

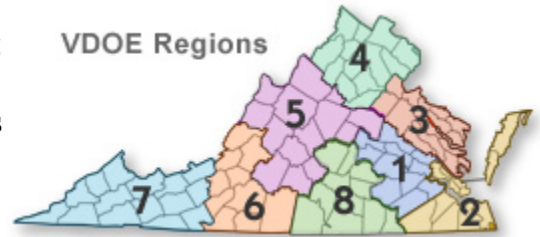
Student and Teacher Perceptions of School Climate

Chatham High School

Grades 9-12, Spring 2014

The Virginia Secondary School Climate Survey provides schools with a biennial assessment of school climate and safety conditions from the perspective of students and teachers. The purpose of this report is to help schools identify strengths and weaknesses that can guide efforts to improve school safety and student learning.

This report is based on responses from 100 students and 16 teachers in your school. State results are based on 48,027 students and 13,455 teachers in 323 schools, with additional comparisons with schools in your region. A breakdown of student answers by grade and gender is found in a supplementary file available with this report. For more information, see <http://www.dcjs.virginia.gov/vcss/audit/student/>.



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Ways To Use This Report

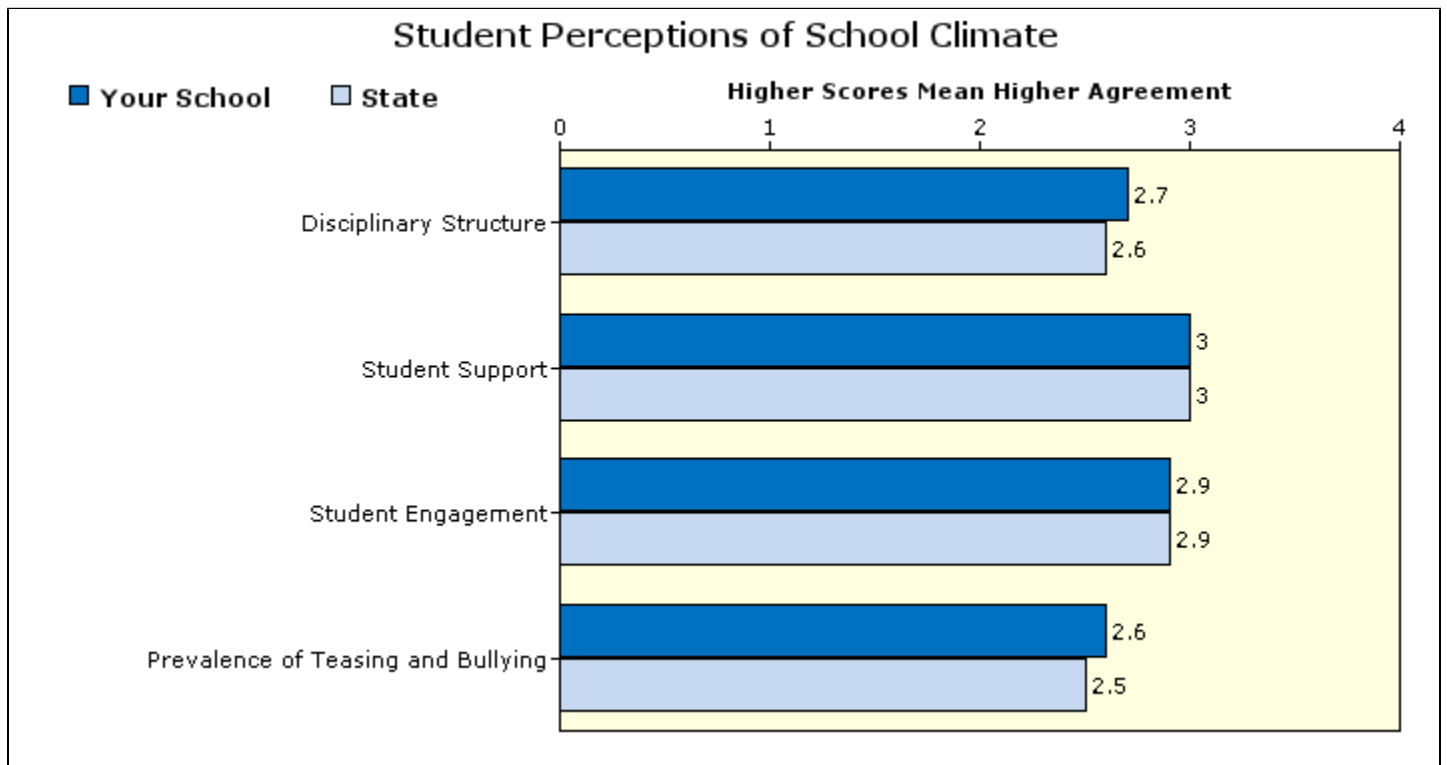
1. Post the report on your website and notify faculty, students, and parents.
2. Summarize key findings in meetings with faculty, students, and parents.
3. Identify school improvement goals.
 - a. How can you improve student safety at school?
 - b. How can teachers improve their relationships with students?
 - c. How can the disciplinary system be improved?
 - d. How can you engage students and raise their educational aspirations?
4. Document funding needs for safety and support programs.
5. Evaluate character education and bullying prevention efforts.

Key Student Perceptions

Four scales are used to summarize key aspects of school climate:

1. Disciplinary Structure - average of 7 items to assess whether school rules and discipline seem fair.
2. Student Support - average of 8 items to assess whether students feel respected and are willing to seek help from adults at school.
3. Student Engagement - average of 6 items to assess whether students like this school and want to learn.
4. Prevalence of Teasing and Bullying (PTB) - average of 5 items to assess how much various forms of bullying and teasing are observed.

A series of items have been developed to measure each scale. Each item was answered on a 4 point-range: 1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree. The chart below presents averages for all students who took the survey in your school along with the averages for all students in the state who took the survey. For example, an average score of 3.2 for Student Engagement means that students generally agreed with the 6 items for that scale. The items for each scale are found later in the report. Individual school results are not presented if fewer than 20 students completed the survey.



According to the authoritative school climate model, schools should be both demanding and supportive in their relationships with students. Research in Virginia schools has found that high levels of both Disciplinary Structure and Student Support indicate a school climate that facilitates Student Engagement and diminishes the Prevalence of Teasing and Bullying. Authoritative school climate is also associated with fewer student discipline problems, more respectful behavior toward teachers, and higher performance on SOL exams.

Student Perceptions of Disciplinary Structure and Student Support

These questions assess the degree to which students perceive the school climate as both structured and supportive. The items were answered on a 4 point-scale: 1 - Strongly Disagree, 2- Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here. Averages are based on the sum of all items in the same scale.

Disciplinary Structure Scale Thinking about your school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.	Percent Agree or Strongly Agree		
	Your School	Your Region	State
The school rules are fair.	59%	60%	67%
The punishment for breaking school rules is the same for all students.	58%	53%	61%
Students at this school are only punished when they deserve it.	57%	56%	62%
Students are suspended without good reason.	42%	31%	32%
When students are accused of doing something wrong, they get a chance to explain.	66%	62%	63%
Students are treated fairly regardless of their race or ethnicity.	78%	77%	79%
The adults at this school are too strict.	42%	39%	37%
Average for 7 items above	2.7	2.7	2.6
Student Support Scale Most teachers and other adults at this school...			
Care about all students.	77%	72%	74%
Want all students to do well.	91%	84%	86%
Listen to what students have to say.	60%	61%	61%
Treat students with respect.	81%	72%	74%
How much do you agree or disagree with these statements?			
There are adults at this school I could talk with if I had a personal problem.	76%	76%	76%
If I tell a teacher that someone is bullying me, the teacher will do something to help.	92%	81%	84%
I am comfortable asking my teachers for help with my school work.	95%	85%	86%
There is at least one teacher or other adult at this school who really wants me to do well.	98%	95%	95%
Average for 8 items above	3	3	3
Additional items not included in overall scale, but relevant to safety.			
If another student talked about killing someone, I would tell one of the teachers or staff at school.	81%	81%	81%
If another student brought a gun to school, I would tell one of the teachers or staff at school.	90%	89%	88%
I feel safe in my school.	86%	84%	82%

Student Engagement and Educational Expectations

These questions assess different aspects of student engagement. The attachment and academic commitment items were answered on a 4 point-scale: 1 - Strongly Disagree, 2- Disagree, 3-Agree, 4-Strongly Agree. Percentages for Agree + Strongly Agree are presented here. Involvement in school activities is the mean number of activities per student. Breakdowns by gender and grade are found at the end of this report.

