

**Virginia Department of Education Report on the 2022 Virginia School Survey
of Climate and Working Conditions**

Summary of State-level Results for Virginia Public High Schools

September 2022

Presented to:

House Committee on Appropriations

House Committee on Education

Senate Committee on Finance and Appropriations

Senate Committee on Education and Health



**VIRGINIA DEPARTMENT OF
EDUCATION**

Table of Contents

Executive Summary	3
Legislative Authority for Survey	5
Survey Methodology	6
<i>Interpreting the Findings</i>	7
Response Rate and Respondent Demographic Summary	8
Items of Interest: Profile of a Virginia Graduate, Educator Well-Being, and Retention Intentions	13
Summary of Survey Measures for Classroom Instructors	18
Summary of Survey Measures for Staff	22
Conclusions and Next Steps	24
Technical Appendix	26

Executive Summary

From January through March of 2022, the Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (VDOE) jointly administered the 2022 Virginia School Survey of Climate and Working Conditions (the Virginia School Survey) to classroom instructors and staff in Virginia public schools serving grades 9 through 12. The survey was also administered to students in grades 9 through 12; DCJS reported these results separately on the [Virginia Center for School and Campus Safety website](#). The Virginia School Survey represents the continued partnership that meets DCJS's legislative mandate to conduct a secondary school (grades 6 through 12) climate survey and VDOE's legislative mandate to conduct a working conditions survey of all licensed school personnel.

Results from the Virginia School Survey provide actionable information to school division leaders and principals to ensure all students and staff have access to a healthy and positive school and work environment. Nearly all eligible schools participated in the 2022 survey administration, with response rates above 60 percent for classroom instructors and for the first time, a staff response rate over 55 percent.

The 2022 survey results indicate that classroom instructors and staff report positive perceptions of global climate and working conditions. The data indicate that 63.7 percent of classroom instructors and 75.6 percent of staff agree or strongly agree that their school is a good place to work and learn. Despite these positive perceptions, classroom instructors more often endorsed that working conditions had worsened (32.4 percent) compared to become better (13.6 percent). Although both classroom instructors and staff report continued challenges throughout the pandemic, to include having sufficient resources to make up learning loss (mean response of 3.80 for classroom instructors, and 4.29 for staff on a six-point scale), they report maintaining strong, positive relationships with their students (mean response of 4.96 for classroom instructors, and 4.98 for staff).

Questions were added to the survey this year to address topical issues around educator burnout and well-being. Classroom instructors report experiencing substantial mental health symptoms, with 57.5 percent indicating that they are experiencing burnout, 44.4 percent are experiencing symptoms of anxiety, while 57.1 percent report having symptoms of depression. Overall, 76.6 percent of classroom instructors and 82.8 percent of staff intend to continue their employment at their current school.

While state-level results trend positive, disaggregated survey results also indicate that certain demographic groups may experience climate and working conditions differently. Classroom instructors and staff identifying as male, female, and Asian perceived their working conditions most positively compared to other race and gender identities. By contrast, those who identify their gender as non-binary or their race as other report perceived their environment least positively compared to other genders and race or ethnicities. VDOE continues to work with educational leaders to review and develop action plans based on shared, school-level results.

Looking ahead, DCJS and VDOE continue to co-administer the Virginia School Survey during the 2022-2023 school year, focusing on school climate among middle school students

(typically grades six, seven, and eight) and working conditions among elementary and middle school classroom instructors and staff.

Legislative Authority for Survey

The 2022 Virginia School Survey administration represents a continued partnership between VDOE and DCJS to meet the agencies respective legislative mandates for a secondary school climate survey, required by the [Code of Virginia §22.1-279.8](#), and a working conditions survey, required by [Item 143.G, Chapter 552, 2021 Special Session I Acts of Assembly](#). Virginia Polytechnic Institute and State University (VT) also supports this effort through a DCJS contract for survey administration.

The 2022 Virginia School Survey builds upon the successful administration of consolidated survey requirements for the first time in 2021.¹ DCJS and VDOE administered three versions of the survey during the 2022 administration cycle: a student survey for high school students, a classroom instructors survey for teachers and teacher's aides in high schools, and a staff survey for other licensed professionals and any interested non-licensed staff in high schools. This report focuses on survey results from high school classroom instructors and staff, consistent with VDOE's reporting requirements. Student survey results are reported elsewhere.² Appendix A provides web links to the final survey instruments.

Results from the Virginia School Survey are intended to assist school and division personnel in understanding how connected students feel to their school, the quality of their relationships with other students and classroom instructors, and their feelings of safety. For classroom instructors and staff, the survey provides insights on their perceptions of the learning environment, support for their professional role, and with whom they collaborate to serve students well. The survey is not intended to be evaluative, but may be useful for understanding areas of strength and opportunity within school buildings. In addition, the 2022 survey results may provide schools and divisions with additional information to monitor progress towards a healthy and positive school environment following educational disruptions from the coronavirus (COVID-19) pandemic.

¹ https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/law-enforcement/files/vcscs/2021_virginia_school_survey_technical_report.pdf

² <https://www.dcjs.virginia.gov/virginia-center-school-and-campus-safety/school-safety-survey/secondary-school-climate-survey>

Survey Methodology

DCJS and VDOE administered the Virginia School Survey to high schools and combined schools serving students in grades 9 through 12, between January 11 and March 4, 2022. Late-responding schools were granted an extension until March 25 so that they could increase their response rates. All surveys were completed online using school-specific access codes. This approach permitted each response to be linked back to the school while protecting respondents' identities. DCJS and VDOE provided each school with their access codes, and they were responsible for distributing them to their classroom instructors, staff, and students.

To prepare divisions and schools for survey administration, VDOE released [Superintendent's Memo 284-21](#) on October 8, 2021, followed by informational webinars and email communications to divisions and schools over the next several months. VDOE and DCJS requested division- and school-level points of contact for the survey effort and a four-week window during which the surveys would be administered locally. Using the Positions and Exits Collection, a standard VDOE data collection effort to identify the number full-time equivalents in each school building, we estimated the number of teachers, teacher's aides, other licensed staff, other non-licensed staff. This served as the denominator in our sample size calculations. See Appendix B for additional information on survey communication efforts.

During the administration period, DCJS and VDOE employed several tactics to boost survey response rates. DCJS maintained an online survey response tracking system that schools and divisions could access to monitor the number of surveys submitted from their school and the response rates in near real-time. Schools aimed for a response rate of at least 80 percent per respondent group. DCJS and VDOE also maintained regular email communication with points of contact during their local administration and reached out via phone to division points of contact to enlist their help to improve response rates at schools that had not yet participated or had low response rates.

