



COMMONWEALTH of VIRGINIA

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February 20, 2024

The Honorable Glenn Youngkin
Governor of Virginia
Patrick Henry Building, Third Floor
1111 East Broad Street
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The Honorable L. Louise Lucas, Chair
Senate Finance and Appropriations Committee
General Assembly Building, Room 1404
201 North 9th Street
Richmond, Virginia 23219

The Honorable Luke E. Torian
Chair, House Appropriations Committee
General Assembly Building
201 North 9th Street
Richmond, Virginia 23219

The Honorable Ghazala F. Hashmi
Chair, Senate Education and Health
General Assembly Building, Room 616
201 North 9th Street
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The Honorable Sam Rasoul
Chair, House Education
General Assembly Building, Room 910
201 North 9th Street
Richmond, Virginia 23219

Dear Sirs and Madams:

I am pleased to submit the enclosed report on the 2023 Virginia School Survey on Climate and Working Conditions, as required by Item 143.G, 2021 Appropriation Act. The Virginia Department of Education surveyed classroom instructors, and staff on their perceptions of school climate and working conditions. The report summarizes statewide findings on classroom instructor and staff perceptions of the learning environment, professional support, their relationships with students, well-being and burnout, and team collaboration.

If you require additional information, please contact Jeremy Raley, Chief of Staff at (804)-225-2057 or jeremy.ralej@doe.virginia.gov.

Sincerely,

Jeremy Raley for Lisa Coons

Enclosure

c: The Honorable Amiee Rogstad Guidera
Secretary of Education

**Virginia Department of Education Report on the 2023 Virginia School Survey of Climate
and Working Conditions**

Summary of State-level Results for Virginia Public Elementary and Middle Schools

September 2023

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**

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Executive Summary

From January through February of 2023, the Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (VDOE) jointly administered the 2023 Virginia School Survey of Climate and Working Conditions (the Virginia School Survey) to classroom instructors and staff in Virginia public schools serving grades Pre-Kindergarten through 8. The survey was also administered to students in grades 6 through 8; 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 2023 survey administration, with response rates at 65.60 percent for classroom instructors and a staff response rate of 41.50 percent.

The 2023 survey results indicate that classroom instructors and staff report positive perceptions of overall climate and working conditions. The data indicate that 69.75 percent of classroom instructors and 80.19 percent of staff agree or strongly agree that their school is a good place to work and learn. Along with these positive perceptions, classroom instructors more often endorsed that working conditions had become better (21.10 percent) compared to become worse (18.98 percent). Although both classroom instructors and staff reported continued challenges throughout the pandemic, over 65 percent of classroom instructors and over 70 percent of staff agreed that the division's response to the pandemic was appropriate.

Survey questions around educator burnout and well-being were again included in the 2023 survey. The 2023 results show improvement in certain domains of mental health and burnout from the 2022 results of the same survey administered to classroom instructors and staff in schools serving grades 9 through 12. According to the 2023 survey results, 52.00 percent of classroom instructors and 32.90 percent of staff indicated that they are experiencing burnout (dropped from the 2022 rate of 57.50 percent and 37.40 percent respectively). In terms of anxiety levels, 64.22 percent of classroom instructors and 47.91 percent of staff are experiencing symptoms of anxiety (rose from the 2022 rate of 59.10 percent and 42.90 percent). Regarding symptoms of depression, 39.58 percent of classroom instructors and 24.55 percent of staff report having symptoms of depression (dropped from the 2022 rate of 46.30 percent and 29.30 percent respectively).

While the state-level results are trending positively, disaggregated survey results indicate that certain demographic groups may experience climate and working conditions differently. Classroom instructors and staff identifying as male, female, White, and Hispanic 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 perceiving their environment least positively compared to other genders and races or ethnicities.

Looking ahead, DCJS and VDOE continue to co-administer the Virginia School Survey during the 2023-2024 school year, focusing on school climate among high school students (grades 9 through 12) and working conditions among high school classroom instructors and staff.

Legislative Authority for Survey

The 2023 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 2023 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 2023 administration cycle:

- a student survey for grades 6 to 8 students,
- a classroom instructors survey for teachers and teacher's aides in any public schools serving grades Pre-Kindergarten through 8, and
- a staff survey for other licensed professionals and any interested non-licensed staff also in any public schools serving grades Pre-Kindergarten through 8.

