Complete Survey Results for Teachers in New York City

(All numbers are reported as percentages.)

1. Which of the following factors do you think was the MOST responsible for the student behavior problems at your school last year (2017–18)?

26.8 Administrators who enforced school discipline policy inconsistently
16.5 Community factors such as poverty, crime, and/or gang activity
7.7 Teachers who were ineffective at classroom management
39.5 Uninvolved parents or troubled families
8.7 None of these
1.0 N/A – There were no student behavior problems at my school last year

N=232

2. Suppose that your school had additional funds to put toward addressing student behavior, and that administrators had committed to using those funds to hire additional staff. Which of the following do you think would be the BEST use of those funds?

47.1 Hiring more mental health professionals to help students manage their emotions
8.1 Hiring more school resource officers to help maintain order
10.8 Hiring more social workers to help students and families cope with issues like abuse or addiction
27.5 Hiring more teaching assistants to increase the number of adults in classrooms
6.5 None of these

N=232

Please indicate how consistently your school used the following approaches to school discipline last school year (2017–18). (Applies to Q3–6)

3. An approach that focuses on establishing specific consequences for misbehavior (e.g., a student code of conduct)

40.7 Used consistently
49.3 Used inconsistently
7.0 Did not use
3.0 I don’t know

N=232
4. An approach that focuses on systematically rewarding good behavior (e.g., PBIS)
   37.6 Used consistently
   37.2 Used inconsistently
   20.9 Did not use
   4.4 I don’t know

N=232

5. An approach that focuses on repairing the harm to specific relationships or the community through intentional dialogue (e.g., restorative justice)
   24.0 Used consistently
   34.0 Used inconsistently
   29.9 Did not use
   12.1 I don’t know

N=232

6. An approach that focuses on identifying and addressing the root causes of the behavior (e.g., “trauma-informed practices”)
   18.6 Used consistently
   39.7 Used inconsistently
   26.3 Did not use
   15.4 I don’t know

N=232

In your opinion, how effective is each of the following approaches to school discipline? (Applies to Q7–10)

7. An approach that focuses on establishing specific consequences for misbehavior (e.g., a student code of conduct)
   38.1 Very effective
   43.3 Somewhat effective
   12.7 Somewhat ineffective
   4.5 Very ineffective
   1.4 I don’t know

N=232

8. An approach that focuses on systematically rewarding good behavior (e.g., PBIS)
   37.5 Very effective
   46.9 Somewhat effective
   7.4 Somewhat ineffective
   4.2 Very ineffective
   4.0 I don’t know
9. An approach that focuses on repairing the harm to specific relationships or the community through intentional dialogue (e.g., restorative justice)
   - Very effective: 32.6%
   - Somewhat effective: 36.6%
   - Somewhat ineffective: 8.4%
   - Very ineffective: 3.1%
   - I don’t know: 19.2%

10. An approach that focuses on identifying and addressing the root causes of the behavior (e.g., “trauma-informed practices”)
    - Very effective: 40.6%
    - Somewhat effective: 30.8%
    - Somewhat ineffective: 6.0%
    - Very ineffective: 3.1%
    - I don’t know: 19.5%

11. Which statement comes CLOSER to describing your school last year (2017–18)?
    - School discipline policy was clearly communicated: 47.3%
    - School discipline policy was poorly communicated: 52.7%

12. Which statement comes CLOSER to describing your school last year (2017–18)?
    - School discipline policy was consistently enforced: 28.6%
    - School discipline policy was inconsistently enforced: 71.4%

13. Which statement comes CLOSER to describing your school last year (2017–18)?
    - Students believed that the consequences for misbehavior would be significant, especially for serious infractions: 75.1%
    - Students believed that the consequences for misbehavior would be minimal, even for serious infractions: 24.9%

