# 2023 Virginia School Survey of Climate and Working Conditions

## School Summary Feedback Report prepared for:
Gainesboro Elementary

(Frederick County Public Schools)

April 2023

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# School Summary Feedback Report
School: Gainesboro Elementary

# Introduction

Thank you for participating in the 2023 Virginia School Survey, which included measures of school climate and working conditions. The Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (VDOE), in collaboration with the University of Virginia and Virginia Tech, administered this survey to provide school and division leaders a tool to monitor and ensure all students and staff have access to a healthy and positive environment in which to learn, work, interact, and grow.

The survey has a basic structure in which the *questions* are mapped onto *measures*. For example, all three groups (Students, Classroom Instructors, Staff) answered four questions about relationships between students and adults in the school (i.e., are they respectful, caring, attentive, and supportive). Together, they make up the measure of "Relationships Between Students and Adults."  There is a brief descriptor of what that scale represents in each table. This School Summary Feedback Report provides information on the scores from your school for each survey measure. A measure's score is the simple average response to all the questions mapped to the measure across respondents. This report also presents the responses to select individual questions, which are not part of a broader measure, but may be informative for understanding the perspective of students, classroom instructors, and staff in your school. If a section includes tables that are blank, that is because there were not enough respondents of that type (students, teachers, or staff) to adequately protect the identity of the participants. The report also provides the average of individual scores from respondents across your school's division, region, and the Commonwealth.

# Ways to use this report

1.  Share this report with staff, students, and parents. Encourage a common commitment to a positive school climate and supportive working conditions.
2.  Identify school improvement goals, such as increasing student engagement and positive behavior and strengthening professional growth opportunities for classroom instructors and staff.
3.  Document needs for school safety and support programs.
4.  Evaluate school improvement efforts since the previous survey.

# Resources for School Improvement

Below you can find some resources for school improvement. Please note that these are outside organizations and not necessarily affiliated with DCJS or VDOE. This list is not an exhaustive list. You may find additional resources online.

**School Climate and Discipline**
●  [Handle With Care Virginia](#) is a communication system between law enforcement and schools when a child is on a scene with first responders. This program enables schools to be

proactive in preparing trauma informed support. The website also contains general mental health and Trauma Informed resources.
- The [Virginia Tiered Systems of Supports](#) (VTSS) is a data-driven decision making framework for establishing the academic, behavioral and social-emotional supports needed for a school to be an effective learning environment for all students.
- The [Positive Behavioral Interventions and Support](#) (PBIS) technical assistance center is a federal resource for multi-tiered social, emotional, and behavioral support of students.
- The [School Discipline Consensus Report](#) is a comprehensive resource on school discipline improvement, behavioral interventions, and school-police partnerships.
- The [U.S. Department of Education](#) has many resources on school climate and discipline.
- [Restorative Practices](#) – The Schott Foundation has great resources and a Toolkit for implementing Restorative Practices in schools.
- [Restorative Justice—Fostering Healthy Relationships & Promoting Positive Discipline in Schools](#) has different examples of restorative practices in schools from the National Opportunity to Learn Campaign. Also, the guide provides implementation tips and strategies, as well as examples from school districts.

**Bullying**
- The federal website, [Stopbullying.gov,](#) has extensive information on bullying and cyberbullying.
- The [Virginia Department of Education](#) has information on bullying prevention with a model policy and guidance document.
- The [Oklahoma State Department of Education](#) has information on a variety of evidence-based bullying programs.

**Mental Health and Substance Use Programs**
- The [National Institute on Drug Abuse](#) has a list of evidence-based universal programs for mental health and substance abuse.
- The [National Institute of Mental Health (NIMH)](#) has information and resources on child and adolescent mental health.
- The [Center for Disease Control (CDC) & Prevention](#) has information and resources on suicide prevention.
- The [Suicide Prevention Resource Center](#) provides information and resources on effective prevention, resources & programs, and training.
- The [National Child Traumatic Stress Network (NCTSN)](#) has information on resources on trauma-informed schools and childhood trauma-informed care.
- The [National Education Association](#) provides information and resources on Adverse Childhood Experiences and trauma-informed and trauma-responsive schools.

