schools in Montgomery County. More than 7 in 10 rated both the school (Figure 2) and all MCPS schools (Figure 3) as an "A" or a "B." Parents of students in elementary school rated both items slightly higher than parents of students in middle and high schools. Table 4 provides responses to all items by school level.

B
37%

A
52%

C
9%

Fail   D
0%   2%

B
44%

A
35%

C
17%

Fail   D
1%   3%

B
46%

A
31%

C
18%

Fail   D
2%   4%

B
28%

A
51%

C
14%

Fail   D
2%   5%
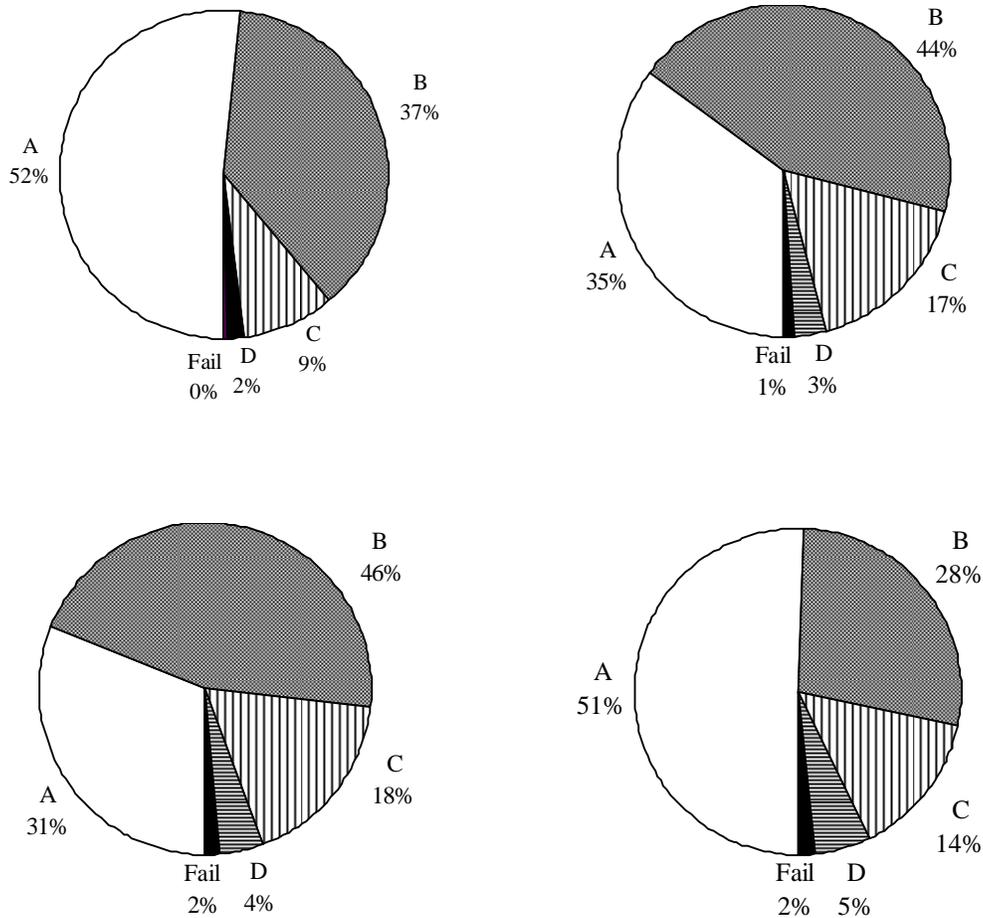
Note: Percentages may not add to 100% due to rounding.

Figure 2: Parent ratings of child's school by level.

A
29%

Fail
1%

D
2%

C
16%

B
52%
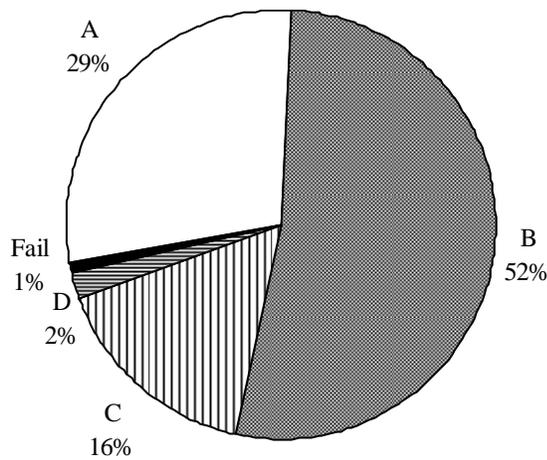
Note: Percentages may not add to 100% due to rounding.

Figure 3: Parent ratings of all public schools in Montgomery County.

Table 4
Number and Percentage of Parents Who Strongly Agree and Agree, by School Level

		Total	Elementary	Middle	High	Special/Alt.
	Number of parents responding	12,595	5,828	3,478	3,175	114
Q1:	My child's teachers keep me informed about my child's progress in school.	85.4	91.3	82.3	77.5	88.2
Q2:	My child's teachers are accessible to me when needed.	91.1	95.6	88.0	85.4	93.7
Q3:	It is easy for me to talk to my child's teachers about things concerning my child.	87.4	92.8	84.2	79.9	90.9
Q4:	My child's teachers take actions to resolve my concerns.	87.0	92.4	83.7	79.2	86.5
Q5:	My child's teachers expect my child to do well in class.	96.3	98.2	95.0	94.2	92.9
Q6:	Good grades are important to students in this school.	95.0	97.8	93.0	92.1	88.5
Q7:	My child's teachers care about the grades my child gets.	90.7	95.8	88.3	83.4	96.3
Q8:	I am satisfied with the overall instruction my child receives at this school.	89.0	92.5	86.8	85.2	81.7
Q9:	I feel welcomed at this school.	92.7	94.3	92.0	90.4	93.8
Q10:	There is an atmosphere of open communication in my child's school.	88.6	90.8	87.3	85.9	90.4
Q11:	This school does a good job of getting important school information to parents.	91.1	93.6	89.0	88.8	86.8
Q12:	This school does a good job of informing me about meetings and special school events.	92.5	95.7	89.9	89.3	97.3
Q13:	The principal is accessible to me when needed.	87.7	90.3	86.6	82.9	92.7
Q14:	The principal takes actions to resolve my concerns.	83.6	85.6	82.5	80.0	87.3
Q15:	The principal is responsive to the concerns of parents and the community.	88.0	87.5	88.2	88.7	90.1
Q16:	My child feels safe at school.	92.6	96.6	89.2	89.2	88.6
Q17:	Students teasing my child in a hurtful way is not a problem in this school.	72.7	73.8	67.1	77.5	59.8
Q18:	In this school, student drug use is not a problem.	77.5	92.9	78.5	43.4	76.3
Q19:	In this school, student alcohol use is not a problem.	78.3	93.0	81.7	43.3	77.6
Q20:	What grade would you give your child's school (A and B)?	82.9	88.8	78.9	76.7	78.4
Q21:	What grade would you give the public schools in Montgomery County (A and B)?	81.0	84.7	79.1	76.8	70.1
Q22:	Help with your child's homework and school projects (almost always and sometimes)?	85.1	96.2	83.5	66.4	85.2
Q23:	Attend back to school night or other school-wide meetings (almost always and sometimes)?	89.3	92.4	87.3	86.0	87.4
Q24:	Attend school events, such as athletic events, drama/music performance, etc (almost always and sometimes)?	83.2	89.3	78.1	77.9	72.5
Q25:	Volunteer to help with activities in this school (almost always and sometimes)?	60.8	73.3	50.0	49.9	58.7

Student Perceptions

Students in elementary schools report the highest agreement, compared with middle and high school students. The average agreement among elementary school students across all items was 80%, compared with 69% and 65% for middle and high school students, respectively. Moreover, among elementary school students, 20 out of the 32 items exceeded 80% agreement, whereas only 10 out of 32 items in middle school and 10 out of 35 items in high school reached this level (Figure 4 through Figure 6).
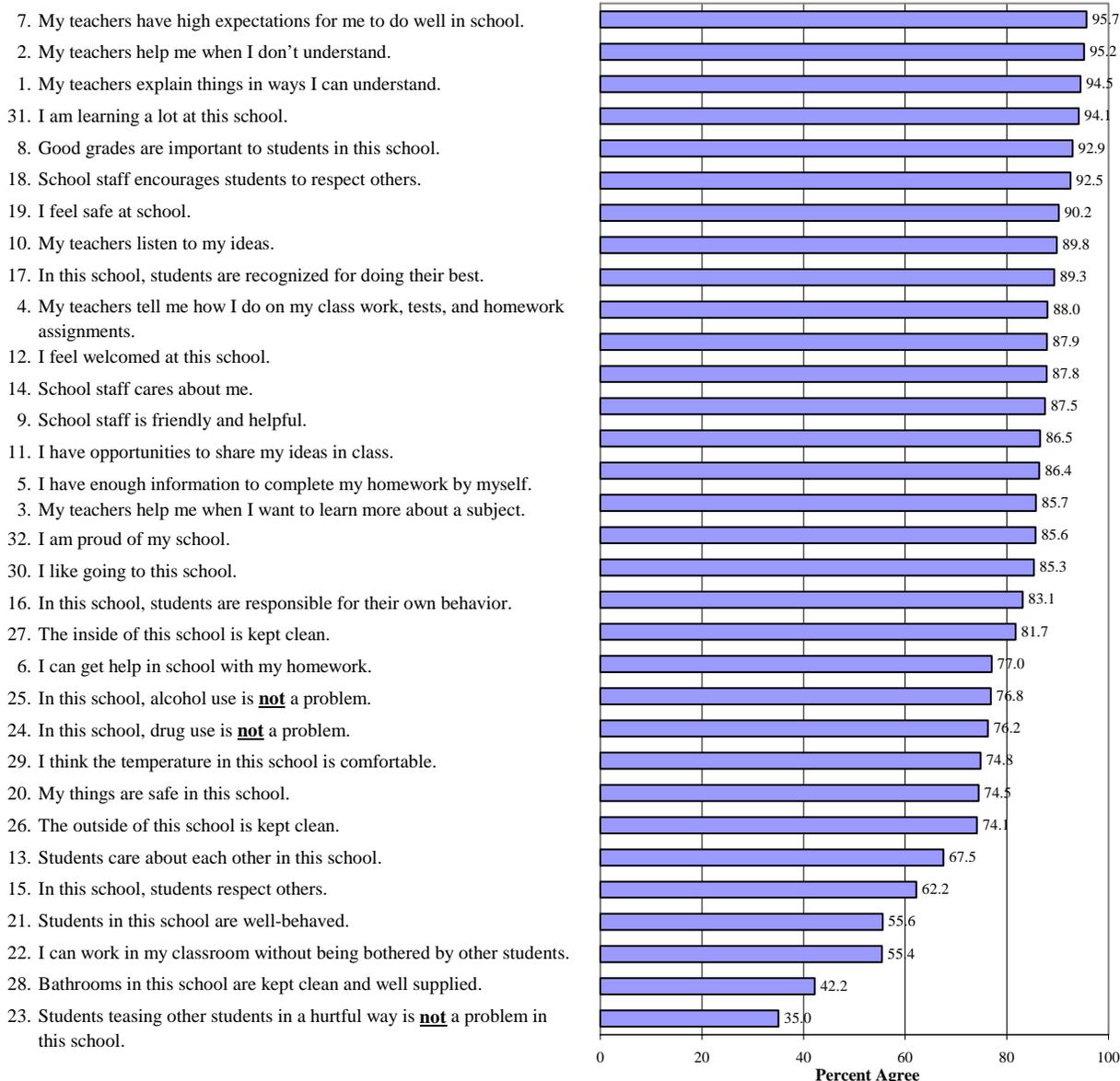
Item	Percent Agree
7. My teachers have high expectations for me to do well in school.	95.7
2. My teachers help me when I don't understand.	95.2
1. My teachers explain things in ways I can understand.	94.5
31. I am learning a lot at this school.	94.1
8. Good grades are important to students in this school.	92.9
18. School staff encourages students to respect others.	92.5
19. I feel safe at school.	90.2
10. My teachers listen to my ideas.	89.8
17. In this school, students are recognized for doing their best.	89.3
4. My teachers tell me how I do on my class work, tests, and homework assignments.	88.0
12. I feel welcomed at this school.	87.9
14. School staff cares about me.	87.8
9. School staff is friendly and helpful.	87.5
11. I have opportunities to share my ideas in class.	86.5
5. I have enough information to complete my homework by myself.	86.4
3. My teachers help me when I want to learn more about a subject.	85.7
32. I am proud of my school.	85.6
30. I like going to this school.	85.3
16. In this school, students are responsible for their own behavior.	83.1
27. The inside of this school is kept clean.	81.7
6. I can get help in school with my homework.	77.0
25. In this school, alcohol use is **not** a problem.	76.8
24. In this school, drug use is **not** a problem.	76.2
29. I think the temperature in this school is comfortable.	74.8
20. My things are safe in this school.	74.5
26. The outside of this school is kept clean.	74.1
13. Students care about each other in this school.	67.5
15. In this school, students respect others.	62.2
21. Students in this school are well-behaved.	55.6
22. I can work in my classroom without being bothered by other students.	55.4
28. Bathrooms in this school are kept clean and well supplied.	42.2
23. Students teasing other students in a hurtful way is **not** a problem in this school.	35.0

