Virginia School Climate Studies
A compendium of peer-reviewed journal articles[1]

Article title	Key Findings	Page
1 *Authoritative school discipline: High school practices associated with lower bullying and victimization*	**Characteristics of a positive school climate** High schools with a school climate characterized by high structure (strict but fair discipline) and support (caring staff) had lower levels of bullying and peer victimization according to 9th grade students and teachers.	
2 *The relationship of school structure and support to suspension rates for Black and White high school students*	High schools with a school climate characterized by high structure and support had lower suspension rates for both Black and White students.	
3 *Teacher safety and authoritative school climate in high schools*	High schools with a school climate characterized by high structure and support had lower teacher victimization (verbal and physical abuse).	
4 *Bullying climate and school engagement in ninth grade students*	**Why bullying matters** High schools with higher rates of bullying and teasing have lower levels of student commitment to learning and involvement in school activities.	
5 *The impact of teasing and bullying on schoolwide academic performance*	High schools with higher rates of bullying and teasing have lower passing rates on five SOL exams.	
6 *Validity of three school climate scales to assess bullying, aggressive attitudes, and help-seeking*	A school climate conducive to bullying is associated with higher levels of school disorder – more suspensions, more teacher reports of bullying, more gang-related violence	
7 *Relationships between bullying school climate and student risk behaviors*	High school students (grades 9-12) who endorse attitudes associated with bullying have higher rates of risk behavior such as drug and alcohol use, fighting, school avoidance, and suicidal thoughts.	

8

Patterns of bullying and victimization associated with other problem behaviors among high school students: A conditional latent class approach

Students who self-report bullying others have higher rates of externalizing problem behaviors while students who self-report being bullied have higher rates of internalizing problem behaviors.

9

The popularity of middle school bullies

Contrary to stereotype, bullies are among the most popular students in middle school.

Strategies to prevent violence

10

Supportive school climate and student willingness to seek help for bullying and threats of violence

Efforts of school staff to be supportive lead students to be more willing to seek help for threats of violence.

11

A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guidelines versus Alternative Approaches

In high schools using the Virginia Student Threat Assessment Guidelines, 9th grade students reported less bullying, more willingness to seek help for threats of violence, and more positive school climate, and school records showed fewer long-term suspensions, than in other high schools.

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Reductions in long-term suspensions following adoption of the Virginia Student Threat Assessment Guidelines

High schools that implemented the Virginia Student Threat Assessment Guidelines showed a 52% reduction in long-term suspensions and 79% reduction in bullying infractions from the pretraining year to the posttraining year, compared to control schools not using the Guidelines.

13

A randomized controlled study of the Virginia Student Threat Assessment Guidelines in kindergarten through grade 12

Schools implementing the Virginia Student Threat Assessment Guidelines are much more likely than control schools to resolve student threats with counseling, parent involvement, and without long-term suspension or alternative school placement.

14

Student reports of peer threats of violence: Prevalence and outcomes

Approximately one in eight high school students reported being threatened at school in the past 30 days, but only 23% of threatened students regarded the threat as serious and only 9% of students who received a threat reported that it was carried out.

Improving graduation rates

15

High suspension schools and dropout rates for Black and White students

High schools that make extensive use of suspension have higher dropout rates.

16

Perceived prevalence of teasing and bullying predicts high school dropout rates

High schools where 9th grade students reported more teasing and bullying had lower graduation rates over the 4 years of high school.

Validity of student surveys

17

A comparison of self and peer reports in the assessment of middle school bullying

Both self- and peer-reports of bullying involvement (as victims and as aggressors) are associated with measures of school maladjustment, including school discipline referrals, suspensions, and lower GPA.

18

Effects of validity screening items on adolescent survey data

Asking students whether they are telling the truth is a useful way to screen out invalid surveys and improve data quality.

19

Counselor confirmation of middle school student self-reports of bullying victimization

When counselors interview middle school students who report they were victims of bullying on a confidential survey, most are confirmed as victims of bullying, but some are involved in peer conflicts that are not technically bullying and a few mismarked the survey.

20

Identifying victims of bullying: Use of counselor interviews to confirm peer nominations

Peer nominations are a useful alternative to self-report surveys because counselors are immediately able to identify victims of bullying.

21

Effects of an educational video on the measurement of bullying by self-report

An educational video can help middle school students avoid over-reporting levels of bullying.

22

Concurrent validity of the Olweus Bully/Victim Questionnaire

Self-reported involvement in bullying (as victim and aggressor) was correlated with peer nominations.

23

Is the link between large high schools and student victimization an illusion?

In larger high schools, student and teachers report observing more aggressive behavior, but rates of actual aggressive behavior are not higher, suggesting that the link between larger schools and higher aggression is an illusion of events occurring more frequently but not at a higher rate in a larger population.