Student Engagement in School Affective engagement subscale	Percent Agree or Strongly Agree		
	Your School	Your Region	State
I like this school.	80%	82%	84%
I am proud to be a student at this school.	81%	80%	81%
I feel like I belong at this school.	79%	75%	76%
Academic engagement subscale			
I usually finish my homework.	87%	79%	80%
I want to learn as much as I can at school.	97%	91%	92%
Getting good grades is important to me.	100%	95%	96%
Average for 6 items above	2.9	2.9	2.9
Educational Expectations How far do you expect to go in school?			
I do not expect to graduate from high school.	0%	<1%	<1%
I might or might not graduate from high school.	0%	1%	1%
I expect to graduate from high school.	6%	11%	10%
I expect to graduate from a two-year college or technical school.	19%	12%	9%
I expect to graduate from a four-year college.	40%	39%	39%
I expect to complete post-graduate studies (such as a master's degree or doctoral degree) after graduating from a 4-year college.	35%	36%	39%
Student Activities For each item, students were asked whether they had 0, 1, 2, or 3 or more activities this year. Averages are reported here.	Average Number of Activities		
	Your School	Your Region	State
Number of clubs, such as Key Club, Spanish Club, Honor Society	2.26	1.97	1.89
Number of performing arts groups such as band, chorus, or drama	1.16	1.47	1.51
Number of sports teams such as basketball or track	1.94	1.88	1.91
Number of other activities, such as student government, ROTC	1.29	1.36	1.39
Total number of activities	6.65	6.68	6.70

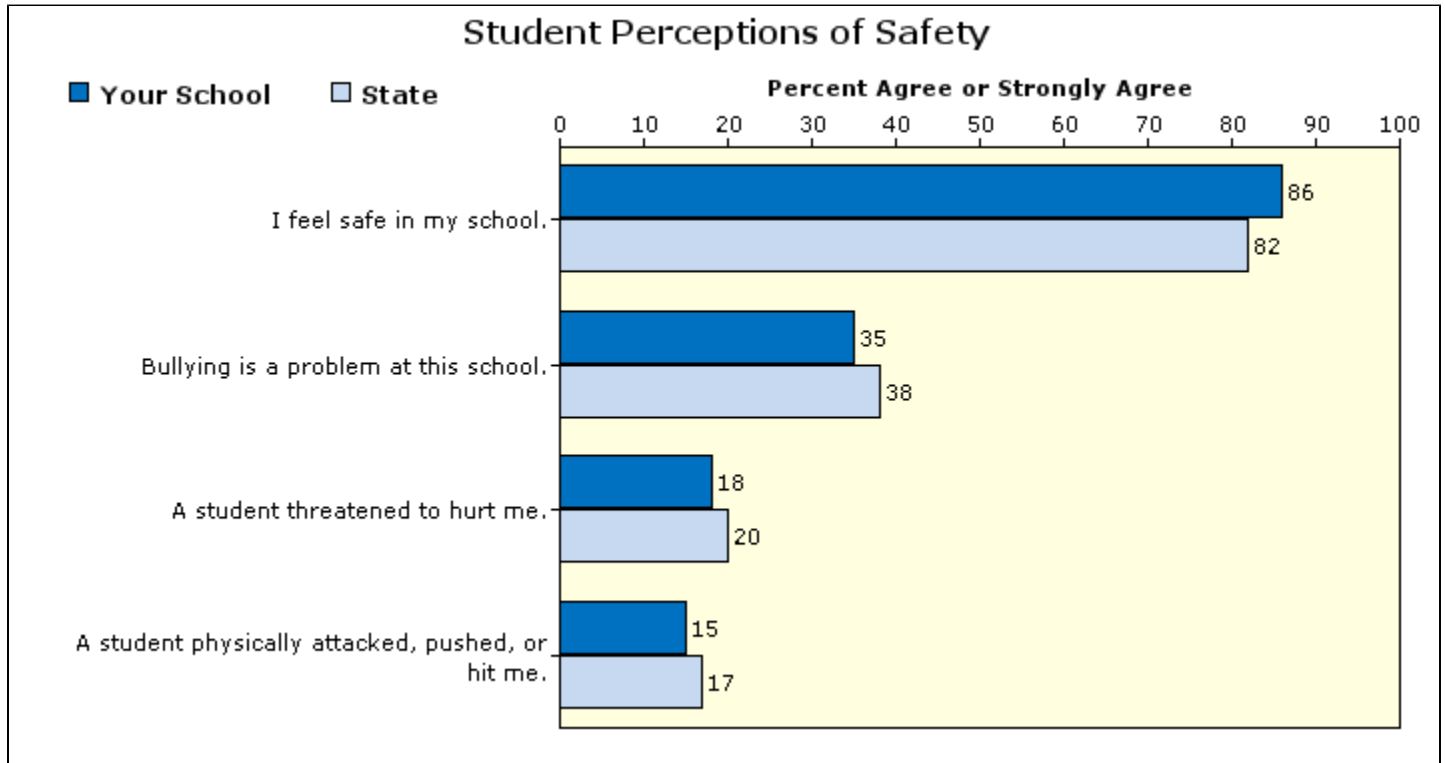
Student engagement, a student's sense of connectedness with his/her school, is important to student motivation, learning, and commitment to completing school. Research in Virginia schools has shown that higher student engagement is related to higher academic achievement and lower levels of bullying and peer hostility. Schools can promote student engagement by cultivating close student-teacher relationships in which teachers demonstrate interest in students as individuals. Additionally, schools may increase student engagement by encouraging student participation in school activities.

Academic Expectations and Values

Academic Expectations Scale How much do you agree or disagree with these statements?	Percent Agree or Strongly Agree		
	Your School	Your Region	State
My teachers expect me to work hard.	98%	96%	96%
My teachers really want me to learn a lot.	94%	90%	92%
My teachers are happy if I do just enough to pass.	46%	50%	50%
My teachers expect a lot from students.	90%	86%	87%
My teachers do not really care how much I learn.	18%	22%	21%
My teachers expect me to attend college.	87%	85%	87%
Average for 6 items above	3.1	3	3
Attitudes about Aggressive Behavior			
If someone threatens you, it is okay to hit that person.	39%	44%	39%
It feels good when I hit someone.	26%	24%	21%
If you fight a lot, everyone will look up to you.	9%	10%	10%
If you are afraid to fight, you won't have many friends.	12%	12%	12%
Good fighters are popular in our school.	32%	24%	25%
Moral Disengagement Concerning Bullying Do you agree or disagree with these statements?			
Bullying is okay sometimes.	7%	7%	5%
Bullying is really not that bad.	5%	7%	6%
Some people deserve to be bullied.	16%	13%	12%
It is your own fault if you let someone bully you.	21%	25%	26%
Bullying is sometimes fun to do.	4%	7%	6%
Character Values How important are these values to you? (Students could respond that each value was Not Important, Slightly Important, Somewhat Important, Definitely Important, Highly Important, or Extremely Important)			
	Your School	Your Region	State
Telling the truth, even when it is difficult.	89%	81%	80%
Treating others with respect and being considerate of their feelings.	93%	88%	88%
Doing what is right, even if my friends disagree.	90%	85%	85%
Admitting my mistakes when I do something wrong.	92%	82%	82%
Respecting the views of people of a different race or culture.	89%	89%	91%
Helping others who are less fortunate than me.	87%	87%	87%
Being kind to others.	88%	88%	88%
Doing my part to make the world a better place.	86%	82%	83%
Obedying the law.	87%	80%	84%
Average for 9 items above	4.9	4.8	4.7

Student Safety

Student safety is a fundamental condition for effective learning and achievement. Selected items in the chart below provide an overview of student perceptions of safety. More detailed questions and complete scales are found on the following pages.