14. Which statement comes CLOSER to describing your school last year (2017–18)?
    - Student behavior problems contributed to a disorderly or unsafe environment that made it difficult for many students to learn: 42.8%
    - Student behavior problems were manageable and did not interfere with student learning or seriously compromise student safety: 57.2%
On a scale of 1 to 5, how often would you say each of the following student behavior problems happened at your school last year (2017–18)? (Applies to Q15–17)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Illegal drug use</td>
<td>Happened every day</td>
<td>8.8%</td>
</tr>
<tr>
<td></td>
<td>Happened weekly</td>
<td>10.1%</td>
</tr>
<tr>
<td></td>
<td>Happened monthly</td>
<td>7.9%</td>
</tr>
<tr>
<td></td>
<td>Happened a few times a year</td>
<td>21.2%</td>
</tr>
<tr>
<td></td>
<td>Never happened</td>
<td>36.6%</td>
</tr>
<tr>
<td></td>
<td>I don’t know</td>
<td>15.5%</td>
</tr>
</tbody>
</table>
| N=232

| 16. Sexual activity (on school grounds) | Happened every day | 0.0% |
|                                          | Happened weekly    | 3.1% |
|                                          | Happened monthly   | 3.8% |
|                                          | Happened a few times a year | 24.3% |
|                                          | Never happened     | 45.1% |
|                                          | I don’t know       | 23.8% |
| N=232

| 17. Physical fighting | Happened every day | 7.5% |
|                       | Happened weekly    | 12.2% |
|                       | Happened monthly   | 23.3% |
|                       | Happened a few times a year | 43.7% |
|                       | Never happened     | 9.4%  |
|                       | I don’t know       | 3.8%  |
| N=232

How often would you say you dealt with each of the following student behavior problems in your classroom last year (2017–18)? (Applies to Q18–21)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Options</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Cutting class or excessive tardiness</td>
<td>Happened every day</td>
<td>25.7%</td>
</tr>
<tr>
<td></td>
<td>Happened weekly</td>
<td>22.6%</td>
</tr>
<tr>
<td></td>
<td>Happened monthly</td>
<td>8.1%</td>
</tr>
<tr>
<td></td>
<td>Happened a few times a year</td>
<td>20.5%</td>
</tr>
<tr>
<td></td>
<td>Never happened</td>
<td>20.7%</td>
</tr>
</tbody>
</table>
Complete Survey Results for Teachers in New York City  |  5

2.4  I don’t know  

*N=232*

19. **Cell phone misuse/disruption**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.9</td>
<td>Happened every day</td>
</tr>
<tr>
<td>14.7</td>
<td>Happened weekly</td>
</tr>
<tr>
<td>9.8</td>
<td>Happened monthly</td>
</tr>
<tr>
<td>23.2</td>
<td>Happened a few times a year</td>
</tr>
<tr>
<td>23.6</td>
<td>Never happened</td>
</tr>
<tr>
<td>1.8</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*

20. **Theft**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7</td>
<td>Happened every day</td>
</tr>
<tr>
<td>4.2</td>
<td>Happened weekly</td>
</tr>
<tr>
<td>7.7</td>
<td>Happened monthly</td>
</tr>
<tr>
<td>35.3</td>
<td>Happened a few times a year</td>
</tr>
<tr>
<td>40.5</td>
<td>Never happened</td>
</tr>
<tr>
<td>11.7</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*

21. **Verbal disrespect towards teachers**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.5</td>
<td>Happened every day</td>
</tr>
<tr>
<td>18.8</td>
<td>Happened weekly</td>
</tr>
<tr>
<td>16.4</td>
<td>Happened monthly</td>
</tr>
<tr>
<td>31.9</td>
<td>Happened a few times a year</td>
</tr>
<tr>
<td>14.8</td>
<td>Never happened</td>
</tr>
<tr>
<td>0.4</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*

22. **Which of the following did your school use as a response to student behavior problems last school year (2017–18)?** (Please check all that apply.)