This report focuses on survey results from elementary and middle 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 2023 survey results may provide schools and divisions with additional information to monitor ongoing 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 student version of the Virginia School Survey to middle schools and combined schools serving students in grades 6 through 8, between January and February 2023. Schools were also required to administer the survey to all licensed staff (instructional and support personnel) in any public schools serving grades Pre-Kindergarten through 8. 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 #191-221³ on August 26, 2022, followed by informational webinars and email communications to divisions and schools over the next several months. VDOE and DCJS supported division- and school-level points of contact with this survey effort during the four-week window when the surveys were administered locally. Using the Positions and Exits Collection, a standard VDOE data collection effort to identify the number of full-time equivalents in each school building, it was 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 1,570 schools serving grades Pre-Kindergarten through 8 across all 131 school divisions. All public schools with regular education programs are required to participate in the Virginia School Survey. Parents are notified at least 30 days ahead of the survey and can opt their student out of the survey if they choose.

Virginia public schools serving students in grades Pre-Kindergarten through 8 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

³ <https://www.doe.virginia.gov/home/showpublisheddocument/8374/638108671880230000>

Classroom Instructors survey version. Based on the schools' reports, this sample included 40,307 teachers and 9,043 teacher's aides for a total of 49,350 individuals. In addition, a total 17,039 other licensed professionals and non-licensed staff completed the Staff Survey. 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.

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, elementary and middle 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 C 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. Results highlighted in this report should be interpreted with these limitations in mind.

Response Rate and Respondent Demographic Summary

Nearly all eligible schools participated in the 2023 survey administration, as measured by having at least one individual submitting a completed survey which led to a 96.80 percent response rate for schools. The response rate for classroom instructors was 65.60 percent (49,350 completed surveys). The response rate for staff was lower at 41.50 percent (17,039 completed surveys).

Table 1 provides a demographic summary of respondent race/ethnicity and gender for classroom instructors and staff. Appendix E 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 = 48,839)	(n = 16,919)
American Indian or Alaska Native	0.20	0.20
Asian	2.20	1.50
Black or African American	10.70	14.00
Hispanic	4.70	5.50
Native Hawaiian or Pacific Islander	0.10	0.10
Two or More Races	2.20	1.80
White	78.00	75.40
Other*	1.80	1.30
Gender Identity Endorsed	(n = 49,269)	(n = 17,011)
Female	83.40	83.90
Male	10.60	11.70
Non-Binary	0.30	0.20
Prefer Not to Disclose	5.80	4.20

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

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,” 69.75 percent of classroom instructors and 80.19 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	4.71	4.65	4.26	5.36	15.98	40.66	29.09
	Staff	5.02	4.67	1.77	3.12	10.24	37.93	42.26

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, male and female classroom instructors (mean response of 4.69 and 4.75 respectively) and staff (mean response of 5.11 and 5.04 respectively) rate the global climate and

working conditions most positively (see Table 3). Both non-binary classroom instructors (mean response of 4.17) and staff (mean response of 4.13) 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	4.69	5.41	4.49	5.16	15.88	38.84	30.23
	Female	4.75	4.51	3.9	5.02	15.49	41.08	30.00
	Non-Binary	4.17	6.47	7.19	14.39	20.14	38.85	12.95
	Prefer Not to Answer	4.23	5.21	8.94	10.32	22.89	38.03	14.61
<i>Staff:</i> Overall, my school is a good place to work and learn.	Male	5.11	5.70	1.31	2.07	8.17	32.95	49.80
	Female	5.04	4.46	1.64	3.01	10.01	38.55	42.34
	Non-Binary	4.13	16.13	12.90	0	3.23	48.39	19.35
	Prefer Not to Answer	4.45	5.68	5.26	8.31	20.50	39.47	20.78