Peer Aggression	Percent Reporting One Time or More than Once		
	Your School	Your Region	State
A student stole my personal property.	22%	29%	30%
A student physically attacked, pushed, or hit me.	15%	18%	17%
A student threatened to hurt me.	18%	24%	20%
A student threatened me with a weapon.	2%	6%	5%
A student said mean or insulting things to me.	49%	51%	49%

Previous research has found that a high prevalence of teasing and bullying is a consistent predictor of negative school outcomes, including lower student engagement, lower performance on SOL testing, and higher dropout rates.

Prevalence of Teasing and Bullying Scale These questions are about teasing and bullying you see at your school. Do not include friendly teasing that does not hurt anyone's feelings.	Percent Agree or Strongly Agree		
	Your School	Your Region	State
Students in this school are teased about their clothing or physical appearance.	71%	69%	67%
Students in this school are teased or put down because of their race or ethnicity.	36%	41%	36%
There is a lot of teasing about sexual topics at this school.	47%	62%	55%
Bullying is a problem at this school.	35%	44%	38%
Students in this school are teased or put down about their sexual orientation.	52%	50%	40%
Average for 5 items above	2.6	2.6	2.5
Bystander Reactions to Teasing and Bullying The last time I saw someone bullied or teased at school... (students could choose one or more answers)			
I ignored it.	37%	29%	28%
I laughed along with others who saw it.	4%	5%	4%
I did something to try to stop it when it was happening.	27%	35%	36%
I did nothing at the time, but tried to stop it from happening again.	32%	32%	32%

Many bullying prevention programs stress the need to change the peer culture at school so that bystanders do not reinforce bullying behavior. A good source of information is www.stopbullying.gov.

Gangs at School	Percent Reporting Yes		
	Your School	Your Region	State
Are there gangs at your school this year?	7%	12%	13%
Have gangs been involved in fights or other violence at your school this year?	5%	8%	9%
Have gangs been involved in the sale of drugs at your school this year?	8%	12%	12%
Have you considered joining a gang?	2%	4%	3%

Personal Experiences of Bullying Use this definition of bullying to answer the questions below: <ul style="list-style-type: none"> • Bullying is the repeated use of one's strength or popularity to injure, threaten, or embarrass another person on purpose. • Bullying can be physical, verbal, or social. • It is not bullying when two students who are about the same in strength or popularity have a fight or argument. 	Percent Once or More per Week		
	Your School	Your Region	State
I have been bullied at school in the past month.	6%	6%	4%
I have been bullied at school this year.	9%	8%	6%
I have bullied others at school this year.	1%	3%	2%
I have been physically bullied or threatened with physical bullying at school this year.	2%	2%	2%
I have been verbally bullied at school this year.	9%	10%	8%
I have been socially bullied at school this year.	3%	7%	6%
I have been cyberbullied at school this year.	4%	4%	3%

Reactions to Victimization You have just answered some questions about being teased or bullied in some way. Think about the worst time that this happened to you at school this year. How did it affect you?	Percent true		
	Your School	Your Region	State
It bothered me a lot.	59%	57%	56%
I felt sad about it.	46%	51%	49%
I felt angry about it.	66%	61%	58%
I didn't want to come to school.	33%	32%	30%
I felt so badly, life did not seem worth living.	13%	18%	16%
Did you tell a teacher or another adult at school what happened?			
Yes	18%	20%	19%
Did it help to tell the teacher or another adult at school what happened?			
It seemed to help the situation get better.	82%	52%	55%
It seemed to make the situation worse.	0%	10%	8%
It made no difference.	18%	38%	37%

Feelings of Depression In the last 30 days, how often...	Percent true		
	Your School	Your Region	State
Were you sad?	13%	18%	17%
Were you grouchy, irritable, or in a bad mood?	21%	26%	26%
Did you feel hopeless about the future?	8%	12%	13%
Did you feel like not eating or eating more than usual?	16%	16%	15%
Did you sleep a lot or less than usual?	20%	27%	30%
Did you have difficulty concentrating on your school work?	19%	26%	26%

Risk Behaviors

These 6 questions are taken from the CDC's Youth Risk Behavior Surveillance Survey (YRBS) that is used nationwide. Caution is indicated in comparing these results with other YRBS results, however, because our survey data are screened to omit exaggerated responders and will show lower levels of risk behavior than surveys that are not screened.

	Reference Group	0 days	1 day	2 or 3 days	4 or 5 days	6 or more days
During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club on school property?	School	97%	1%	1%	1%	0%
	Region	93%	1%	1%	<1%	4%
	State	96%	1%	<1%	<1%	1%

	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6 or 7 times	8 or 9 times	10 or 11 times	12 or more times
During the past 12 months, how many times were you in a physical fight on school property?	School	93%	4%	2%	1%	0%	0%	0%	0%
	Region	92%	5%	2%	<1%	<1%	<1%	<1%	<1%
	State	93%	4%	2%	<1%	<1%	<1%	<1%	<1%

	Reference Group	Yes	No
During the past 12 months, did you ever seriously consider attempting suicide?	School	7%	93%
	Region	13%	87%
	State	12%	88%

	Reference Group	0 times	1 time	2 or 3 times	4 or 5 times	6 or more times
During the past 12 months, how many times did you actually attempt suicide?	School	96%	1%	2%	1%	0%
	Region	94%	3%	2%	<1%	<1%
	State	94%	3%	2%	<1%	<1%

	Reference Group	0 days	1 or 2 days	3 to 5 days	6 to 9 days	10 to 19 days	20 to 29 days	All 30 days
During the past 30 days, on how many days did you have at least one drink of alcohol?	School	71%	12%	5%	6%	2%	0%	4%
	Region	71%	13%	6%	4%	3%	<1%	2%
	State	77%	12%	5%	3%	2%	<1%	<1%

	Reference Group	0 times	1 or 2 times	3 to 9 times	10 to 19 times	20 to 39 times	40 or more times
During the past 30 days, how many times did you use marijuana?	School	91%	2%	5%	1%	0%	1%
	Region	83%	5%	4%	2%	2%	4%
	State	86%	5%	3%	2%	1%	3%

Disciplinary Experiences Reported by Students

Have you been suspended from school this year?	Percent Agree		
	Your School	Your Region	State
Yes	6%	6%	5%
How many days have you been suspended this year? (Percentages for those who answered "Yes" above).			
One day	33%	30%	28%
Two days	0%	13%	16%
Three days	17%	20%	19%
Four days	0%	4%	4%
Five or more days	50%	33%	32%
Think about the last time you were suspended. What was the main reason for your suspension? (Choose only one.)			
Fighting or hitting someone	33%	34%	28%
Threatening to hurt someone	0%	2%	4%
Having a weapon	0%	5%	3%
Breaking a school rule about alcohol, tobacco, or drugs	0%	12%	8%
Being late or tardy, cutting class, or not being where supposed to be	0%	5%	9%
Using bad language, arguing with a teacher or talking in class	17%	12%	13%
Lying or cheating	0%	1%	<1%
Dress code violation (such as wearing something that is not allowed)	0%	2%	1%
Breaking a school rule about cell phones, music players, computers, or other technology	17%	8%	8%
Some other reason	33%	18%	25%