1. **In-School Suspension (ISS)**
   - 75.8  Yes
   - 24.2  No

*N=232*

2. **Out-of-School Suspension (OSS)**
   - 46.8  Yes
   - 53.2  No

*N=232*
3. A separate class that attempted to improve the behavior of persistently disruptive students (e.g., an Alternative Learning Center or “ALC”)
   9.6   Yes
   90.5  No
   \( N=232 \)

4. A designated “de-escalation room” or space for students to cool off and then return to class
   40.6  Yes
   59.5  No
   \( N=232 \)

5. Expelling or counseling out students exhibiting dangerous behavior
   17.3  Yes
   82.7  No
   \( N=232 \)

6. None of the above
   9.4   Yes
   90.6  No
   \( N=232 \)

---

**In general, do you think your school used the following responses to student behavior problems too much, too little, or about the right amount? (Applies to Q23–27)**

23. In-School Suspension (ISS)
   15.5  Used too much
   32.5  Used the right amount
   34.0  Used too little
   18.1  I don’t know
   \( N=232 \)

24. Out-of-School Suspension (OSS)
   1.5   Used too much
   28.2  Used the right amount
   41.2  Used too little
   29.1  I don’t know
   \( N=232 \)

25. A separate class that attempted to improve the behavior of persistently disruptive students (e.g., an Alternative Learning Center or “ALC”)
   2.7   Used too much
   14.3  Used the right amount
   35.6  Used too little
47.4 I don’t know

<table>
<thead>
<tr>
<th></th>
<th>Use too much</th>
<th>Used the right amount</th>
<th>Used too little</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=232</td>
<td>5.1</td>
<td>19.6</td>
<td>46.7</td>
<td>28.6</td>
</tr>
</tbody>
</table>

26. A designated “de-escalation room” or space for students to cool off and then return to class

<table>
<thead>
<tr>
<th></th>
<th>Use too much</th>
<th>Used the right amount</th>
<th>Used too little</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=232</td>
<td>5.1</td>
<td>19.6</td>
<td>46.7</td>
<td>28.6</td>
</tr>
</tbody>
</table>

27. Expelling or counseling out students exhibiting dangerous behavior

<table>
<thead>
<tr>
<th></th>
<th>Use too much</th>
<th>Used the right amount</th>
<th>Used too little</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=232</td>
<td>0.7</td>
<td>23.0</td>
<td>33.3</td>
<td>43.0</td>
</tr>
</tbody>
</table>

Assuming there are no extenuating circumstances, which do you think is GENERALLY the most appropriate consequence for the following infractions – ISS, OSS, Expulsion, or none of these? *(Applies to Q28–34)*

28. Illegal drug use

<table>
<thead>
<tr>
<th></th>
<th>In-School Suspension (ISS)</th>
<th>Out-of-School Suspension (OSS)</th>
<th>Expulsion</th>
<th>None of these</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=232</td>
<td>25.1</td>
<td>44.8</td>
<td>12.8</td>
<td>17.3</td>
</tr>
</tbody>
</table>

29. Theft

<table>
<thead>
<tr>
<th></th>
<th>In-School Suspension (ISS)</th>
<th>Out-of-School Suspension (OSS)</th>
<th>Expulsion</th>
<th>None of these</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=232</td>
<td>36.9</td>
<td>48.7</td>
<td>3.5</td>
<td>10.8</td>
</tr>
</tbody>
</table>

30. Physical fighting

<table>
<thead>
<tr>
<th></th>
<th>In-School Suspension (ISS)</th>
<th>Out-of-School Suspension (OSS)</th>
<th>Expulsion</th>
<th>None of these</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=232</td>
<td>46.2</td>
<td>47.9</td>
<td>2.4</td>
<td>3.5</td>
</tr>
</tbody>
</table>
31. **Verbal disrespect toward teachers**
   - 63.2% In-School Suspension (ISS)
   - 9.2% Out-of-School Suspension (OSS)
   - 1.9% Expulsion
   - 25.7% None of these