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, Hispanic, and White classroom instructors were more likely to report a positive school climate (mean response of 4.81, 4.69 and 4.75, 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 4.94, 5.08, and 4.86, respectively). Only two groups endorsed a slightly less positive school climate and working conditions: classroom instructors who identified as American Indian or Alaska Native and classroom instructors who identified as Other (mean responses of 4.45 and 4.18; 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	4.71	4.65	4.26	5.36	15.98	40.66	29.09
American Indian or Alaska Native	4.45	5.32	6.38	12.77	14.89	35.11	25.53
Asian	4.81	6.43	3.21	4.50	11.66	37.56	36.64
Black or African American	4.57	7.29	3.84	5.05	17.52	40.57	25.73
Hispanic	4.69	5.95	4.73	4.30	14.89	39.60	30.53
Native Hawaiian or Pacific Islander	4.46	12.31	3.08	9.23	12.31	27.69	35.38
Two or More Races	4.58	5.99	4.61	6.08	18.25	38.89	26.18
White	4.75	4.05	4.13	5.27	15.72	41.07	29.76
Other	4.18	7.49	9.94	9.94	20.56	34.30	17.77
Staff: Overall, my school is a good place to work and learn.							
Total	5.02	4.67	1.77	3.12	10.24	37.93	42.26
American Indian or Alaska Native	4.82	5.00	2.50	10.00	2.50	47.50	32.50
Asian	4.94	5.00	2.50	10.00	2.50	47.50	32.50
Black or African American	4.86	5.54	1.48	2.95	9.23	45.02	35.79
Hispanic	4.73	6.40	2.11	3.96	11.79	38.57	37.18
Native Hawaiian or Pacific Islander	4.73	8.21	1.51	3.46	10.26	38.77	37.80
Two or More Races	4.80	4.55	4.55	9.09	9.09	40.91	31.82
White	5.08	4.00	1.63	9.67	9.67	37.68	44.21
Other	4.56	7.17	4.04	20.18	20.18	35.87	27.35

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’s working conditions. Classroom instructors and staff were asked to indicate how their working conditions changed over time. Overall, 34.38 percent of classroom instructors and 37.78 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 better (21.10 percent) compared to worse (18.98 percent), which was a reversal from the 2022 findings. Staff were also more likely to indicate working conditions have become better (31.65 percent) compared to worse (17.51 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	4.00	6.37	12.61	15.55	34.38	10.00	13.77	7.33
Staff	4.53	3.00	6.38	11.13	37.78	10.06	18.84	12.81

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 2023 survey asked participants two questions regarding the pandemic and its ongoing effects. Both classroom instructors and staff were more likely to agree than disagree with the division’s response to the pandemic. Staff rated their divisions’ response to the pandemic more positively when compared to classroom instructors. Staff’s perceptions about having sufficient resources to meet any additional student learning needs were also slightly more positive than classroom instructors’ perceptions (see Table 6).

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>
Division’s response was appropriate							
Classroom Instructors	4.61	3.03	4.59	6.46	19.68	46.99	19.24
Staff	4.83	2.05	2.78	4.83	15.32	50.32	24.7
Sufficient resources to meet any additional student learning needs							
Classroom Instructors	4.39	3.80	7.60	9.40	20.10	43.10	15.90
Staff	4.67	2.20	4.90	6.70	16.10	49.60	20.50

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 elementary and middle 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 rated the extent to which they agree or disagree with five statements intended to capture implementation of the five 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 5.05) and the “*Teachers at this school want students to think about different ways to solve problems*” (mean response of 5.14) items, with 85.00 percent and 87.50 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 schools.

Table 7. Classroom Instructors Perceptions of Five 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.	5.05	0.20	0.60	1.60	12.60	61.30	23.70
Teachers at this school want students to think about different ways to solve problems.	5.14	0.20	0.60	1.60	10.10	57.80	29.70
Teachers at this school encourage students to provide constructive feedback to other students.	4.86	0.30	1.50	5.10	19.30	53.00	20.80
Teachers at this school encourage students to value and search for a diversity of opinions, perspectives, and abilities.	4.92	0.40	1.30	4.10	17.50	53.30	23.40
Teachers at this school often connect what students are learning to life outside the classroom.	4.94	0.40	1.30	3.60	17.00	54.00	23.70

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.^{4,5} In 2023, the survey invited classroom instructors and staff to answer these questions in addition to a validated one-item question to assess professionals’ current burnout.⁶ On the 2023 Virginia School Survey, 52.00 percent of classroom instructors and 32.90 percent of staff reported burnout (see Table 8). Male classroom instructors and staff were least likely to report symptoms of burnout (41.83 percent and 22.39 percent, respectively). Regarding race and ethnicity, classroom instructors that identified as Two or More races reported burnout the most (55.33 percent) whereas those that identified as Asian reported burnout the least (34.33

⁴ 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

⁵ 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.

⁶ 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.

percent). Staff that identified as American Indian or Native Alaskan reported the highest levels of burnout (43.34 percent).