Figure 4: Elementary school student survey items ranked from highest to lowest percentage of agreement.

6. My homework relates to what I am taught in class.
8. My teachers have high expectations for me to do well in school.
16. Students have the opportunity to take part in school activities.
31. I am getting a good education at this school.
17. School staff encourages students to respect others.
3. My teachers help me when I don't understand.
5. I have the opportunity to ask my teachers about my assignments.
1. There are enough materials (e.g., books, computers, etc.) to help me with my school work.
2. My teachers explain subjects in ways I can understand.
7. I am given challenging work at school.
18. I feel safe at school.
15. I feel welcomed at this school.
26. The outside of this school is kept clean.
13. My teachers listen to my ideas.
10. School staff is friendly and helpful.
4. My teachers give me prompt feedback on my assignments.
25. In this school, alcohol use is **not** a problem.
9. There is an adult at school I can talk to when I have personal problems.
30. I like going to this school.
24. In this school, drug use is **not** a problem.
27. The inside of this school is kept clean.
12. My teachers respect all students.
14. Students help one another in this school.
32. I am proud of my school.
11. School staff treats students fairly.
29. I think the temperature in this school is comfortable.
19. My belongings are safe in this school.
21. I can work in my classroom without being bothered by other students.
23. Students bullying other students (hitting, shoving, or threatening others) is **not** a problem in this school.
20. Students in this school are well-behaved.
28. Bathrooms in this school are kept clean and well supplied.
22. Students teasing other students in a hurtful way is **not** a problem in this school.

Item	Percent Agree
6	91.2
8	88.3
16	87.9
31	86.2
17	85.5
3	84.7
5	83.4
1	82.2
2	80.8
7	80.7
18	77.7
15	77.1
26	75.0
13	74.5
10	74.3
4	73.7
25	73.1
9	72.1
30	70.0
24	68.4
27	68.0
12	65.7
14	65.2
32	64.1
11	63.1
29	54.2
19	53.1
21	48.2
23	34.8
20	33.2
28	31.9
22	30.1

Percent Agree
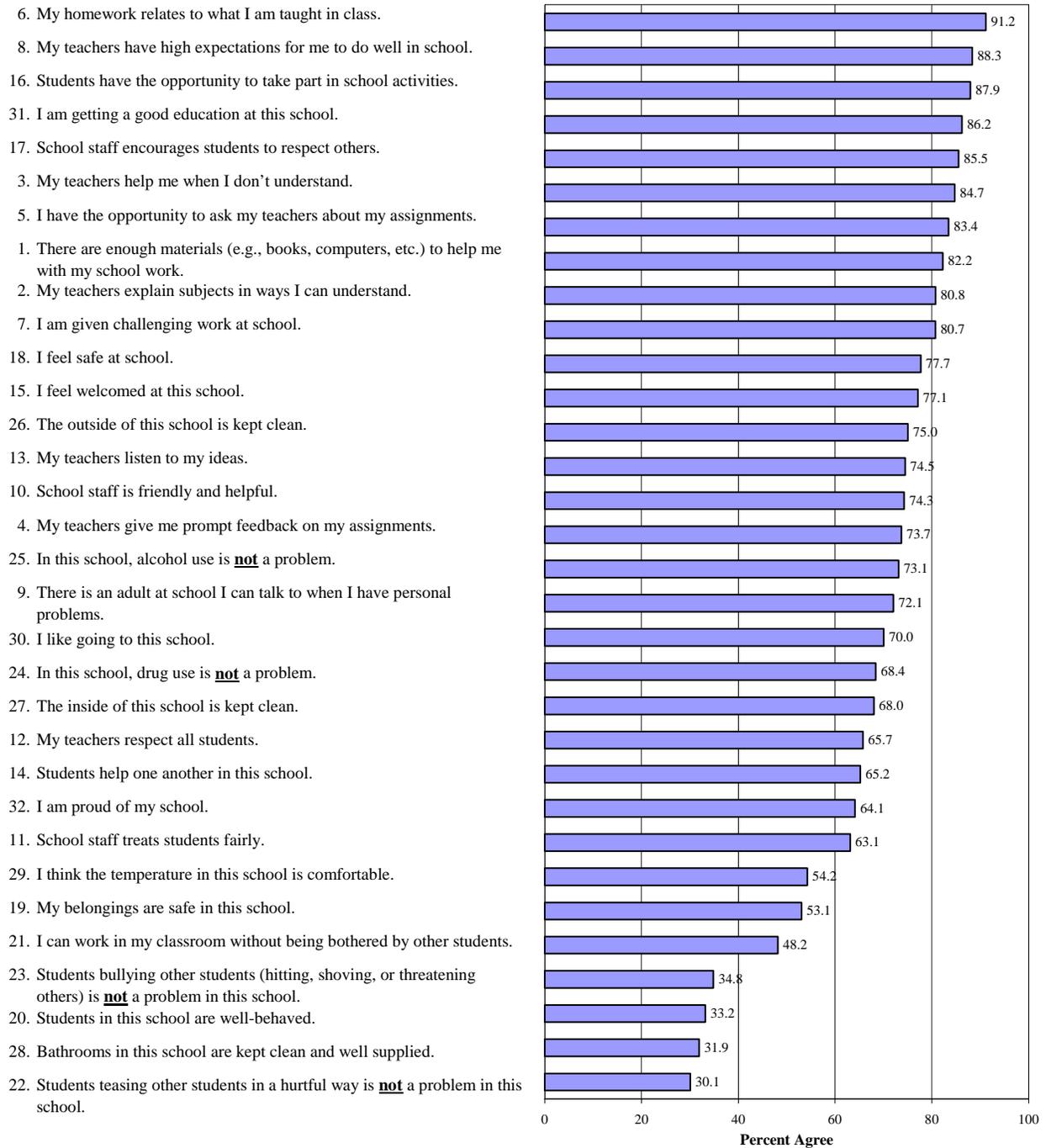
Figure 5: Middle school student survey items ranked from highest to lowest percentage of agreement.