   \(N=232\)

32. **Cutting class**
   - 58.7% In-School Suspension (ISS)
   - 1.6% Out-of-School Suspension (OSS)
   - 0.9% Expulsion
   - 38.9% None of these

   \(N=232\)

33. **Sexual activity (on school grounds)**
   - 18.2% In-School Suspension (ISS)
   - 43.8% Out-of-School Suspension (OSS)
   - 18.2% Expulsion
   - 19.9% None of these

   \(N=232\)

34. **Cell phone misuse/disruption**
   - 46.6% In-School Suspension (ISS)
   - 3.7% Out-of-School Suspension (OSS)
   - 0.3% Expulsion
   - 49.4% None of these

   \(N=232\)

---

*Suppose that a student has REPEATEDLY committed the infraction in question and has already received ISS as a consequence. Which do you think is the most appropriate consequence under these circumstances? (Applies to Q35–37)*

35. **Illegal drug use**
   - 14.1% In-School Suspension (ISS) (Again)
   - 38.7% Out-of-School Suspension (OSS)
   - 12.4% Expulsion
   - 34.8% None of these

   \(N=90\)

36. **Physical fighting**
   - 13.5% In-School Suspension (ISS) (Again)
54.0 Out-of-School Suspension (OSS)  
14.3 Expulsion  
18.2 None of these  

\( N=115 \)

**37. Verbal disrespect toward teachers**  
29.5 In-School Suspension (ISS) (Again)  
43.5 Out-of-School Suspension (OSS)  
4.8 Expulsion  
22.2 None of these  

\( N=206 \)

*Suppose this is the *FIRST TIME* a student has committed the infraction in question. Which do you think is the most appropriate consequence under this circumstance? (Applies to Q38–40)*

**38. Illegal drug use**  
41.1 In-School Suspension (ISS)  
42.8 Out-of-School Suspension (OSS)  
4.1 Expulsion  
12.1 None of these  

\( N=109 \)

**39. Physical fighting**  
43.5 In-School Suspension (ISS)  
40.7 Out-of-School Suspension (OSS)  
7.2 Expulsion  
8.6 None of these  

\( N=113 \)

**40. Verbal disrespect toward teachers**  
44.6 In-School Suspension (ISS)  
42.9 Out-of-School Suspension (OSS)  
0.0 Expulsion  
12.5 None of these  

\( N=23 \)

*Indicate your agreement with the following statements about the use of In-School Suspension (ISS). (Applies to Q41-48)*

**41. ISS helps ensure a safe school environment.**  
26.4 Strongly agree  
46.9 Somewhat agree
14.5 Neutral
6.6 Somewhat disagree
3.7 Strongly disagree
1.8 I don’t know

N=231

42. ISS for misbehaving students encourages other students to follow the rules.
   22.3 Strongly agree
   45.6 Somewhat agree
   12.8 Neutral
   14.4 Somewhat disagree
   4.2 Strongly disagree
   0.8 I don’t know

N=231

43. ISS is useful as a deterrent to the suspended student’s future misbehavior
   17.3 Strongly agree
   44.8 Somewhat agree
   13.7 Neutral
   14.7 Somewhat disagree
   5.0 Strongly disagree
   4.5 I don’t know

N=231

44. ISS is harmful because the suspended student falls further behind academically.
   10.9 Strongly agree
   25.6 Somewhat agree
   12.7 Neutral
   36.6 Somewhat disagree
   12.3 Strongly disagree
   1.9 I don’t know

N=231

45. ISS increases a student’s odds of criminal justice involvement.
   5.0 Strongly agree
   14.8 Somewhat agree
   20.6 Neutral
   25.2 Somewhat disagree
   20.6 Strongly disagree
   13.9 I don’t know

N=231
46. ISS is useful for sending messages to parents about the seriousness of infractions.
   32.4 Strongly agree
   48.4 Somewhat agree
   6.1 Neutral
   7.7 Somewhat disagree
   2.9 Strongly disagree
   2.5 I don’t know

