

# 2022 Virginia School Survey of Climate and Working Conditions

## School Summary Feedback Report prepared for: Sherando High (Frederick County Public Schools)

September 2022



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# School Summary Feedback Report

School: Sherando High

## Introduction

Thank you for participating in the 2022 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

### 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.shtml>
- 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 72 Classroom Instructors 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 219,233 students in 374 schools with 9-12th graders, 20,048 Classroom Instructors in 369 Virginia public schools, and 6,104 Staff in 358 Virginia public schools. For more information, see the Virginia Department of Criminal Justice Services [website](#) or the Virginia Department of Education [website](#).

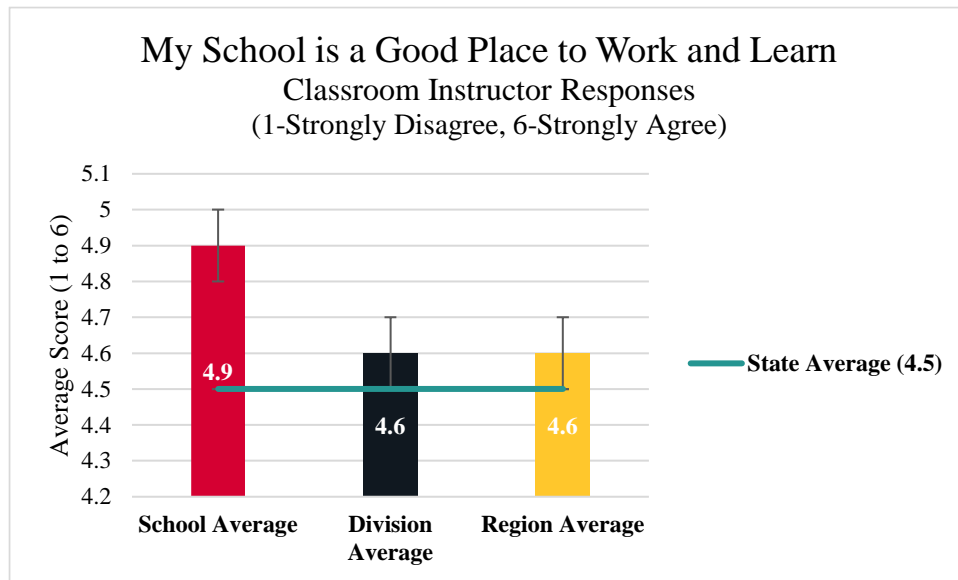
## Global Climate and COVID-19 Related Perceptions

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 coronavirus (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

This table presents the average score of responses based on a scale of "Strongly disagree" (1) to "Strongly agree" (6).

	School	Division	Region	State
Overall, my school is a good place to work and learn.	4.9	4.6	4.6	4.5
My division's overall response to the pandemic was appropriate given the circumstances.	4.1	4	4	4.0
I felt comfortable returning to school this year after COVID-19 closures	4.7	4.4	4	4.0



### 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 72 responses to the 2022 Virginia School Survey from classroom instructors at Sherando High.

### 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.

This table presents the average score of responses based on a scale of "Become much worse" (1) to "Become much better" (7).

	School	Division	Region	State
Over the last year, the <b>working conditions for teachers</b> in this school have...	3.5	3.4	3.3	3.4
Over the last year, <b>the overall climate for students</b> in this school has...	3.9	3.8	3.7	3.7

*\*These scores do 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	81.9%	78.5%	78.2%	76.6%
Continue teaching in this division but leave this school	1.4%	2.6%	3.8%	3.1%
Continue teaching in this state but leave this division	5.6%	3.3%	2.5%	3.5%
Continue teaching in a state other than Virginia	0%	1.5%	1%	1.1%
Continue working in education but pursue a non-teaching position	4.2%	3.7%	4.7%	4.8%
Leave education to retire	4.2%	1.9%	2.5%	2.9%
Leave education to work in a non-education field	1.4%	7%	6.3%	6.7%
Leave education for other reasons	1.4%	1.5%	1.1%	1.3%

## 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. Select items from the survey are included in the table below to illustrate the content of each measure.

	School	Division	Region	State
<b>Student Engagement:</b> Students generally like this school.	4.2	4	4.2	4.0
<b>Relationships among students:</b> Students at this school care about other students.	4.5	4.2	4.4	4.2
<b>Relationships between students and adults:</b> Adults at this school care about students.	5	4.9	5	5.0
<b>Staff Collegiality:</b> I trust the teachers and other adults at this school.	4.9	4.9	4.8	4.8
<b>Parental Involvement:</b> I make an effort to know my students' families	4.5	4.4	4.5	4.5

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. Select items from the survey are included in the table below to illustrate the content of each measure.

	School	Division	Region	State
<b>Rigorous Instruction:</b> Teachers expect students to use facts and evidence to support their ideas.	4.8	4.7	4.8	4.8
<b>Teacher Agency:</b> I am trusted to make sound professional decisions about instruction.	4.5	4.5	4.3	4.4
<b>Professional Growth Opportunities:</b> The professional development I receive meets my needs.	3.9	3.9	3.8	3.9

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. Select items from the survey are included in the table below to illustrate the content of each measure.

	School	Division	Region	State
<b>School Leadership:</b> I feel respected by this school's administrators.	4.9	4.7	4.5	4.6
<b>Managing Student Behavior:</b> Adults at this school understand the rules for student behavior.	4.3	4.1	4	4.1
<b>Physical Environment:</b> I have adequate space to work productively.	4.5	4.7	4.8	4.7
<b>New Teacher Supports*:</b> Formally assigned a mentor.	11.1%	8.5%	9.3%	10.6%

\* 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 percent selecting "Yes" to this question.

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

	School	Division	Region	State
<b>Bullying:</b> Bullying is a problem at this school.	2.7	2.7	2.7	2.8
<b>Safety:</b> I feel safe at this school.	5	4.9	4.9	4.9
<b>School Resource Officer (SRO)**:</b> The SRO makes me feel safe at this school.	5	5.1	4.8	4.8
<b>School Security Officer (SSO)**:</b> The SSO makes me feel safe at this school.	4.6	5	4.8	4.7

\* 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. Select items from the survey are included in the table below to illustrate the content of each measure.

	School	Division	Region	State
<b>Burnout*:</b> I am definitely burning out and have one or more symptoms of burnout, such as physical or emotional exhaustion.	43.1%	35.2%	31.6%	32.8%

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

	School	Division	Region	State
<b>Anxiety:</b> Related to your workplace, how often over the last 2 weeks were you bothered by feeling nervous, anxious, or on edge?	2	2	2	2.0
<b>Depression:</b> Related to your workplace, how often over the last 2 weeks were you bothered by feeling down, depressed, or hopeless?	1.7	1.7	1.7	1.7

## **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.