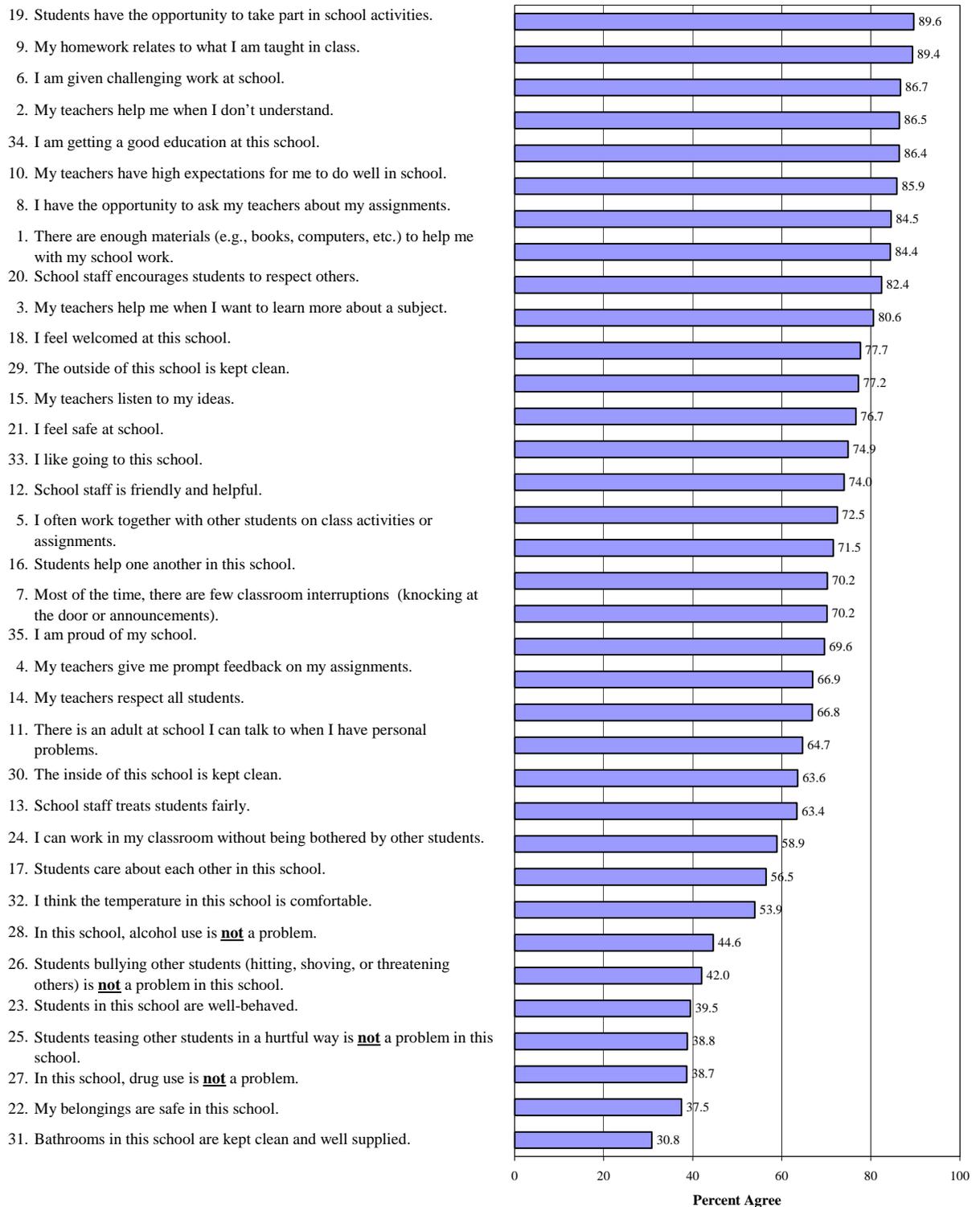| #	Survey Item	Percent Agree
19.	Students have the opportunity to take part in school activities.	89.6
9.	My homework relates to what I am taught in class.	89.4
6.	I am given challenging work at school.	86.7
2.	My teachers help me when I don't understand.	86.5
34.	I am getting a good education at this school.	86.4
10.	My teachers have high expectations for me to do well in school.	85.9
8.	I have the opportunity to ask my teachers about my assignments.	84.5
1.	There are enough materials (e.g., books, computers, etc.) to help me with my school work.	84.4
20.	School staff encourages students to respect others.	82.4
3.	My teachers help me when I want to learn more about a subject.	80.6
18.	I feel welcomed at this school.	77.7
29.	The outside of this school is kept clean.	77.2
15.	My teachers listen to my ideas.	76.7
21.	I feel safe at school.	74.9
33.	I like going to this school.	74.0
12.	School staff is friendly and helpful.	72.5
5.	I often work together with other students on class activities or assignments.	71.5
16.	Students help one another in this school.	70.2
7.	Most of the time, there are few classroom interruptions (knocking at the door or announcements).	70.2
35.	I am proud of my school.	69.6
4.	My teachers give me prompt feedback on my assignments.	66.9
14.	My teachers respect all students.	66.8
11.	There is an adult at school I can talk to when I have personal problems.	64.7
30.	The inside of this school is kept clean.	63.6
13.	School staff treats students fairly.	63.4
24.	I can work in my classroom without being bothered by other students.	58.9
17.	Students care about each other in this school.	56.5
32.	I think the temperature in this school is comfortable.	53.9
28.	In this school, alcohol use is **not** a problem.	44.6
26.	Students bullying other students (hitting, shoving, or threatening others) is **not** a problem in this school.	42.0
23.	Students in this school are well-behaved.	39.5
25.	Students teasing other students in a hurtful way is **not** a problem in this school.	38.8
27.	In this school, drug use is **not** a problem.	38.7
22.	My belongings are safe in this school.	37.5
31.	Bathrooms in this school are kept clean and well supplied.	30.8

Percent Agree

Figure 6: High school student survey items ranked from highest to lowest percentage of agreement.

Analysis of items among students showing positive sentiment and negative sentiment was similar across the three school levels. Specifically, students in elementary, middle, and high schools expressed very positive sentiments that their teachers have high expectations for them to do well in school and provide assistance. Students expressed the highest levels of satisfaction with the following items:

Elementary School Students

Item	Percentage
Q7: My teachers have high expectations for me to do well in school.	95.7
Q2: My teachers help me when I don't understand.	95.2
Q1: My teachers explain things in ways I can understand.	94.5
Q31: I am learning a lot at this school.	94.1
Q8: Good grades are important to students in this school.	92.9

Middle School Students

Item	Percentage
Q6: My homework relates to what I am taught in class.	91.2
Q8: My teachers have high expectations for me to do well in school.	88.3
Q16: Students have the opportunity to take part in school activities.	87.9
Q31: I am getting a good education at this school.	86.2
Q17: School staff encourages students to respect others.	85.5

High School Students (excluding special and alternative schools)

Item	Percentage
Q19: Students have the opportunity to take part in school activities.	89.6
Q9: My homework relates to what I am taught in class.	89.4
Q6: I am given challenging work at school.	86.7
Q2: My teachers help me when I don't understand.	86.5
Q34: I am getting a good education at this school.	86.4

The second theme addresses items with low agreement levels. Students in elementary, middle, and high schools expressed lower agreement levels regarding the way students treat one another, especially with items pertaining to student teasing and bullying. Students expressed the lowest levels of satisfaction with the following items:

Elementary School Students

Item	Percentage
Q15: In this school, students respect others.	62.2
Q21: Students in this school are well-behaved.	55.6
Q22: I can work in my classroom without being bothered by other students.	55.4
Q28: Bathrooms in this school are kept clean and well supplied.	42.2
Q23: Students teasing other students in a hurtful way is not a problem in this school.	35.0

Middle School Students

Item	Percentage
Q21: I can work in my classroom without being bothered by other students.	48.2
Q23: Students bullying other students is not a problem in this school.	34.8
Q20: Students in this school are well-behaved.	33.2
Q28: Bathrooms in this school are kept clean and well supplied.	31.9
Q22: Students teasing other students in a hurtful way is not a problem in this school.	30.1

High School Students (excluding special and alternative schools)

Item	Percentage
Q23: Students in this school are well-behaved.	39.5
Q25: Students teasing other students in a hurtful way is not a problem in this school.	38.8
Q27: In this school, drug use is not a problem.	38.7
Q22: My belongings are safe in this school.	37.5
Q31: Bathrooms in this school are kept clean and well supplied.	30.8

Table 5 displays the percentage of agreement of all items on the student elementary, middle, and high school surveys. As noted earlier, there is an overall trend of students in elementary schools providing the most positive responses and students in high schools providing the least positive responses.

Table 5
Number and Percentage of Students Who Strongly Agree and Agree, by School Level

	Elementary	Middle	High
Number of students responding	17,785	17,020	17,991
My teachers explain things in ways I can understand.	94.5	n/a	n/a
There are enough materials to help me with my school work.	n/a	82.2	84.4
My teachers explain subjects in ways I can understand.	n/a	80.8	n/a
My teachers help me when I don't understand.	95.2	84.7	86.5
My teachers help me when I want to learn more about a subject.	85.7	n/a	80.6
My teachers tell me how I do on my class work, tests, and homework assignments.	88.0	n/a	n/a
My teachers give me prompt feedback on my assignments.	n/a	73.7	66.9
I have the opportunity to ask my teachers about my assignments.	n/a	83.4	84.5
I often work together with other students on class activities or assignments.		n/a	71.6
I have enough information to complete my homework by myself.	86.4	n/a	n/a
My homework relates to what I am taught in class.	n/a	91.2	89.4
I can get help in school with my homework.	77.0	n/a	n/a
I am given challenging work at school.	n/a	80.7	86.7
Most of the time, there are few classroom interruptions.	n/a	n/a	70.2
My teachers have high expectations for me to do well in school.	95.7	88.3	85.9
Good grades are important to students in this school.	92.9	n/a	n/a
There is an adult I can talk to when I have personal problems.	n/a	72.1	64.7
School staff is friendly and helpful.	87.5	74.3	72.5
School staff treats students fairly.	n/a	63.1	63.4
My teachers respect all students.	n/a	65.8	66.9
My teachers listen to my ideas.	89.8	74.5	76.7
I have opportunities to share my ideas in class.	86.5	n/a	n/a
I feel welcomed at this school.	87.9	77.1	77.7
Students care about each other in this school.	67.5	n/a	56.5
School staff cares about me.	87.8	n/a	n/a
Students help one another in this school.	n/a	65.2	70.2
In this school, students respect others.	62.2	n/a	n/a
In this school, students are responsible for their own behavior.	83.1	n/a	n/a
In this school, students are recognized for doing their best.	89.3	n/a	n/a
Students have the opportunity to take part in school activities.	n/a	87.9	89.6
School staff encourages students to respect others.	92.5	85.5	82.4
I feel safe at school.	90.2	77.7	74.9
My things are safe in this school.	74.5	n/a	n/a
My belongings are safe in this school.	n/a	53.1	37.5
Students in this school are well-behaved.	55.6	33.2	39.5
I can work in my classroom without being bothered by other students.	55.4	48.2	58.9
Students teasing other students in a hurtful way is not a problem in this school.	35.0	30.1	38.8
Students bullying other students is not a problem in this school.	n/a	34.8	42.0
In this school, drug use is not a problem.	76.2	68.4	38.7
In this school, alcohol is not a problem.	76.8	73.1	44.6
The outside of this school is kept clean.	74.1	75.0	77.2
The inside of this school is kept clean.	81.7	68.0	63.6
Bathrooms in this school are kept clean and well supplied.	42.2	31.9	30.8
I think the temperature in this school is comfortable.	74.8	54.2	53.9
I like going to this school.	85.3	70.1	74.0
I am learning a lot at this school.	94.1	n/a	n/a
I am getting a good education at this school.	n/a	86.2	86.4
I am proud of my school.	85.6	64.1	69.6

n/a= Not asked

Staff Perceptions

Overall, school-based staff reported positive agreement on many items. Among the 50 scale items, 11 exceeded 90% agreement, and another 12 items exceeded 80% agreement (Figures 7a and 7b). Examples of some items with high agreement include the following:

- Staff being well prepared to teach the subject (95%)
- Teachers motivating students to learn (94%)
- Schools having high expectations of academic performance of students (92%)
- Staff believing every student can learn (89%)

School staff also reported positive perceptions that the school administrator(s) provided support and treated staff members with respect.

