

FIGURES & FINDINGS:

DISCIPLINE REFORM THROUGH THE EYES OF TEACHERS

By David Griffith and Adam Tyner

FIGURE 1. Teachers in high-poverty schools report higher rates of verbal disrespect, physical fighting, and assault.

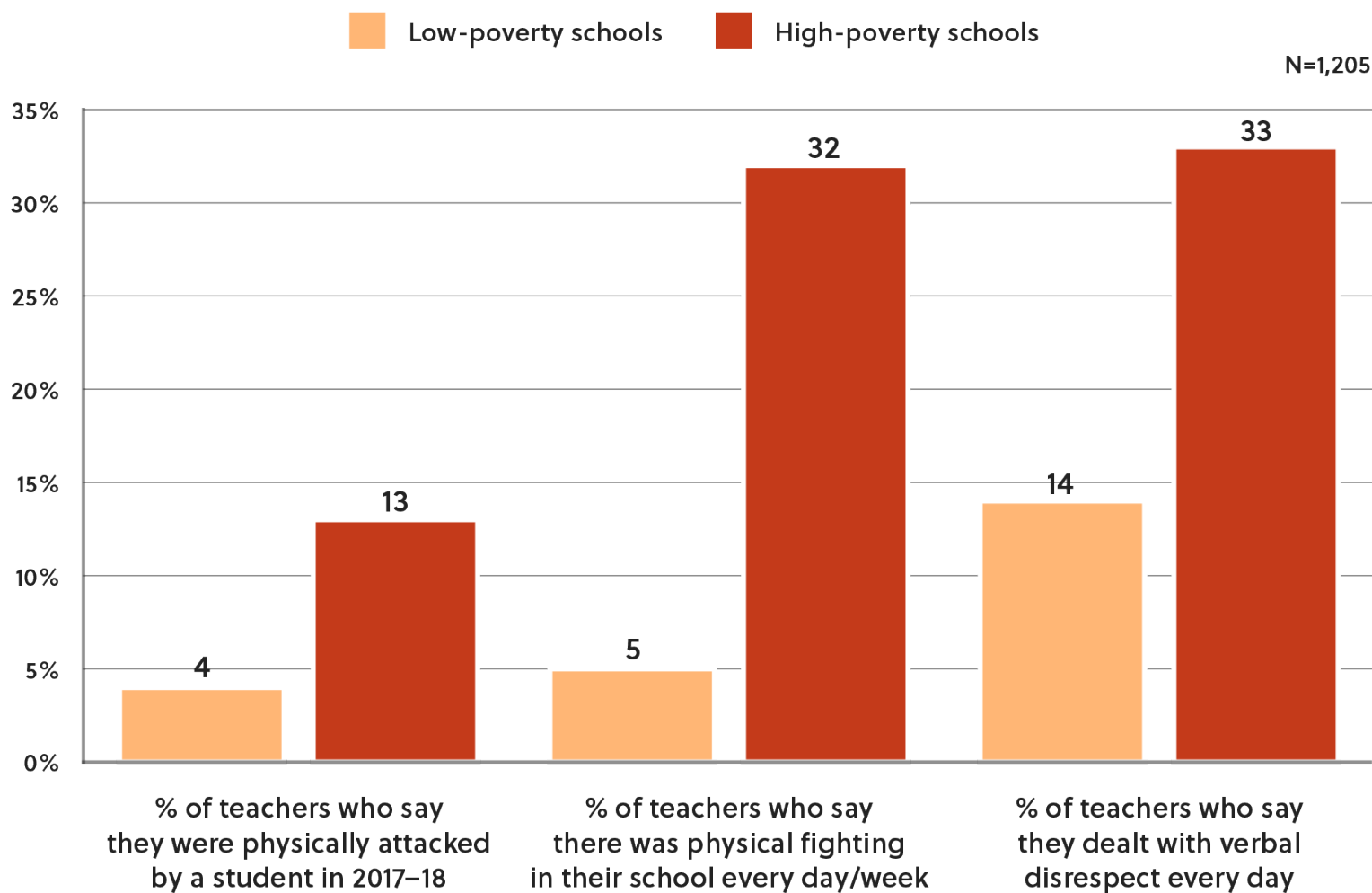


FIGURE 2. How often would you say you dealt with verbal disrespect in your classroom last school year (2017–18)?

