

2022 Virginia School Survey of Climate and Working Conditions

School Summary Feedback Report prepared for: Minnie Howard Campus (Alexandria City High School)

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School Summary Feedback Report

School: Minnie Howard Campus

Introduction

Thank you for participating in the 2022 Virginia School Survey, which included measures of school climate and working conditions. The Virginia Department of Criminal Justice Services (DCJS) and the Virginia Department of Education (VDOE), in collaboration with the University of Virginia and Virginia Tech, administered this survey to provide school and division leaders a tool to monitor and ensure all students and staff have access to a healthy and positive environment in which to learn, work, interact, and grow.

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

Ways to use this report

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

Resources for School Improvement

School Climate and Discipline

- [Handle With Care Virginia](#) is a communication system between law enforcement and schools when a child is on a scene with first responders. This program enables schools to be proactive in preparing trauma informed support. The website also contains general mental health and Trauma Informed resources.

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

Bullying

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

Mental Health and Substance Use Programs

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

Gang Prevention

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

Threat Assessment

- Virginia schools are required to have threat assessment teams to prevent violence. Two resources are the [Virginia Department of Criminal Justice Services](#) and the [Youth Violence Project](#) at the University of Virginia.

- The [“I Love U Guys” Foundation](#) has programs and resources for crisis response and post-crisis reunification are used in more than 30,000 schools and municipalities around the world.
- [The Koshka Foundation](#) provides training and resources on school safety, preparedness, violence prevention, & resilience, and threat assessment & management.

COVID-19

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

Social Emotional Learning

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

School Demographics

This report is based on responses from 688 Students (grades 9-12). The Classroom Instructor and Staff sections of this report are suppressed due to a participation rate below what is required to ensure responses are not identifiable. State results are based on 219,958 students in 365 schools with 9-12th graders, 20,615 Classroom Instructors in 363 Virginia public schools, and 6,340 Staff in 359 Virginia public schools. For more information, see the Virginia Department of Criminal Justice Services [website](#) or the Virginia Department of Education [website](#).

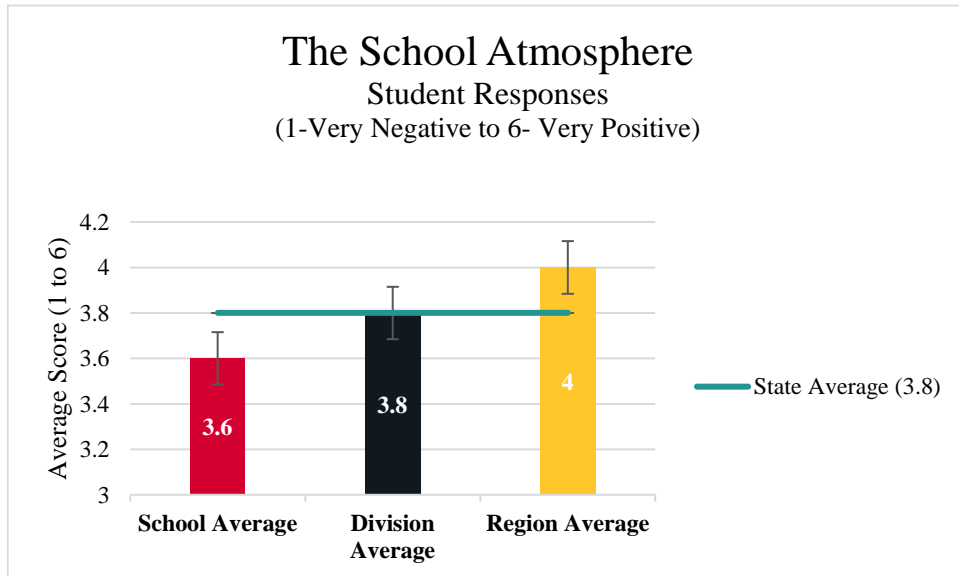
Global Climate and COVID-19 Related Perceptions

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

Students

This table presents the average score of responses based on a scale of “Very Negative” (1) to “Very Positive” (6).

	School	Division	Region	State
How positive or negative is the atmosphere of the school?	3.6	3.8	4	3.8



Student Responses

There were 688 responses to the 2022 Virginia School Survey from students at Minnie Howard Campus.

Key Climate Item Scores

These first two items are student responses to specific questions on the school’s climate. The scores are reported for your school, division, region, and the Commonwealth.

This item is scored from “It has a very negative impact” (1) to “It has a very positive impact” (7).

	School	Division	Region	State
How does your school’s atmosphere impact your learning?	4.1	4.3	4.4	4.3

This item is designed to track changes over time and is presented from “has become much worse” (1) to “has become much better” (7).

	School	Division	Region	State
Since you have been at this school, the overall school atmosphere has...	4.5	4	4	3.9

Measure Scores

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

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

	School	Division	Region	State
Relationships among students: I feel as if other students at this school care about me.	4.2	4.4	4.5	4.4
Relationships between students and adults: Adults at this school care about me.	4.5	4.5	4.4	4.4

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

	School	Division	Region	State
Student Engagement: I feel like I belong at this school.	4.2	4.3	4.3	4.1
School Connectedness: I regularly attend school-sponsored events...	3.3	3.3	3.6	3.5

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

	School	Division	Region	State
Rigorous Instruction: Teachers at this school expect me to use facts and evidence to support my ideas.	4.9	4.9	4.9	4.8
Social-emotional Learning: I can disagree with others without starting an argument or a fight.	4.4	4.5	4.5	4.3

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

	School	Division	Region	State
Managing Student Behavior: School rules are fair.	3.9	4.1	4.1	3.8

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

Student Aggression	School	Division	Region	State
How often do you worry about violence at your school? *	2.8	2.8	2.3	2.4

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

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

	School	Division	Region	State
Bullying: Bullying is a problem at this school.	3.6	3.5	3.1	3.3
Perceptions of Safety*: I feel safe in my classes.	4.8	4.9	4.9	4.8
School Resource Officer (SRO)**: The SRO makes me feel safe at this school.	4.2	4.1	4.4	4.3
School Security Officer (SSO)**: The SSO makes me feel safe at this school.	4.3	4	4.5	4.4

* The responses to this item are from students who reported they attended at least some school in-person.

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

Student Mental Health

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

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

	School	Division	Region	State
During the past 12 months, did you ever feel so sad or hopeless almost every day for two or more weeks in a row that you stopped some usual activities.	35.8%	38.7%	35.3%	39.9%

This table presents the average score of responses based on a scale of "Not at all" (1) to "Nearly every day" (4).

	School	Division	Region	State
Anxiety: How often over the last 2 weeks, were you bothered by feeling nervous, anxious, or on edge?	2.1	2.1	2.1	2.2
Depression: How often over the last 2 weeks, were you bothered by feeling down, depressed, or hopeless?	1.9	1.9	1.8	1.9

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

	School	Division	Region	State
During the past 12 months, did you ever seriously consider attempting suicide?	12.8%	11.4%	10.6%	12.7%

This table presents the percentage of students who answered "Yes" to this question based on a scale of "I never feel sad or hopeless" (1), "Yes" (2), "No" (3), "Not sure" (4).

	School	Division	Region	State
When you feel sad or hopeless, are there adults that you can turn to for help?*	34.3%	40%	45.8%	43.7%

Classroom Instructor Responses

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

Staff Responses

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