

2021 Virginia School Survey of Climate and Working Conditions

Division Summary Feedback Report prepared for:

Loudoun County Public Schools

May 2021



Table of Contents

<u>Introduction</u>	Error! Bookmark not defined.
<u>Resources for School Improvement</u>	Error! Bookmark not defined.
<u>Division Demographics</u>	Error! Bookmark not defined.
<u>Global Climate and COVID Related Perceptions</u>	Error! Bookmark not defined.
<u>Student Survey</u>	Error! Bookmark not defined.
<u>Classroom Instructor Survey</u>	Error! Bookmark not defined.
<u>Staff Survey</u>	Error! Bookmark not defined.
<u>Student Survey</u>	Error! Bookmark not defined.
<u>Key Climate Item Scores</u>	Error! Bookmark not defined.
<u>Measure Scores</u>	Error! Bookmark not defined.
<u>Relationships among students</u>	Error! Bookmark not defined.
<u>Relationships between students and adults</u>	Error! Bookmark not defined.
<u>Student Engagement</u>	Error! Bookmark not defined.
<u>School Connectedness</u>	Error! Bookmark not defined.
<u>Rigorous Instruction</u>	Error! Bookmark not defined.
<u>Social-emotional Learning</u>	Error! Bookmark not defined.
<u>Managing Student Behavior</u>	Error! Bookmark not defined.
<u>Student Aggression</u>	Error! Bookmark not defined.
<u>Bullying</u>	Error! Bookmark not defined.
<u>Perceptions of Safety</u>	Error! Bookmark not defined.
<u>School Resource Officer (SRO)</u>	Error! Bookmark not defined.
<u>Student Mental Health</u>	Error! Bookmark not defined.
<u>Classroom Instructor Survey</u>	Error! Bookmark not defined.
<u>Key Climate and Working Conditions Item Scores</u>	Error! Bookmark not defined.
<u>Measure Scores</u>	Error! Bookmark not defined.
<u>Student Engagement</u>	Error! Bookmark not defined.
<u>Relationships among students</u>	Error! Bookmark not defined.
<u>Relationships between students and adults</u>	Error! Bookmark not defined.
<u>Parental Involvement</u>	Error! Bookmark not defined.
<u>Rigorous Instruction</u>	Error! Bookmark not defined.

Teaching Leadership and Autonomy	Error! Bookmark not defined.
Professional Growth Opportunities	Error! Bookmark not defined.
School Leadership	Error! Bookmark not defined.
Managing Student Behavior	Error! Bookmark not defined.
Physical Environment	Error! Bookmark not defined.
New Teacher Supports	Error! Bookmark not defined.
Bullying	Error! Bookmark not defined.
Student Aggression	Error! Bookmark not defined.
Safety	Error! Bookmark not defined.
School Resource Officer (SRO)	Error! Bookmark not defined.
Staff Survey	Error! Bookmark not defined.
Key Climate and Working Conditions Item Scores	Error! Bookmark not defined.
Measure Scores	Error! Bookmark not defined.
Student Engagement	Error! Bookmark not defined.
Relationships among students	Error! Bookmark not defined.
Relationships between students and adults	Error! Bookmark not defined.
Parental Involvement	Error! Bookmark not defined.
Staff Collegiality	Error! Bookmark not defined.
School Leadership	Error! Bookmark not defined.
Managing Student Behavior	Error! Bookmark not defined.
Physical Environment	Error! Bookmark not defined.
Professional Growth Opportunities	Error! Bookmark not defined.
Bullying	Error! Bookmark not defined.
Student Aggression	Error! Bookmark not defined.
Safety	Error! Bookmark not defined.
School Resource Officer (SRO)	Error! Bookmark not defined.

Division Summary Feedback Report

Division: Loudoun County Public Schools

Introduction

Thank you for participating in the 2021 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 these surveys 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, whether remotely or in-person.