In general, staff in elementary schools provided the most positive responses, while staff in high schools provided the least positive responses. More than 90% of all staff agreed they get satisfaction from their work and teachers motivate students to learn. Staff expressed the highest levels of satisfaction with the following items:

Elementary School Staff

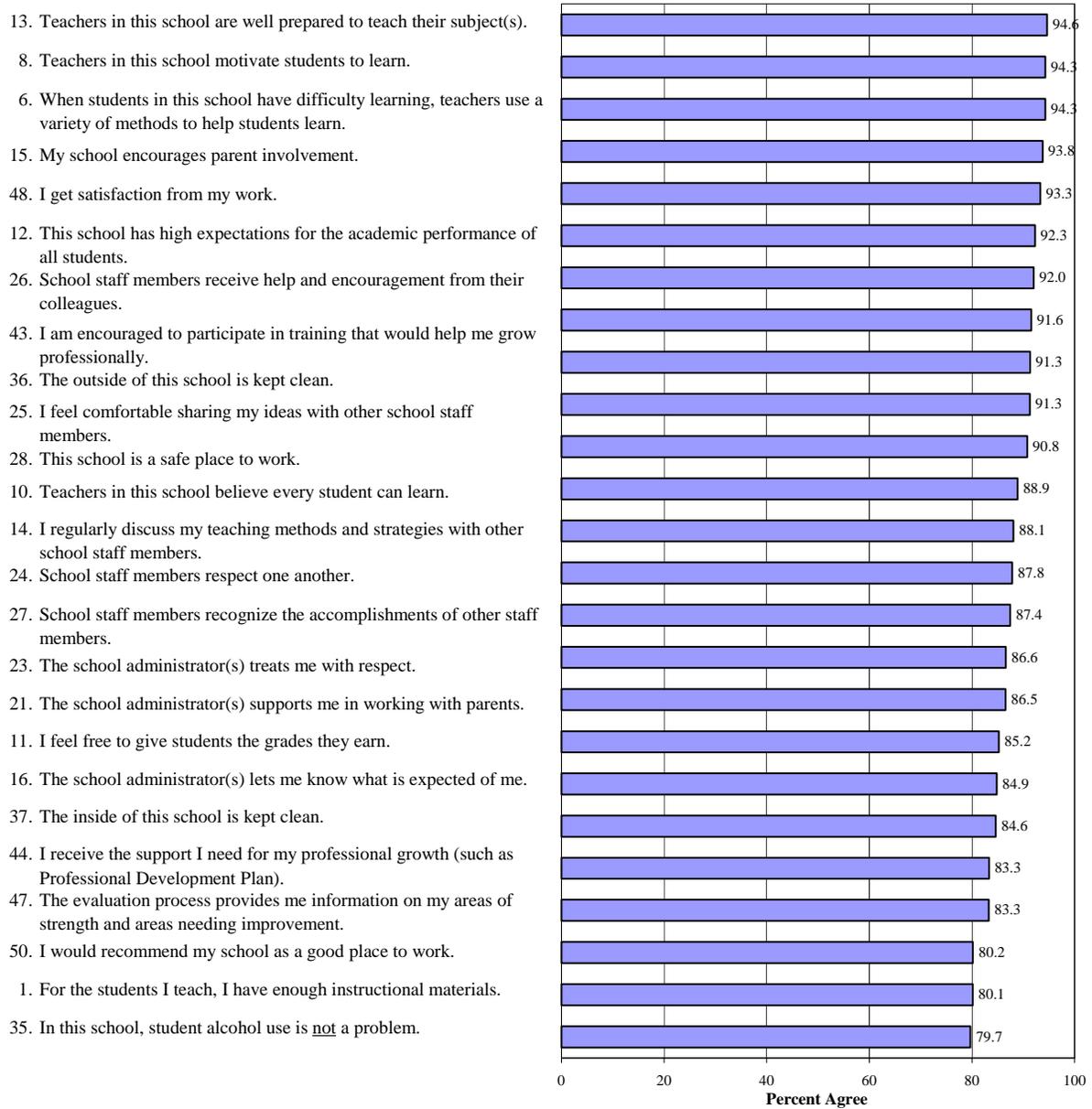| Item	Percentage
Q35: In this school, student alcohol use is not a problem.	99.3
Q34: In this school, student drug use is not a problem.	99.2
Q8: Teachers in this school motivate students to learn.	96.8
Q6: When students in this school have difficulty learning, teachers use a variety of methods to help students learn.	96.3
Q12: This school has high expectations for the academic performance of all students.	95.7

Middle School Staff

Item	Percentage
Q13: Teachers in this school are well prepared to teach their subject(s).	95.2
Q36: The outside of this school is kept clean.	94.5
Q43: I am encouraged to participate in training that would help me grow professionally.	93.6
Q26: School staff members receive help and encouragement from their colleagues.	92.8
Q8: Teachers in this school motivate students to learn.	92.6

High School Staff

Item	Percentage
Q48: I get satisfaction from my work.	92.7
Q13: Teachers in this school are well prepared to teach their subject(s).	92.1
Q6: When students in this school have difficulty learning, teachers use a variety of methods to help students learn.	91.5
Q15: My school encourages parent involvement.	91.1
Q8: Teachers in this school motivate students to learn.	89.6

Items with the least agreement also are similar across school levels. Teasing appears to be a concern at all three school levels, though responses indicate that the issue is of prominent concern at the middle school level, where only 29% of staff agreed that teasing is *not* a problem in the school. High school staff expressed the most concern over drug and alcohol use, with only one in four agreeing that these behaviors were *not* a problem. When asked to provide their opinion about the air temperature, high school staff provided the lowest agreement level among all staff, with only 41% agreeing with the statement, "In this school, the air temperature is generally comfortable." Staff expressed the lowest levels of satisfaction with the following items:

Elementary School Staff

Item	Percentage
Q42: I am satisfied with the air quality in this school.	62.8
Q33: Students bullying other students (bullying is direct or indirect, physical or psychological intimidation) is not a problem in this school.	62.1
Q41: In this school, the air temperature is generally comfortable.	59.5
Q5: I have time during the workday to plan my instruction for students.	57.7
Q32: Students teasing other students in a hurtful way is not a problem in this school.	55.3

Middle School Staff

Item	Percentage
Q5: I have time during the workday to plan my instruction for students.	54.2
Q31: School staff members consistently enforce school rules.	53.8
Q41: In this school, the air temperature is generally comfortable.	51.0
Q33: Students bullying other students (bullying is direct or indirect, physical or psychological intimidation) is not a problem in this school.	31.9
Q32: Students teasing other students in a hurtful way is not a problem in this school.	29.0

High School Staff

Item	Percent
Q41: In this school, the air temperature is generally comfortable.	40.7
Q32: Students teasing other students in a hurtful way is not a problem in this school.	40.4
Q31: School staff members consistently enforce school rules.	38.8
Q35: In this school, student alcohol use is not a problem.	28.7
Q34: In this school, student drug use is not a problem.	26.3

13. Teachers in this school are well prepared to teach their subject(s).

8. Teachers in this school motivate students to learn.

6. When students in this school have difficulty learning, teachers use a variety of methods to help students learn.

15. My school encourages parent involvement.

48. I get satisfaction from my work.

12. This school has high expectations for the academic performance of all students.

26. School staff members receive help and encouragement from their colleagues.

43. I am encouraged to participate in training that would help me grow professionally.

36. The outside of this school is kept clean.

25. I feel comfortable sharing my ideas with other school staff members.

28. This school is a safe place to work.

10. Teachers in this school believe every student can learn.

14. I regularly discuss my teaching methods and strategies with other school staff members.

24. School staff members respect one another.

27. School staff members recognize the accomplishments of other staff members.

23. The school administrator(s) treats me with respect.

21. The school administrator(s) supports me in working with parents.

11. I feel free to give students the grades they earn.

16. The school administrator(s) lets me know what is expected of me.

37. The inside of this school is kept clean.

44. I receive the support I need for my professional growth (such as Professional Development Plan).

47. The evaluation process provides me information on my areas of strength and areas needing improvement.

50. I would recommend my school as a good place to work.

1. For the students I teach, I have enough instructional materials.

35. In this school, student alcohol use is <u>not</u> a problem.

Item	Percent Agree
13	94.6
8	94.3
6	94.3
15	93.8
48	93.3
12	92.3
26	92.0
43	91.6
36	91.3
25	91.3
28	90.8
10	88.9
14	88.1
24	87.8
27	87.4
23	86.6
21	86.5
11	85.2
16	84.9
37	84.6
44	83.3
47	83.3
50	80.2
1	80.1
35	79.7

Percent Agree

Figure 7a: Staff survey items ranked from highest to lowest percentage of agreement.

4. The amount of non-teaching duties I am assigned is reasonable.

19. The school administrator(s) fosters a collaborative work environment.

45. The training and staff development that I receive at my school help me grow professionally.

34. In this school, student drug use is not a problem.

17. I can talk openly with the school administrator(s) about school-related matters.

18. The school administrator(s) supports me in student discipline matters.

29. My personal belongings are safe in this school.

9. The number of students assigned to me is manageable.

46. Systemwide professional development opportunities meet my needs.

38. Bathrooms in this school are kept clean.

40. Maintenance issues are addressed in a timely manner.

3. Extra duties are shared equitably among school staff.

7. I am given the support (such as resources, training, etc.) that I need to teach students with special needs.

20. The school administrator(s) involves me in decisions affecting my work.

39. Bathrooms in this school are well supplied.

30. Students in this school behave in an orderly manner.

49. Staff morale is positive in this school.

22. The school administrator(s) regularly provides feedback on my performance.

31. School staff members consistently enforce school rules.

2. There are few interruptions to student instruction.

42. I am satisfied with the air quality in this school.

5. I have time during the workday to plan my instruction for students.

41. In this school, the air temperature is generally comfortable.

33. Students bullying other students is not a problem in this school (bullying is direct or indirect, physical, or psychological intimidation).

32. Students teasing other students in a hurtful way is **not** a problem in this school.

Item	Percent Agree
4	79.4
19	78.9
45	77.9
34	77.8
17	77.8
18	77.6
29	77.3
9	77.1
46	76.0
38	75.8
40	75.6
3	72.5
7	71.2
20	68.9
39	68.8
30	67.8
49	66.1
22	65.8
31	63.8
2	60.7
42	59.4
5	56.1
41	53.3
33	51.3
32	46.1

Percent Agree

Figure 7b: Staff survey items ranked from highest to lowest percentage of agreement.

Themes Across Stakeholder Groups

Among all the survey items, responses to five items were nearly identical across stakeholder groups. These items include the following:
- Teacher expectations
- School safety
- Students teasing other students
- Use of drugs
- Use of alcohol

More than 90% of parents across all school levels agreed that teachers have high expectations for children to do well in school (Table 6). A slightly lower percentage of middle school students and staff (88% and 91%, respectively) and high school students and staff (86% and 85%, respectively) shared this sentiment.