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	52.00	41.83	52.33	70.51	66.51
	Staff	32.90	22.54	32.27	51.61	47.71
Depression	Classroom Instructors	39.58	38.47	39.07	70.50	48.13
	Staff	24.55	22.39	24.29	64.51	34.25
Anxiety	Classroom Instructors	64.22	55.99	64.82	83.45	70.15
	Staff	47.91	35.93	49.26	80.64	53.12

Survey results indicate that 39.58 percent of classroom instructors and 24.55 percent of staff endorsed a depressive behavior screening question⁷ (see Table 8). Regarding race and ethnicity, endorsement of this question was highest among classroom instructors and staff who self-identified as Two or More races (44.15 percent) and lowest among classroom instructors who self-identified as Black or African American (30.68 percent) (see Table 9). Similarly, endorsement of a depressive behavior screening question was highest among staff who identified as Two or More races (31.19 percent) and lowest among Black or African American staff (18.94 percent).

Regarding gender, endorsement of a depressive screening question was highest among classroom instructors who reported their gender as Non-Binary (70.50 percent), compared to other gender identities. Endorsement of these questions was also highest among staff who reported their gender as Non-Binary (64.51 percent), compared to other gender identities.

In addition to depressive symptoms, 64.22 percent of classroom instructors and 47.91 percent of staff responding to the survey reported experiencing anxiety. Endorsement of this item was highest among classroom instructors who self-identified as Two or More Races (67.40 percent) compared to classroom instructors of all other races and was lowest among those that identified as Hispanic (36.39 percent). Staff members who identified as Two or More races most frequently endorsed anxiety symptoms (54.95 percent) and those that identified as Black or African American were least likely to endorse anxiety symptoms (36.14 percent).

Classroom instructors who indicated their gender as Non-Binary endorsed the anxiety question more than any other group (83.45 percent). Similarly, staff members who identified

⁷ 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?

their gender as Non-Binary (80.64 percent) also 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	52.00	49.42	34.22	41.95	45.85	32.70	55.33	53.79	53.68
	Staff	32.90	43.34	24.42	27.27	26.81	0.00	36.14	32.49	37.24
Depression	Classroom Instructors	39.58	39.08	32.35	30.68	36.39	42.85	44.15	40.83	41.57
	Staff	24.55	20.00	24.42	18.94	23.14	50.00	31.19	25.15	29.26
Anxiety	Classroom Instructors	64.22	60.42	45.92	47.81	36.39	63.27	67.40	67.12	60.96
	Staff	47.91	40.00	36.41	36.14	41.19	50.00	54.95	50.16	50.26

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.⁸ Turnover rates appeared to grow after the pandemic, exacerbating the already existing staff shortages among educators.⁹ 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, 77.80 percent of surveyed classroom instructors intend to continue working at their current school (see Table 10). Another 5.30 percent plan to continue teaching in their division but leave their current school, while 3.00 percent plan to continue teaching in Virginia but leave their current division. For those planning to leave education, 2.20 percent reported they plan to retire, 4.60 percent reported they would continue working in education but pursue a non-teaching position, and 5.00 percent said they would leave education to work in a non-education field.

⁸ 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.

⁹ 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>

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

Immediate Professional Plans	Overall %
Continue teaching at my current school	77.80
Continue teaching in this division but leave this school	5.30
Continue teaching in this state but leave this division	3.00
Continue teaching in a state other than Virginia	1.00
Continue working in education but pursue a non-teaching position	4.60
Leave education to retire	2.20
Leave education to work in a non-education field	5.00
Leave education for other reasons	1.20

By comparison, 86.30 percent of surveyed staff intend to continue working at their current school (see Table 11). Another 7.30 percent plan to continue in education but transition to another school, division, or state. The remaining 6.50 percent of staff plan to leave education, including 2.50 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	86.30
Continue working in this division but leave this school	4.60
Continue working in this state but leave this division	2.00
Continue working in education but in a state other than Virginia	0.70
Leave education to retire	2.50
Leave education to work in a non-education field	2.80
Leave education for other reasons	1.20

Summary of Survey Measures for Classroom Instructors

Classroom instructors from schools serving grades Pre-Kindergarten to 8 students, 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 datasets to examine patterns in perceptions of working conditions that may differ in their specific school buildings.