**Gang Prevention**
- [Gang Resistance Education and Training](#) (G.R.E.A.T.) is a gang and violence prevention program using classroom instruction delivered by law enforcement officers.
- The [National Gang Center](#) has a wealth of information about gang violence prevention.

**Threat Assessment**

- Virginia schools are required to have threat assessment teams to prevent violence. Two resources are the Virginia Department of Criminal Justice Services  and the Youth Violence Project at the University of Virginia.
- The "I Love U Guys" Foundation has programs and resources for crisis response and post-crisis reunification are used in more than 30,000 schools and municipalities around the world.
- The Koshka Foundation provides training and resources on school safety, preparedness, violence prevention, & resilience, and threat assessment & management.

**COVID-19**
- COVID-19 Resources for Schools from the Center for Disease Control (CDC).
- Operating Schools during COVID-19: CDC's Considerations
- The Virginia Department of Education (VDOE) COVID19 & Virginia Public School information
- CDC Strategies for Coping with Stress and Anxiety-Fear and anxiety about COVID-19 can be overwhelming and cause strong emotions in adults and children. This resource provides parents with strategies to support their own stress as well as their child's.
- Talking to Children about COVID-19 –Advice for families on how to help children understand COVID-19 and deal with associated anxiety, developed by the National Association of School Psychologists and National Association of School Nurses. Available in both English and Spanish.
- Resources for Supporting Children's Emotional Well-being during the Covid-19 Pandemic – Child Trends provides recommendations for supporting children during this time, who may be at higher risk for the emotional impact of the pandemic.

**Social Emotional Learning**
- The Committee for Children has information and resources on social-emotional learning for schools.
- Social and Emotional Learning Quick Wellness Guides for Teachers & Staff and Students: https://www.doe.virginia.gov/support/prevention/social-emotional/index.shtmll
- CASEL Resources for Parents and Families – Social Emotional Learning (SEL) offers a powerful means to explore and express our emotions, build relationships, and support each other:  https://casel.org/covid-resources/

# School Demographics

This report is based on responses from 21 Classroom Instructors (inclusive of teachers and teacher's aides) in your school. The student and staff sections of this report are suppressed due to a participation rate below what is required to ensure responses are not identifiable. State results are based on 183,837 students in 599 schools with 6-8th graders, 49,350 Classroom Instructors in 1,527 Virginia public schools, and 17,039 Staff in 1,519 Virginia public schools. For more information, see the Virginia Department of Criminal Justice Services website or the Virginia Department of Education website.

# Global Climate

In addition to the measures that assess a concept based on numerous questions, the Virginia School Survey presented one question to allow respondents to speak directly to their school's climate and/or working conditions. In addition, lasting impacts of the COVID-19 pandemic require additional attention to how students, classroom instructors, and staff are supported. The information below can be used to understand the impact of the pandemic on climate and working conditions and to continue to monitor progress towards recovery.

**Classroom Instructors**

The following items were scored from "Strongly disagree" (1) to "Strongly agree" (6).

| | School | Division | Region | State |
|---|---|---|---|---|
| Overall, my school is a good place to work and learn. | 4.9 | 4.8 | 4.8 | 4.7 |
| My division's overall response to the pandemic was appropriate given the circumstances. | 4.8 | 4.6 | 4.6 | 4.6 |