Attitudes toward Survey	Percent Agree or Strongly Agree		
	Your School	Your Region	State
I understood the questions on this survey.	98%	95%	95%
This survey is a good way for others to learn about student opinions.	87%	74%	78%

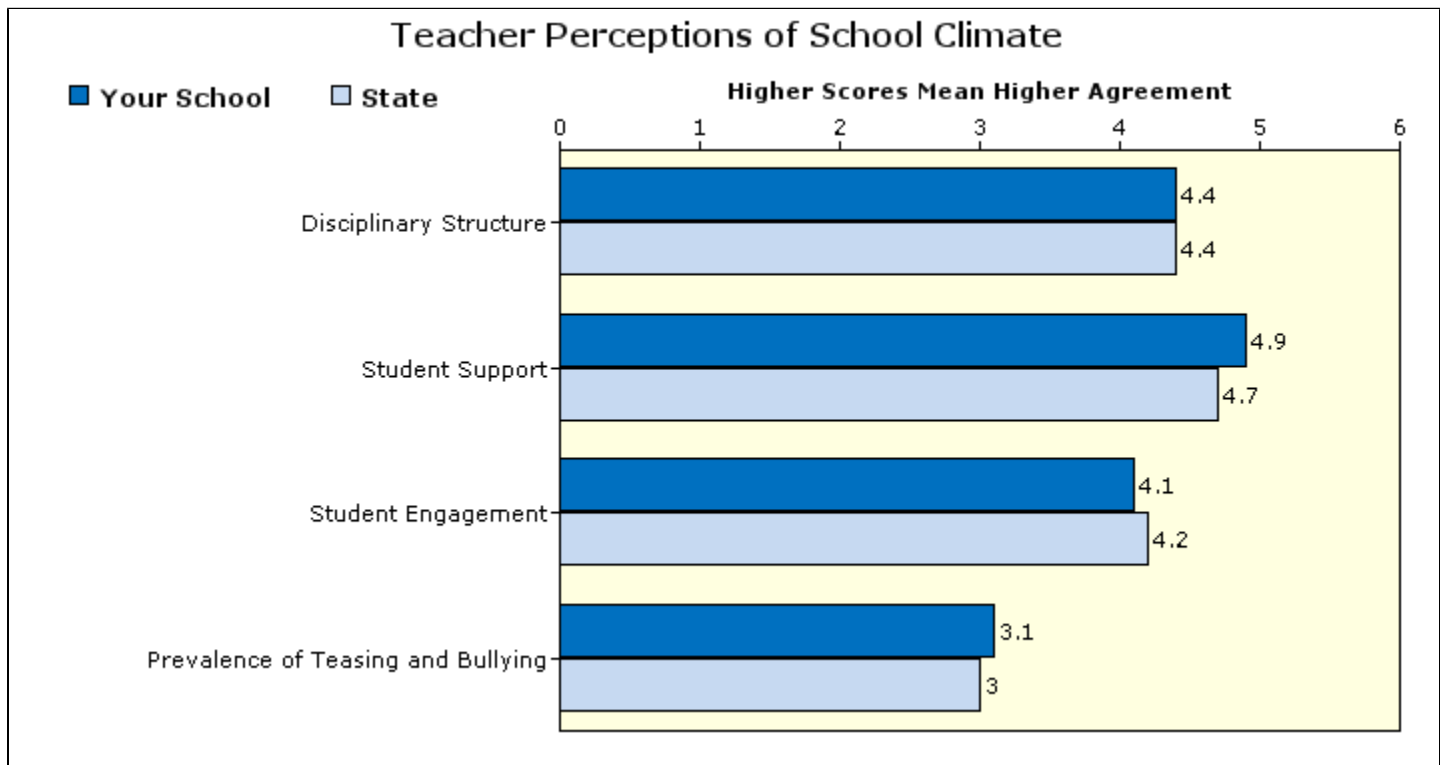
Demographic Information for Student Participants	Your School	Your Region	State
Number of schools	1	30	323
9th grade	25	1872	12518
10th grade	25	1730	12466
11th grade	25	1790	11937
12th grade	25	1497	11106
Total number of student participants	100	6889	48027
Percentage male	45%	48%	49%
Percentage Hispanic or Latino	4%	5%	13%
Race percentages			
American Indian or Alaska Native	0%	1%	1%
Asian	0%	3%	6%
Black or African American	20%	9%	19%
Native Hawaiian or Pacific Islander	1%	<1%	<1%
White	73%	76%	55%
2 or more races	6%	10%	18%
Total	100%	100%	100%
Percentage speak another language at home	12%	13%	24%
Years in this school			
This is my first year in this school	25%	27%	30%
This is my second year in this school	25%	24%	25%
This is my third year in this school	24%	24%	23%
This is my fourth year or more in this school	26%	25%	23%
Number of schools attended	3.14	3.09	3.32
Grades on last report card			
Mostly A's	31%	22%	19%
Mostly A's and B's	49%	42%	40%
Mostly B's	4%	6%	8%
Mostly B's and C's	11%	18%	21%
Mostly C's	1%	3%	4%
Mostly C's and D's	3%	6%	6%
Mostly D's and F's	1%	3%	2%
Parent education (highest level parent)			
Did not graduate from high school	3%	7%	8%
Graduated from high school	32%	28%	27%
Graduated from a two-year college or technical school	27%	16%	14%
Graduated from a four-year college	28%	26%	26%
Complete a master's or doctoral degree after graduating from a four-year college	10%	23%	24%

Key Teacher Perceptions

Four scales are used to summarize key aspects of school climate:

1. Disciplinary Structure - average of 9 items to assess whether school rules and discipline seem fair.
2. Student Support - average of 10 items to assess whether students feel respected and are willing to seek help from adults at school.
3. Student Engagement - average of 6 items to assess whether students like this school and want to learn.
4. Prevalence of Teasing and Bullying (PTB) - average of 5 items to assess how much various forms of bullying and teasing are observed.

A series of items have been developed to measure each scale. Each item was answered on a 6 point range: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree. The chart below presents averages for all teachers who took the survey in your school along with the averages for all teachers in the state who took the survey. For example, an average score of 4 for Student Engagement means that teachers generally agreed with the 6 items for that scale. The items for each scale are found later in the report. Individual school results are not presented if fewer than 20 teachers completed the survey.



According to the authoritative school climate model, schools should be both demanding (high structure) and supportive (high support) in their relationships with students. Research in Virginia schools has found that high levels of both Disciplinary Structure and Student Support indicate a school climate that facilitates Student Engagement and diminishes the Prevalence of Teasing and Bullying. Authoritative school climate is also associated with fewer student discipline problems, more respectful behavior toward teachers, and higher performance on SOL exams.