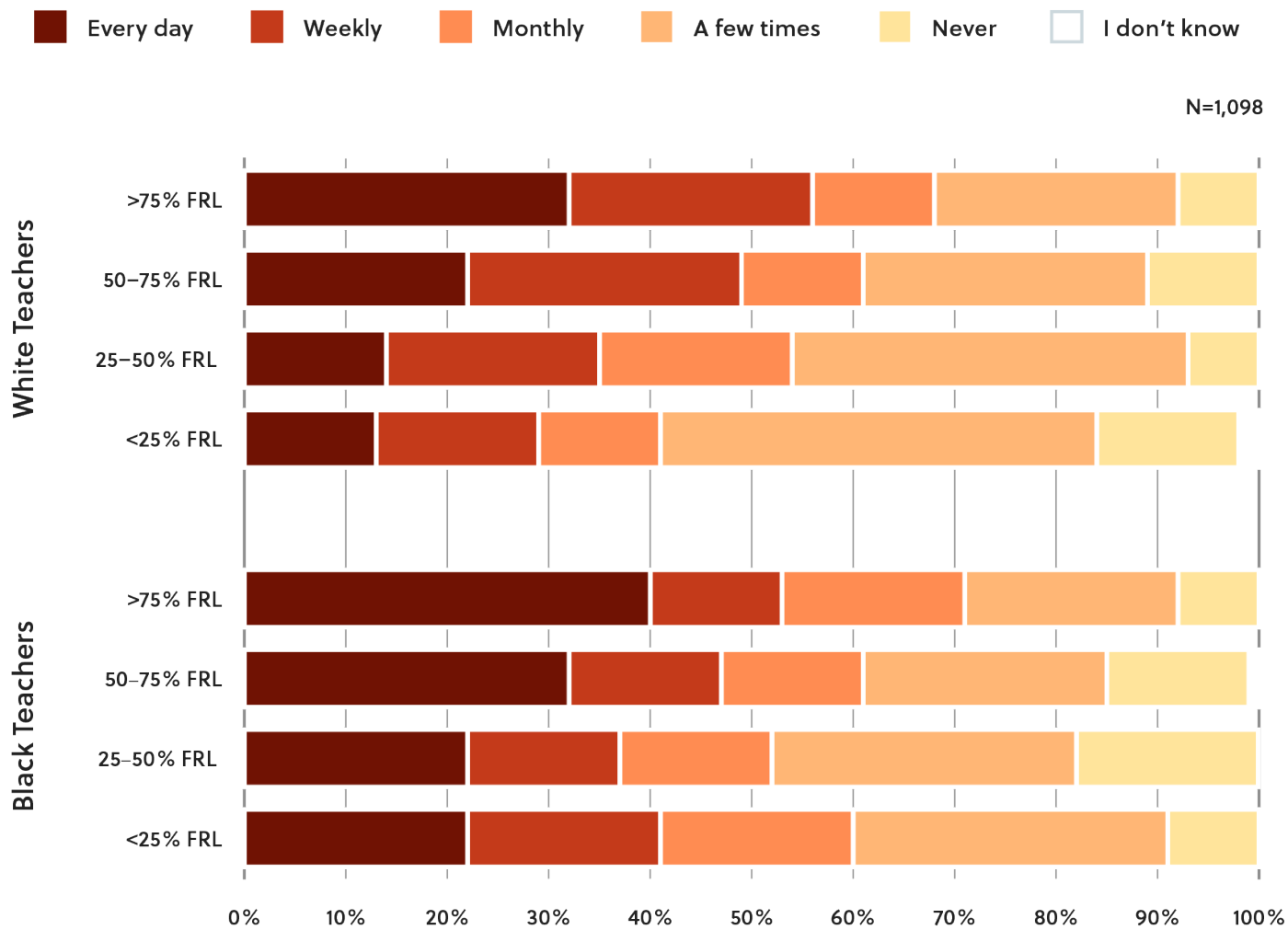


FIGURE 3. How often would you say physical fighting happened at your school last year (2017–18)?

