



Baltimore in Depth

A Closer Look at the 2013 Baltimore Citizen Survey Results



City of Baltimore/Department of Finance/Bureau of the Budget and Management Research

The 2013 Citizen Survey asked 1,794 respondents a series of questions to gauge their satisfaction with services provided by the City of Baltimore and the importance they place on them. This report focuses on citizens' perception of **Baltimore City Public Schools**.

In 2013 Baltimore City Public Schools operated or oversaw 188 schools and 7 additional programs from pre-kindergarten through grade 12 in the City of Baltimore, serving 84,730 students.

Respondents were asked to rate the importance of K-12 education on a scale of 1 to 10, with 1 being not at all important and 10 being most important, and then to rate the service as excellent, good, fair, or poor. K-12 education had a mean importance rating of 9.1, behind fire and police protection, ambulance service, and trash, water and sewer services, but ahead of fourteen other City services. In 2012, K-12 education received a mean importance score of 9.2. The 2013 score is higher than in 2011 (8.6) and 2010 (9.0).

The percentage of respondents who rated the quality of K-12 education as either poor or fair in 2013 (49%) decreased very slightly from the percentages in 2012 (50%), 2010 (51%) and 2009 (51%). In 2011, an anomalous decrease in the percentage of those who reported having no experience with K-12 education could account for the increase in fair and poor ratings (to 67%) that year. The 2011-2013 ratings are shown in Chart 1.

Key Findings

Demographic characteristics of those who were more likely to give K-12 education a 10 on a 10-point importance scale:

- Female
- Lived in East Citizen Survey District
- Had incomes under \$75,001
- Had children under 18 at home
- Had high school degree or a GED certificate or some post-secondary education

Demographics characteristics of those who were more likely to rate K-12 education services as poor:

- Lived in West and Northeast Citizen Survey Districts
- Had incomes over \$50,001
- Had children under 18 at home
- Had post-secondary education

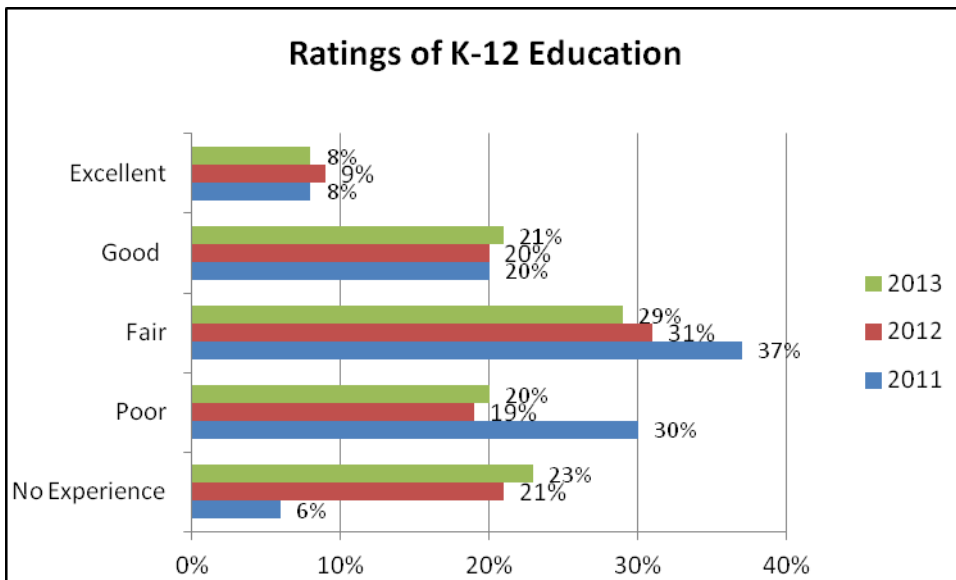


Chart 1: Rating of Public K-12 Education Services (2011-2013)

The satisfaction ratings for K-12 education differed by income, race/ethnicity, and area of residence. As income level rose, respondents were less likely to rate K-12 education positively, that is, as good or excellent. At the same time, at all income levels but the top one (making over \$100,000) the 2013 positive ratings were higher than those in 2012, as shown in Chart 2.