Teacher Perceptions of School Discipline

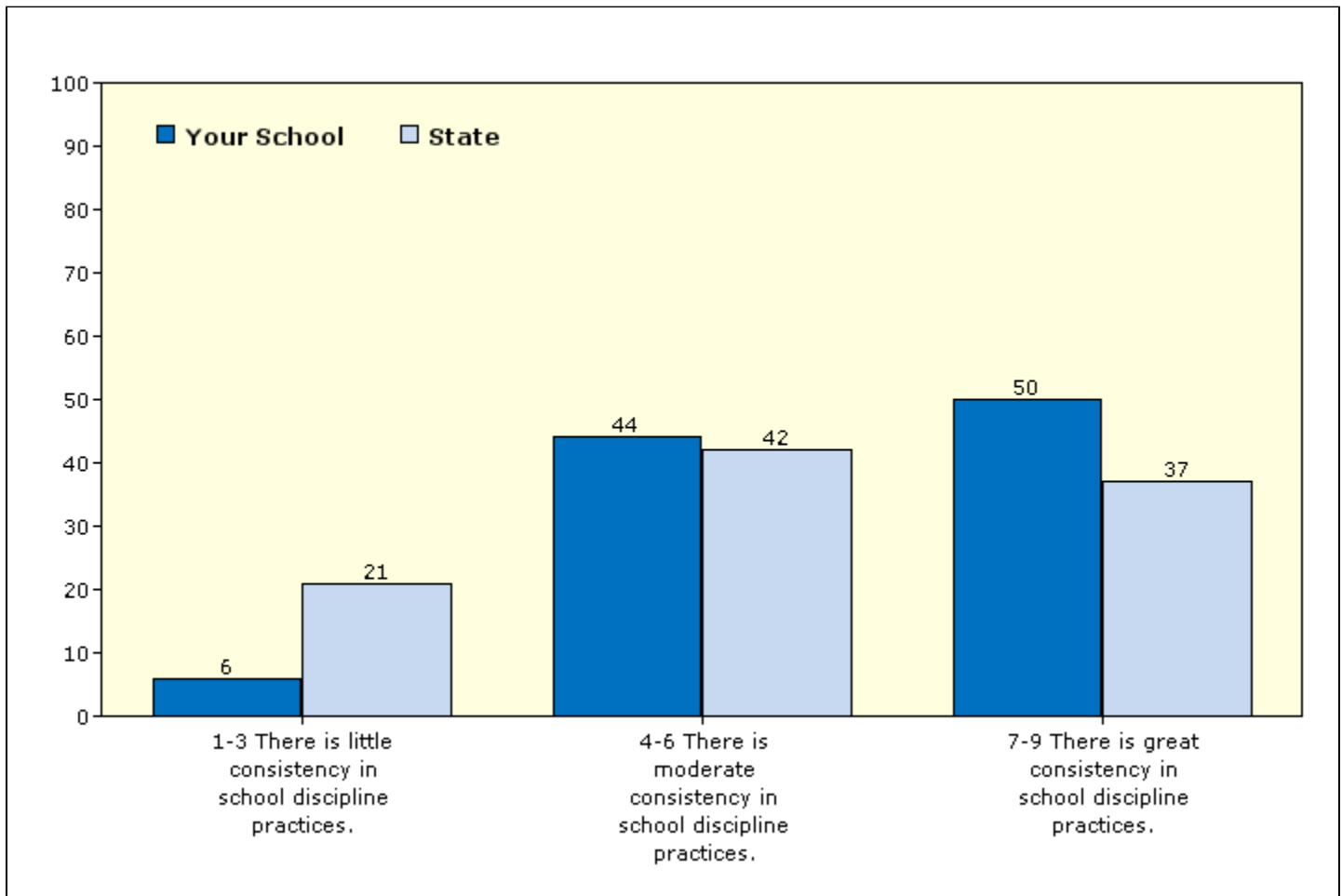
These questions assess the degree to which teachers perceive the school climate as structured. The items were answered on a 6-point range: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree. Breakdowns by grade are found in a supplementary file available to schools.

School Disciplinary Structure	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
The punishment for breaking school rules is the same for all students.	School	25%	31%	44%
	Region	44%	24%	32%
	State	44%	24%	32%
Students at this school only get punished when they deserve it.	School	25%	13%	63%
	Region	21%	25%	54%
	State	22%	24%	54%
Students know the school rules for student conduct.	School	13%	13%	75%
	Region	8%	18%	74%
	State	10%	18%	71%
If a student does something wrong, he or she will definitely be punished.	School	25%	50%	25%
	Region	43%	34%	23%
	State	49%	30%	21%
Students can get away with breaking the rules at this school pretty easily.	School	56%	25%	19%
	Region	56%	25%	19%
	State	54%	27%	20%
Students get suspended without good reason.	School	94%	0%	6%
	Region	94%	3%	2%
	State	94%	3%	3%
The adults at this school are too strict.	School	94%	0%	6%
	Region	97%	2%	<1%
	State	96%	3%	<1%
When students are accused of doing something wrong, they get a chance to explain.	School	13%	25%	63%
	Region	4%	20%	75%
	State	4%	19%	77%
Students get suspended for minor things.	School	94%	0%	6%
	Region	93%	5%	2%
	State	93%	5%	2%
Average score across 9 items above	School	4.4		
	Region	4.5		
	State	4.4		

Teacher Perceptions of Suspension Practices	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Zero tolerance makes a significant contribution to maintaining order at this school. (Zero tolerance is defined as the practice of imposing an automatic and severe punishment for any violation of a certain rule.)	School	19%	50%	31%
	Region	46%	28%	26%
	State	49%	24%	27%
Zero tolerance sends a clear message to disruptive students about inappropriate behavior.	School	19%	50%	31%
	Region	33%	26%	41%
	State	36%	24%	40%
Suspension makes students less likely to misbehave in the future.	School	56%	19%	25%
	Region	57%	27%	16%
	State	56%	26%	18%
Out-of-school suspension is unnecessary if we provide a positive school climate and challenging instruction.	School	75%	13%	13%
	Region	78%	14%	8%
	State	73%	15%	12%

Teacher Ratings of Consistency of Discipline

For ease of interpretation, the ratings are combined into the following groups (1-3), (4-6), and (7-9).



Teacher Perceptions of Student Support

These questions assess the degree to which teachers perceive the school climate as supportive using two subscales, Student Willingness to Seek Help from Teachers and Teacher Respect for Students. The items were answered on a 6-point range: 1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.

Student Willingness to Seek Help from Teachers	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students know who to go to for help if they have been treated badly by another student.	School	0%	38%	63%
	Region	7%	28%	66%
	State	6%	26%	67%
Students feel comfortable asking for help from teachers if there is a problem with a student.	School	6%	44%	50%
	Region	13%	38%	50%
	State	12%	36%	52%
Students report it when one student hits another.	School	38%	38%	25%
	Region	34%	34%	32%
	State	34%	33%	33%
Students are encouraged to report bullying and aggression.	School	0%	13%	88%
	Region	7%	24%	70%
	State	6%	19%	74%
Teachers take action to solve the problem when students report bullying.	School	0%	19%	81%
	Region	6%	24%	70%
	State	6%	22%	72%
Teachers know when students are being picked on or being bullied.	School	0%	50%	50%
	Region	29%	45%	26%
	State	28%	43%	28%
Average score across 6 items above	School	4.7		
	Region	4.4		
	State	4.5		

Research shows that a positive classroom climate—characterized by classroom organization, emotional support, and instructional support—is associated with higher levels of student achievement (Allen et al., 2013). Specifically, when teachers acknowledge adolescents' need for peer interaction and autonomy in the classroom, use varied teaching strategies to match different learning styles, and focus on problem solving versus rote memorization, they help to motivate students to learn and to be academically successful.

Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. (2013). Observations of effective teacher-student interactions in secondary school classrooms: Predicting student achievement with the Classroom Assessment Scoring System--Secondary. *School Psychology Review*, 42, 76-97.

Teacher Respect for Students	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Most teachers care about all students.	School	0%	6%	94%
	Region	3%	13%	84%
	State	3%	10%	87%
Most teachers want all students to do well.	School	0%	6%	94%
	Region	2%	8%	90%
	State	2%	8%	90%
Most teachers listen to what students have to say.	School	0%	25%	75%
	Region	5%	23%	72%
	State	5%	22%	73%
Most teachers treat students with respect.	School	0%	38%	63%
	Region	4%	18%	78%
	State	4%	17%	79%
Average score across 4 items above	School	5.1		
	Region	5.1		
	State	5.1		

Student Support	Reference Group	Average score across 10 items, Each item scored 1-6
Average score across 10 items above	School	4.9
	Region	4.7
	State	4.7

Students who are behaviorally engaged in the classroom—who participate in classroom discussions, complete tasks, and attend and respond to teacher instruction—demonstrate higher levels of academic achievement (Gregory et al., 2014).