When asked about school safety, a similar pattern emerged. About 97% of parents with students in elementary school agreed that their child feels safe at school, compared with 89% of parents with students in middle and high schools. Middle and high school students, however, are less positive (78% and 75%, respectively). Among elementary staff, 95% agreed the school is a safe place to work, while only 82% of high school staff shared this sentiment.

The perception that students teasing other students in a hurtful way was a concern among parents, students, and staff at all school levels. Parents of students in middle school, middle school students, and middle school staff reported the least agreement of all of the survey items. Only about 30% of middle school students and staff agreed with the statement: "Students teasing other students in a hurtful way is *not* a problem in this school."

The concern of drug and alcohol use was most prevalent among parents with students in high school, high school students, and high school staff. About 40% of parents with students in high school agreed with the statements: "In this school, drug use is *not* a problem" and "In this school, alcohol is *not* a problem." Among high school students, only 39% agreed drug use is *not* a problem, and 45% agreed alcohol is *not* a problem. Of note, less than 30% of high school staff agreed with both statements.

Table 6
Percentage of Agreement with Selected Items for Parents, Students, and Staff

Item*	School Level	Parent	Student	Staff
Teacher Expectations[a]	Elementary	98.2	95.7	95.7
	Middle	95.0	88.3	90.8
	High	94.2	85.9	84.9
School Safety[b]	Elementary	96.6	90.2	95.3
	Middle	89.2	77.7	88.0
	High	89.2	74.9	82.4
Student Teasing[c]	Elementary	73.8	35.0	55.3
	Middle	67.1	30.1	29.0
	High	77.5	38.8	40.4
Drug Use (not a problem)	Elementary	92.9	76.2	99.2
	Middle	78.5	68.4	75.5
	High	43.4	38.7	26.3
Alcohol Use (not a problem)	Elementary	93.0	76.8	99.3
	Middle	81.7	73.1	81.2
	High	43.3	44.6	28.7

[a] Teacher Expectations (items vary slightly for parents, students, and staff)
      Parent: My child's teachers expect my child to do well in class.
      Student: My teachers have high expectations for me to do well in school.
      Staff: The school has high expectations for the academic performance of all students.

[b] School Safety (items vary slightly for parents, students and staff)
      Parent: My child feels safe at school.
      Student: I feel safe at school.
      Staff: This school is a safe place to work.

[c] Student Teasing (items vary slightly for parents, students and staff)
      Parent: Students teasing my child in a hurtful way is *not* a problem in this school.
      Student: Students teasing other students in a hurtful way is *not* a problem in this school.
      Staff: Students teasing other students in a hurtful way is *not* a problem in this school.

Comparison with Last Year's Results

Survey results provide only a snapshot of the current attitudes and perceptions. Asking the same questions over multiple years enables policymakers to track results over time. The following is an analysis of items by school level for parents, students, and school staff for the past two years (2004–2005 and 2005–2006). (All results can be viewed on the MCPS Web site at: http://surveyresults.mcpsmd.org.)

Parent Survey

There was little change from the previous year's responses. Each school level is discussed separately if any large differences were identified.

Elementary School

Among the 15 items appearing in both years, no items differ by more than 5 percentage points.

Middle School

Among the 12 items appearing in both years, one item differs by more than 5 percentage points. Middle school parents were less likely to report (-6.7 percentage points) that they helped with homework or school projects in 2005–2006 than in 2004–2005.

Item	Percent Agreement 2005–2006	Percent Agreement 2004–2005	Difference
Q22: How often do you . . . help with your child's homework and school projects? (almost always or sometimes)	83.5	90.2	-6.7

High School

Among the 12 items appearing in both years, one item differs by more than 5 percentage points. High school parents were less likely to report (-10.0 percentage points) that they helped with homework or school projects in 2005–2006 than in 2004–2005.

Item	Percent Agreement 2005–2006	Percent Agreement 2004–2005	Difference
Q22: How often do you . . . help with your child's homework and school projects? (almost always or sometimes)	66.4	76.4	-10.0

Student Survey

Differences from previous student surveys existed for elementary and high schools.

Elementary School

Among the 16 items appearing in both years, two items differ by more than 5 percentage points. Students surveyed in 2005–2006 were <u>more</u> likely to report that students were well-behaved (5 percentage-point increase), but <u>less</u> likely to report that students care about each other (6.4 percentage-point decrease).

Item		Percent Agreement 2005–2006	Percent Agreement 2004–2005	Difference
Q21:	Students in this school are well-behaved.	55.6	50.6	5.0
Q13:	Students care about each other in this school.	67.5	73.9	-6.4

Middle School

Among the 14 items appearing in both years, no items differ by more than 5 percentage points.

High School

Among the 15 items appearing in both surveys, three items differ by more than 5 percentage points. Students surveyed in 2005–2006 were <u>more</u> likely to report that teachers give prompt feedback on assignments (8.4 percentage-point increase) and indicated they like going to school (6.3 percentage-point increase), but <u>less</u> likely to report that students care about each other (5.5 percentage-point decrease).

Item		Percent Agreement 2005–2006	Percent Agreement 2004–2005	Difference
Q4:	My teachers give me prompt feedback on my assignments.	66.9	58.5	8.4
Q33:	I like going to this school.	74.0	67.7	6.3
Q17:	Students care about each other in this school.	56.5	62.0	-5.5

Staff Survey

A number of items showed differences from the previous year's responses.

<u>Elementary School</u>

Among the 34 items appearing in both staff surveys, five items differ by more than 5 percentage points. All items show improvement, compared with 2004–2005 results. The item with the greatest increase was that teachers agreed the number of students assigned to them is manageable (7.8 percentage-point increase). Staff in 2005–2006 also was more likely to report that
- They were given support needed to teach students with special needs (6.4 percentage-point increase).
- They discuss teaching methods and strategies with other school staff (5.8 percentage-point increase).
- They agreed that the training and staff development helps them grow professionally (5.6 percentage-point increase).

Staff also gave higher ratings to bathrooms in the school being "kept clean and well supplied" (5.1 percentage-point increase), compared with 2004–2005 results.

<u>Middle School</u>

Among the 34 items appearing in both staff surveys, nine items differ by more than 5 percentage points: six items show higher agreement and three show lower agreement, compared with 2004–2005 results. Compared with 2004–2005 items, middle school staff surveyed in 2005–2006 was more likely to report that
- They have enough instructional materials (7.4 percentage-point increase)
- They get satisfaction from their work (7.0 percentage-point increase)
- They believe bathrooms in the school are kept clean (7.0 percentage-point increase)
- They believe training/staff development helped them grow professionally (6.7 percentage-point increase)
- They feel free to give students the grades they earn (6.2 percentage-point increase)
- They discuss teaching methods and strategies with other school staff members (6.1 percentage-point increase)

However, middle school staff was less satisfied with
- The relationship with their school administrator (-5.3 percentage points)
- Student behavior (-6.0 percentage points)
- The amount of time during the workday to plan instruction for students (-9.4 percentage points)

High School

Among the 34 items appearing in both surveys, ten items differ by more than 5 percentage points. Nine of the items report lower agreement, compared with the 2004–2005 results. The one item with a higher agreement in 2005–2006, compared with last year, was staff members agreeing they regularly discuss their teaching methods and strategies with other school staff members (7.0 percentage-point increase).

Compared with 2004–2005, high school staff members surveyed in 2005–2006 was less satisfied with their relationship with, and role of, the school administrator(s), including
- Regularly providing feedback on performance (-7.8 percentage points)
- Letting staff know what is expected (-8.2 percentage points)
- Treating staff with respect (-9.3 percentage points)
- Supporting staff in student discipline matters (-11.4 percentage points)
- Involving staff in decisions affecting their work (-12.4 percentage points)
- Talking openly about school-related matters (-13.1 percentage points)
- Having time during the workday to plan instruction for students (-14.7 percentage points)

Discussion

The 2005–2006 SSE results included more than 70,000 responses from parents, students, and staff. The response rate among parents increased dramatically compared with last year, while student response rates remained steady. Staff response rates decreased slightly compared with last year's administration.

Several themes emerged from parent, student, and staff perceptions toward teacher expectations, overall instruction, getting a "good education" and motivating students to learn.

- Almost all parents (96%) agreed teachers have high expectations for their children.
- Elementary school students (96%) agreed that teachers have high expectations for them to do well in class.
- Teachers (92%) agreed the school has high expectations for the "academic performance of all students."
- More than 85% of parents at all levels were satisfied with the overall instruction at their child's school.
- Middle and high school students (86%) reported getting a "good education."
- More than 90% of staff at all levels agreed that the school "motivates students to learn."
- At all school levels, students' teasing and bullying were noted as areas of concern. This was especially true among student responses.

Overall, there were few changes in the percentages of agreement among parents and students for 2005–2006, compared with 2004–2005. Among staff, however, several differences were found. Compared with last year's results, middle school staff expressed more positive sentiment toward work satisfaction, giving students the grades they deserve, and receiving support for training and staff development. A few items showed decreased agreement, including receiving school administrator support, concern over student discipline, and not having enough time to plan instruction for students. High school staff agreement decreased concerning the role of, and relationship with, the school administrator, compared with 2004–2005 responses. This may be an area to further explore among high school principals and teachers.

During the 2005–2006 administration, the DSA implemented recommendations developed by a survey work group. Specifically, the DSA added items addressing teasing, bullying, alcohol use, and drug use to address reporting requirements of the MCPS Strategic Plan. In addition, a large number of students completed the survey online for the first time, including half the elementary schools, one third of middle schools, and almost 20% of high schools. The DSA plans to increase the percentage of schools completing the survey online for the 2006–2007 administration. By increasing the number of schools completing the survey online, it will decrease printing costs, improve data quality, and reduce the amount of time required to process the data.

Several additional analyses and reports are planned. These include examining results by geographic location, linking test scores to perceptions (at the school level), and exploring whether differences are found by gender or race/ethnicity. These results will allow schools and district leaders to facilitate program monitoring and continuous improvement planning.

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Appendix A

History of MCPS Parent, Student, and Staff Surveys

Over the past 15 years, MCPS has conducted satisfaction surveys (Table A1). The 1992–1993 school year represented the first administration of surveys to students and their parents in 42 elementary schools. An additional 44 elementary schools were surveyed in the spring of 1994, and the remaining elementary schools were surveyed in 1995. Teachers distributed the surveys to students in all grades who were the youngest or only student in their families. Students brought the survey packets home for parents to complete (Griffith, 1996). In 1993–1994, a similar cycle surveying one third of secondary schools commenced; one third of middle schools and high schools was surveyed in 1994–1995, and the remaining one third of schools was surveyed in 1995–1996. Thus, in 1994–1995, all elementary schools had been surveyed; and in 1995–1996, all secondary schools had been surveyed. The cycle of administrating surveys to one third of elementary, middle, and high school students was repeated until the 1999–2000 school year (Griffith and Wade, 2000).

