

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

N=232

9. An approach that focuses on repairing the harm to specific relationships or the community through intentional dialogue (e.g., restorative justice)

- 32.6 Very effective
- 36.6 Somewhat effective
- 8.4 Somewhat ineffective
- 3.1 Very ineffective
- 19.2 I don't know

N=232

10. An approach that focuses on identifying and addressing the root causes of the behavior (e.g., "trauma-informed practices")

- 40.6 Very effective
- 30.8 Somewhat effective
- 6.0 Somewhat ineffective
- 3.1 Very ineffective
- 19.5 I don't know

N=232

11. Which statement comes CLOSER to describing your school last year (2017–18)?

- 47.3 School discipline policy was clearly communicated.
- 52.7 School discipline policy was poorly communicated.

N=232

12. Which statement comes CLOSER to describing your school last year (2017–18)?

- 28.6 School discipline policy was consistently enforced.
- 71.4 School discipline policy was inconsistently enforced.

N=232

13. Which statement comes CLOSER to describing your school last year (2017–18)?

- 75.1 Students believed that the consequences for misbehavior would be significant, especially for serious infractions.
- 24.9 Students believed that the consequences for misbehavior would be minimal, even for serious infractions.

N=231

14. Which statement comes CLOSER to describing your school last year (2017–18)?

- 42.8 Student behavior problems contributed to a disorderly or unsafe environment that made it difficult for many students to learn.
- 57.2 Student behavior problems were manageable and did not interfere with student learning or seriously compromise student safety.

N=232

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)

15. Illegal drug use

8.8	Happened every day
10.1	Happened weekly
7.9	Happened monthly
21.2	Happened a few times a year
36.6	Never happened
15.5	I don't know

N=232

16. Sexual activity (on school grounds)

0.0	Happened every day
3.1	Happened weekly
3.8	Happened monthly
24.3	Happened a few times a year
45.1	Never happened
23.8	I don't know

N=232

17. Physical fighting

7.5	Happened every day
12.2	Happened weekly
23.3	Happened monthly
43.7	Happened a few times a year
9.4	Never happened
3.8	I don't know

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)

18. Cutting class or excessive tardiness

25.7	Happened every day
22.6	Happened weekly
8.1	Happened monthly
20.5	Happened a few times a year
20.7	Never happened

2.4 I don't know

N=232

19. Cell phone misuse/disruption

26.9 Happened every day
 14.7 Happened weekly
 9.8 Happened monthly
 23.2 Happened a few times a year
 23.6 Never happened
 1.8 I don't know

N=232

20. Theft

0.7 Happened every day
 4.2 Happened weekly
 7.7 Happened monthly
 35.3 Happened a few times a year
 40.5 Never happened
 11.7 I don't know

N=232

21. Verbal disrespect towards teachers

17.5 Happened every day
 18.8 Happened weekly
 16.4 Happened monthly
 31.9 Happened a few times a year
 14.8 Never happened
 0.4 I don't know

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

N=232

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

- 5.1 Used too much
- 19.6 Used the right amount
- 46.7 Used too little
- 28.6 I don't know

N=232

27. Expelling or counseling out students exhibiting dangerous behavior

- 0.7 Used too much
- 23.0 Used the right amount
- 33.3 Used too little
- 43.0 I don't know

N=232

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

- 25.1 In-School Suspension (ISS)
- 44.8 Out-of-School Suspension (OSS)
- 12.8 Expulsion
- 17.3 None of these

N=232

29. Theft

- 36.9 In-School Suspension (ISS)
- 48.7 Out-of-School Suspension (OSS)
- 3.5 Expulsion
- 10.8 None of these

N=232

30. Physical fighting

- 46.2 In-School Suspension (ISS)
- 47.9 Out-of-School Suspension (OSS)
- 2.4 Expulsion
- 3.5 None of these

N=232

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

- 37.3 Somewhat agree
- 9.4 Neutral
- 14.1 Somewhat disagree
- 4.5 Strongly disagree
- 2.4 I don't know

N=232

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

- 21.4 Strongly agree
- 38.0 Somewhat agree
- 12.1 Neutral
- 16.7 Somewhat disagree
- 7.6 Strongly disagree
- 4.3 I don't know

N=232

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

- 26.7 Strongly agree
- 39.1 Somewhat agree
- 9.7 Neutral
- 14.3 Somewhat disagree
- 7.8 Strongly disagree
- 2.4 I don't know

N=232

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

- 19.4 Strongly agree
- 27.9 Somewhat agree
- 16.7 Neutral
- 14.4 Somewhat disagree
- 6.1 Strongly disagree
- 15.5 I don't know

N=232

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

- 48.8 Strongly agree
- 32.5 Somewhat agree
- 8.2 Neutral
- 8.3 Somewhat disagree
- 2.0 Strongly disagree
- 0.3 I don't know

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?

- 34.9 Students are more likely to get into trouble if they are left unsupervised during the day.
- 3.0 Students are more likely to come into contact with law enforcement if they aren't in school.
- 49.9 Students lose their sense of connection to school if they aren't there on a daily basis.
- 12.3 None of the above

N=170

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.

- 28.5 Always
- 22.7 Often
- 22.9 Sometimes
- 14.8 Rarely
- 2.1 Never
- 9.1 I don't know

N=174

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

- 20.0 Always
- 32.5 Often
- 28.8 Sometimes
- 10.4 Rarely
- 1.0 Never
- 7.3 I don't know

N=174

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.

- 19.1 Strongly agree
- 32.8 Somewhat agree
- 17.4 Neutral
- 11.9 Somewhat disagree
- 9.0 Strongly disagree

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

0.0	Completely responsible
25.3	Mostly responsible
31.7	Somewhat responsible
43.0	Not at all responsible

N=92

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

4.7	Completely responsible
39.6	Mostly responsible
35.2	Somewhat responsible
20.4	Not at all responsible

N=92

78. Higher tolerance for misbehavior

18.1	Completely responsible
17.3	Mostly responsible
35.4	Somewhat responsible
29.2	Not at all responsible

N=92

79. Under-reporting of suspensions by administrators

13.7	Completely responsible
13.3	Mostly responsible
29.8	Somewhat responsible
43.3	Not at all responsible

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?

17.2	Yes
81.6	No
1.2	I don't know

N=230

81. Were you physically attacked by a student?

5.8	Yes
93.7	No
0.5	I don't know

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