Overall, classroom instructors in schools reported positive perceptions of relationships between students and adults (mean response of 4.90), rigorous instruction (mean response of 4.91), and among teachers (mean response of 4.77). Classroom instructors overall, also reported

negative perceptions of professional growth opportunities (mean response of 4.14) and relationships among students (mean response of 4.18).

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	4.23	4.55	4.34	4.06	3.97
Teacher Collegiality	4.77	5.08	4.98	4.53	4.49
Physical Environment	4.62	4.87	4.81	4.33	4.48
Student Engagement	4.29	4.35	4.64	3.88	4.29
Relationships among Students	4.18	4.27	4.46	3.87	4.11
Relationships between Students and Adults	4.90	5.05	5.10	4.61	4.85
Rigorous Instruction	4.91	4.95	4.99	4.84	4.87
Professional Growth Opportunities	4.14	4.39	4.34	3.83	3.98
Managing Student Behavior	4.23	4.48	4.41	4.00	4.03
Engaging with Families	4.68	4.73	4.89	4.46	4.64
School Leadership	4.65	4.97	4.92	4.32	4.40
Division's Response to Pandemic	4.41	4.66	4.63	4.12	4.22

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 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. Some of the largest mean differences by gender were among females and non-binary respondents on student engagement (4.64 versus 3.88 mean response, respectively) and among males and individuals who preferred not to disclose their gender on perceptions of teacher agency (4.55 versus 3.97 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	4.28	4.12	4.12	4.34	4.35	4.35	4.25	4.35	3.94
Teacher Collegiality	5.03	4.97	5.27	4.92	5.10	5.14	4.94	5.11	4.80
Physical Environment	4.75	4.64	4.96	4.78	4.88	4.87	4.64	4.80	4.43
Student Engagement	4.56	4.39	4.84	4.49	4.66	3.77	4.42	4.60	4.31
Relationships among Students	4.36	4.22	4.66	4.29	4.44	4.51	4.25	4.44	4.10
Relationships between Students and Adults	5.03	4.97	5.27	4.92	5.10	4.14	4.94	5.11	4.80
Rigorous Instruction	5.00	4.96	5.15	4.97	5.06	5.09	4.94	4.98	4.83
Professional Growth Opportunities	4.37	4.24	4.71	4.51	4.44	4.52	4.23	4.29	4.01
Managing Student Behavior	4.40	4.34	4.77	4.49	4.49	4.37	4.31	4.38	4.05
Engaging with Families	4.83	4.67	4.96	4.88	4.95	4.91	4.77	4.85	4.64
School Leadership	4.79	4.61	5.06	4.89	4.91	4.76	4.78	4.9	4.37
Division's Response to Pandemic	4.55	4.47	4.71	4.66	4.59	4.72	4.46	4.62	4.16

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, Hispanic/Latino, Native Hawaiian or Pacific Islander, and White were most positive about their relationships with other teachers (mean response of 5.27, 5.10, 5.14, and 5.11 respectively). Classroom instructors who identified as Black/African American and Other were least positive about the rigorous instruction (mean response of 4.97 and 4.83 respectively). Responses to questions regarding relationships among students, teacher agency, and managing student behavior were noted to have negative perceptions across the groups.

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.¹⁰ While the scope of programs varies across the state, all school divisions in Virginia are required to implement a mentorship program for new teachers.¹¹ The 2023 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 (67.15), followed by having formal time to meet with a mentor (41.60 percent). Classroom instructors were least likely to endorse having a reduced workload (20.35 percent). Results are presented by gender in Table 14 and by race and ethnicity in Table 15.

Table 14. New Teacher Supports, Overall and by Gender

	Overall* (%)	Gender (%)			
		Male	Female	Non-Binary	Prefer Not to Disclose
Formally assigned a mentor					
Yes	67.15	71.60	62.40	59.40	75.20
No	21.33	20.70	25.60	28.10	10.90
Do not know	11.53	7.70	12.00	12.50	13.90
Reduced Workload					
Yes	20.35	22.40	17.30	21.90	19.80
No	54.55	49.20	57.10	59.40	52.50
Do not know	25.13	28.40	25.60	18.80	27.70
Release time to observe other teachers					
Yes	36.83	40.90	34.20	37.50	34.70
No	50.33	47.10	50.40	56.30	47.50
Do not know	12.88	12.00	15.40	6.30	17.80
Formal time to meet with mentor					
Yes	41.60	49.40	33.00	37.50	46.50
No	46.53	39.60	51.80	53.10	41.60
Do not know	11.88	11.00	15.20	9.40	11.90

*All items were only asked of classroom instructors in their first year of teaching, $n = 3,478$.