## My School is a Good Place to Work and Learn
### Classroom Instructor Responses
### (1-Very Negative to 6- Very Positive)
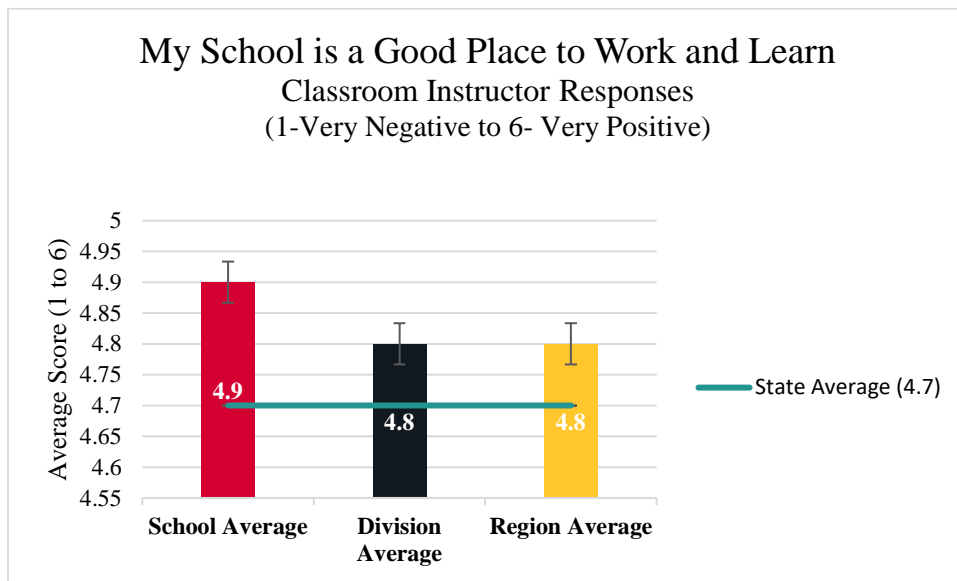
# Student Responses

The student section of this report is suppressed due to a participation rate below what is required to ensure responses are not identifiable.

# Classroom Instructor Responses

There were 21 responses to the 2023 Virginia School Survey from classroom instructors (teachers and teacher's aides) at Gainesboro Elementary.

**Key Climate and Working Conditions Item Scores**
These initial results are classroom instructor's responses to specific questions on the school's climate and working conditions and their intention to remain at the school next school year. The scores are reported for your school, division, region, and the Commonwealth.

These items are scored from "Become much worse" (1) to "Become much better" (7).

|  | School | Division | Region | State |
|---|---|---|---|---|
| Over the last two years, the **working conditions for teachers** in this school have... | 4.6 | 4 | 4 | 4.0 |
| Over the last two years, **the overall climate for staff** in this school has… | 4.7 | 3.9 | 4 | 4.0 |
| Over the last two years, **the overall climate for students** in this school has… | 4.4 | 4.3 | 4.4 | 4.3 |

*This does not include those who responded, "I have no opinion".

This item asked, "Which of the following best describes your immediate professional plans?" The responses are reported as the percent selecting each option.

|  | School | Division | Region | State |
|---|---|---|---|---|
| Continue teaching at my current school. | 85.7% | 78.9% | 78.3% | 77.8% |
| Continue teaching in this division but leave this school. | 0% | 5% | 6.3% | 5.3% |
| Continue teaching in this state but leave this division. | 4.8% | 3.1% | 2.2% | 3.0% |
| Continue teaching in a state other than Virginia. | 0% | 0.6% | 1.2% | 1.0% |
| Continue working in education but pursue a non-teaching position. | 4.8% | 4.5% | 4.6% | 4.6% |
| Leave education to retire. | 0% | 1.4% | 1.8% | 2.2% |
| Leave education to work in a non-education field. | 4.8% | 6% | 4.7% | 5.0% |
| Leave education for other reasons. | 0% | 0.6% | 1% | 1.2% |

**Measure Scores**
Unless otherwise noted, the tables throughout the remainder of this section will present the average of the scores for the items in that measure on a scale from "Strongly disagree" (1) to "Strongly agree" (6). Scores for your school are presented along with the scores for your division, region, and the Commonwealth.