Each survey has the same basic structure in which the *questions* are mapped onto *measures*. For example, all three surveys (Students, Classroom Instructors, Non-Instructional Staff) included 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”, and in each table we include a brief descriptor of what that scale represents. This Division 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 Non-Instructional Staff in your division. We also provide the average scores for the lowest and highest scoring schools in your division and your division overall as well as your region and the Commonwealth. If there are sections of table with ***, that is because there were not enough respondents from that school to adequately protect the identity of the participants. But all individuals’ responses are included in the score for your division overall, your region, and the Commonwealth.

All the scores included in this report are provided in the accompanying Excel spreadsheet that also contains any items that were not included in a measure. The Excel spreadsheet includes scores for each school in your division, your division overall, your region, and the Commonwealth. To see which questions map onto a measure, please view the surveys at the VDOE webpage: <http://www.doe.virginia.gov/support/school-climate/>.

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

- 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 – Whole School Implementation Guide](#) and [curriculum and supporting documents](#) are comprehensive tools for school personnel to implement restorative justice. Developed by the San Francisco Unified School District Student, Family, Community Support Department.
- [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 [Treatment & Services Adaptation Center](#) provides information and resources on 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 trainings 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/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/>

Division Demographics

This report is based on responses from 13430 students (grades 6-8), 4566 classroom instructors, and 957 non-instructional staff in your division. State results are based on 102,519 students (grades 6-8) in 340 middle schools, 80,829 Classroom Instructors in 1,917 Virginia public schools, and 20,854 Non-Instructional Staff in 1,907 Virginia public schools. For more information, see the Virginia Department of Criminal Justice Services [website](#) or the Virginia Department of Education [website](#).

Division Characteristics	Description	Your Division	State Average
School Size	Average number of students enrolled	874.4	674.2
Economically Disadvantaged	Percentage of students that are eligible for free or reduced price meals, receive TANF, or are eligible for Medicaid	21.2%	44.2%
Special Education	Percentage of students receiving special education services	11.3%	14.1%
English Learners	Percentage of students receiving English Language services	11.4%	7.7%

Global Climate and COVID Related Perceptions

The COVID-19 pandemic has created uncertain and evolving circumstances through which schools continue to provide educational services to students. We recognize that this public health crisis will affect schools and students for years to come. As classroom instructors, staff, and students adapt to new instructional circumstances, the information below can be used to understand the impact of the pandemic on climate and working conditions, and continue to monitor progress towards recovery.

Student Survey

This item was scored from "Very negative" (1) to "Very positive" (4).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
How positive or negative is the atmosphere of the school?	2.96	3.35	3.14	3.04	2.95

The following items were scored from "Very uncomfortable" to (1) to "Very comfortable" (4).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
How comfortable were you at the start of remote learning this year due to COVID-19 closures?	2.54	2.68	2.61	2.59	2.53
How comfortable were you about returning to the school building this year when it reopened after the COVID-19 closures?	2.85	3.18	2.96	2.83	2.78

Classroom Instructor Survey

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

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Overall, my school is a good place to work and learn.	4.32	5.90	5.26	5.12	5.06
My division's overall response to the pandemic was appropriate given the circumstances.	3.30	5.00	4.22	4.06	4.13
I felt comfortable about returning to school this year after the COVID-19 closures.	3.10	4.83	4.00	3.35	3.46

Staff Survey

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

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Overall, my school is a good place to work and learn.	3.00	6.00	5.37	5.25	5.21
My division's overall response to the pandemic was appropriate given the circumstances.	3.00	6.00	4.68	4.44	4.51
I felt comfortable about returning to school this year after the COVID-19 closures.	3.00	6.00	4.58	3.92	4.03

Student Survey

There were 13430 responses from Students from your division to the 2021 Virginia School Survey.

Key Climate Item Scores

These first two items are student responses to specific questions on the school’s climate. Scores are reported for the lowest and highest scoring schools in your division and your division overall as well as your region and the Commonwealth.