In 2000–2001, several changes occurred. The survey items in each of the parent and student surveys were revised, and a school-based staff survey was piloted in all schools. Additionally, all Grade 5 students and their parents in elementary schools received surveys. In K–2 schools, Grade 2 parents received a survey (Memorandum to Montgomery County Board of Education, December 11, 2001). The surveys were renamed the Surveys of School Environment (SSE).

For the 2001–2002 administration, MCPS, in collaboration with a stakeholder work group, modified the survey items. Surveys were administered to Grades 3, 5, 6, 8, 9, and 11 students, their parents, and all school-based staff. In 2002–2003, Grade 1 parents were added to provide a more complete picture of elementary schools (Bernstein, Connolly, Wade, Loeb, 2004). In 2003–2004 and 2004–2005, the same grade levels of parents and students were surveyed, as well as all school-based staff (Rosenbaum, 2005). Results were used to monitor progress toward goals in the MCPS strategic plan, *Our Call to Action: Pursuit of Excellence* (2005).

Table A1: Survey Sample Groups from 1992–1993 through 2005–2006

Survey Group	School Year				
	1992–1993 through 1999–2000 Satisfaction Survey	2000–2001 Surveys of School Environment	2001–2002 Surveys of School Environment	2002–2003 through 2004–2005 Surveys of School Environment	2005–2006 Surveys of School Environment
Elementary Schools					
Parent	One third of the schools surveyed each year Grades K–5	All schools Grade 5*	All schools Grades 3 and 5*	All schools Grades 1, 3, and 5*	All schools Either all students in Grades 1, 3, and 5 or random sample of all grades*
Student	One third of the schools surveyed each year Grades 3 and 5	All K–5 schools Grade 5 only	All K–5 schools Grades 3 and 5	All K–5 schools Grades 3 and 5	All K–5 schools Grades 3 and 5
Middle Schools					
Parent	One third of the schools surveyed each year Grades 6, 7, 8	Survey not administered; planning for 2001–2002 school year	All schools Grades 6 and 8	All schools Grades 6 and 8	All schools Either all students in Grades 6 and 8 or random sample of all grades
Student	One third of the schools surveyed each year Grades 6, 7, 8	Survey not administered; planning for 2001–2002 school year	All schools Grades 6 and 8	All schools Grades 6 and 8	All schools Grades 6 and 8
High Schools					
Parent	One third of the schools surveyed each year Grades 9, 10, 11, 12	Survey not administered; planning for 2001–2002 school year	All schools Grades 9 and 11	All schools Grades 9 and 11	All schools Either all students in Grades 9 and 11 or random sample of all grades
Student	One third of the schools surveyed each year Grades 9, 10, 11, 12	Survey not administered; planning for 2001–2002 school year	All schools Grades 9 and 11	All schools Grades 9 and 11	All schools Grades 9 and 11
Staff					
School-Based Staff	Not developed	All schools	All schools	All schools	All schools

* For schools that enroll students (K–2 or K–3), parents of students in the highest grade level were surveyed.

Appendix B

Copies of Surveys of School Environment

STUDENT SURVEY OF SCHOOL ENVIRONMENT (Elementary School)

Department of Shared Accountability
Montgomery County Public Schools
Rockville, Maryland

Montgomery County Public Schools

INSTRUCTIONS

This survey asks questions about your school. We want to know what you think about your school. Your answers will be reported together with the answers of other students in your school. Your individual answers <u>will not</u> be given to your school or teachers. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements.

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.

- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

RIGHT MARK: ● 　 WRONG MARKS: ⊘ ⊗ ⊖ ⊙

Indicate your school code.

⓪①②③④⑤⑥⑦⑧⑨
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Student Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My teachers explain things in ways I can understand.	○	○	○	○
2. My teachers help me when I don't understand.	○	○	○	○
3. My teachers help me when I want to learn more about a subject.	○	○	○	○
4. My teachers tell me how I do on my class work, tests, and homework assignments.	○	○	○	○
5. I have enough information to complete my homework by myself.	○	○	○	○
6. I can get help in school with my homework.	○	○	○	○
7. My teachers have high expectations for me to do well in school.	○	○	○	○
8. Good grades are important to students in this school.	○	○	○	○

School Climate

	Strongly Agree	Agree	Disagree	Strongly Disagree
9. School staff is friendly and helpful.	○	○	○	○
10. My teachers listen to my ideas.	○	○	○	○
11. I have opportunities to share my ideas in class.	○	○	○	○
12. I feel welcomed at this school.	○	○	○	○
13. Students care about each other in this school.	○	○	○	○
14. School staff cares about me.	○	○	○	○
15. In this school, students respect others.	○	○	○	○
16. In this school, students are responsible for their own behavior.	○	○	○	○
17. In this school, students are recognized for doing their best.	○	○	○	○
18. School staff encourages students to respect others.	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree
19. I feel safe at school.	◯	◯	◯	◯
20. My things are safe in this school.	◯	◯	◯	◯
21. Students in this school are well-behaved.	◯	◯	◯	◯
22. I can work in my classroom without being bothered by other students.	◯	◯	◯	◯
23. Students teasing other students in a hurtful way is **not** a problem in this school.	◯	◯	◯	◯
24. In this school, drug use is **not** a problem.	◯	◯	◯	◯
25. In this school, alcohol use is **not** a problem.	◯	◯	◯	◯

Physical Setting

	Strongly Agree	Agree	Disagree	Strongly Disagree
26. The outside of this school is kept clean.	◯	◯	◯	◯
27. The inside of this school is kept clean.	◯	◯	◯	◯
28. Bathrooms in this school are kept clean and well supplied.	◯	◯	◯	◯
29. I think the temperature in this school is comfortable.	◯	◯	◯	◯

Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree
30. I like going to this school.	◯	◯	◯	◯
31. I am learning a lot at this school.	◯	◯	◯	◯
32. I am proud of my school.	◯	◯	◯	◯

Background

33. This school year, what is your grade level? (*Mark one answer.*)
    - ◯ Grade 3
    - ◯ Grade 5

34. Are you a . . . ?
    - ◯ Girl
    - ◯ Boy

35. What is your racial/ethnic identification? (*Mark all that apply.*)
    - ◯ African American
    - ◯ American Indian
    - ◯ Asian American
    - ◯ Hispanic
    - ◯ White

STUDENT SURVEY OF SCHOOL ENVIRONMENT (Middle School)

Department of Shared Accountability
Montgomery County Public Schools
Rockville, Maryland

Montgomery County Public Schools

INSTRUCTIONS

This survey asks questions about your school. We want to know what you think about your school. Your answers will be reported together with the answers of other students in your school. Your individual answers <u>will not</u> be given to your school or teachers. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements.

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.

- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

RIGHT MARK: ●   **WRONG MARKS:** ✓ ✗ ⊖ ⊙

Indicate your school code.

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Student Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There are enough materials (e.g., books, computers, etc.) to help me with my school work.	○	○	○	○
2. My teachers explain subjects in ways I can understand.	○	○	○	○
3. My teachers help me when I don't understand.	○	○	○	○
4. My teachers give me prompt feedback on my assignments.	○	○	○	○
5. I have the opportunity to ask my teachers about my assignments.	○	○	○	○
6. My homework relates to what I am taught in class.	○	○	○	○
7. I am given challenging work at school.	○	○	○	○
8. My teachers have high expectations for me to do well in school.	○	○	○	○

School Climate

	Strongly Agree	Agree	Disagree	Strongly Disagree
9. There is an adult at school I can talk to when I have personal problems.	○	○	○	○
10. School staff is friendly and helpful.	○	○	○	○
11. School staff treats students fairly.	○	○	○	○
12. My teachers respect all students.	○	○	○	○
13. My teachers listen to my ideas.	○	○	○	○
14. Students help one another in this school.	○	○	○	○
15. I feel welcomed at this school.	○	○	○	○
16. Students have the opportunity to take part in school activities.	○	○	○	○
17. School staff encourages students to respect others.	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree
18. I feel safe at school.	○	○	○	○
19. My belongings are safe in this school.	○	○	○	○
20. Students in this school are well-behaved.	○	○	○	○
21. I can work in my classroom without being bothered by other students.	○	○	○	○
22. Students teasing other students in a hurtful way is **not** a problem in this school.	○	○	○	○
23. Students bullying other students (hitting, shoving, or threatening others) is **not** a problem in this school.	○	○	○	○
24. In this school, drug use is **not** a problem.	○	○	○	○
25. In this school, alcohol use is **not** a problem.	○	○	○	○

Physical Setting

	Strongly Agree	Agree	Disagree	Strongly Disagree
26. The outside of this school is kept clean.	○	○	○	○
27. The inside of this school is kept clean.	○	○	○	○
28. Bathrooms in this school are kept clean and well supplied.	○	○	○	○
29. I think the temperature in this school is comfortable.	○	○	○	○

Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree
30. I like going to this school.	○	○	○	○
31. I am getting a good education at this school.	○	○	○	○
32. I am proud of my school.	○	○	○	○

Background

33. **What is your grade level this school year?** (*Mark one answer.*)
    - ○ **Grade 6**
    - ○ **Grade 7**
    - ○ **Grade 8**

34. **Are you a . . . ?**
    - ○ **Girl**
    - ○ **Boy**

35. **What is your racial/ethnic identification?** (*Mark all that apply.*)
    - ○ **African American**
    - ○ **American Indian**
    - ○ **Asian American**
    - ○ **Hispanic**
    - ○ **White**

STUDENT SURVEY OF SCHOOL ENVIRONMENT (High School)

Montgomery County Public Schools

Department of Shared Accountability
Montgomery County Public Schools
Rockville, Maryland

INSTRUCTIONS

This survey asks questions about your school. We want to know what you think about your school. Your answers will be reported together with the answers of other students in your school. Your individual answers <u>will not</u> be given to your school or teachers. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements.

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

RIGHT MARK: ●   **WRONG MARKS:** ⊘ ⊗ ⊖ ⊙

Indicate your school code.