Programs such as My Teacher Partner-Secondary (MTP-S) help to enhance student behavioral engagement and thereby promote higher levels of academic achievement. MTP-S provides teachers with individual coaching and standardized feedback based on observations of their classroom interactions. The program has been associated with higher levels of student engagement across classrooms with diverse student and teacher characteristics. Specifically, teacher emphasis on analysis and problem solving, as well as use of diverse instructional learning formats, accounted for higher levels of student engagement (Gregory et al., 2014).

Gregory, A., Allen, J. P., Mikami, A. Y., Hafen, C. A., & Pianta, R. C. (2014). Effects of a professional development program on behavioral engagement of students in middle and high school. *Psychology in the Schools*, 51, 143-163. doi: 10.1002/pits.21741

Teacher Perceptions of Student Engagement How do students feel about going to this school?	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students generally like this school.	School	6%	6%	88%
	Region	10%	22%	68%
	State	9%	21%	70%
Students are proud to be at this school.	School	6%	44%	50%
	Region	13%	29%	58%
	State	13%	28%	59%
Students feel that school is boring.	School	19%	50%	31%
	Region	31%	43%	26%
	State	36%	41%	23%
Students finish their homework at this school.	School	19%	56%	25%
	Region	46%	38%	15%
	State	46%	36%	18%
Students hate going to this school.	School	63%	13%	25%
	Region	75%	19%	6%
	State	79%	16%	5%
Getting good grades is very important to most students here.	School	31%	44%	25%
	Region	28%	37%	34%
	State	24%	34%	42%
Average score across 6 items above	School	4.1		
	Region	4.1		
	State	4.2		

Resources for school climate improvement:
 Collaborative for Academic, Social, and Emotional Learning (CASEL)
<http://www.casel.org/>

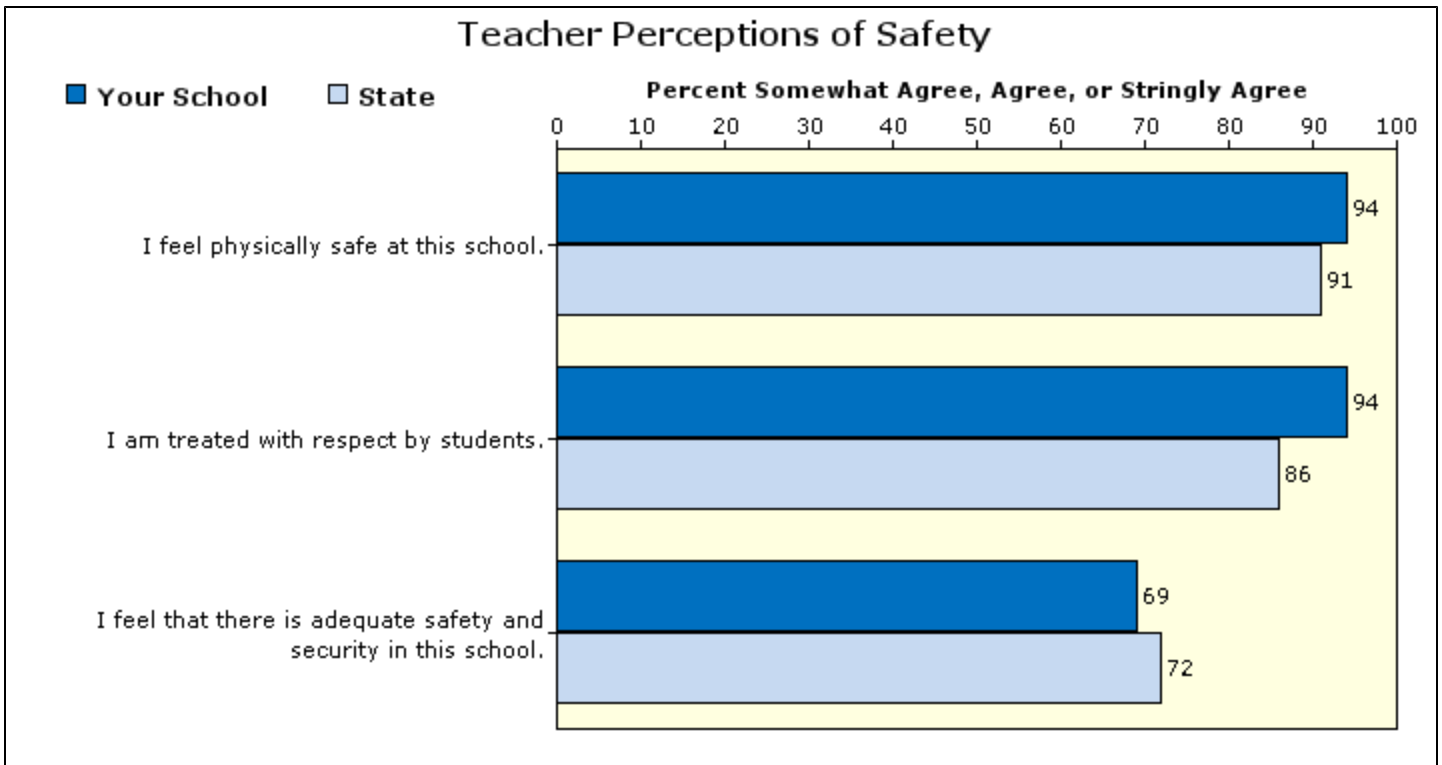
National School Climate Center
<http://www.schoolclimate.org/>

Teacher Perceptions of Student Support Program Effectiveness

Schools have many different programs to support students. A series of questions asked teachers what kinds of programs they had in their school and how effective they perceived those programs to be. These results can help school authorities make sure that teachers are well-informed about the student support programs available at their school and can identify positive and negative perceptions of the effectiveness of these programs.

Teacher Perceptions of Student Support Program Effectiveness. For each program that you know about, please rate how effective it has been.	Reference Group	Have program?		Effectiveness				
		Don't have it	Don't know	Not	Somewhat	Moderately	Very	Don't know
Anti-bullying	School	13%	13%	0%	19%	50%	0%	6%
	Region	9%	20%	7%	24%	24%	7%	9%
	State	6%	14%	6%	21%	29%	13%	11%
Character education	School	13%	13%	25%	13%	31%	0%	6%
	Region	14%	24%	11%	19%	19%	6%	6%
	State	17%	25%	7%	15%	20%	9%	7%
Classroom management coaching or training for teachers	School	19%	19%	0%	19%	25%	0%	19%
	Region	27%	19%	4%	15%	19%	9%	6%
	State	25%	21%	4%	14%	19%	11%	5%
Conflict resolution	School	19%	13%	6%	19%	19%	13%	13%
	Region	18%	32%	4%	17%	16%	7%	6%
	State	16%	27%	4%	15%	20%	10%	8%
Effective Schoolwide Discipline (ESD) also called Positive Behavior Intervention and Support (PBIS)	School	0%	25%	0%	6%	44%	19%	6%
	Region	21%	36%	4%	11%	14%	7%	7%
	State	16%	28%	7%	13%	17%	11%	8%
Individualized behavior plans for disruptive students	School	6%	31%	6%	6%	25%	19%	6%
	Region	6%	17%	9%	25%	24%	11%	7%
	State	4%	14%	10%	24%	26%	14%	8%
Mentoring	School	31%	6%	13%	6%	13%	19%	13%
	Region	11%	18%	6%	21%	22%	15%	7%
	State	8%	13%	5%	20%	26%	20%	8%