Sample

The school sample for classroom instructors and staff consisted of 360 schools serving students in grades 9 through 12 across all 132 divisions and the Virginia Department of Juvenile Justice. All public schools with regular education programs are required to participate in the Virginia School Survey. Some school divisions also elected to include schools without a regular education program, such as Governor's Academies and alternative or technical education centers.

Virginia public schools serving students in grades 9 through 12 received instructions that directed them to invite all licensed teachers to complete a survey. This included individuals in combined schools serving students in these grades, even if teachers did not provide students instruction. Schools were also required to invite other individuals holding a state professional license, such as those with a Collegiate Professional License, Postgraduate Professional License, or Pupil Personnel Services License. Schools had the option to invite other non-licensed staff members to complete the survey. Teachers and teacher's aides completed the Classroom Instructors survey version. Based on the schools' reports, this sample included 28,213 teachers

and 3,498 teacher's aides for a total of 31,711 individuals. All other licensed and non-licensed individuals completed the Staff Survey. This sample included a total of 10,943 individuals (4,350 licensed and 6,593 non-licensed). Classroom Instructors and Staff were given the option to take the survey in English or Spanish, which permitted the inclusion of those who may have limited English proficiency and spoke Spanish. See Appendix C for more information about the Spanish language administration.

Reporting

One goal of the Virginia School Survey is to provide timely data to divisions and schools to inform local efforts as soon as possible following survey completion. To support this goal, DCJS and VDOE generated and distributed two types of reports to divisions and schools. First, high schools (and their division) received a Snapshot Report provided they had at least ten responses and a response rate of at least 50 percent. The Snapshot Reports, which included the distribution of responses to each survey question, were designed to quickly provide data back to schools in an easy-to-use format (see Appendix D for web links to state-level Snapshot Reports). Second, DCJS and VDOE created Division and School Summary Reports that included data to facilitate comparisons across schools within a division, to the region, and to the entire state. The Summary Reports were distributed and highlighted key survey questions as well as measures of climate and working conditions (e.g., aggregates of survey items to reflect higher-order constructs such as student engagement, relationships among students, teacher leadership and autonomy, and managing student behavior).

Interpreting the Findings

The Virginia School Survey relies on self-reported data from survey respondents. The survey team excluded incomplete surveys from the analysis, but made no other attempt to validate or verify survey responses. In addition, individuals who chose to respond to the survey may differ in important, but unknown, ways from all classroom instructors and staff in schools. DCJS and VDOE used survey access codes with the intent to limit respondents to eligible individuals within specific schools, but this may have not completely prevented individuals outside of the school from accessing the survey. Results highlighted in this report should be interpreted with these limitations in mind.

Response Rate and Respondent Demographic Summary

In spite of COVID-19 disruptions, nearly all eligible high schools participated in the 2022 survey administration, as measured by having at least one individual submitting a completed survey. School participation rates ranged from 94.5 percent for the staff survey to 95.5 percent for the classroom instructors survey. Among those schools (participating and non-participating), 63.2 percent of classroom instructors (20,048 completed surveys). The response rate for staff was lower at 55.8 percent (6,104 completed surveys). See Appendix E for a table summarizing school participation and survey response rates.

Table 1 provides a demographic summary of respondent race/ethnicity and gender for classroom instructors and staff. Appendix G provides additional demographic information on the primary teaching/professional assignment of classroom instructors and staff.

Table 1. The Percentage of Survey Respondents by Racial or Ethnic and Gender Identities

Demographics	Percent of Respondents	
	Classroom Instructors	Staff
Racial or Ethnic Identity Endorsed	(n = 20,048)	(n = 6,104)
American Indian or Alaska Native	0.2	0.2
Asian	2.1	1.5
Black or African American	10.4	17.1
Hispanic	4.6	5.2
Native Hawaiian or Pacific Islander	0.1	0.1
Two or More Races	4.1	4.1
White	74.6	69.9
Other*	3.7	1.8
Gender Identity Endorsed**	(n = 20,048)	(n = 6,094)
Female	59.9	69.7
Male	30.3	22.0
Non-Binary	0.4	0.2
Prefer Not to Disclose	9.1	8.1

*Respondents who selected “Other” were asked to write in their race through an open text response. The responses provided were not assessed for validity.

** 0.2% classroom instructors did not answer this question.

Global Perceptions of School Climate and Working Conditions

The Virginia School Survey poses several questions to classroom instructors and staff to assess global perceptions of school climate and working conditions. Responses to these items provide a snapshot of classroom instructors' and staff's overall impressions of their school. Table 2 summarizes responses to the global climate and working conditions questions by respondent type. In response to the prompt, "Overall, my school is a good place to work and learn," 63.7 percent of classroom instructors and 75.6 percent of staff agreed, or strongly agreed.

Table 2. Global Climate and Working Conditions Mean Ratings and Response Categories by Respondent Type

Global Climate Measure	Respondent	Mean	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Overall, my school is a good place to work and learn.	Classroom Instructors	4.54	5.0	5.2	6.5	19.6	41.4	22.3
	Staff	4.94	2.5	2.5	4.3	15.1	40.3	35.3

Note: Responses are based on a six-item scale ranging from "strongly disagree" to "strongly agree." As such, mean responses at 4.50 or above are generally considered to be positive.

For adults, female and male classroom instructors (mean response of 4.6) and staff (mean response of 5.0) rate the global climate and working conditions most positively (see Table 3). Both non-binary classroom instructors (mean response of 4.1) and staff (mean response of 3.8) perceive their global climate and working conditions to be less positive.

Table 3. Respondents' Perceptions of Global Climate Measures by Gender

Global Climate Measure	Gender Identity	Mean	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
<i>Classroom Instructors:</i> Overall, my school is a good place to work and learn.	Male	4.6	5.8	4.7	5.7	17.5	42.0	24.3
	Female	4.6	4.3	4.6	6.3	19.3	42.3	23.2
	Non-Binary	4.1	4.6	9.2	14.9	26.4	29.9	14.9
	Prefer Not to Answer	4.5	6.8	10.7	10.5	27.9	34.3	9.9
<i>Staff:</i> Overall, my school is a good place to work and learn.	Male	5.0	2.1	2.1	3.8	13.3	41.2	37.6
	Female	5.0	2.3	2.2	3.9	14.3	40.7	36.5
	Non-Binary	3.8	14.3	7.1	14.3	28.6	21.4	14.3
	Prefer Not to Answer	4.4	4.6	5.8	9.1	26.6	35.1	18.7

Note: Responses are based on a six-item scale ranging from "strongly disagree" to "strongly agree." As such, mean responses at 4.50 or above are generally considered to be positive.