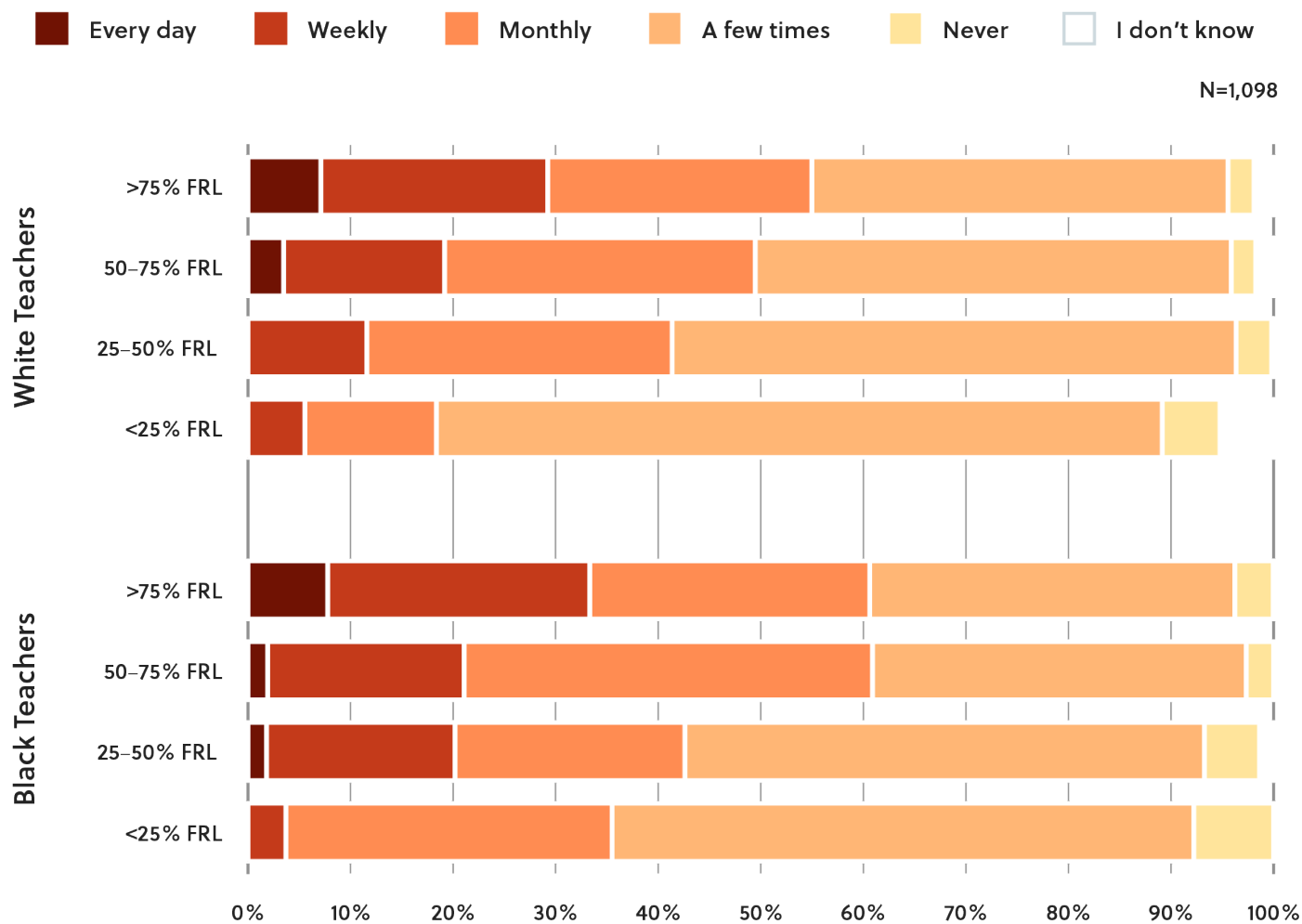


FIGURE 4. Were you physically attacked by a student last school year (2017–18)?