	⓪①②③④⑤⑥⑦⑧⑨
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	⓪①②③④⑤⑥⑦⑧⑨

Student Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There are enough materials (e.g., books, computers, etc.) to help me with my school work.	○	○	○	○
2. My teachers help me when I don't understand.	○	○	○	○
3. My teachers help me when I want to learn more about a subject.	○	○	○	○
4. My teachers give me prompt feedback on my assignments.	○	○	○	○
5. I often work together with other students on class activities or assignments.	○	○	○	○
6. I am given challenging work at school.	○	○	○	○
7. Most of the time, there are few classroom interruptions (knocking at the door or announcements).	○	○	○	○
8. I have the opportunity to ask my teachers about my assignments.	○	○	○	○
9. My homework relates to what I am taught in class.	○	○	○	○
10. My teachers have high expectations for me to do well in school.	○	○	○	○

School Climate

	Strongly Agree	Agree	Disagree	Strongly Disagree
11. There is an adult at school I can talk to when I have personal problems.	○	○	○	○
12. School staff is friendly and helpful.	○	○	○	○
13. School staff treats students fairly.	○	○	○	○
14. My teachers respect all students.	○	○	○	○
15. My teachers listen to my ideas.	○	○	○	○
16. Students help one another in this school.	○	○	○	○
17. Students care about each other in this school.	○	○	○	○
18. I feel welcomed at this school.	○	○	○	○
19. Students have the opportunity to take part in school activities.	○	○	○	○
20. School staff encourages students to respect others.	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree
21. I feel safe at school.	○	○	○	○
22. My belongings are safe in this school.	○	○	○	○
23. Students in this school are well-behaved.	○	○	○	○
24. I can work in my classroom without being bothered by other students.	○	○	○	○
25. Students teasing other students in a hurtful way is **not** a problem in this school.	○	○	○	○
26. Students bullying other students (hitting, shoving, or threatening others) is **not** a problem in this school.	○	○	○	○
27. In this school, drug use is **not** a problem.	○	○	○	○
28. In this school, alcohol use is **not** a problem.	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree
29. The outside of this school is kept clean.	○	○	○	○
30. The inside of this school is kept clean.	○	○	○	○
31. Bathrooms in this school are kept clean and well supplied.	○	○	○	○
32. I think the temperature in this school is comfortable.	○	○	○	○

Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree
33. I like going to this school.	○	○	○	○
34. I am getting a good education at this school.	○	○	○	○
35. I am proud of my school.	○	○	○	○

Background

36. This school year, what is your grade level? (*Mark one answer.*)
    - ○ Grade 9
    - ○ Grade 10
    - ○ Grade 11
    - ○ Grade 12

37. Are you . . . ?
    - ○ Female
    - ○ Male

38. What is your racial/ethnic identification? (*Mark all that apply.*)
    - ○ African American
    - ○ American Indian
    - ○ Asian American
    - ○ Hispanic
    - ○ White

Montgomery County Public Schools

PARENT SATISFACTION SURVEY (Elementary School)

Department of Shared Accountability
Rockville, Maryland

School Code

⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨

─ INSTRUCTIONS ─

This survey asks questions about your child's school. Your individual answers are confidential. Your answers are reported together with the answers from other parents in your child's school. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements. If you do not know or cannot answer the statement, mark "Don't Know/Does Not Apply."

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the oval completely.

- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

RIGHT MARK: ●   **WRONG MARKS:** ⊘ ⊗ ⊖ ⊙

Answer the survey items for the child who brought you this survey or whose name appears on the outer survey envelope.

Teacher-Parent Communication

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
1. My child's teachers keep me informed about my child's progress in school.	○	○	○	○	○
2. My child's teachers are accessible to me when needed.	○	○	○	○	○
3. It is easy for me to talk to my child's teachers about things concerning my child.	○	○	○	○	○
4. My child's teachers take actions to resolve my concerns.	○	○	○	○	○

Expectations for Student Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
5. My child's teachers expect my child to do well in class.	○	○	○	○	○
6. Good grades are important to students in this school.	○	○	○	○	○
7. My child's teachers care about the grades my child gets.	○	○	○	○	○
8. I am satisfied with the overall instruction my child receives at this school.	○	○	○	○	○

School Atmosphere & Communication

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
9. I feel welcomed at this school.	○	○	○	○	○
10. There is an atmosphere of open communication in my child's school.	○	○	○	○	○
11. This school does a good job of getting important school information to parents.	○	○	○	○	○
12. This school does a good job of informing me about meetings and special school events.	○	○	○	○	○

Principal-Parent Relationship

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
13. The principal is accessible to me when needed.	○	○	○	○	○
14. The principal takes actions to resolve my concerns.	○	○	○	○	○
15. The principal is responsive to the concerns of parents and the community.	○	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
16. My child feels safe at school.	○	○	○	○	○
17. Students teasing my child in a hurtful way is **not** a problem in this school.	○	○	○	○	○
18. In this school, drug use is **not** a problem.	○	○	○	○	○
19. In this school, alcohol use is **not** a problem.	○	○	○	○	○

For questions 20 and 21 use the following: **A=outstanding, B=high, C=acceptable, D=minimal, Fail=unacceptable.**

Overall Perceptions

	A	B	C	D	Fail
20. What grade would you give your child's school?	○	○	○	○	○
21. What grade would you give the public schools in Montgomery County?	○	○	○	○	○

Partnerships

How often do you ...

	Almost Always	Sometimes	Rarely	Never
22. Help with your child's homework and school projects?	○	○	○	○
23. Attend back to school night or other school-wide meetings?	○	○	○	○
24. Attend school events, such as athletic events, drama/music performances, etc.?	○	○	○	○
25. Volunteer to help with activities in this school?	○	○	○	○

Background

Answer Questions 26–28 for the child for whom you are completing this survey.

26. My child is …
   - ○ Male
   - ○ Female

27. My child's racial/ethnic identification is …
   (Mark all that apply)
   - ○ African American
   - ○ American Indian
   - ○ Asian American
   - ○ Hispanic
   - ○ White

28. My child is in …
   (Mark one)
   - ○ Grade 1
   - ○ Grade 2
   - ○ Grade 3
   - ○ Grade 4
   - ○ Grade 5
   - ○ Grade 6

Montgomery County Public Schools

Parent Satisfaction Survey (Middle School)

Department of Shared Accountability
Rockville, Maryland

School Code

⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨

INSTRUCTIONS

This survey asks questions about your child's school. Your individual answers are confidential. Your answers are reported together with the answers from other parents in your child's school. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements. If you do not know or cannot answer the statement, mark "Don't Know/Does Not Apply."

• Use a No. 2 pencil only.
• Do not use ink, ballpoint, or felt tip pens.
• Make solid marks that fill the oval completely.

• Erase cleanly any marks you wish to change.
• Make no stray marks on this form.

RIGHT MARK: ● **WRONG MARKS:** ⊘ ⊗ ⊖ ⊙

Answer the survey items for the child whose name appears on the outer survey envelope.

Teacher-Parent Communication	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
1. My child's teachers keep me informed about my child's progress in school.	○	○	○	○	○
2. My child's teachers are accessible to me when needed.	○	○	○	○	○
3. It is easy for me to talk to my child's teachers about things concerning my child.	○	○	○	○	○
4. My child's teachers take actions to resolve my concerns.	○	○	○	○	○
Expectations for Student Learning					
5. My child's teachers expect my child to do well in class.	○	○	○	○	○
6. Good grades are important to students in this school.	○	○	○	○	○
7. My child's teachers care about the grades my child gets.	○	○	○	○	○
8. I am satisfied with the overall instruction my child receives at this school.	○	○	○	○	○
School Atmosphere & Communication					
9. I feel welcomed at this school.	○	○	○	○	○
10. There is an atmosphere of open communication in my child's school.	○	○	○	○	○
11. This school does a good job of getting important school information to parents.	○	○	○	○	○
12. This school does a good job of informing me about meetings and special school events.	○	○	○	○	○
Principal-Parent Relationship					
13. The principal is accessible to me when needed.	○	○	○	○	○
14. The principal takes actions to resolve my concerns.	○	○	○	○	○
15. The principal is responsive to the concerns of parents and the community.	○	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
16. My child feels safe at school.	○	○	○	○	○
17. Students teasing my child in a hurtful way is **not** a problem in this school.	○	○	○	○	○
18. In this school, drug use is **not** a problem.	○	○	○	○	○
19. In this school, alcohol use is **not** a problem.	○	○	○	○	○

For questions 20 and 21 use the following: **A=outstanding, B=high, C=acceptable, D=minimal, Fail=unacceptable.**

Overall Perceptions

	A	B	C	D	Fail
20. What grade would you give your child's school?	○	○	○	○	○
21. What grade would you give the public schools in Montgomery County?	○	○	○	○	○

Partnerships

How often do you ...

	Almost Always	Sometimes	Rarely	Never
22. Help with your child's homework and school projects?	○	○	○	○
23. Attend back to school night or other school-wide meetings?	○	○	○	○
24. Attend school events, such as athletic events, drama/music performances, etc.?	○	○	○	○
25. Volunteer to help with activities in this school?	○	○	○	○

Background

Answer Questions 26–28 for the child for whom you are completing this survey.

26. My child is …
   - ○ Male
   - ○ Female

27. My child's racial/ethnic identification is …
   (Mark all that apply)
   - ○ African American
   - ○ American Indian
   - ○ Asian American
   - ○ Hispanic
   - ○ White

28. My child is in …
   (Mark one)
   - ○ Grade 6
   - ○ Grade 7
   - ○ Grade 8

Montgomery County Public Schools

PARENT SATISFACTION SURVEY (High School)

Department of Shared Accountability
Rockville, Maryland

School Code

⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨

┤ INSTRUCTIONS ├

This survey asks questions about your child's school. Your individual answers are confidential. Your answers are reported together with the answers from other parents in your child's school. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements. If you do not know or cannot answer the statement, mark "Don't Know/Does Not Apply."

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- Make solid marks that fill the oval completely.

- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

RIGHT MARK: ●   **WRONG MARKS:** ⊘ ⊗ ⊖ ⊙

Answer the survey items for the child whose name appears on the outer survey envelope.

Teacher-Parent Communication

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
1. My child's teachers keep me informed about my child's progress in school.	○	○	○	○	○
2. My child's teachers are accessible to me when needed.	○	○	○	○	○
3. It is easy for me to talk to my child's teachers about things concerning my child.	○	○	○	○	○
4. My child's teachers take actions to resolve my concerns.	○	○	○	○	○

Expectations for Student Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
5. My child's teachers expect my child to do well in class.	○	○	○	○	○
6. Good grades are important to students in this school.	○	○	○	○	○
7. My child's teachers care about the grades my child gets.	○	○	○	○	○
8. I am satisfied with the overall instruction my child receives at this school.	○	○	○	○	○

School Atmosphere & Communication

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
9. I feel welcomed at this school.	○	○	○	○	○
10. There is an atmosphere of open communication in my child's school.	○	○	○	○	○
11. This school does a good job of getting important school information to parents.	○	○	○	○	○
12. This school does a good job of informing me about meetings and special school events.	○	○	○	○	○

Principal-Parent Relationship

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
13. The principal is accessible to me when needed.	○	○	○	○	○
14. The principal takes actions to resolve my concerns.	○	○	○	○	○
15. The principal is responsive to the concerns of parents and the community.	○	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
16. My child feels safe at school.	○	○	○	○	○
17. Students teasing my child in a hurtful way is **not** a problem in this school.	○	○	○	○	○
18. In this school, drug use is **not** a problem.	○	○	○	○	○
19. In this school, alcohol use is **not** a problem.	○	○	○	○	○

For questions 20 and 21 use the following: **A=outstanding, B=high, C=acceptable, D=minimal, Fail=unacceptable.**

Overall Perceptions

	A	B	C	D	Fail
20. What grade would you give your child's school?	○	○	○	○	○
21. What grade would you give the public schools in Montgomery County?	○	○	○	○	○

Partnerships

How often do you ...