Positive global perceptions of school climate and working conditions also varied by classroom instructors' and staff's identified race and ethnicity (see Table 4). Asian, American Indian or Alaska Native, and White classroom instructors were more likely to report a positive school climate (mean response of 4.7, 4.6 and 4.6, respectively). For staff, respondents who self-identified as Asian, White and Black or African American most frequently endorsed positive school climate and working conditions (mean response of 5.2, 5.0, and 4.9, respectively). Only two groups endorsed a slightly less positive school climate and working conditions: classroom instructors who identified as Two or More Races and classroom instructors who identified as an Other race or ethnicity (mean responses of 4.2; generally, means over 4.5 on a 6-point scale are considered positive).

Table 4. Respondents' Perceptions of Global Climate Measure by Race and Ethnicity

Race or Ethnicity	Mean	Percent of Respondents					
		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Classroom Instructors: Overall, my school is a good place to work and learn.							
Total	4.5	5.0	5.2	6.5	19.6	41.4	22.3
American Indian or Alaska Native	4.6	6.7	2.2	4.4	22.2	37.8	26.7
Asian	4.7	5.8	2.8	5.6	15.4	40.7	29.7
Black or African American	4.5	6.6	3.9	5.9	18.5	41.8	23.3
Hispanic	4.5	7.3	3.9	6.1	16.3	42.6	23.8
Native Hawaiian or Pacific Islander	4.5	4.5	0.0	18.2	18.2	40.9	18.2
Two or More Races	4.2	7.5	9.0	7.1	22.5	36.9	16.9
White	4.6	4.4	5.2	6.5	19.5	42.0	22.4
Other	4.2	5.9	7.8	9.0	27.8	33.0	16.4
Staff: Overall, my school is a good place to work and learn.							
Total	4.9	2.5	2.5	4.3	15.1	40.3	35.3
American Indian or Alaska Native	4.8	5.3	10.5	0.0	10.5	31.6	42.1
Asian	5.2	0.0	0.0	3.6	4.8	55.4	36.1
Black or African American	4.9	3.4	1.7	4.2	17.4	40.5	32.9
Hispanic	4.7	5.5	2.2	7.7	15.9	38.1	30.7
Native Hawaiian or Pacific Islander	4.6	20.0	0.0	0.0	10.0	20.0	50.0
Two or More Races	4.6	3.3	6.0	4.0	21.3	40.7	24.7
White	5.0	1.8	2.4	3.7	13.9	40.5	37.7
Other	4.5	2.6	4.2	12.7	23.8	36.0	20.6

Note: Responses are based on a six-item scale ranging from “strongly disagree” to “strongly agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

Change over time in Working Conditions

The Virginia School Survey included several questions to capture respondent’s perceived changes over time in classroom instructors’ and staff working conditions. Classroom instructors and staff were asked to indicate how their working conditions changed over time. Only 24.3 percent of classroom instructors and 8.1 percent of staff stated that their working conditions have stayed about the same (see Table 5). Classroom instructors more often endorsed that working conditions had become worse (34.8 percent) compared to better (13.6 percent). Staff were more likely to indicate working conditions have become better (32.4 percent) compared to worse (22.3 percent).

Table 5. Perceived Change in Working Conditions by Classroom Instructors and Staff Respondents

Respondent	Mean	Percent of Respondents							
		<i>Much Worse</i>	<i>Worse</i>	<i>Slightly Worse</i>	<i>Same</i>	<i>Slightly Better</i>	<i>Better</i>	<i>Much Better</i>	
Over the last year, working conditions in this school have become...									
Classroom Instructors	3.36	13.2	21.6	20.0	24.3	7.3	9.2	4.4	
Staff	4.06	5.8	16.5	29.1	8.1	8.1	20.1	12.3	

Note: Responses are based on a six-item scale ranging from “strongly disagree” to “strongly agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

The 2022 survey maintained questions intended to address respondents’ beliefs about their school divisions’ response to the recent COVID-19 pandemic given the continued exposures in the classroom and ongoing actions to address the pandemic. While classroom instructors and staff were more likely to agree than disagree with the division’s response to the pandemic, all item means fell below the 4.5 threshold to be considered as a positive perception (see Table 6). Staff rated their divisions’ response to the pandemic more positively when compared to classroom instructors. Of note, 28.9 percent of classroom instructors and 57.3 percent of staff “agreed” or “strongly agreed” that they had sufficient resources to make up the learning loss from the COVID-19 pandemic.

Table 6. Classroom Instructors and Staff's Perceptions about Division's Response to Pandemic

Respondent	Mean	Percent of Respondents					
		<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
Pandemic was well-communicated							
Classroom Instructors	3.99	8.7	8.4	11.6	37.8	13.7	19.8
Staff	4.35	5.4	6.9	8.8	19.7	44.5	14.8
Division's response was appropriate							
Classroom Instructors	3.97	9.0	8.6	10.1	39.3	14.5	18.5
Staff	4.32	5.8	6.6	8.5	21.2	44.3	13.6
Felt comfortable returning to school							
Classroom Instructors	3.96	10.8	9.3	11.6	32.1	13.5	22.6
Staff	4.23	7.5	8.0	10.1	17.4	42.2	14.8
Sufficient resources to make up learning loss							
Classroom Instructors	3.80	9.6	9.2	15.8	36.5	15.1	13.8
Staff	4.29	5.6	7.8	8.8	20.5	44.7	12.6

Note: Responses are based on a six-item scale ranging from “strongly disagree” to “strongly agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

Items of Interest: Profile of a Virginia Graduate, Educator Well-Being, and Retention Intentions

The Virginia School Survey captures key information on climate and working conditions to make timely comparisons across classroom instructors and staff. This section captures key measures of primary interest, based in part on recent legislative requirements or agency priorities, and where possible, compares findings across classroom instructors and staff in Virginia's public high schools.

Five C's of the Profile of a Virginia Graduate

Virginia recently revised graduation requirements, effective for the Class of 2022 and beyond, to define the "Profile of a Virginia Graduate" as a student who meets high academic standards, demonstrates workplace skills, develops a sense of community and civic responsibility, and has a career plan aligned with their interests and experiences. As such, schools are required to ensure that students develop the competencies known as the "Five C's": Critical thinking, Creative thinking, Communication, Collaboration, and Citizenship.

Classroom instructors in high schools rated the extent to which they agree or disagree with five statements intended to capture implementation of the 5 C's in the classroom (see Table 7). Mean scores were highest on the "*Teachers at this school expect students to use facts and evidence to support their ideas*" (mean response of 4.90) and the "*Teachers at this school want students to think about different ways to solve problems*" (mean response of 4.89) items, with 76.4 percent and 75.0 percent of classroom instructors agreeing or strongly agreeing with each statement, respectively. Overall, classroom instructors rated positively their perceptions of the Five C's in Virginia's public high schools.