   N=231

47. ISS is useful for removing disruptive students so that others can learn.
   47.2 Strongly agree
   39.3 Somewhat agree
   4.6 Neutral
   4.8 Somewhat disagree
   3.3 Strongly disagree
   0.8 I don’t know

   N=231

48. The negative impacts of ISS outweigh any possible benefits.
   8.3 Strongly agree
   8.1 Somewhat agree
   21.0 Neutral
   31.1 Somewhat disagree
   24.1 Strongly disagree
   7.4 I don’t know

   N=231

Indicate your agreement with the following statements about the use of Out-of-School Suspension (OSS)? (Applies to Q49–56)

49. OSS helps ensure a safe school environment.
   37.9 Strongly agree
   40.9 Somewhat agree
   6.5 Neutral
   9.9 Somewhat disagree
   3.0 Strongly disagree
   1.8 I don’t know

   N=232

50. OSS for misbehaving students encourages other students to follow the rules.
   32.4 Strongly agree
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.3</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>9.4</td>
<td>Neutral</td>
</tr>
<tr>
<td>14.1</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>4.5</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2.4</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*

51. **OSS is useful as a deterrent to the suspended student’s future misbehavior**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.4</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>38.0</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>12.1</td>
<td>Neutral</td>
</tr>
<tr>
<td>16.7</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>7.6</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>4.3</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*

52. **OSS is harmful because the suspended student falls further behind academically.**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.7</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>39.1</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>9.7</td>
<td>Neutral</td>
</tr>
<tr>
<td>14.3</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>7.8</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2.4</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*

53. **OSS increases a student’s odds of criminal justice involvement.**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.4</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>27.9</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>16.7</td>
<td>Neutral</td>
</tr>
<tr>
<td>14.4</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>6.1</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>15.5</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*

54. **OSS is useful for sending messages to parents about the seriousness of infractions.**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>48.8</td>
<td>Strongly agree</td>
</tr>
<tr>
<td>32.5</td>
<td>Somewhat agree</td>
</tr>
<tr>
<td>8.2</td>
<td>Neutral</td>
</tr>
<tr>
<td>8.3</td>
<td>Somewhat disagree</td>
</tr>
<tr>
<td>2.0</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>0.3</td>
<td>I don’t know</td>
</tr>
</tbody>
</table>

*N=232*
55. OSS is useful for removing disruptive students so that others can learn.
   47.1 Strongly agree
   33.1 Somewhat agree
   7.5 Neutral
   4.7 Somewhat disagree
   6.9 Strongly disagree
   0.6 I don’t know

N=232

56. The negative impacts of OSS outweigh any possible benefits.
   10.8 Strongly agree
   15.7 Somewhat agree
   24.7 Neutral
   25.6 Somewhat disagree
   14.3 Strongly disagree
   8.8 I don’t know

N=232

Which do you think accomplishes each of the following more effectively, In-School Suspension (ISS) or Out-of-School Suspension (OSS)? (Applies to Q57–62)

57. Ensuring a safe school environment
   13.6 ISS does this more effectively
   31.8 OSS does this more effectively
   40.3 OSS and ISS are equally effective
   6.6 Neither OSS or ISS is effective
   7.8 I don’t know

N=230

58. Encouraging other students to follow the rules
   15.7 ISS does this more effectively
   26.8 OSS does this more effectively
   36.9 OSS and ISS are equally effective
   10.9 Neither OSS or ISS is effective
   9.8 I don’t know

N=230

59. Deterring the suspended student’s future misbehavior
   15.5 ISS does this more effectively
   24.9 OSS does this more effectively
   29.2 OSS and ISS are equally effective
16.7 Neither OSS or ISS is effective
13.8 I don’t know