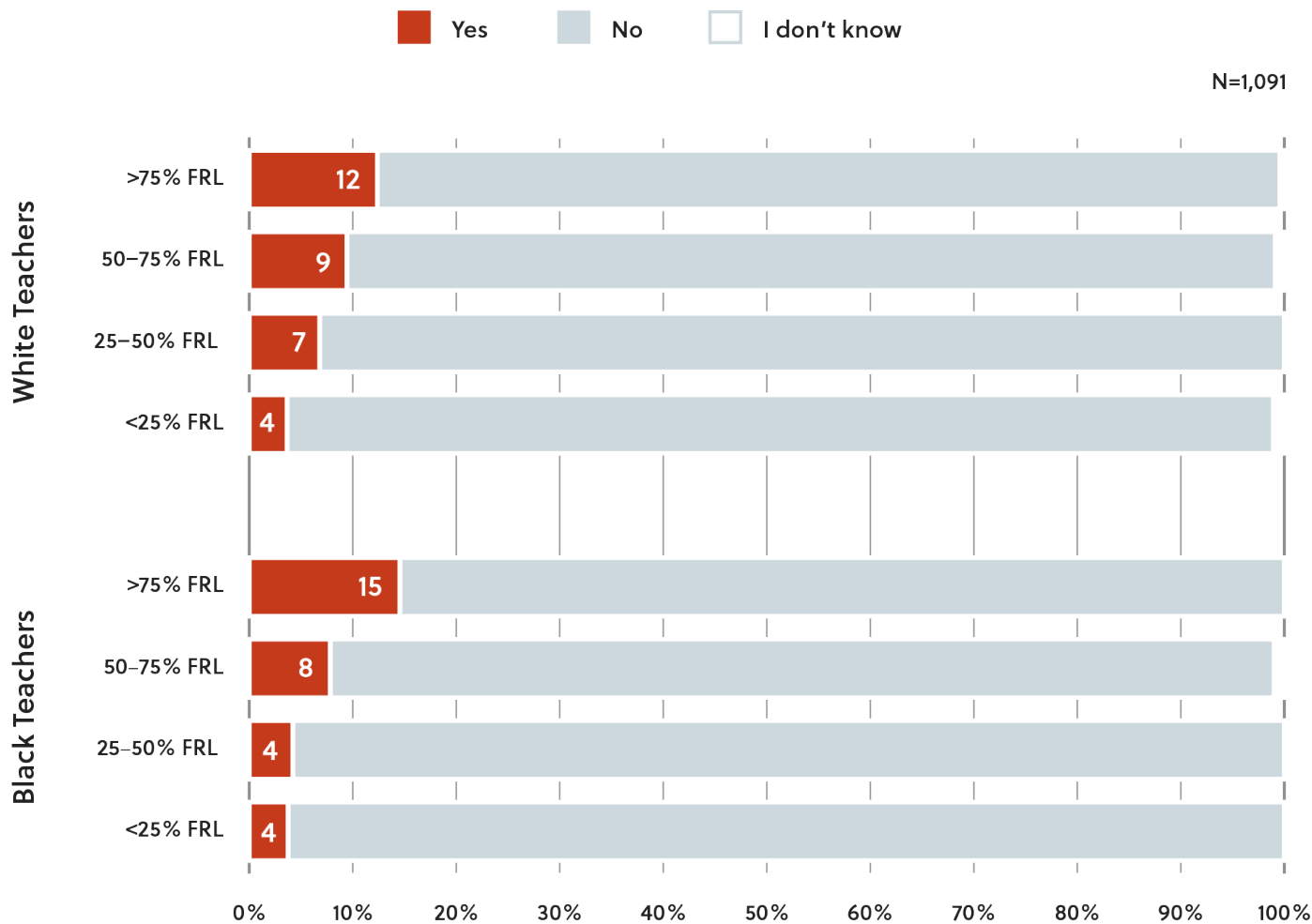


FIGURE 5. Which statement comes closer to describing your school last year (2017–18)?

■ Student behavior problems contributed to a disorderly or unsafe environment that made it difficult for many students to learn.

■ Student behavior problems were manageable and did not interfere with student learning or seriously compromise student safety.