Table 7. Classroom Instructors Perceptions of 5 C's of the Profile of a Virginia Graduate

Question	Mean	Percent of Respondents					
		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
Teachers at this school expect students to use facts and evidence to support their ideas.	4.90	0.5	1.4	3.6	18.0	54.6	21.8
Teachers at this school want students to think about different ways to solve problems.	4.89	0.5	1.6	4.1	18.8	52.6	22.4
Teachers at this school encourage students to provide constructive feedback to other students	4.58	0.8	2.9	8.6	28.1	45.3	14.5
Teachers at this school encourage students to value and search for a diversity of opinions, perspectives, and abilities.	4.70	1.0	2.7	6.3	23.1	48.7	18.2
Teachers at this school often connect what students are learning to life outside the classroom.	4.71	0.7	2.4	6.0	24.6	48.4	17.8

Note: Responses are based on a six-item scale ranging from “strongly disagree” to “strongly agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

Classroom Instructor and Staff Well-being

Previous administrations of the Virginia School Survey asked a series of survey items on students’ experiences with mental health and the supports available. These questions were drawn from validated screening tools that are intended to identify, but not diagnose, those at risk for anxiety and depression.^{3,4} In 2022, the survey invited classroom instructors and staff to answer these questions in addition to a validated one-item question to assess professionals’ current burnout.⁵ According to the World Health Organization, burnout is a “syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed and is characterized by feelings of energy depletion or exhaustion, increased mental distance from

³ See page 13 of the Youth Risk Behavior Survey Questionnaire Content, available at:

https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2019/YRBS_questionnaire_content_1991-2019.pdf

⁴ Kroenke, K., Spitzer, R. L., Williams, J. B.W., & Löwe, B. (2009). An ultra-brief screening scale for anxiety and depression: The PHQ-4. *Psychosomatics*, 50, 613-621.

⁵ Rholand, B.M., Kruse, G. R., Rohrer, J. E. (2004). Validation of a single-item measure of burnout against the Maslach Burnout Inventory among physicians. *Stress and Health*, 20, 75-79.

one’s job or feelings negative towards one’s career and reduced professional productivity”⁶ Santoro and Acosta Price (2021) highlighted a series of issues impacting teachers’ well-being, in particular after the COVID-19 pandemic.⁷ Burnout was one of the key issues impacting teachers’ dissatisfaction with their work, their job performance, and decisions to remain in their profession. On the 2022 Virginia School Survey, 57.5 percent of classroom instructors and 37.4 percent of staff reported burnout (see Table 8). Male classroom instructors and staff were least likely to report symptoms of burnout (46.4 percent and 31.4 percent, respectively). Other research echoes these findings. For example, in a recent report, 52 percent of 493 Kindergarten through 12 public school employees surveyed reported feeling burnt out or fatigued, in the context of COVID-19 pandemic and other related worries, such as students in their school falling behind or the risks they were taking by working in-person.⁸

Table 8. Percent of Classroom Instructors and Staff Reporting Mental Health Symptoms

Measure	Respondent Group	Overall	Gender			
			Male	Female	Non-Binary	Prefer not to Disclose
Burnout	Classroom Instructors	57.5	46.4	60.9	73.5	71.6
	Staff	37.4	31.4	37.3	66.7	54.1
Depression	Classroom Instructors	46.3	47.1	46.9	72.4	56.1
	Staff	29.3	29.5	28.1	65.4	39.7
Anxiety	Classroom Instructors	59.1	48.3	63.3	83.3	67.4
	Staff	42.9	37.4	43.5	64.0	52.2

Survey results indicate that 46.3 percent of classroom instructors endorsed a depressive behavior screening question⁹ (see Table 8). Endorsement of this question was highest among classroom instructors who self-identified as Two or More Races (50.2 percent) compared to classroom instructors of all other races (see Table 9), and highest among classroom instructors who their gender as Non-Binary (72.4 percent), compared to other gender identities. For staff, those who self-identified as American Indian or Alaskan Native (37.5 percent) endorsed the depressive item most frequently compared to classroom instructors of all other races, and it was also highest among classroom instructors who reported their gender as Non-Binary (65.4 percent), compared to other gender identities.

In addition to depressive symptoms, 59.1 percent of classroom instructors and 42.9 percent of staff responding to the survey reported experiencing anxiety. Endorsement of this item

⁶ <https://www.who.int/news/item/28-05-2019-burn-out-an-occupational-phenomenon-international-classification-of-diseases>

⁷ https://annenbergbrown.edu/sites/default/files/EdResearch_for_Recovery_Brief_19.pdf

⁸ https://www.slge.org/wp-content/uploads/2021/09/k-12surveyfindings_sept21.pdf

⁹ During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?

was highest among classroom instructors who self-identified as Two or More Races (62.8 percent) compared to classroom instructors of all other races and in those who indicated their gender as Non-Binary (83.8 percent). White staff members and those who identified their race as Other most frequently endorsed anxiety symptoms (45.7 percent for both respondent groups), while those who identified their gender as Non-Binary (64.0 percent) most frequently endorsed symptoms of anxiety compared to other gender identities.

Table 9. Percent of Classroom Instructors and Staff Reporting Mental Health Symptoms by Race and Ethnicity

Measure	Respondent Group	Overall	Race and Ethnicity							
			American Indian / Alaska Native	Asian	Black/ African American	Hispanic	Nat. Hawaiian/ Pacific Islander	Two or More Races	White	Other
Burnout	Classroom Instructors	57.5	51.0	41.3	43.4	51.7	54.6	64.6	59.9	58.4
	Staff	37.4	45.0	17.2	31.7	36.4	20.0	41.5	38.5	46.9
Depression	Classroom Instructors	46.3	34.5	37.9	35.5	45.6	45.5	50.2	47.9	45.7
	Staff	29.3	37.5	19.1	24.9	33.5	20.0	36.3	29.8	35.0
Anxiety	Classroom Instructors	59.1	47.8	49.8	42.3	56.8	59.1	62.8	62.0	55.9
	Staff	42.9	42.5	36.1	31.9	42.1	35.0	44.8	45.7	45.7

Classroom Instructor and Staff Retention Intentions

Research has long recognized that teacher well-being and burnout impacts educator retention rates. Specifically, experiencing burnout puts educators at a particularly high risk for turnover.¹⁰ Turnover rates appeared to grow after the pandemic, exacerbating the already existing staff shortages among educators.¹¹ The Virginia School Survey asks questions about classroom instructor and staff intentions to remain at their school or in education and their intentions to leave.

In response to a question about their immediate professional plans, 76.6 percent of classroom instructors in high schools intend to continue working at their current school (see Table 10). Another 3.1 percent plan to continue teaching in their division but leave their current school, while 3.5 percent plan to continue teaching in Virginia but leave their current division.