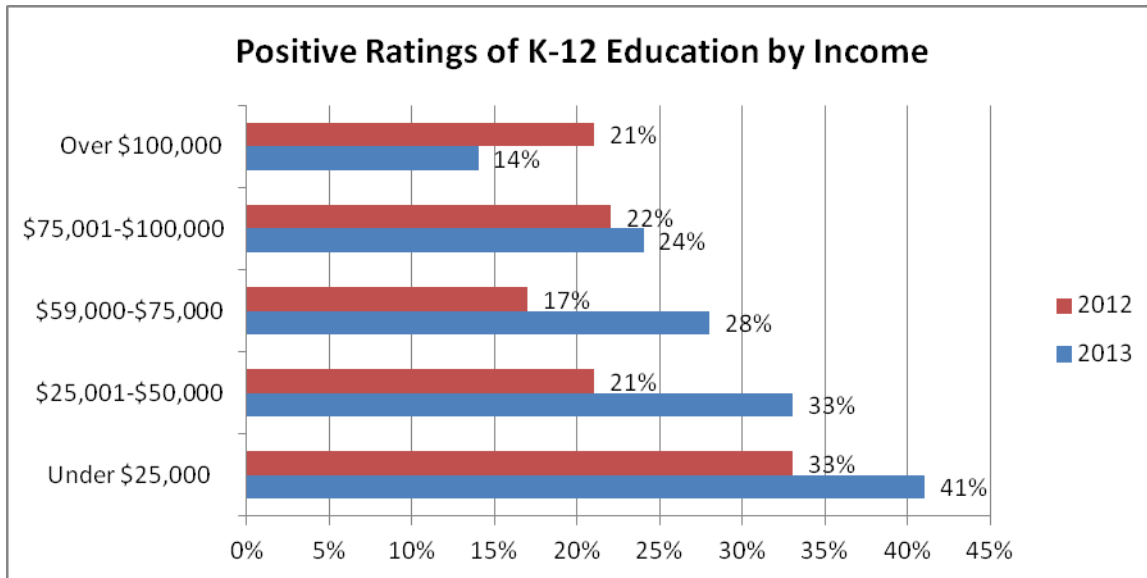


Chart 2: Excellent or Good Ratings by Income (2012 and 2013)

White respondents were considerably more likely to report having no experience with Baltimore City Schools than Black respondents (39% versus 14%). Black respondents were more likely than White respondents to rate public schools as either poor (22% for Blacks, 14% for Whites) or fair (32% for Blacks, 24% for Whites). Black respondents were also more likely than White respondents to rate the schools as good (24% for Blacks, 16% for Whites) or excellent (8% for Blacks, 7% for Whites).

Respondents living in the Northeast (zip codes 21239, 21234, 21236, 21214, 21206, 21213, and 21237) and West (zip codes 21216 and 21217) Citizen Survey Districts were most likely to rate K-12 education as poor (27% in the Northeast, 26% in the West). Respondents living in the East District (zip codes 21202, 21205, and 21287) were most likely to rate the public schools as excellent (21%).

K-12 Education’s Importance-Satisfaction Rating

For the second year, the Citizen Survey included an index, the Importance-Satisfaction Rating (ISR), to calculate the satisfaction with and perceived importance of a particular service in relation to the average importance and satisfaction ratings for all the services asked about. The matrix indicates where the City should focus improvements for the greatest boosts in citizen satisfaction. The figure below shows 19 City services spread across four categories: Exceeds Expectations (low importance, high satisfaction), Continued Emphasis (high importance, high satisfaction), Less Important (low importance, low satisfaction) and Opportunities for Improvement (high importance, low satisfaction). K-12 Education’s ISR placed it in the Opportunities for Improvement, indicating citizen’s high ratings of importance and lower ratings of satisfaction for the service.