N=230

60. Helping students who misbehave stay on track academically
47.8 ISS does this more effectively
3.3 OSS does this more effectively
13.1 OSS and ISS are equally effective
26.6 Neither OSS or ISS is effective
9.2 I don’t know

N=230

61. Sending messages to parents about the seriousness of infractions
7.1 ISS does this more effectively
49.9 OSS does this more effectively
29.9 OSS and ISS are equally effective
6.2 Neither OSS or ISS is effective
7.0 I don’t know

N=230

62. Removing disruptive students so that others can learn
23.5 ISS does this more effectively
18.6 OSS does this more effectively
44.5 OSS and ISS are equally effective
6.1 Neither OSS or ISS is effective
7.3 I don’t know

N=230

63. Some research suggests that out-of-school suspensions increase students’ odds of becoming involved in the criminal justice system, while other research suggests that students who receive OSS are already on a negative path and that suspensions alone have little impact. In general, what impact (if any) do you think getting suspended has on a student’s odds of criminal justice involvement?
9.2 Greatly increases
31.9 Moderately increases
32.1 Slightly increases
26.9 No impact

N=230

64. In your view, what is the MOST important reason that out-of-school suspensions increase students’ odds of criminal justice involvement?
Students are more likely to get into trouble if they are left unsupervised during the day. (34.9)

Students are more likely to come into contact with law enforcement if they aren’t in school. (3.0)

Students lose their sense of connection to school if they aren’t there on a daily basis. (49.9)

None of the above (12.3)

Based on how your school implemented ISS last school year (2017–18), how often do you think each of the following happened? (Applies to Q65–66)

65. Students who received ISS were connected with an adult (e.g., an administrator or counselor) to discuss the root causes of their misbehavior.

Always (28.5)

Often (22.7)

Sometimes (22.9)

Rarely (14.8)

Never (2.1)

I don’t know (9.1)

66. Students did schoolwork or homework during ISS (as opposed to busywork or no work at all).

Always (20.0)

Often (32.5)

Sometimes (28.8)

Rarely (10.4)

Never (1.0)

I don’t know (7.3)

Based on your experiences at your school last year (2017–18), indicate your agreement with the following statements. (Applies to Q67–69)

67. Students with IEPs were treated too leniently, even when their misbehavior had nothing to do with their disability.

Strongly agree (19.1)

Somewhat agree (32.8)

Neutral (17.4)

Somewhat disagree (11.9)

Strongly disagree (9.0)
9.9 I don’t know

N=230

68. Most students suffered because of a few persistent troublemakers.

34.8 Strongly agree
32.5 Somewhat agree
  9.6 Neutral
14.2 Somewhat disagree
  6.8 Strongly disagree
  2.2 I don’t know

N=230

69. Teachers felt like administrators had their backs when students misbehaved.

  13.1 Strongly agree
  29.2 Somewhat agree
  14.1 Neutral
  25.7 Somewhat disagree
  17.4 Strongly disagree
  0.6 I don’t know

N=230

Some observers worry that misbehavior and suspensions are underreported. But it is difficult to know how seriously to take this concern. Based on your accumulated experiences, how often do you think administrators do each of the following? (Applies to Q 70–71)

70. Tell students to stay home from school without officially recording it as a suspension

  0.1 Always
  7.1 Often
 11.2 Sometimes
 15.2 Rarely
 48.3 Never
 18.1 I don’t know

N=230

71. Fail to officially report serious disciplinary incidents

  2.7 Always
 29.8 Often
 22.5 Sometimes
 17.6 Rarely
 17.3 Never
 10.4 I don’t know

N=230
Some observers worry that school discipline policies are implemented in a biased manner. Others think that worry is unfounded or overstated. With that in mind, please answer the following questions, based on your accumulated experiences and observations: (Applies to Q72–74)

72. All else equal, if a girl and a boy commit the SAME infraction (e.g., verbally disrespecting a teacher), is the consequence likely to be:
   - 4.0 Harsher for the girl
   - 30.8 Harsher for the boy
   - 57.7 About the same for both students
   - 7.5 I don’t know