¹⁰ Madigan, D. J., & Kim, L. E. (2021). Towards an understanding of teacher attrition: A meta-analysis of burnout, job satisfaction, and teachers' intentions to quit. *Teaching and teacher education*, 105:103425.

¹¹ NEA Today. (2022). Survey: Alarming Number of Educators May Soon Leave the Profession. <https://www.nea.org/advocating-for-change/new-from-nea/survey-alarming-number-educators-may-soon-leave-profession>

For those planning to leave education, 2.9 percent reported they plan to retire, and 6.7 percent reported they would leave education to work in a non-education field.

Table 10. Summary of Immediate Professional Plans Reported by Classroom Instructors

Immediate Professional Plans	Overall
Continue teaching at my current school	76.6
Continue teaching in this division but leave this school	3.1
Continue teaching in this state but leave this division	3.5
Continue teaching in a state other than Virginia	1.1
Continue working in education but pursue a non-teaching position	4.8
Leave education to retire	2.9
Leave education to work in a non-education field	6.7
Leave education for other reasons	1.3

By comparison, 82.8 percent of staff in high schools intend to continue working at their current school (see Table 11). Another 8.1 percent plan to continue in education but transition to another school, division, or state. The remaining 9.2 percent of staff plan to leave education, including 3.3 percent who plan to retire.

Table 11. Summary of Immediate Professional Plans Reported by Staff

Immediate Professional Plans	Overall
Continue working at my current school	82.8
Continue working in this division but leave this school	4.0
Continue working in this state but leave this division	3.2
Continue working in education but in a state other than Virginia	0.9
Leave education to retire	3.3
Leave education to work in a non-education field	4.2
Leave education for other reasons	1.7

Summary of Survey Measures for Classroom Instructors

Classroom instructors serving students in high school, including licensed teachers and teacher’s aides, provided their insights on twelve measures of working conditions. The aggregate, state-level results appear below, presented alongside the mean responses for each survey measure disaggregated by respondent gender (see Table 12) and respondent race and ethnicity (see Table 13). Statewide results are instructive for how classroom instructors feel broadly about the environments in which they teach and work. These patterns differ by the key demographic groups represented below, although they are not inclusive of all the ways that these findings may vary (e.g., by primary professional assignment, years of teaching experience). Localities are encouraged to use school- and division-level reports and data sets to examine patterns in perceptions of working conditions that may differ in their specific school buildings.

Overall, classroom instructors in high schools reported positive perceptions of relationships between students and adults (mean response of 4.96) and among teachers (mean response of 4.85). At the state level, half of the working conditions measures fell below the positive response threshold, with the division’s response to the pandemic (mean response of 3.93) and professional growth opportunities (mean of 3.92) having the lowest average mean responses.

Table 12. Summary of Classroom Instructors’ Mean Response by Survey Measure Overall and by Gender Identity

Measure	Overall	Gender Identity			
		Male	Female	Non-Binary	Prefer not to Disclose
Teacher Agency	4.36	4.5	4.4	4.0	3.9
Teacher Collegiality	4.85	5.0	4.9	4.6	4.4
Physical Environment	4.70	4.8	4.7	4.4	4.3
Student Engagement	4.03	4.1	4.1	3.6	3.7
Relationships among Students	4.25	4.3	4.3	4.0	4.0
Relationships between Students and Adults	4.96	5.0	5.0	4.6	4.8
Rigorous Instruction	4.76	4.7	4.7	4.4	4.6
Professional Growth Opportunities	3.92	4.0	3.9	3.3	3.5
Managing Student Behavior	4.09	4.2	4.1	3.8	3.7
Engaging with Families	4.53	4.5	4.6	4.3	4.3
School Leadership	4.57	4.7	4.6	4.2	4.0
Division’s Response to Pandemic	3.93	4.1	3.9	3.3	3.4

Note: Responses are based on a six-item scale ranging from “strongly disagree” to “strongly agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

Male and female classroom instructors in high schools had similar mean responses on most working conditions measures. Classroom instructors identifying as non-binary or preferring not to disclose their gender had lower average mean responses across all measures compared to male and female respondents. The largest mean differences by gender were among males and non-binary respondents on professional growth opportunities (4.0 versus 3.3 mean response,

respectively) and among males and individuals who preferred not to disclose their gender on perceptions of school leadership (4.7 versus 4.0 mean response, respectively).

Table 13. Summary of Classroom Instructors' Mean Response for Survey Measures Overall and Race or Ethnicity

Measure	Overall	Race and Ethnicity							
		American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Nat. Hawaiian or Pacific Islander	Two or More Races	White	Other
Teacher Agency	4.36	4.3	4.6	4.5	4.4	4.1	4.1	4.4	4.0
Teacher Collegiality	4.85	4.8	5.0	4.8	4.9	4.5	4.6	4.9	4.4
Physical Environment	4.70	4.6	4.9	4.7	4.8	4.8	4.5	4.7	4.4
Student Engagement	4.03	4.0	4.4	4.0	4.1	3.9	3.8	4.1	3.8
Relationships among Students	4.25	4.4	4.6	4.1	4.2	4.0	4.1	4.3	4.0
Relationships between Students and Adults	4.96	5.0	5.1	4.9	4.9	4.8	4.8	5.0	4.8
Rigorous Instruction	4.76	4.7	4.9	4.7	4.8	4.6	4.6	4.7	4.6
Professional Growth Opportunities	3.92	4.2	4.4	4.3	4.1	4.1	3.7	3.9	3.7
Managing Student Behavior	4.09	4.3	4.5	4.4	4.2	4.2	3.9	4.1	3.8
Engaging with Families	4.53	4.8	4.7	4.7	4.6	4.4	4.4	4.5	4.4
School Leadership	4.57	4.7	4.8	4.7	4.6	4.5	4.3	4.6	4.1
Division's Response to Pandemic	3.93	3.8	4.2	4.0	4.0	4.0	3.7	3.9	3.7

Note: Except where noted, responses are based on a six-item scale ranging from “strongly disagree” to “strongly agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

Across racial and ethnic groups, classroom instructors identifying as Asian were most positive about their working conditions, particularly concerning professional growth opportunities (4.4 mean response compared to 3.92 overall) and for managing student behavior (4.5 mean response compared to 4.09 overall). Classroom instructors identifying as Black/African American also had positive responses on these two measures compared to all classroom instructors. Classroom instructors identifying as Other had the lowest mean responses across most survey measures compared to other racial and ethnic groups and to classroom instructors overall.