These measures are designed to reflect the perception that classroom instructors have of student engagement, the relationship among students, the relationships between students and adults in the school building, the relationship among adults in the building, and the relationships with parents/guardians. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

|  | School | Division | Region | State |
|---|---|---|---|---|
| **Student Engagement:** Students belong at this school. | 4.5 | 4.6 | 4.7 | 4.6 |
| **Relationships among students:** Students care about other students. | 4.3 | 4.4 | 4.5 | 4.4 |
| **Relationships between students and adults**: Adults care about students. | 5.1 | 5.1 | 5.2 | 5.1 |
| **Staff Collegiality:** I trust the teachers and other adults at this school. | 5.3 | 5 | 5 | 5.0 |
| **Parental Involvement:** I make an effort to know the parents/guardians of my students. | 5 | 4.8 | 4.9 | 4.9 |

These measures are designed to reflect the perceptions classroom instructors have of the rigor of instruction, their perceptions of their autonomy, respect, and demands on their time, and the quality of their professional growth opportunities. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

|  | School | Division | Region | State |
|---|---|---|---|---|
| **Rigorous Instruction:** Teachers expect students to use facts and evidence to support their ideas. | 4.8 | 4.9 | 5 | 5.0 |
| **Teacher Agency:** I am trusted to make sound professional decisions about instruction. | 4.2 | 4.4 | 4.4 | 4.3 |
| **Professional Growth Opportunities:** The professional development I receive meets my needs. | 4.2 | 4.3 | 4.3 | 4.3 |

These measures are designed to reflect the perceptions classroom instructors have of their school's leadership, how student behavior is managed, the school's physical environment, and the supports provided to new teachers. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

|  | School | Division | Region | State |
|---|---|---|---|---|
| **School Leadership:** I feel respected by school's administrators. | 5.3 | 4.9 | 4.9 | 4.9 |
| **Managing Student Behavior:** Adults understand the rules for student behavior. | 4.3 | 4.2 | 4.4 | 4.4 |
| **Physical Environment:** I have adequate space to work productively. | 4.6 | 4.8 | 4.9 | 4.8 |
| **New Teacher Supports\*:** Formally assigned a mentor. | 100% | 61.9% | 70% | 64.0% |

*\* These items are scored "Yes" (1), "No" (2), and "Do not know" (3) and were only asked of a subset that reported 1-3 years of teaching experience. This table presents the number of items responding "Yes".*

These measures are designed to reflect the classroom instructors' perceptions of bullying and student aggression, safety, and the school resource officer. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

| | School | Division | Region | State |
|---|---|---|---|---|
| **Bullying:** Bullying is a problem at this school. | 2.9 | 3 | 3 | 3.0 |
| **Student Aggression*:** A student stole or damaged my personal property. | 1.5 | 1.6 | 1.5 | 1.5 |
| **Safety:** I feel safe at this school. | 5.5 | 5.1 | 5.1 | 5.1 |
| **School Resource Officer (SRO)**:** The SRO makes me feel safe at this school. | 5.6 | 5.1 | 4.9 | 4.9 |
| **School Security Officer (SSO)**:** The SSO makes me feel safe at this school. | 6 | 5.3 | 4.8 | 4.9 |

*\* These items were scored "No" (1), "One time" (2), "More than once" (3), and "Many times" (4).*
*\*\*These items were only asked of a subset that answered "yes" to having an SRO or SSO.*

These measures are designed to reflect the perceptions classroom instructors have of their own work related mental health and burnout. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

| | School | Division | Region | State |
|---|---|---|---|---|
| **Burnout*:** I am definitely burning out and have one or more symptoms of burnout, such as physical or emotional exhaustion. | 42.9% | 42.9% | 42.9% | 52.1% |
| **Anxiety:** Related to your workplace, how often over the last 2 weeks were you bothered by feeling nervous, anxious, or on edge? | 1.5 | 1.9 | 1.9 | 1.9 |
| **Depression:** Related to your workplace, how often over the last 2 weeks were you bothered by feeling down, depressed, or hopeless? | 1.2 | 1.6 | 1.6 | 1.6 |

*\*The responses are reported as the percent selecting "Yes" to this question*

# Staff Responses

The staff section of this report is suppressed due to a participation rate below what is required to ensure responses are not identifiable.