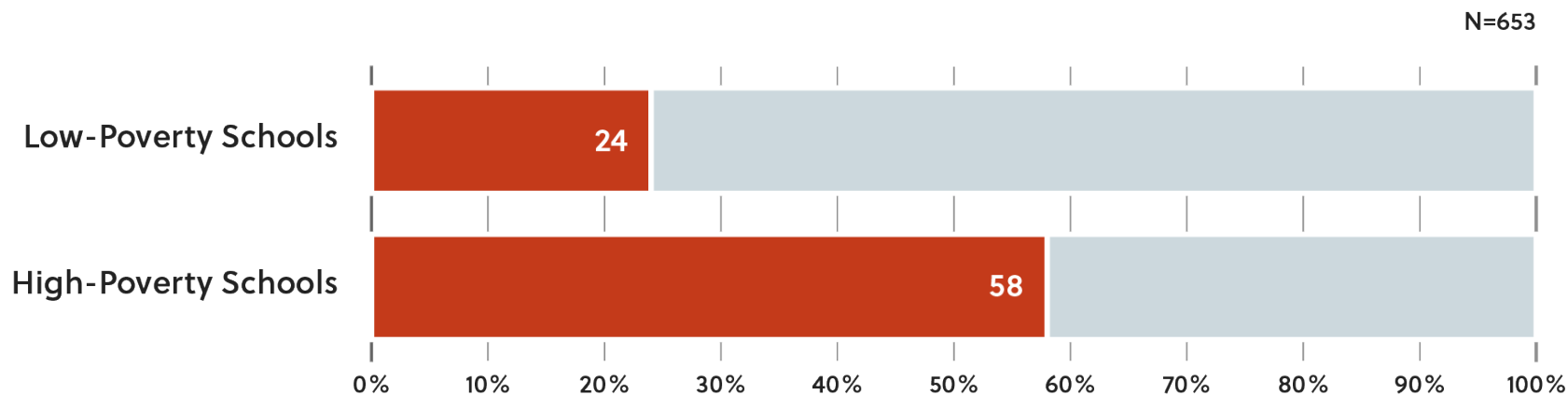


FIGURE 6. Which statement comes closer to describing your school last year (2017–18)?

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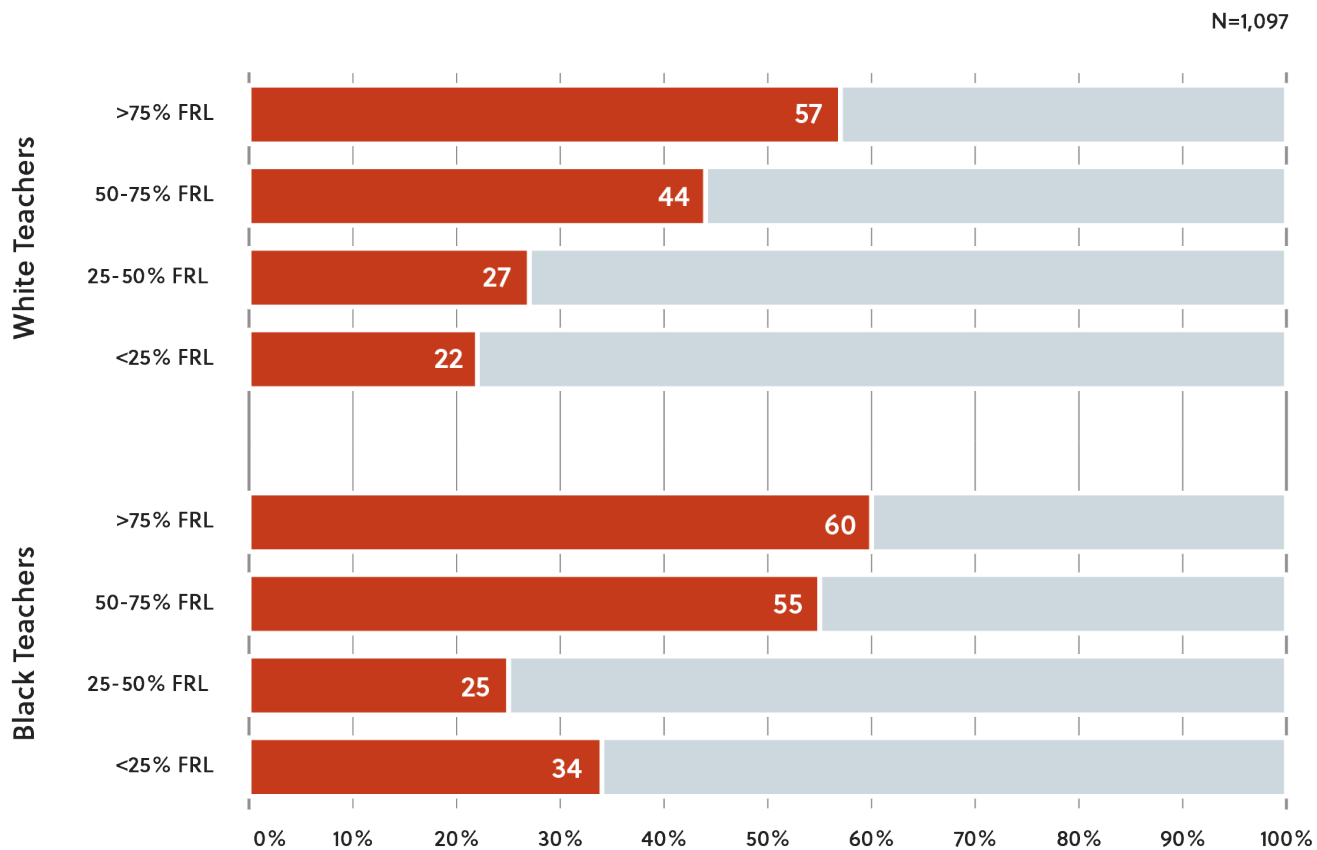