	Almost Always	Sometimes	Rarely	Never
22. Help with your child's homework and school projects?	○	○	○	○
23. Attend back to school night or other school-wide meetings?	○	○	○	○
24. Attend school events, such as athletic events, drama/music performances, etc.?	○	○	○	○
25. Volunteer to help with activities in this school?	○	○	○	○

Background

Answer Questions 26–28 for the child for whom you are completing this survey.

26. My child is …
   - ○ Male
   - ○ Female

27. My child's racial/ethnic identification is …
   (Mark all that apply)
   - ○ African American
   - ○ American Indian
   - ○ Asian American
   - ○ Hispanic
   - ○ White

28. My child is in …
   (Mark one)
   - ○ Grade 9
   - ○ Grade 10
   - ○ Grade 11
   - ○ Grade 12

PARENT SATISFACTION SURVEY

Montgomery County Public Schools

Department of Shared Accountability
Rockville, Maryland

School Code

⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨
⓪①②③④⑤⑥⑦⑧⑨

INSTRUCTIONS

This survey asks questions about your child's school. Your individual answers are confidential. Your answers are reported together with the answers from other parents in your child's school. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements. If you do not know or cannot answer the statement, mark "Don't Know/Does Not Apply."

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- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

RIGHT MARK: ●   **WRONG MARKS:** ⊘ ⊗ ⊖ ⊙

Answer the survey items for the child whose name appears on the outer survey envelope.

Teacher-Parent Communication	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
1. My child's teachers keep me informed about my child's progress in school.	○	○	○	○	○
2. My child's teachers are accessible to me when needed.	○	○	○	○	○
3. It is easy for me to talk to my child's teachers about things concerning my child.	○	○	○	○	○
4. My child's teachers take actions to resolve my concerns.	○	○	○	○	○

Expectations for Student Learning					
5. My child's teachers expect my child to do well in class.	○	○	○	○	○
6. Good progress is important to students in this school.	○	○	○	○	○
7. My child's teachers care about my child's progress.	○	○	○	○	○
8. I am satisfied with the overall instruction my child receives at this school.	○	○	○	○	○

School Atmosphere & Communication					
9. I feel welcomed at this school.	○	○	○	○	○
10. There is an atmosphere of open communication in my child's school.	○	○	○	○	○
11. This school does a good job of getting important school information to parents.	○	○	○	○	○
12. This school does a good job of informing me about meetings and special school events.	○	○	○	○	○

Principal-Parent Relationship					
13. The principal is accessible to me when needed.	○	○	○	○	○
14. The principal takes actions to resolve my concerns.	○	○	○	○	○
15. The principal is responsive to the concerns of parents and the community.	○	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Does Not Apply
16. My child feels safe at school.	◯	◯	◯	◯	◯
17. Students teasing my child in a hurtful way is **not** a problem in this school.	◯	◯	◯	◯	◯
18. In this school, drug use is **not** a problem.	◯	◯	◯	◯	◯
19. In this school, alcohol use is **not** a problem.	◯	◯	◯	◯	◯

For questions 20 and 21 use the following: **A=outstanding, B=high, C=acceptable, D=minimal, Fail=unacceptable.**

Overall Perceptions

	A	B	C	D	Fail
20. What grade would you give your child's school?	◯	◯	◯	◯	◯
21. What grade would you give the public schools in Montgomery County?	◯	◯	◯	◯	◯

Partnerships

How often do you …

	Almost Always	Sometimes	Rarely	Never
22. Help with your child's homework and school projects?	◯	◯	◯	◯
23. Attend back to school night or other school-wide meetings?	◯	◯	◯	◯
24. Attend school events, such as athletic events, drama/music performances, etc.?	◯	◯	◯	◯
25. Volunteer to help with activities in this school?	◯	◯	◯	◯

Background

Answer Questions 26–28 for the child for whom you are completing this survey.

26. My child is …
   ◯ Male
   ◯ Female

27. My child's racial/ethnic identification is …
   (Mark all that apply)
   ◯ African American
   ◯ American Indian
   ◯ Asian American
   ◯ Hispanic
   ◯ White

28. My child is in …
   (Mark one)
   ◯ Grade 1   ◯ Grade 7
   ◯ Grade 2   ◯ Grade 8
   ◯ Grade 3   ◯ Grade 9
   ◯ Grade 4   ◯ Grade 10
   ◯ Grade 5   ◯ Grade 11
   ◯ Grade 6   ◯ Grade 12

SCHOOL-BASED STAFF SURVEY OF SCHOOL ENVIRONMENT

Montgomery County Public Schools

Department of Shared Accountability
Montgomery County Public Schools
Rockville, Maryland

INSTRUCTIONS

This survey is divided into several areas relating to different aspects of your school. Please respond to statements in each area. Your individual responses are confidential. All results will be reported with the responses from other staff members in your school. Mark whether you "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" with the statements. If a statement does not apply to your job, mark "Not Applicable."

Indicate your school code.

0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9
0 1 2 3 4 5 6 7 8 9

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- Make no stray marks on this form.

RIGHT MARK: ●   **WRONG MARKS:** ✓ ✗ ⊖ ⊙

Instruction

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. For the students I teach, I have enough instructional materials.	○	○	○	○	○
2. There are few interruptions to student instruction.	○	○	○	○	○
3. Extra duties are shared equitably among school staff.	○	○	○	○	○
4. The amount of non-teaching duties I am assigned is reasonable.	○	○	○	○	○
5. I have time during the workday to plan my instruction for students.	○	○	○	○	○
6. When students in this school have difficulty learning, teachers use a variety of methods to help students learn.	○	○	○	○	○
7. I am given the support (such as resources, training, etc.) that I need to teach students with special needs (special education and English Language Learners).	○	○	○	○	○
8. Teachers in this school motivate students to learn.	○	○	○	○	○
9. The number of students assigned to me is manageable.	○	○	○	○	○
10. Teachers in this school believe every student can learn.	○	○	○	○	○
11. I feel free to give students the grades they earn.	○	○	○	○	○
12. This school has high expectations for the academic performance of all students.	○	○	○	○	○
13. Teachers in this school are well prepared to teach their subject(s).	○	○	○	○	○
14. I regularly discuss my teaching methods and strategies with other school staff members.	○	○	○	○	○
15. My school encourages parent involvement.	○	○	○	○	○

School Administration

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
16. The school administrator(s) lets me know what is expected of me.	○	○	○	○	○
17. I can talk openly with the school administrator(s) about school-related matters.	○	○	○	○	○
18. The school administrator(s) supports me in student discipline matters.	○	○	○	○	○
19. The school administrator(s) fosters a collaborative work environment.	○	○	○	○	○
20. The school administrator(s) involves me in decisions affecting my work.	○	○	○	○	○
21. The school administrator(s) supports me in working with parents.	○	○	○	○	○
22. The school administrator(s) regularly provides feedback on my performance.	○	○	○	○	○
23. The school administrator(s) treats me with respect.	○	○	○	○	○

School Climate

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
24. School staff members respect one another.	○	○	○	○	○
25. I feel comfortable sharing my ideas with other school staff members.	○	○	○	○	○
26. School staff members receive help and encouragement from their colleagues.	○	○	○	○	○
27. School staff members recognize the accomplishments of other staff members.	○	○	○	○	○

Safe and Drug-Free Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
28. This school is a safe place to work.	○	○	○	○	○
29. My personal belongings are safe in this school.	○	○	○	○	○
30. Students in this school behave in an orderly manner.	○	○	○	○	○
31. School staff members consistently enforce school rules.	○	○	○	○	○
32. Students teasing other students in a hurtful way is **not** a problem in this school.	○	○	○	○	○
33. Students bullying other students is **not** a problem in this school (bullying is direct or indirect, physical, or psychological intimidation).	○	○	○	○	○
34. In this school, student drug use is **not** a problem.	○	○	○	○	○
35. In this school, student alcohol use is **not** a problem.	○	○	○	○	○

School Building

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
36. The outside of this school is kept clean.	○	○	○	○	○
37. The inside of this school is kept clean.	○	○	○	○	○
38. Bathrooms in this school are kept clean.	○	○	○	○	○
39. Bathrooms in this school are well supplied.	○	○	○	○	○
40. Maintenance issues are addressed in a timely manner.	○	○	○	○	○
41. In this school, the air temperature is generally comfortable.	○	○	○	○	○
42. I am satisfied with the air quality in this school.	○	○	○	○	○

Professional Growth System

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
43. I am encouraged to participate in training that would help me grow professionally.	○	○	○	○	○
44. I receive the support I need for my professional growth (such as Professional Development Plan).	○	○	○	○	○
45. The training and staff development that I receive at my school help me grow professionally.	○	○	○	○	○
46. Systemwide professional development opportunities meet my needs.	○	○	○	○	○
47. The evaluation process provides me information on my areas of strength and areas needing improvement.	○	○	○	○	○

Satisfaction

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
48. I get satisfaction from my work.	○	○	○	○	○
49. Staff morale is positive in this school.	○	○	○	○	○
50. I would recommend my school as a good place to work.	○	○	○	○	○

Background

51. How many years have you been assigned to this school, including the current school year 2005–2006?

⓪①②③④ **(Example: 02 means 2 years.)**
⓪①②③④⑤⑥⑦⑧⑨

0 ●①②③④
2 ⓪①●③④⑤

52. How many years have you been an MCPS employee, including this school year 2005-2006?

⓪①②③④ **(Example: 05 means 5 years.)**
⓪①②③④⑤⑥⑦⑧⑨

0 ●①②③④
5 ⓪①②③④●

53. What best describes your position? *Mark one answer.*
- ○ Classroom teacher
- ○ Non-classroom professional (e.g., guidance counselor, media specialist, speech pathologist, reading specialist, staff development teacher)
- ○ Supporting services staff, instructional
- ○ Supporting services staff, non-instructional
- ○ Administrator
- ○ Other

54. What is your racial/ethnic identification? *Mark one answer.*
- ○ African American
- ○ American Indian
- ○ Asian American
- ○ Hispanic
- ○ White