This item is scored from “It has a very negative impact” (1) to “It has a very positive impact” (5).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
	How does your school’s atmosphere impact your learning?	3.55	3.88		

This item is designed to track changes over time and is presented from “has become much worse” (1) to “has become much better” (5).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
	Since you have been at this school, the overall school atmosphere has...	3.10	3.82		

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"(4). Scores are reported for the lowest and highest scoring schools in your division and your division overall as well as your region and the Commonwealth.

These measures are designed to reflect the perception that students have of the relationships among students and the relationships between students and adults in the school building. Select items from the survey are included in the table below to illustrate the content of each measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
	Relationships among students: Students care about other students.	2.97	3.23		
Relationships between students and adults: Adults care about students.	3.30	3.49	3.38	3.32	3.29

These measures are designed to reflect the perceptions students have of engagement and connectedness with their school. Select items from the survey are included in the table below to illustrate the content of each measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Student Engagement: Students belong at this school.	3.13	3.40	3.27	3.05	3.16
School Connectedness: Students attend school-sponsored events.	2.65	2.83	2.72	2.71	2.73

These measures are designed to reflect the perceptions students have of rigorous instruction and social-emotional learning. Select items from the survey are included in the table below to illustrate the content of each measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Rigorous Instruction: Teachers expect me to use facts and evidence.	3.09	3.29	3.20	3.14	3.12
Social-emotional Learning: I stop and think before doing anything when I get angry.	3.02	3.24	3.16	3.10	3.05

This measure is designed to reflect the perceptions students have of school rules and how student behavior is managed. Select items from the survey are included in the table below to illustrate the content of each measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Managing Student Behavior: School rules are fair.	3.04	3.29	3.16	3.10	3.05

This measure is designed to reflect the perceptions students have of student aggression. Select items from the survey are included in the table illustrate the content of measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Student Aggression* How often do you worry about violence at your school?	1.43	2.02	1.67	1.86	2.01
Student Aggression** A student threatened to harm me.	1.06	1.17	1.12	1.17	1.22

* These items are scored from "Never" (1) to Always (5) and were only asked of a subset that reported "Yes" to attended school in-person.

** The responses to these items are scored from "Never" (1) to "Many Times" (4).

These measures are designed to reflect the students' perceptions of bullying and school safety. Select items from the survey are included in the table below to illustrate the content of each measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Bullying: Bullying is a problem at this school.	1.55	2.08	1.82	1.97	2.10
Perceptions of Safety*: I feel safe in my classes.	3.32	3.59	3.44	3.37	3.34
School Resource Officer (SRO) **: The SRO makes me feel safe at this school.	3.12	3.45	3.30	3.27	3.28

*The responses to this item are from students who selected "Yes, but I have also attended school remotely" or "Yes, I have attended school in-person only."

** These items were only asked of a subset that answered "Yes" to school having an SRO.

Student Mental Health

Questions in this section relate to students' reported mental health, to include self-reported suicidal ideations, experiences with anxiety, and feelings of depression.

This table presents the percentage of students who answered "Yes" to this question.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
During the past 12 months, did you ever feel so sad or hopeless almost every day for two or more weeks or more in a row that you stopped some usual activities	22.5%	38.2%	28.7%	31.9%	33.6%

These items are scored on a scale of "Not at all" (1) to "Nearly every day" (4).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
How often over the last 2 weeks, were you bothered by feeling nervous, anxious, or on edge?	1.73	1.91	1.82	1.85	1.85
How often over the last 2 weeks, were you bothered by not being able to stop or control worrying?	1.53	1.72	1.63	1.66	1.67

This item is scored on a scale of "Yes" (1) /"No" (0). The responses are reported as the percent selecting each option.