FIGURE 7. Which of the following do you think was most responsible for the student behavior problems at your school last year (2017–18)?

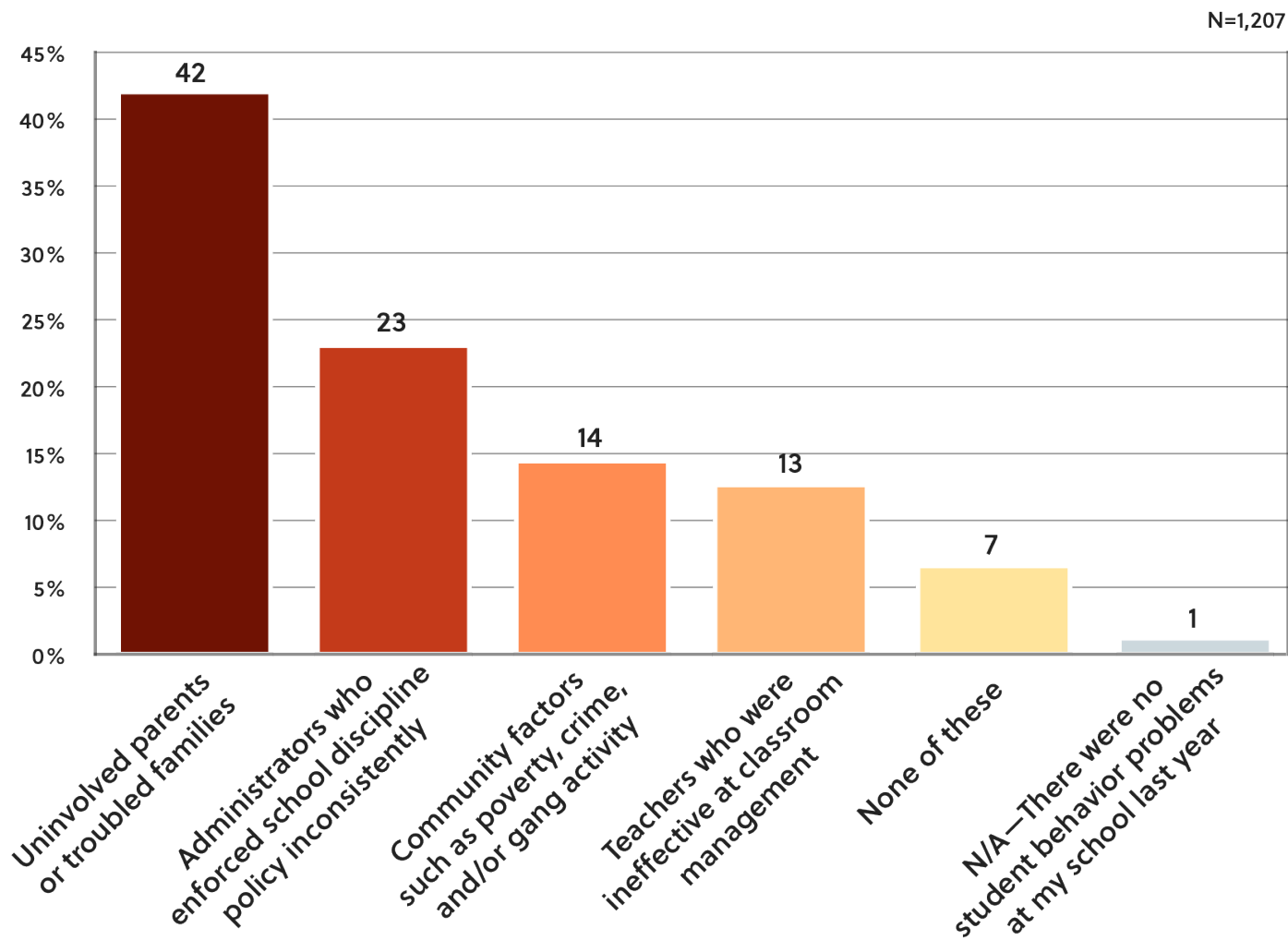


FIGURE 8. Which statement comes closer to describing your school last year (2017–18)?

