2026 Virginia School Survey of Climate and Working Conditions

Division Summary Feedback Report prepared for:

(Alexandria City Public Schools)

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Division Summary Feedback Report

Division: Alexandria City Public Schools

Introduction

Thank you for participating in the 2026 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 Division Summary Feedback Report provides information on the scores from your school for each survey measure. A measure's score is the simple average response to all the questions mapped to the measure across respondents. This report also presents the responses to select individual questions, which are not part of a broader measure, but may be informative for understanding the perspective of students, classroom instructors, and 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 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

Below you can find some resources for school improvement. Please note that these are outside organizations and not necessarily affiliated with DCJS or VDOE. This list is not an exhaustive list. You may find additional resources online.

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 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.

Social Emotional Learning

- The Committee for Children has information and resources on social-emotional learning for schools.
- 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.

Division Demographics

This report is based on responses from Students (grades 9-12), Classroom Instructors (inclusive of teachers and teacher's aides), and **14** Staff in your division*. State results are based on **135,948** students in **202** schools with 9-12th graders**, 12,771** Classroom Instructors in **223** Virginia public schools, and **2,109** Staff in **84** Virginia public schools. For more information, see the Virginia Department of Criminal Justice Services website or the Virginia Department of Education website.

* A "-" indicates the associated role in your division did not meet the required response threshold (>50% response rate and > 10 responses) for data reporting. In the metrics reported in the following tables, all roles with "-" indicated above will be reported with a "-".

Global Climate

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. The information below can be used to understand climate and working conditions and to continue to monitor progress.

Students

This item was scored from "Very Negative" (1) to "Very Positive" (6).

	Division	Region	State
How positive or negative is the atmosphere of the school?	-	-	-

Classroom Instructors

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

	Division	Region	State
Overall, my school is a good place to work and learn.	-	-	-

Staff

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

	Division	Region	State
Overall, my school is a good place to work and learn.	3.9	5.0	5.0

Student Responses

There were responses to the 2026 Virginia School Survey from students at Alexandria City Public Schools.

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 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).

	Division	Region	State
How does your school's atmosphere impact your learning?	-	-	-

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

	Division	Region	State
Since you have been at this school, the overall school atmosphere has…	-	-	-

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 division are presented along with the scores for your region and the Commonwealth.

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

	Division	Region	State
Relationships among students: Students care about other students.	-	-	-
Relationships between students and adults: Adults care about students.	-	-	-

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

	Division	Region	State
Managing Student Behavior: School rules are fair.	-	--	--

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

Student Aggression	Division	Region	State
How often do you worry about violence at your school?	-	-	-
* A student threatened to harm me.	-	-	-

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

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

	Division	Region	State
Bullying: Bullying is a problem at this school.	-	-	-
Perceptions of Safety: I feel safe in my classes.	-	-	-
School Resource Officer (SRO)*: The SRO makes me feel safe at this school.	-	-	-
School Security Officer (SSO)*: The SSO makes me feel safe at this school.	-	-	-

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

Student Mental Health

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

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

	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	-%	-%	-%

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

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

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

	Division	Region	State
During the past 12 months, did you ever seriously consider attempting suicide?	-%	-%	-%

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

	Division	Region	State
When you feel sad or hopeless, are there adults that you can turn to for help?	-%	-%	-%

Classroom Instructor Responses

There were responses to the 2026 Virginia School Survey from classroom instructors (teachers and teacher's aides) at Alexandria City Public Schools.

Key Climate and Working Conditions Item Scores
These initial results are classroom instructor's responses to specific questions on the school's climate and working conditions and their intention to remain at the school next school year. The scores are reported for your division, region, and the Commonwealth.

These items are scored from "Become much worse" (1) to "Become much better" (7).

	Division	Region	State
Over the last year, the **working conditions for teachers/staff** in this school have...	-	-	-
Over the last year, **the overall climate for students** in this school has…	-	-	-

*This does not include those who responded, "I have no opinion."

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

	Division	Region	State
Continue teaching at my current school.	-%	-%	-%
Continue teaching in this division but leave this school.	-%	-%	-%
Continue teaching in this state but leave this division.	-%	-%	-%
Continue teaching in a state other than Virginia.	-%	-%	-%
Continue working in education but pursue a non-teaching position.	-%	-%	-%
Leave education to retire.	-%	-%	-%
Leave education to work in a non-education field.	-%	-%	-%
Leave education for other reasons.	-%	-%	-%

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 division are presented along with the scores for region and the Commonwealth.

These measures are designed to reflect the perception that classroom instructors have of student engagement, the relationship among students, the relationships between students and adults in the school building, the relationship among adults in the building, and the relationships with parents/guardians. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
Student Engagement: Students are engaged in classroom lessons.	-	-	-
Relationships among students: Students care about other students.	-	-	-
Relationships between students and adults: Adults care about students.	-	-	-
Staff Collegiality: I trust the teachers and other adults at this school.	-	-	-
Parental Involvement: I make an effort to know the parents/guardians of my students.	-	-	-

These measures are designed to reflect the perceptions classroom instructors have of the rigor of instruction, their perceptions of their autonomy, respect, and demands on their time, and the quality of their professional growth opportunities. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
Rigorous Instruction: Teachers expect students to use facts and evidence to support their ideas.	-	-	-
Teacher Agency: I am trusted to make sound professional decisions about instruction.	-	-	-
Professional Growth Opportunities: The professional development I receive meets my needs.	-	-	-

These measures are designed to reflect the perceptions classroom instructors have of their school's leadership, how student behavior is managed, the school's physical environment, and the supports provided to new teachers. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
School Leadership: I feel respected by school's administrators.	-	-	-
Managing Student Behavior: Adults understand the rules for student behavior.	-	-	-
Physical Environment: I have adequate space to work productively.	-	-	-
New Teacher Supports*: Formally assigned a mentor.	-%	-%	-%

*This item is scored "Yes" (1), "No" (2), and "Do not know" (3) and were only asked of a subset that reported 1-3 years of teaching experience. The percentage reflects "Yes" responses.