Research-based strategies for supporting new teachers, such as mentorship programs and dedicated time for professional development, can have a positive impact on teacher retention.¹² While the scope of programs varies across the state, all school divisions in Virginia are required to implement a mentorship program for new teachers.¹³ The 2022 survey administration asked classroom instructors in their first three years of teaching whether they received any of four different strategies to support new teachers. Respondents were most likely to endorse being formally assigned a mentor (87.7 percent), followed by having formal time to meet with a mentor (47.6 percent). Classroom instructors were least likely to endorse having a reduced workload (15.8 percent). Results are presented by gender in Table 14 and by race and ethnicity in Table 15. Male classroom instructors were more likely to report having a reduced workload, release time to observe other teachers, and formal time to meet with a mentor compared to female or non-binary classroom instructors, or individuals who preferred not to disclose their gender.

Table 14. New Teacher Supports, Overall and by Gender

	Overall*	Gender			
		Male	Female	Non-Binary	Prefer Not to Disclose
Formally assigned a mentor					
Yes	87.7	88.6	87.9	85.7	79.3
No	7.1	5.8	7.3	11.4	12.1
Do not know	5.2	5.6	4.8	2.9	8.6
Reduced Workload					
Yes	15.8	19.4	14.0	17.1	13.8
No	64.9	55.7	69.2	71.4	69.0
Do not know	19.3	24.9	16.7	11.4	17.2
Release time to observe other teachers					
Yes	30.9	36.1	28.5	25.7	30.2
No	49.9	42.1	53.7	51.4	51.7
Do not know	19.2	21.8	17.8	22.9	18.1
Formal time to meet with mentor					
Yes	47.6	55.6	44.6	31.4	47.6
No	41.3	34.3	43.9	62.9	41.4
Do not know	11.1	10.1	11.5	5.7	11.0

*All items were only asked of classroom instructors in the first three years of teaching, $n = 2,414$.

Table 15 presented the experiences of classroom instructors in high schools with new teacher supports by race or ethnicity. Classroom instructors who are White or Hispanic/Latino (89.3 percent and 87.2 percent, respectively) were most likely to indicate they were formally assigned a mentor. Black or African American classroom instructors indicated most commonly that they received a reduced workload (21.8 percent), release time to observe other teachers (36.3 percent), and formal time to meet with a mentor (53.4 percent).

¹² See, for example, <https://edpolicy.stanford.edu/sites/default/files/publications/how-high-achieving-countries-develop-great-teachers.pdf>

¹³ <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/educator-preparation-becoming-a-teacher/mentor-programs-for-new-teachers>

Table 15. New Teacher Supports, Overall and by Race or Ethnicity

Measure	Overall	Race or Ethnicity							
		American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Nat. Hawaiian or Pacific Islander	Two or More Races	White	Other
Formally assigned a mentor									
Yes	87.7	<	83.6	79.4	87.2	<	87.0	89.3	85.7
No	7.1	<	12.3	11.5	7.8	<	9.1	3.6	3.6
Do not know	5.2	<	4.1	9.2	5.0	<	3.9	10.7	10.7
Reduced workloads									
Yes	15.8	<	17.8	21.8	14.2	<	11.7	15.4	10.7
No	64.9	<	53.4	59.5	66.0	<	79.2	65.2	64.3
Do not know	19.3	<	28.8	18.7	19.9	<	9.1	19.3	25.0
Release time to observe other teachers									
Yes	30.9	<	26.0	36.3	26.2	<	24.7	30.9	35.7
No	49.9	<	58.9	44.7	56.7	<	61.0	49.2	48.2
Do not know	19.2	<	15.1	19.1	17.0	<	14.3	19.8	16.1
Formal time to meet with mentor									
Yes	47.6	<	52.1	53.4	44.0	<	44.2	46.8	51.8
No	41.3	<	38.4	34.0	46.8	<	48.1	42.1	33.9
Do not know	11.1	<	9.6	12.6	9.2	<	7.8	11.2	14.3

Note: The < symbol indicates data are suppressed due to cell counts of less than 10.

Summary of Survey Measures for Staff

The Staff Survey provides an opportunity for licensed, non-instructional staff and other non-licensed staff within the high school building to provide feedback on working conditions. However, given the diversity of respondents' primary professional assignment (see Table 3 in Appendix E), aggregate state-level results should be interpreted with caution. Localities are encouraged to use available school- and division-level reports to deduce areas of strength and opportunity within their respective buildings for supporting staff.

Mean responses for each survey measure overall and disaggregated by gender are reported in Table 16. High school staff report positive relationships between students and adults (mean response of 4.98) and high regard for school leadership (mean response of 4.77) and the physical environment (mean response of 4.77). Items related to student engagement received the lowest mean response, with an overall mean response for the measure at 4.20. Staff who described their gender as non-binary reported lower mean responses across all survey measures compared to other genders. The largest mean differences by gender were among males and non-binary respondents on student engagement (4.3 versus 2.9 mean response, respectively).

Table 16. Summary of Staff's Mean Response by Survey Measure, Overall and by Gender

Measure	Overall	Gender Identity			Prefer Not to Disclose
		Male	Female	Non-Binary	
Staff Collegiality	4.52	4.7	4.5	3.7	4.0
Physical Environment	4.77	4.8	4.8	4.1	4.4
Student Engagement	4.20	4.3	4.3	2.9	3.8
Relationships among Students	4.26	4.3	4.3	3.4	3.9
Relationships between Students and Adults	4.98	5.0	5.0	3.9	4.7
Professional Growth Opportunities	4.28	4.4	4.3	3.2	3.7
Managing Student Behavior	4.41	4.5	4.4	3.7	3.9
Engaging with Families	4.74	4.7	4.7	3.8	4.4
School and Division Leadership	4.77	4.8	4.8	3.9	4.2
Division Response to Pandemic	4.31	4.4	4.3	3.3	3.8

Note: Responses are based on a six-item scale ranging from “strongly disagree” to “strongly agree.” As such, mean responses at 4.50 or above are generally considered to be positive.

Mean responses for each survey measure disaggregated by respondent-reported race and ethnicity are reported in Table 17. Across race and ethnicity, staff in high schools identifying as American Indian or Alaska Native or who preferred to self-describe their race had lower mean responses to survey measures, while staff reporting as Asian, Native Hawaiian or Pacific Islander, or White tended to report higher mean responses to survey measures. Staff identifying as Asian were most positive about their working conditions, particularly concerning professional growth opportunities (4.4 mean response compared to 3.92 overall) and for managing student behavior (4.5 mean response compared to 4.09 overall). Classroom instructors identifying as Black or African American also had positive responses on these two measures compared to all classroom instructors.