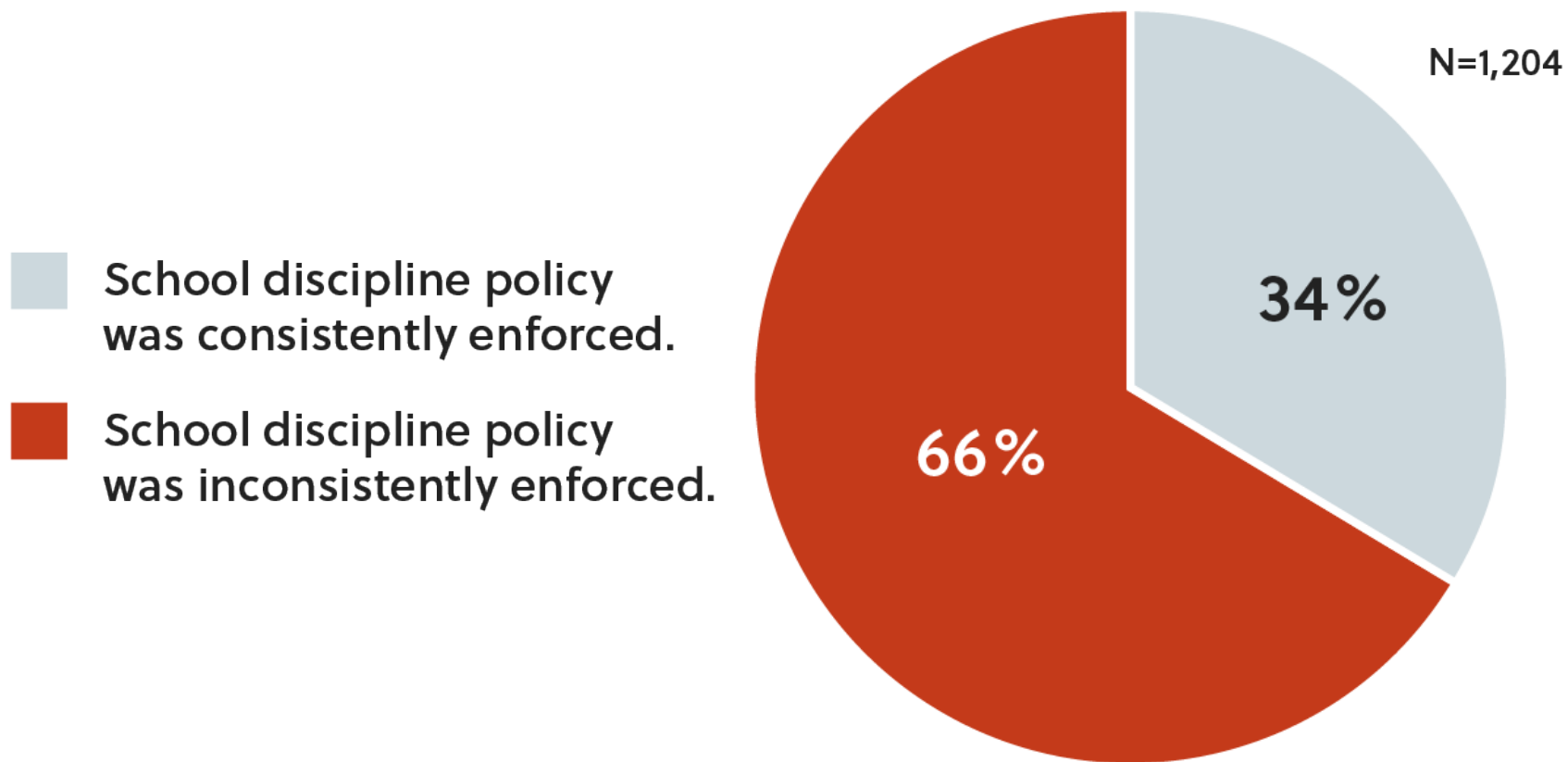


FIGURE 9. Did you find yourself putting up with offending behavior in the classroom due to a lack of administrative support?