Teacher Perceptions of Student Support Program Effectiveness. For each program that you know about, please rate how effective it has been.	Reference Group	Have program?		Effectiveness				
		Don't have it	Don't know	Not	Somewhat	Moderately	Very	Don't know
Method to report a safety concern anonymously	School	25%	31%	0%	0%	25%	13%	6%
	Region	13%	32%	3%	13%	17%	13%	9%
	State	12%	30%	3%	11%	17%	17%	11%
Peer mediation	School	38%	25%	13%	0%	6%	13%	6%
	Region	26%	36%	4%	9%	12%	6%	7%
	State	19%	30%	4%	12%	15%	10%	9%
Problem solving or social skills curriculum	School	31%	19%	6%	19%	13%	6%	6%
	Region	26%	38%	3%	10%	11%	6%	7%
	State	21%	34%	3%	11%	14%	9%	8%
Student assistance programming	School	19%	19%	6%	6%	38%	13%	0%
	Region	11%	28%	5%	15%	21%	11%	9%
	State	13%	34%	3%	12%	17%	12%	9%
Substance abuse prevention/intervention	School	25%	19%	6%	25%	13%	13%	0%
	Region	10%	27%	8%	19%	18%	8%	10%
	State	13%	33%	5%	13%	15%	8%	12%
Truancy prevention/intervention	School	6%	6%	6%	38%	25%	6%	13%
	Region	4%	13%	15%	24%	22%	13%	10%
	State	6%	18%	16%	18%	19%	12%	10%



Concerns about Discipline and Safety	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
I am treated with respect by students.	School	6%	6%	88%
	Region	15%	23%	62%
	State	14%	23%	63%
I feel supported by the disciplinary process here.	School	13%	13%	75%
	Region	26%	24%	50%
	State	27%	25%	48%
I feel physically safe at this school.	School	6%	13%	81%
	Region	10%	14%	76%
	State	9%	15%	77%
I worry about someone committing a shooting at this school.	School	63%	25%	13%
	Region	65%	21%	13%
	State	72%	18%	10%
I feel that there is adequate safety and security in this school.	School	31%	13%	56%
	Region	28%	26%	46%
	State	28%	25%	47%
The disciplinary practices at this school are effective.	School	19%	19%	63%
	Region	36%	29%	35%
	State	36%	30%	34%

Prevalence of Teasing and Bullying	Reference Group	Strongly Disagree, Disagree, or Somewhat Disagree	Somewhat Agree	Agree or Strongly Agree
Students here often get teased about their clothing or physical appearance.	School	50%	44%	6%
	Region	49%	34%	18%
	State	56%	32%	13%
Students get teased or put down because of their race or ethnicity at this school.	School	56%	44%	0%
	Region	66%	22%	12%
	State	73%	19%	8%
There is a lot of teasing about sexual topics at this school.	School	63%	38%	0%
	Region	55%	28%	17%
	State	63%	24%	13%
Bullying is a problem at this school.	School	88%	13%	0%
	Region	60%	29%	11%
	State	67%	25%	9%
Students in this school are teased or put down about their sexual orientation.	School	50%	44%	6%
	Region	58%	27%	16%
	State	67%	22%	11%

Teacher Perceptions of Gang Activity	Reference Group	I don't know	No	Yes
Are there gangs at your school this year?	School	50%	19%	31%
	Region	47%	38%	15%
	State	48%	29%	23%
Have gangs been involved in fights or other violence at your school this year?	School	56%	31%	13%
	Region	45%	48%	7%
	State	51%	41%	9%
Have gangs been involved in the sale of drugs at your school this year?	School	75%	19%	6%
	Region	56%	37%	7%
	State	62%	29%	9%

Any gang activity in Virginia schools merits concern. The 2011 School Crime Supplement to the National Victimization Survey found that 19 percent of students (ages 12 to 18) reported gang presence in their schools (DeVoe & Bauer, 2011).

Resources on gang prevention:

Boys & Girls Clubs Gang Prevention through Targeted Outreach

<http://www.bgca.org/whatwedo/SpecializedPrograms/Pages/DelinquencyandGangPreventionInitiative.aspx>

Gang Resistance Education and Training

<http://www.great-online.org/>

Office of Juvenile Justice and Delinquency Prevention

<https://www.nationalgangcenter.gov/SPT/>

Teacher Awareness of Threat Assessment Threat assessment is a process of identifying and resolving conflicts and problems before they escalate into violence. It is a form of prevention now mandated by the Virginia Code (§ 22.1-79.4)	Reference Group	I don't know	No	Yes
Does your school follow formal threat assessment guidelines?	School	63%	0%	38%
	Region	58%	4%	38%
	State	59%	3%	37%
Does your school follow TA guidelines developed by UVA?	School	83%	0%	17%
	Region	78%	<1%	21%
	State	77%	<1%	22%

In 2013, new Virginia legislation required that each division superintendent should establish a threat assessment team for each school. The legislation also requires the Virginia Department of Criminal Justice Services to provide schools with a model policy and procedures that they can use as a guide. In brief, threats are defined as any communication or behavior that suggests a person may intend to harm someone. When someone makes a threat, it should be reported to the school threat assessment team. Threat assessment is a violence prevention strategy that attempts to resolve conflicts and problems before they escalate into violence. Threat assessments typically begin by interviewing the student reported to have made a threat as well as other relevant witnesses, so that the circumstances and seriousness of the threat can be determined. Threat assessment is not a zero tolerance approach that applies the same consequences for all incidents. Based on the seriousness of the threat, the team takes appropriate action that may involve a combination of counseling, discipline, parent notification, and safety precautions.

One model that is used extensively in Virginia schools is the "Guidelines for Responding to Student Threats of Violence" (also called the Virginia Student Threat Assessment Guidelines) developed at the University of Virginia. This model has been tested in controlled studies and is recognized in the National Registry of Evidence-based Programs and Practices (NREPP). Studies have found that almost all threats can be resolved without removing the student from school.

For more information, see <http://curry.virginia.edu/research/projects/threat-assessment>.

Aggression toward Teachers

Student Aggression Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	Reference Group	No	One time	More than once	Many times
A student stole or damaged my personal property.	School	88%	6%	6%	0%
	Region	79%	12%	8%	1%
	State	79%	12%	8%	1%
A student said rude or insulting things to me.	School	56%	25%	13%	6%
	Region	36%	19%	31%	14%
	State	38%	18%	30%	13%
A student threatened to harm me.	School	88%	13%	0%	0%
	Region	89%	6%	3%	<1%
	State	90%	7%	3%	<1%
A student threatened me with a weapon.	School	100%	0%	0%	0%
	Region	99%	<1%	<1%	<1%
	State	99%	<1%	<1%	<1%
A student physically attacked, pushed, or hit me.	School	94%	6%	0%	0%
	Region	97%	2%	<1%	<1%
	State	96%	3%	<1%	<1%
Total Student Aggression toward Teachers	School	1.2			
	Region	1.4			
	State	1.3			

* Each item was scored as 0 (No event), 1 (One time), 2 (More than once), or 3 (Many times). A total Student Aggression score was calculated by adding the items for each teacher and averaging across all teachers in a school.

Student violence against teachers may include bullying, intimidation, verbal or physical threats, or physical assault. According to the National Center for Educational Statistics (NCES, 2012), 7% of teachers reported being threatened by students, and 4% reported being physically assaulted. See <https://nces.ed.gov/>.