2013 Baltimore City Services Importance-Satisfaction Matrix

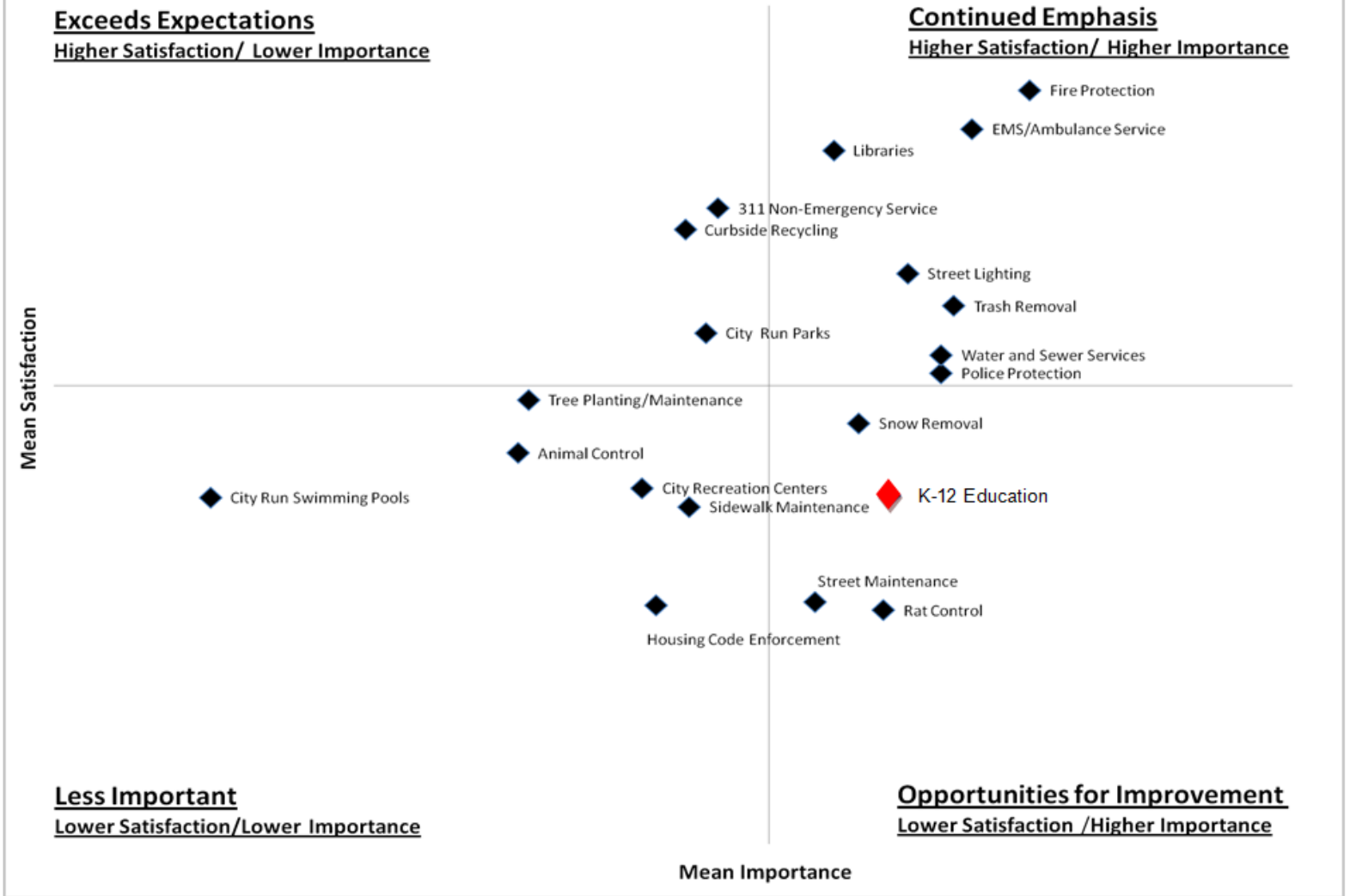


Figure 1: Baltimore City Service ISR Matrix