	Your Division			Region	State
	<i>Lowest</i>	<i>Highest</i>	<i>Overall</i>		
	<i>School</i>	<i>School</i>			
	<i>Score</i>	<i>Score</i>			
During the past 12 months, did you ever seriously consider attempting suicide?	4.5%	8.9%	6.2%	8.7%	10.0%

This item is scored on a scale of "I never feel sad or hopeless" (1), "Yes" (2), "No" (3), "Not sure" (4). The responses are reported as the percent selecting "Yes".

	Your Division			Region	State
	<i>Lowest</i>	<i>Highest</i>	<i>Overall</i>		
	<i>School</i>	<i>School</i>			
	<i>Score</i>	<i>Score</i>			
When you feel sad or hopeless, are there adults that you can turn to for help?	44.4%	62.1%	54.3%	49.9%	48.7%

Classroom Instructor Survey

There were 4566 responses from classroom instructors from your division for the 2021 Virginia School Survey.

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. Scores are reported for the lowest and highest scoring schools in your division and your division overall as well as your region and the Commonwealth.

These items are scored from "Become much worse" (1) to "Become much better" (5).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Over the last two years, the working conditions for teachers in this school have...	1.78	4.19	3.29	3.27	3.23
Over the last two years, the overall climate for students in this school has...	2.62	4.25	3.31	3.30	3.26

These items are scored from "Not at all" (1) to "It is the only reason" (5).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
To what extent do you think COVID-19 contributed to this change in working conditions for teachers ?	2.00	4.71	3.32	3.29	3.37
To what extent do you think COVID-19 contributed to this change in the school climate for students ?	2.00	4.25	3.37	3.34	3.41

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

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Continue teaching at my current school	63.0%	100.0%	86.5%	84.2%	83.6%
Continue teaching in this division but leave this school	0.0%	28.8%	4.7%	4.1%	3.4%
Continue teaching in this state but leave this division	0.0%	7.7%	0.9%	2.2%	2.7%
Continue teaching in a state other than Virginia	0.0%	14.8%	1.3%	1.5%	1.2%
Continue working in education but pursue a non-teaching position	0.0%	10.0%	2.0%	1.8%	3.2%
Leave education to retire	0.0%	11.1%	1.5%	1.8%	2.1%
Leave education to work in a non-education field	0.0%	10.0%	2.2%	2.3%	2.7%
Leave education for other reasons	0.0%	7.7%	0.9%	1.0%	1.1%

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 are reported for the lowest and highest scoring schools in your division and your division overall as well as your 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, and the relationships with parents/guardians. Select items from the survey are included in the table below to illustrate the content of each measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Student Engagement: students belong at this school	4.15	5.56	4.91	4.75	4.65
Relationships among students: students care about other students	4.67	5.59	5.14	4.99	4.90
Relationships between students and adults: adults care about students	5.02	5.76	5.44	5.34	5.29
Parental Involvement: I make an effort to know the parents/guardians of my students.	4.60	5.63	5.07	4.98	4.94

These measures are designed to reflect the perceptions classroom instructors have of the rigor of instruction, the extent of their leadership and autonomy, 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.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Rigorous Instruction: teachers expect students to use facts and evidence to support their ideas	4.72	5.60	5.08	4.98	4.91
Teaching Leadership and Autonomy: I am trusted to make sound professional decisions about instruction	3.56	5.01	4.45	4.38	4.35
Professional Growth Opportunities: the professional development I receive meets my needs.	3.68	5.30	4.52	4.45	4.40

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.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
School Leadership: I feel respected by school’s administrators.	4.30	5.69	5.13	4.99	4.95
Managing Student Behavior: adults understand the rules for student behavior	4.13	5.55	4.86	4.70	4.70
Physical Environment: I have adequate space to work productively.	4.27	5.71	5.18	4.98	4.87
New Teacher Supports*: formally assigned a mentor	1.00	3.00	1.99	1.99	1.85

* 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 perceptions classroom instructors of the prevalence 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.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Bullying: bullying is a problem at this school	2.35	3.23	2.75	2.80	2.85
Student Aggression*: A student stole or damaged my personal property	1.00	1.42	1.15	1.20	1.24
Safety: I feel safe at this school.	4.71	5.67	5.29	5.09	5.04
School Resource Officer (SRO) **: The SRO makes me feel safe at this school.	2.93	6.00	4.90	4.84	4.87

* 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 school having an SRO.