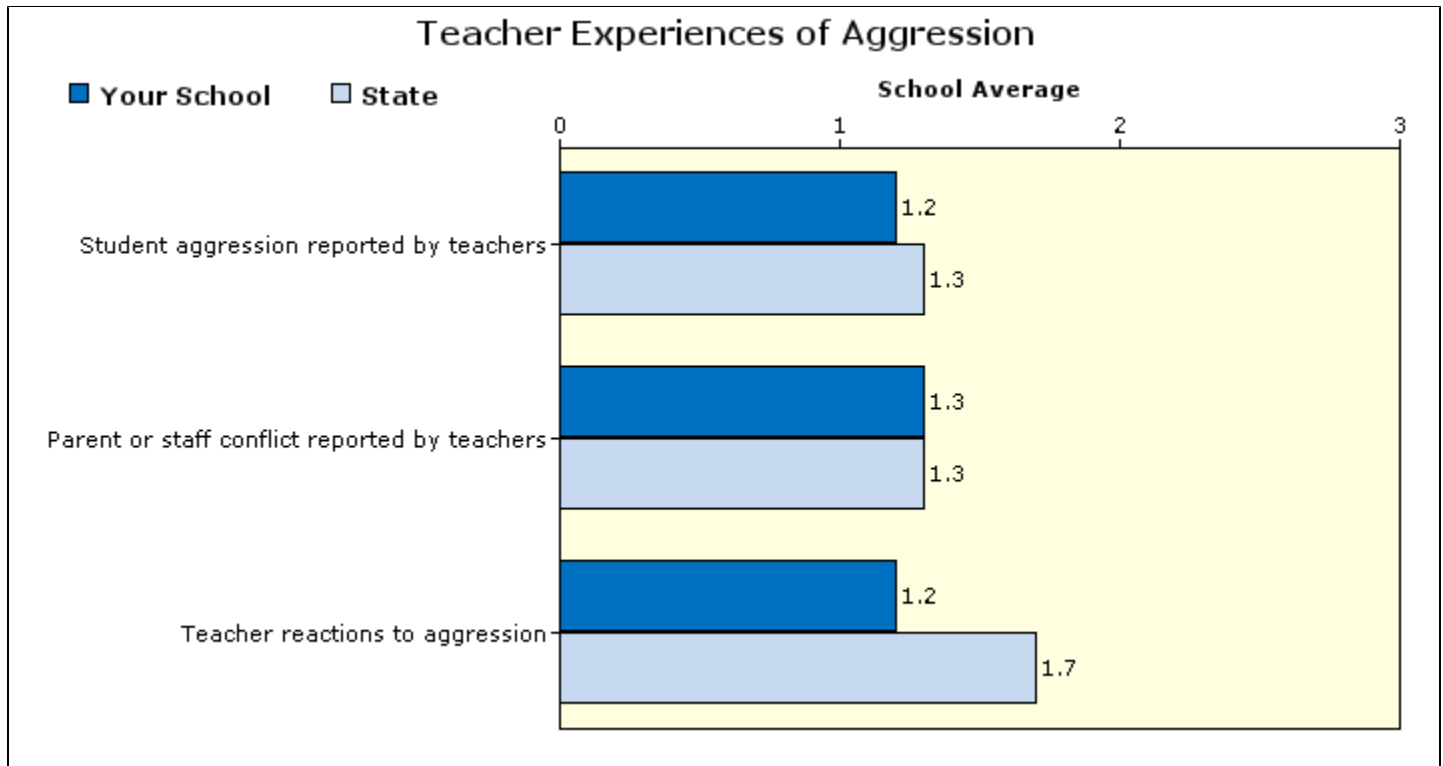
Parent or Staff Conflict Have any of the following happened to you personally at school this year? This includes school events like field trips, school dances, and sports events.	Reference Group	No	One time	More than once	Many times
A parent said rude or insulting things to me.	School	69%	19%	13%	0%
	Region	68%	17%	13%	2%
	State	64%	18%	14%	3%
A parent threatened to complain about me to the administration.	School	75%	13%	6%	6%
	Region	74%	16%	8%	2%
	State	73%	16%	10%	2%
A parent threatened to harm me.	School	94%	0%	6%	0%
	Region	98%	<1%	<1%	<1%
	State	98%	1%	<1%	<1%
A colleague said rude or insulting things to me.	School	81%	13%	6%	0%
	Region	80%	10%	8%	2%
	State	78%	10%	9%	2%
A colleague threatened to harm me.	School	94%	6%	0%	0%
	Region	99%	<1%	<1%	<1%
	State	99%	<1%	<1%	<1%
Total Parent or Staff Conflict	School	1.3			
	Region	1.2			
	State	1.3			

*Each item was scored as 0 (No event), 1 (One time), 2 (More than once), or 3 (Many times). A total Parent or Staff Conflict score was calculated by adding the items for each teacher and averaging across all teachers in a school.

Teacher Reactions to Aggression You have just answered some questions about being insulted, threatened, or harmed in some way at school. Think about the overall impact of these experiences. How did they affect you?	Reference Group	Not true	A little True	Somewhat true	Definitely true
They bothered me a lot.	School	44%	22%	22%	11%
	Region	35%	28%	18%	19%
	State	34%	26%	19%	21%
I felt frustrated.	School	22%	11%	44%	22%
	Region	24%	26%	20%	29%
	State	23%	24%	21%	32%
I felt sad.	School	33%	22%	33%	11%
	Region	45%	23%	18%	14%
	State	45%	21%	16%	17%
I felt angry.	School	44%	11%	44%	0%
	Region	33%	28%	18%	21%
	State	34%	24%	20%	21%
I felt burned out about my job.	School	44%	11%	33%	11%
	Region	38%	21%	18%	23%
	State	38%	20%	18%	25%
It made me think about whether to continue teaching.	School	44%	22%	11%	22%
	Region	48%	17%	13%	23%
	State	47%	17%	14%	22%
Total Teacher Reactions to Aggression	School	1.2			
	Region	1.7			
	State	1.7			

Summary Chart for Teacher Experiences of Aggression

The total scores for each school on Student Aggression toward Teachers, Parent or Staff Conflict, and Teacher Reactions to Aggression, which are presented on the previous pages, are compared to state averages in the chart below. These three scores are placed on the same chart for convenience, but should not be compared to one another. Only comparisons between school and state for each score are meaningful.



Demographic Information for Teacher Participants

Demographic information was limited in order to protect participant anonymity.

Demographics	Your School	Your Region	State
Number of Schools	1	28	310
Number of Teacher Participants	16	1003	13455
Percentage female	75%	67%	67%
How many years have you been teaching?			
1-2 Years	0%	8%	9%
3-5 Years	25%	11%	12%
6-10 Years	13%	22%	22%
More than 10 Years	63%	59%	58%

Technical notes

Most questions for students were answered on a 4-point scale (strongly disagree, disagree, agree, strongly agree), whereas most questions for teachers were answered on a 6-point scale (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, strongly agree). The 4-point scales permit students of different ages and reading levels to answer questions more quickly and easily. The 6-point scales are intended to give teachers the opportunity to make more differentiated judgments. There are some measures (such as disciplinary structure and student support) that are found on both student and teacher surveys, but students and teachers have different conceptions of school climate, so exact comparisons are not possible.

The tables report the percentage of participants who agreed or strongly agreed rather than average scores because the percentages are easier to interpret. More precise scores are available to schools in a supplemental csv file. These scores report overall gender and grade breakdowns for each school, but do not report responses by individual students or teachers.

State norms are weighted by number of participants and size of school enrollment.

Surveys were screened for validity with two questions (1) "I am telling the truth on this survey" (response options: strongly disagree, disagree, agree, strongly agree) and (2) "How many of the questions on this survey did you answer truthfully" (response options: all of them, all but 1 or 2 of them, most of them, some of them, only a few or none of them). There were 3,336 students (6.5%) omitted from the sample because they answered "strongly disagree" or "disagree" to question (1) or "some of them" or "only a few or none of them" to question (2).

Differences between schools and state or regional norms must be interpreted with caution since they may be due to factors such as sampling error or measurement error. Additional reports and analyses of survey results at the state level will be released in the coming year. For more information, see <http://youthviolence.edschool.virginia.edu>.

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