N=230

73. All else equal, if an African-American student and a White student commit the SAME infraction (e.g., verbally disrespecting a teacher), is the consequence likely to be:
   - 31.2 Harsher for the African-American student
   - 2.3 Harsher for the White
   - 50.6 About the same for both students
   - 16.0 I don’t know

N=230

74. All else equal, if a student with special needs and a general education student commit the SAME infraction (e.g., verbally disrespecting a teacher), is the consequence likely to be:
   - 6.5 Harsher for the student with special needs
   - 47.1 Harsher for the general education student
   - 41.0 About the same for both students
   - 5.4 I don’t know

N=230

75. Overall, do you think the number of out-of-school suspensions at your school has decreased, increased, or stayed about the same in recent years?
   - 8.9 Increased
   - 44.6 Decreased
   - 25.6 Stayed about the same
   - 20.9 I don’t know

N=230

How responsible do you think each of the following factors is for the decrease in out-of-school suspensions at your school? (Applies to Q76–79)
76. Improved student behavior

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely responsible</td>
<td>0.0</td>
</tr>
<tr>
<td>Mostly responsible</td>
<td>25.3</td>
</tr>
<tr>
<td>Somewhat responsible</td>
<td>31.7</td>
</tr>
<tr>
<td>Not at all responsible</td>
<td>43.0</td>
</tr>
</tbody>
</table>

N=92

77. Increased use of alternatives to OSS (e.g., In-School Suspension)

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely responsible</td>
<td>4.7</td>
</tr>
<tr>
<td>Mostly responsible</td>
<td>39.6</td>
</tr>
<tr>
<td>Somewhat responsible</td>
<td>35.2</td>
</tr>
<tr>
<td>Not at all responsible</td>
<td>20.4</td>
</tr>
</tbody>
</table>

N=92

78. Higher tolerance for misbehavior

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely responsible</td>
<td>18.1</td>
</tr>
<tr>
<td>Mostly responsible</td>
<td>17.3</td>
</tr>
<tr>
<td>Somewhat responsible</td>
<td>35.4</td>
</tr>
<tr>
<td>Not at all responsible</td>
<td>29.2</td>
</tr>
</tbody>
</table>

N=92

79. Under-reporting of suspensions by administrators

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely responsible</td>
<td>13.7</td>
</tr>
<tr>
<td>Mostly responsible</td>
<td>13.3</td>
</tr>
<tr>
<td>Somewhat responsible</td>
<td>29.8</td>
</tr>
<tr>
<td>Not at all responsible</td>
<td>43.3</td>
</tr>
</tbody>
</table>

N=92

Please think about your experiences at your school last year (2017–18) when answering the next series of questions. (Applies to Q80–85)

80. Did you worry about your safety because of students who were violent?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>17.2</td>
</tr>
<tr>
<td>No</td>
<td>81.6</td>
</tr>
<tr>
<td>I don’t know</td>
<td>1.2</td>
</tr>
</tbody>
</table>

N=230

81. Were you physically attacked by a student?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5.8</td>
</tr>
<tr>
<td>No</td>
<td>93.7</td>
</tr>
<tr>
<td>I don’t know</td>
<td>0.5</td>
</tr>
</tbody>
</table>

N=230
82. Did you recommend that a student be suspended or personally suspend a student?
   30.0 Yes
   67.7 No
   2.2 I don’t know

N=230

83. Did you consider leaving your job or profession due to issues associated with student discipline?
   24.3 Yes
   74.7 No
   1.0 I don’t know

N=230

84. Did you find yourself putting up with offending behavior by students in the classroom due to a lack of administrative support?
   46.5 Yes
   49.1 No
   4.3 I don’t know

N=230

85. Did you have any students with chronic discipline problems who you felt should not have been in your classroom?
   57.1 Yes
   39.5 No
   3.4 I don’t know

N=230