Staff Survey

There were 957 responses from Staff for the 2021 Virginia School Survey.

Key Climate and Working Conditions Item Scores

These first three items are Staff's responses to specific questions on the school's climate and working conditions. Scores are reported for the lowest and highest scoring schools in your division and your division overall as well as your region and the Commonwealth.

These items are scored from "Become much worse" (1) to "Become much better" (5).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
	Over the last two years, the working conditions for staff in this school have...	2.45	5.00		
Over the last two years, the overall climate for students in this school has...	2.50	5.00	3.64	3.62	3.57

These items are scored from "Not at all" (1) to "It is the only reason" (5).

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
	To what extent do you think COVID-19 contributed to this change in working conditions for staff ?	1.50	5.00		
To what extent do you think COVID-19 contributed to this change in the school climate for students ?	1.67	5.00	3.13	3.13	3.17

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

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Continue working at my current school	0.50%	1.00%	0.90%	0.89%	88.9%
Continue working in this division but leave this school	0.00%	0.33%	0.04%	0.04%	3.6%
Continue working in education in this state but leave this division	0.00%	0.17%	0.01%	0.02%	1.8%
Continue working in education but in a state other than Virginia	0.00%	0.50%	0.01%	0.01%	0.7%
Leave education to retire	0.00%	0.33%	0.02%	0.03%	2.6%
Leave education to work in a non-education field	0.00%	0.12%	0.01%	0.01%	1.6%
Leave education for other reasons	0.00%	0.12%	0.00%	0.01%	0.9%

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 are reported for the lowest and highest scoring schools in your division and your division overall as well as your region and the Commonwealth.

These measures are designed to reflect the perception that non-instructional staff have of student engagement, the relationships among students, the relationships between students and adults in the school building, the relationships with parents/guardians, and staff collegiality. Select items from the survey are included in the table below to illustrate the content of each measure.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Student Engagement: students belong at this school	4.29	6.00	5.19	4.98	4.91
Relationships among students: students care about other students	4.67	6.00	5.27	5.09	5.02
Relationships between students and adults: adults care about students	4.58	6.00	5.46	5.34	5.29
Parental Involvement: I make an effort to know the parents/guardians of my students.	4.62	6.00	5.32	5.19	5.13
Staff Collegiality: I feel respected by colleagues at this school.	3.96	6.00	5.18	5.02	4.96

These measures are designed to reflect the perceptions non-instructional staff have of their school's leadership, how student behavior is managed, the school's physical environment, 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.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
School Leadership: I feel respected by school's administrators.	4.39	6.00	5.39	5.24	5.21
Managing Student Behavior: adults understand the rules for student behavior	4.31	6.00	5.17	4.99	4.99
Physical Environment: I have adequate space to work productively.	4.17	6.00	5.45	5.32	5.20
Professional Growth Opportunities: The professional development I receive meets my needs.	4.08	6.00	4.96	4.82	4.76

These measures are designed to reflect the perceptions non-instructional staff of the prevalence 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.

	Your Division			Region	State
	<i>Lowest School Score</i>	<i>Highest School Score</i>	<i>Overall</i>		
Bullying: bullying is a problem at this school	2.10	3.43	2.65	2.78	2.80
Student Aggression*: A student stole or damaged my personal property	1.00	1.45	1.07	1.10	1.12
Safety: I feel safe at this school.	4.75	6.00	5.46	5.29	5.22
School Resource Officer (SRO) **: The SRO makes me feel safe at this school.	1.00	6.00	4.97	5.03	5.02

* 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 school having an SRO.