Table 15 presented the experiences of classroom instructors with new teacher supports by race or ethnicity. Classroom instructors of all groups were most likely to indicate they were formally assigned a mentor over other teacher supports. Native Hawaiian or Pacific Islander instructors indicated more often that they received a formal time to meet with a mentor (50.00 percent). Classroom instructors who identified as Asian reported that they had received reduced workloads (36.00 percent) and classroom instructors who identified as Native Hawaiian or Pacific Islander reported they have received release time to observe other teachers (50.00 percent). Classroom instructors that identified as Two or More races reported not being formally

¹⁰ See, for example, <https://edpolicy.stanford.edu/sites/default/files/publications/how-high-achieving-countries-develop-great-teachers.pdf>

¹¹ https://www.doe.virginia.gov/teaching/career_resources/mentor/index.shtml

assigned a mentor (40.00 percent) and not receiving reduced workloads (60.00 percent) more often than any other group.

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	59.69	60.00	64.80	57.90	63.10	50.00	53.80	65.40	62.50
No	24.90	30.00	16.00	31.00	23.20	16.70	40.00	23.50	18.80
Do not know	15.49	10.00	19.20	11.10	13.70	33.30	6.70	11.10	18.80
Reduced workloads									
Yes	19.63	10.00	36.00	23.90	19.20	16.70	13.30	16.00	21.90
No	48.19	60.00	42.40	54.00	54.60	16.70	60.00	57.20	40.60
Do not know	32.20	30.00	21.60	22.10	26.20	66.70	26.70	26.80	37.50
Release time to observe other teachers									
Yes	35.78	20.00	47.20	36.60	33.20	50.00	33.30	34.60	31.30
No	42.95	60.00	36.00	51.20	52.80	0	46.70	50.00	46.90
Do not know	21.28	20.00	16.80	12.10	14.00	50.00	20.00	15.40	21.90
Formal time to meet with mentor									
Yes	36.49	20.00	37.60	40.10	31.70	50.00	40.00	35.00	37.50
No	41.23	50.00	42.40	47.80	51.70	0	46.70	50.60	40.60
Do not know	22.30	30.00	20.00	12.10	16.60	50.00	13.30	14.50	21.90

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 school building to provide feedback on working conditions. However, given the diversity of respondents' primary professional assignment (see Table 2 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 are reported in Table 16 at both overall and gender disaggregation levels. School staff report positive division leadership (mean response of 5.18), relationships between students and adults (mean response of 5.11), the physical environment (mean response of 4.99), and the school leadership (mean response of 4.96). Items

related to relationships among students received the lowest mean response, with an overall mean response for the measure at 4.44. Staff who described their gender as non-binary reported lower mean responses across all survey measures compared to other genders.

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

Measure	Overall	Gender Identity			
		Male	Female	Non-Binary	Prefer Not to Disclose
Staff Collegiality	4.95	5.19	5.23	4.44	4.92
Physical Environment	4.99	5.30	5.20	4.65	4.82
Student Engagement	4.65	5.01	5.02	3.96	4.61
Relationships among Students	4.44	4.88	4.82	3.60	4.45
Relationships between Students and Adults	5.11	5.34	5.32	4.82	4.96
Professional Growth Opportunities	4.53	4.93	4.83	3.97	4.38
Managing Student Behavior	4.64	5.08	4.91	4.12	4.46
Engaging with Families	4.95	5.19	5.23	4.44	4.92
School Leadership	4.96	5.25	5.26	4.64	4.69
Division Leadership	5.18	5.40	5.34		4.81
Division Response to Pandemic	4.48	4.93	4.85	3.81	4.33

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 identifying as American Indian or Alaska Native or who identified as Other in 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 that identified as American Indian/Alaskan Native or Other had negative perceptions on the division’s response to the pandemic (mean response of 4.40 and 4.42 respectively). American Indian/Alaska Natives also had negative perceptions regarding division leadership and professional growth opportunities (mean response of 3.75 and 4.42 respectively).