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

	Division	Region	State
Bullying: Bullying is a problem at this school.	-	-	-
Student Aggression*: A student stole or damaged my personal property.	-	-	-
Safety: I feel safe at this school.	-	-	-
School Resource Officer (SRO):** The SRO makes me feel safe at this school.	-	-	-
School Security Officer (SSO):** The SSO makes me feel safe at this school.	-	-	-

* This item was scored "No" (1), "One time" (2), "More than once" (3), and "Many times" (4).
**These items were only asked of a subset that answered "yes" to having an SRO or SSO.

Classroom Instructor Mental Health

These measures are designed to reflect the perceptions classroom instructors have of their own work related mental health and burnout. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
Burnout: I am definitely burning out and have one or more symptoms of burnout, such as physical or emotional exhaustion.	-	-	-
Anxiety*: Related to your workplace, how often over the last 2 weeks were you bothered by feeling nervous, anxious, or on edge?	-	-	-
Depression*: Related to your workplace, how often over the last 2 weeks were you bothered by feeling down, depressed, or hopeless?	-	-	-

*These items were scored "Not at all" (1), "Several days" (2), "More than half the days" (3), and "Nearly every day" (4).

Staff Responses

There were 14 responses to the 2026 Virginia School Survey from staff at Alexandria City Public Schools.

Key Climate and Working Conditions Item Scores

These initial results are staff's responses to specific questions on the school's climate and working conditions. The scores are reported for your division, region, and the Commonwealth.

These items are scored from "Become much worse" (1) to "Become much better" (7).

	Division	Region	State
Over the last year, the **working conditions for teachers/staff** in this school have …	5.1	4.7	4.8
Over the last year, the **overall climate for students** in this school has…	5.3	4.9	4.9

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

	Division	Region	State
Continue working at my current school	78.6%	84.6%	84.8%
Continue working in this division but leave this school	7.1%	4.6%	3.0%
Continue working in education in this state but leave this division	0.0%	1.2%	1.5%
Continue working in education but in a state other than Virginia	0.0%	0.7%	0.8%
Leave education to retire	0.0%	2.9%	3.0%
Leave education to work in a non-education field	7.1%	2.1%	2.3%
Leave education for other reasons	0.0%	1.3%	1.8%

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 division are presented along with the scores for your region and the Commonwealth.

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

	Division	Region	State
Student Engagement: Students are engaged in classroom lessons.	4.3	4.7	4.7
Relationships among students: Students care about other students.	4.5	4.8	4.7
Relationships between students and adults: Adults care about students.	4.5	5.0	5.0
Parental Involvement: I make an effort to know the parents/guardians of my students.	4.9	5.1	5.1
Staff Collegiality: I feel respected by colleagues at this school.	4.6	4.9	4.9

These measures are designed to reflect the perceptions staff have of their school's leadership, how student behavior is managed, the school's physical environment, and the quality of their professional growth opportunities. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
School Leadership: I feel respected by school's administrators.	4.5	5.0	5.0
Managing Student Behavior: Adults understand the rules for student behavior.	4.5	4.8	4.9
Physical Environment: I have adequate space to work productively.	5.1	5.2	5.1
Professional Growth Opportunities: The professional development I receive meets my needs.	4.2	4.6	4.6

These measures are designed to reflect the perceptions staff have of bullying and student aggression, safety, and the school resource officer in their schools. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
Bullying: Bullying is a problem at this school.	2.7	2.6	2.6
Student Aggression*: A student stole or damaged my personal property.	1.4	1.1	1.1
Safety: I feel safe at this school.	4.3	5.2	5.1
School Resource Officer (SRO):** The SRO makes me feel safe at this school.	5.0	5.0	5.1
School Security Officer (SSO):** The SSO makes me feel safe at this school.	4.7	5.2	5.1

* This item was scored "No" (1), "One time" (2), "More than once" (3), and "Many times" (4).
**This item was only asked of a subset that answered "yes" to their school having an SRO or SSO.

Staff Mental Health

These measures are designed to reflect the perceptions staff have of their own work related mental health and burnout. Sample items for each measure from the survey are included in the table below to illustrate the content of each measure.

	Division	Region	State
Burnout: I am definitely burning out and have one or more symptoms of burnout, such as physical or emotional exhaustion.	2.1	2.0	2.0
Anxiety*: Related to your workplace, how often over the last 2 weeks were you bothered by feeling nervous, anxious, or on edge?	1.7	1.4	1.4
Depression*: Related to your workplace, how often over the last 2 weeks were you bothered by feeling down, depressed, or hopeless?	1.4	1.3	1.3

*These items were scored "Not at all" (1), "Several days" (2), "More than half the days" (3), and "Nearly every day" (4).