Table 17. Summary of Staff's Mean Response by Survey Measure, Overall and by Race/Ethnicity

Measure	Overall	Race/ Ethnicity							
		American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Native Hawaiian or Pacific Islander	Two or More Races	White	Other
Staff Collegiality	4.52	3.9	4.7	4.4	4.4	4.6	4.3	4.6	4.1
Physical Environment	4.77	4.2	5.0	4.6	4.7	4.8	4.7	4.8	4.4
Student Engagement	4.20	3.7	4.6	4.1	4.1	4.0	4.0	4.3	3.9
Relationships among Students	4.26	3.7	4.5	4.1	4.0	3.8	4.2	4.3	4.0
Relationships between Students and Adults	4.98	4.6	5.0	4.8	4.8	4.9	4.8	5.1	4.7
Professional Growth Opportunities	4.28	3.6	4.6	4.4	4.2	4.6	4.1	4.3	3.8
Managing Student Behavior	4.41	3.6	4.6	4.4	4.2	4.6	4.2	4.4	4.0
Engaging with Families	4.74	4.2	4.9	4.7	4.7	4.6	4.5	4.7	4.4
School Leadership	4.77	3.8	4.9	4.6	4.6	4.7	4.5	4.8	4.3
Division's Response to Pandemic	4.31	3.5	4.5	4.1	4.3	4.4	4.1	4.4	3.8

Conclusions and Next Steps

Results from the 2022 administration of the Virginia School Survey of Climate and Working Conditions provide a point-in-time estimate of classroom instructors' and staff's perceptions of school climate and working conditions. More than 60 percent of classroom instructors and staff believed their school was a good place to work and learn. While statewide results speak to generally positive experiences of classroom instructors and staff across the Commonwealth, survey results also point to an area of concern: classroom instructors were more likely to indicate that their working conditions had become worse in the past year than better. Important variation exists in these global climate and working conditions measures across gender and race/ethnicity and school building leaders are encouraged to work closely with their divisions to further examine these differences.

Across all survey measures, classroom instructors and staff were most positive on survey items measuring the quality of relationships between students and adults. This is an encouraging indication of teachers' and staff's ability to connect with students in spite of challenges posed by the COVID-19 pandemic. For classroom instructors, student engagement and managing student behavior received the lowest mean responses of all survey measures. Still, 76.6 percent of classroom instructors and 82.8 percent of staff intend to continue working at their current school.

Several new questions in the 2022 administration were added to increase understanding of timely, topical issues. Given the interest in classroom instructor and staff well-being, questions were added to capture their experiences with burnout and the existence of mental health symptoms, specifically those related to depression and anxiety. While none of these questions can serve as a diagnosis for a mental disorder or objectively confirm their experiences with burnout, they do provide insight to the day-to-day well-being or challenges public school employees' face. While there are differences in reported symptoms and burnout experiences by race/ethnicity and across gender categories, overall, more than 50 percent of classroom instructors report experiencing symptoms of burnout and anxiety, and over 40 percent report symptoms of depression. As schools work to address learning needs uncovered during the COVID-19 pandemic, they should also consider how best to support educators who have been working in the face of many challenges across these last few years.

Survey results are intended to inform local conversations about climate and working conditions within schools. While state-level results convey how classroom instructors and staff feel about their school, additional conversations about school-level data can identify why they feel as they do and what changes could be made. VDOE encourages building administrators and division leaders to use local survey results to identify school improvement goals, such as increasing student engagement and strengthening professional growth opportunities for instructors and staff.

The 2022 Virginia School Survey of Climate and Working Conditions continues with survey administration in 2023, by surveying students in grades six through eight and classroom instructors and staff in schools serving Pre-Kindergarten through grade eight. DCJS and VDOE will continue to refine the school climate and working conditions measures included in the

surveys. The psychometric analyses of the 2022 survey (provided as Appendix F) continue to inform our refinement of our survey process.

Technical Appendix

A. Survey Instruments.

Review copies of the surveys for classroom instructors and staff are available on the VDOE website through the links below:

- [2022 Virginia School Survey: Classroom Instructors](#) (Word)
- [2022 Virginia School Survey: Staff](#) (Word)

B. Communications to School Divisions

In October 2021, the DCJS and VDOE survey team began official communications efforts to school divisions about the 2022 survey administration. Strong messaging about the value of climate and working conditions surveys often improves response and participation rates. Formal communication efforts leveraged Superintendent’s Memos to publicize the survey and hosted webinars to educate survey administrators. The [Superintendent’s Memo 284-21](#), published on October 8, 2021, notified school divisions and school superintendents about the survey administration plan, survey requirements and instructions for selecting a single survey point of contact, a survey administration window, and the requirements for parental notification.

DCJS and VDOE survey team members held two Survey Administration Webinars and posted two, school administration and communications focused web videos for school divisions to prepare for the effort just prior to the survey administration. These tools reviewed specific instructions for school and division survey points of contact and provided an opportunity for these points of contact to get their questions and concerns addressed by the survey team. Specifically, the survey team discussed the survey administration period and survey process. They reviewed the response rate requirements and example data snapshot reports that schools and divisions would receive upon window closing. This effort provided local survey administrators with supporting instructions to their written packets.

Communications to Teachers and Staff. DCJS and VDOE provided a template for schools and divisions to inform their teachers and staff members about the survey. The template included information about the survey content, the anonymity of survey responses and instructions for accessing the survey, to include the survey link and school specific access code. Schools and divisions were instructed to place the text on their school’s letterhead, send it to all licensed teachers as well as any other individuals holding a state professional license (e.g., a Collegiate Professional License, Postgraduate Professional License, or Pupil Personnel Services License) and to any non-licensed staff members they wished to participate in the survey. Schools and divisions were also encouraged to communicate the importance of collecting climate and working conditions data and the value of high response rates.

Follow-up Communications. The survey team conducted extensive follow up communication efforts with schools and divisions throughout their survey windows. For participating schools, their survey points of contact received emails indicating the beginning of their survey window, marking the window’s mid-point, and upon the survey close date. School

and division points of contact were able to monitor their student and adult survey response rates in near real-time, using the DCJS survey dashboard.

The survey team sent emails to the survey points of contact if their schools did not meet the 50 percent response rate threshold to encourage additional survey outreach. This email included information about the response rate thresholds, links to the DCJS survey dashboard, and links to download school specific instructions and information.

The survey team used phone calls and emails to notify the division points of contact when schools did not collect any surveys during their survey window. Division points of contact also received information about schools within their division that did not meet their response threshold. The team provided additional support and follow up to ensure schools and divisions had the information they needed to successfully execute the survey effort.

C. State Survey Snapshots *(links will be updated when final report is posted)*

Reports summarizing state-level results by item for classroom instructors, staff, and students are available on the VDOE website through the links below:

- [2022 Virginia School Survey Classroom Instructors State Results](#) (Word)
- [2022 Virginia School Survey Staff State Results](#) (Word)
- [2022 Virginia School Survey Students State Results](#) (Word)

D. School Participation and Survey Response Rates

The table below provides school participation and survey response rates by respondent group (Table 1). Nearly all schools participated in the survey, with school participation rates at 95.5 percent for classroom instructors and 94.5 percent for the staff. Response rates were high among licensed staff (70.6 percent) and teachers (65.2 percent), and lowest among non-licensed staff (46.0 percent).