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	White	Other	Two or More Races
Staff Collegiality	4.96	4.8	5.16	4.97	5.05	4.83	5.20	4.72	4.92
Physical Environment	5.06	4.78	5.27	5.07	5.1	5.1	5.24	4.87	5.01
Student Engagement	4.90	4.9	5.11	4.83	4.98	4.89	5.04	4.60	4.84
Relationships among Students	4.73	4.73	4.94	4.62	4.74	4.79	4.86	4.50	4.63
Relationships between Students and Adults	5.16	5.24	5.35	5.05	5.24	5.08	5.37	4.9	5.08
Professional Growth Opportunities	4.67	4.49	4.90	4.80	4.77	4.52	4.84	4.42	4.58
Managing Student Behavior	4.80	4.83	4.99	4.87	4.89	4.66	4.93	4.48	4.71
Engaging with Families	5.10	5.08	5.14	5.15	5.23	4.97	5.23	4.94	5.07
School Leadership	5.00	5.08	5.15	5.1	5.14	4.57	5.28	4.70	4.95
Division Leadership	5.08	3.75	5.32	5.19	5.35	5.61	5.39	4.53	5.52
Division's Response to Pandemic	4.66	4.40	4.73	4.83	4.71	4.68	4.86	4.42	4.63

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.

Conclusions and Next Steps

Results from the 2023 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 69 percent of classroom instructors and over 80 percent of 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, important variation exists in these global climate and working conditions item measures across gender and race/ethnicity. 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. For classroom instructors, professional growth opportunities and relationships among students received the lowest mean responses of all survey measures. Still, 77.80 percent of classroom instructors and 86.30 percent of staff intend to continue working at their current school.

Given the interest in classroom instructor and staff well-being, questions were asked 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 slight 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 close to 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 2023 Virginia School Survey of Climate and Working Conditions continues with survey administration in 2024. DCJS and VDOE will continue to refine the school climate and working conditions measures included in the surveys. The psychometric analyses of the 2023 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:

- [2023 Virginia School Survey: Classroom Instructors](#)
- [2023 Virginia School Survey: Staff](#)

B. Communications to School Divisions

In August 2022, the DCJS and VDOE survey team began official communications efforts to school divisions about the 2023 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 #191-22, published on August 26, 2022, 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 are placeholders until final reports are posted*)

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

- [2023 Virginia School Survey Snapshot: Classroom Instructors](#)
- [2023 Virginia School Survey Snapshot: Staff](#)
- [2023 Virginia School Snapshot: Students](#)

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 96.8 percent. The response rates are based on completed surveys only. All surveys were administered via the QuestionPro 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 Response Rates

	Classroom Instructors Survey	Staff Survey
Survey Response Rates	Overall 65.6%, n = 49,350	Overall 41.5%, n = 17,039

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	<i>n</i>	Percentage
Career and technical education	736	1.5
Computer science	111	0.2
Elementary and early childhood classroom teacher	22907	46.4
English as a Second Language (ESL), English for Speakers of Other Languages (ESOL)	1433	2.9
English language and literature (including composition, creative writing, journalism, reading)	2792	5.7
Fine and performing arts (e.g., art, band, chorus, dance, music, theatre)	2367	4.8
Foreign or world language and literature	577	1.2
Physical, health, and safety education	1809	3.7
Social sciences and history (including civics, economics, geography, government, psychology, sociology)	1743	3.5
Mathematics	2758	5.6
Science	1756	3.6
Special education, exceptional education, gifted education	8697	17.6
Other	1664	3.4
All	49,350	100.0%

Table 3. Primary Professional Role Reported by Staff

Primary Teaching Assignment	<i>n</i>	Percentage
Principal, Assistant Principal, or Regional Director	1729	10.1
Athletic and/or Student Activities Director, Trainers or Coaches	52	0.3
Bus, Car, or Van Driver	63	0.4
Coordinator of Special Programs (e.g., ESL, Gifted Education, Special Education)	755	4.4
Custodial and Facilities	664	3.9
Library Media	1252	7.3
Mathematics or Reading Specialist	1596	9.4
Administrative Support Staff (e.g., secretaries and clerical staff)	2295	13.5
Specialized Student Support Services (e.g., Counselors, Psychologists, or Social Workers)	2506	14.7
Specialized Services for Students with Disabilities (e.g., Speech & Language, Interpreter, OT, PT, Therapeutic Recreation)	1105	6.5
Medical and Nursing Services (e.g., school nurses, other medical staff)	909	5.3
Food Nutrition, School Cafeteria, or Food Service Staff	872	5.1
School Safety, Security, and Law Enforcement	310	1.8
Instructional Technology and Support	819	4.8
Testing and Assessment Staff	115	0.7
Other	1997	11.7
All	17039	100.0%

F. Reliability & Validity Statistics for 2023 Survey

Below are the reliability and validity statistics for each measure on the 2023 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 2023 Virginia School Survey for Classroom Instructors

Measure (# of items)	Level	Reliability ^(a)	Construct Validity ^(b)
Teacher Agency (10) ^(c)	Respondent	.875	.662-.848
	School	.848	.825-.925
Anatomy (4)	Respondent	.848	.714-.895
	School	.809	.857-1.00
Respect (3)	Respondent	.847	.796-.881
	School	.819	.986-1.00
Demands on Teacher Time (3)	Respondent	.660	.454-.884
	School	.621	.794-.975
Staff Collegiality (3)	Respondent	.919	.867-.955
	School	.909	.983-.999
Physical Environment (4)	Respondent	.784	.621-.882
	School	.760	.836-.980
Student Engagement (4)	Respondent	.906	.828-.932
	School	.862	.990-.996
Relationships Among Students (3)	Respondent	.948	.778-.959
	School	.923	.992-.999
Relationships Between Students and Adults (6)	Respondent	.852	.468-.937
	School	.828	.926-1.00
Rigorous Instruction (5)	Respondent	.901	.747-.896
	School	.883	.973-1.00
Professional Growth Opportunities (5)	Respondent	.937	.786-.949
	School	.926	.902-1.00
Managing Student Behavior (13)	Respondent	.936	.581-.769
	School	.847	.763-1.00
Engaging with Families (6)	Respondent	.858	.690-.937
	School	.835	.748-1.00
School Leadership (12)	Respondent	.962	.487-.911
	School	.955	.666-.992
Safety Concerns (4)	Respondent	.823	.859-.926
	School	.809	.988-1.00
Prevalence of Bullying (9)	Respondent	.901	.428-.816
	School	.875	.052-.993
Student Aggression (5)	Respondent	.691	.616-.932
	School	.627	.506-1.00
Mental Health (4)	Respondent	.895	.886-.921
	School	.878	.969-.989
Support for Burnout and Mental Health (6)	Respondent	.903	.658-.962
	School	.886	.790-.991

^(a) Reliability was estimated with Cronbach's Alpha. Schools whose reliability had 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.

Table 2. Reliability and Validity Statistics for 2023 Virginia School Survey for Non-Instructional Staff

Measure (# of items)	Level	Reliability ^(a)	Construct Validity ^(b)
Staff Collegiality and Respect (6)	Respondent	.887	.599-.935
	School	.831	.895-1.00
Physical Environment (4)	Respondent	.802	.619-.939
	School	.747	.862-1.00
Student Engagement (4)	Respondent	.892	.812-.936
	School	.843	.977-.994
Relationships Among Students (3)	Respondent	.952	.943-.984
	School	.920	1.00 ^(c)
Relationships Between Students and Adults (7)	Respondent	.905	.634-.941
	School	.858	.969-1.00
Professional Growth Opportunities (5)	Respondent	.955	.902-.961
	School	.938	.989-1.00
Managing Student Behavior (13)	Respondent	.934	.693-.863
	School	.903	.828-1.00
Engaging with Families (6)	Respondent	.854	.674-.861
	School	.810	.851-1.00
School Leadership (12)	Respondent	.951	.751-.914
	School	.914	.952-1.00
Division Leadership (12)	Respondent	.928	.646-.906
	School	.850	.539-1.00
Safety Concerns (4)	Respondent	.834	.710-.940
	School	.803	.915-.974
Prevalence of Bullying (9)	Respondent	.912	.465-.942
	School	.873	.882-1.00
Student Aggression (5)	Respondent	.699	.664-.935
	School	.580	.728-1.00
Mental Health (4)	Respondent	.875	.864-.923
	School	.816	.993-1.00
Support for Burnout and Mental Health (6)	Respondent	.896	.581-.977
	School	.854	.783-.993

^(a) Reliability was estimated with Cronbach's Alpha. Schools whose reliability had 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 was a model convergence issue due to the small school-level variance, so the residual variances of the school-level factor indicators were set to zero, which means that the school-level latent variable accounted for all the variance in the items so that there was no residual variance left unexplained. This assumption improved model estimation and convergence.