The response rates are based on completed surveys only. All surveys were administered via the Qualtrics survey platform that records all initiated survey responses regardless of whether they are completed. For a survey response to be completed, the respondent was required to click the final submission button. Respondents, in submitting their survey, gave their consent to participate.

Table 1. Virginia School Survey School Participation and Survey Response Rates

	Classroom Instructors Survey	Staff Survey
School Participation Rates	95.5% 363 of 380	94.5% 359 of 380
Survey Response Rates	Overall 63.2%, n = 20048 Teachers 65.2%, n = 18,398 Teacher's Aides 47.2%, n = 1650	Overall 55.8%, n = 6,104 Licensed Staff 70.6%, n = 3,071 Non-Licensed Staff 46.0%, n = 3,033

E. Respondent Demographics

DCJS and VDOE collected additional contextual information on classroom instructor and staff respondents to inform subsequent analysis. The tables below summarize classroom instructors' primary teaching assignments (Table 2) and staff's primary professional assignments (Table 3).

Table 2. Primary Teaching Assignment Reported by Classroom Instructors

Primary Teaching Assignment	Percentage (n = 20,048)
Career and technical education	11.0
Computer science	0.6
Elementary and early childhood classroom teacher	0.3
English as a Second Language (ESL), English for Speakers of Other Languages (ESOL)	2.1
English language and literature (including composition, creative writing, journalism, reading)	12.6
Fine and performing arts (e.g., art, band, chorus, dance, music, theatre)	5.9
Foreign or world language and literature	6.1
Physical, health, and safety education	4.8
Social sciences and history (including civics, economics, geography, government, psychology, sociology)	12.2
Mathematics	12.4
Science	11.7
Special education, exceptional education, gifted education	19.0
Other	1.3

Table 3. Primary Professional Role Reported by Staff

Primary Professional Assignment	Percentage (n = 6,104)
Administrative support staff (e.g., secretaries and clerical staff)	19.0
Athletics and/or Student Activities Director	2.2
Bus Driver	0.7
Coordinator of special programs (e.g., ESL, Gifted, and Special Education)	3.2
Counselor, Psychologist, or Social Worker	19.8
Custodial and Facilities	3.8
General Support (e.g., testing/assessment, information technology, school nutrition, school safety)	8.8
Library Media	5.6
Mathematics or Reading Specialist	1.5
Medical and Nursing Services	3.8
Other	17.4
Principal or Assistant Principal	11.0
Specialized Services for Students with Disabilities (e.g., Speech & Language, Interpreter, OT, PT, Therapeutic Recreation)	3.2

F. Reliability & Validity Statistics for 2021 Survey

Below are the reliability and validity statistics for each measure on the 2022 Virginia School Survey of Climate and Working Conditions for Classroom Instructors (Table 1) and Staff (Table 2). Psychometric statistics were assessed at both the individual respondent level and the school level. The school level properties are particularly important should school-level aggregate measures be used to compare schools or to predict other outcomes.

Table 1. Reliability and Validity Statistics for 2022 Virginia School Survey for Classroom Instructors

Measure (# of items)	Level	Reliability	Construct Validity
		(a)	(b)
Teacher Agency (9) ^(c)	Respondent	.88	.62-.86
	School	.86	.72-.99
Autonomy (4)	Respondent	.82	.68-.88
	School	.79	.75-1.00
Respect (3)	Respondent	.83	.76-.83
	School	.79	.97-.98
Demands on Teacher Time (2)	Respondent	.68	-
	School	.66	-
Staff Collegiality (3)	Respondent	.91	.87-93
	School	.90	.98-1.00
Physical Environment (4)	Respondent	.79	.66-.90
	School	.77	.72-.99
Student Engagement (4)	Respondent	.90	.80-.93
	School	.86	.95-.98
Relationships Among Students (3)	Respondent	.94	.94-.95
	School	.92	.91-1.00
Relationships Between Students and Adults (6)	Respondent	.85	.37-.92
	School	.83	.88-1.00
Rigorous Instruction (5)	Respondent	.90	.82-.88
	School	.89	.95-1.00
Professional Growth Opportunities (5)	Respondent	.95	.86-.95
	School	.94	.98-1.00
Managing Student Behavior (13)	Respondent	.94	.55-.92
	School	.92	.81-1.00
Engaging with Families (6)	Respondent	.85	.58-.86
	School	.84	.79-.97
School Leadership (12)	Respondent	.96	.76-.90
	School	.95	.86-.99
Safety Concerns (3)	Respondent	.77	.72-.86
	School	.75	.63-1.00
Prevalence of Bullying (6)	Respondent	.94	.84-.92
	School	.93	.97-1.00

^(a) Reliability was estimated with Cronbach's Alpha. Schools whose reliabilities were negative coefficients (i.e., extremely low variance in responses) were not included in the reliability analysis at the school level.

^(b) Construct validity was estimated with standardized factor loadings from two-level confirmatory factor analysis (CFA)

^(c) There were three sub-measures consisting of Teacher Agency: Anatomy, Respect, and Demands on Teacher Time. The validity of Demands on Teacher Time could not be estimated by CFA due to the small number of items.

Table 2. Reliability and Validity Statistics for 2022 Virginia School Survey for Non-Instructional Staff

Measure (# of items)	Level	Reliability (a)	Construct Validity (b)
Physical Environment (4)	Respondent	.76	.66-.84
	School	.71	.76-1.00
Student Engagement (4)	Respondent	.83	.73-.84
	School	.77	.51-1.00
Relationships Among Students (3)	Respondent	.91	.88-.89
	School	.84	.84-1.00
Relationships Between Students and Adults (7)	Respondent	.89	.59-.87
	School	.84	.90-1.00
Managing Student Behavior (13)	Respondent	.91	.64-.78
	School	.86	.82-1.00
Engaging with Families (6)	Respondent	.89	.66-.84
	School	.84	.84-1.00
School and Division Leadership (12)	Respondent	.91	.69-.81
	School	.87	.88-1.00
Safety Concerns (3)	Respondent	.73	.70-.81
	School	.71	.69-1.00
Prevalence of Bullying (6)	Respondent	.93	.82-.90
	School	.86	.91-1.00

^(a) Reliability was estimated with Cronbach's Alpha. Schools whose reliabilities were negative coefficients (i.e., extremely low variance in responses) were not included in the reliability analysis at the school level.

^(b) Construct validity was estimated with standardized factor loadings from two-level confirmatory factor analysis (CFA)