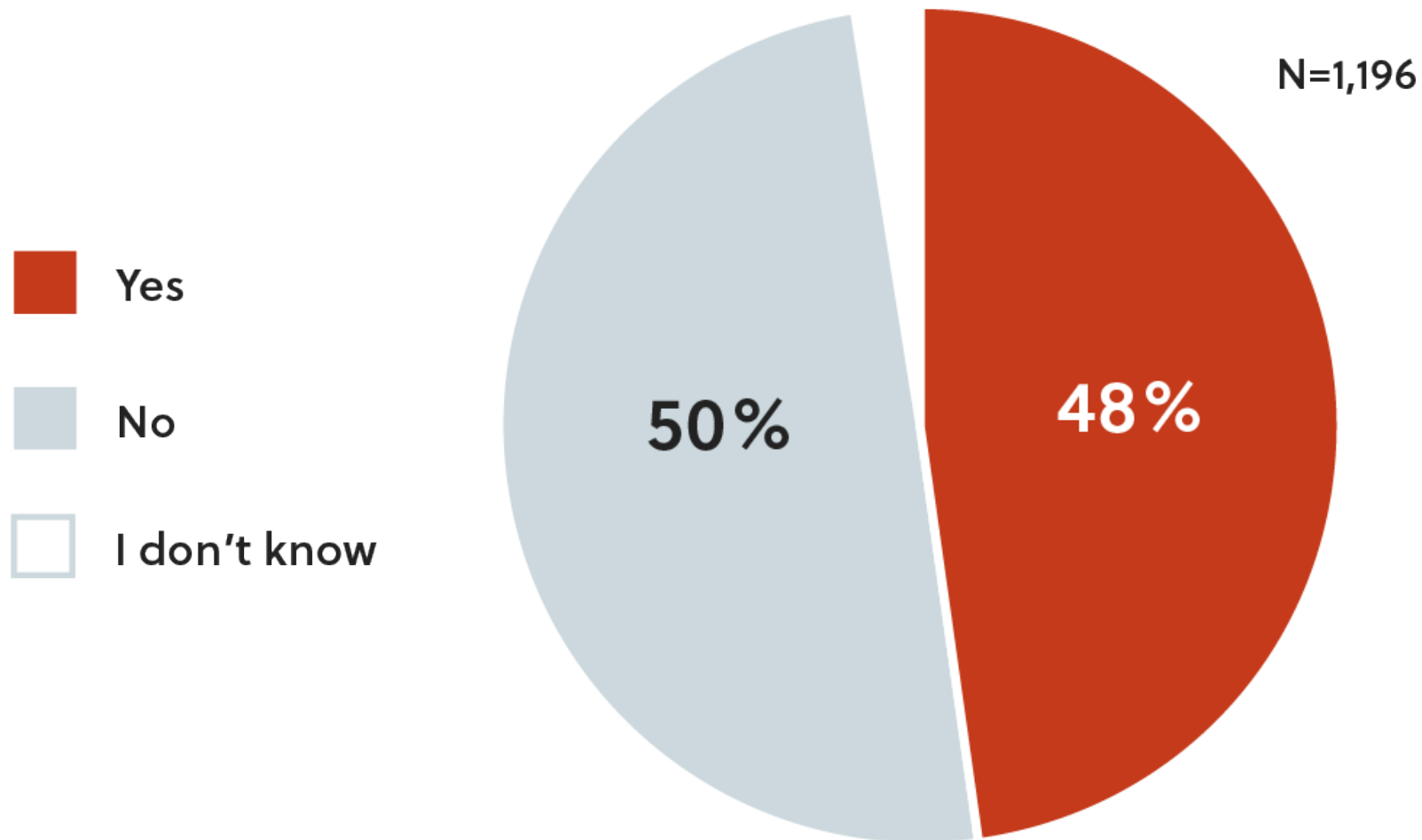


FIGURE 10. How responsible do you think each of the following is for the decline in out-of-school suspensions at your school?

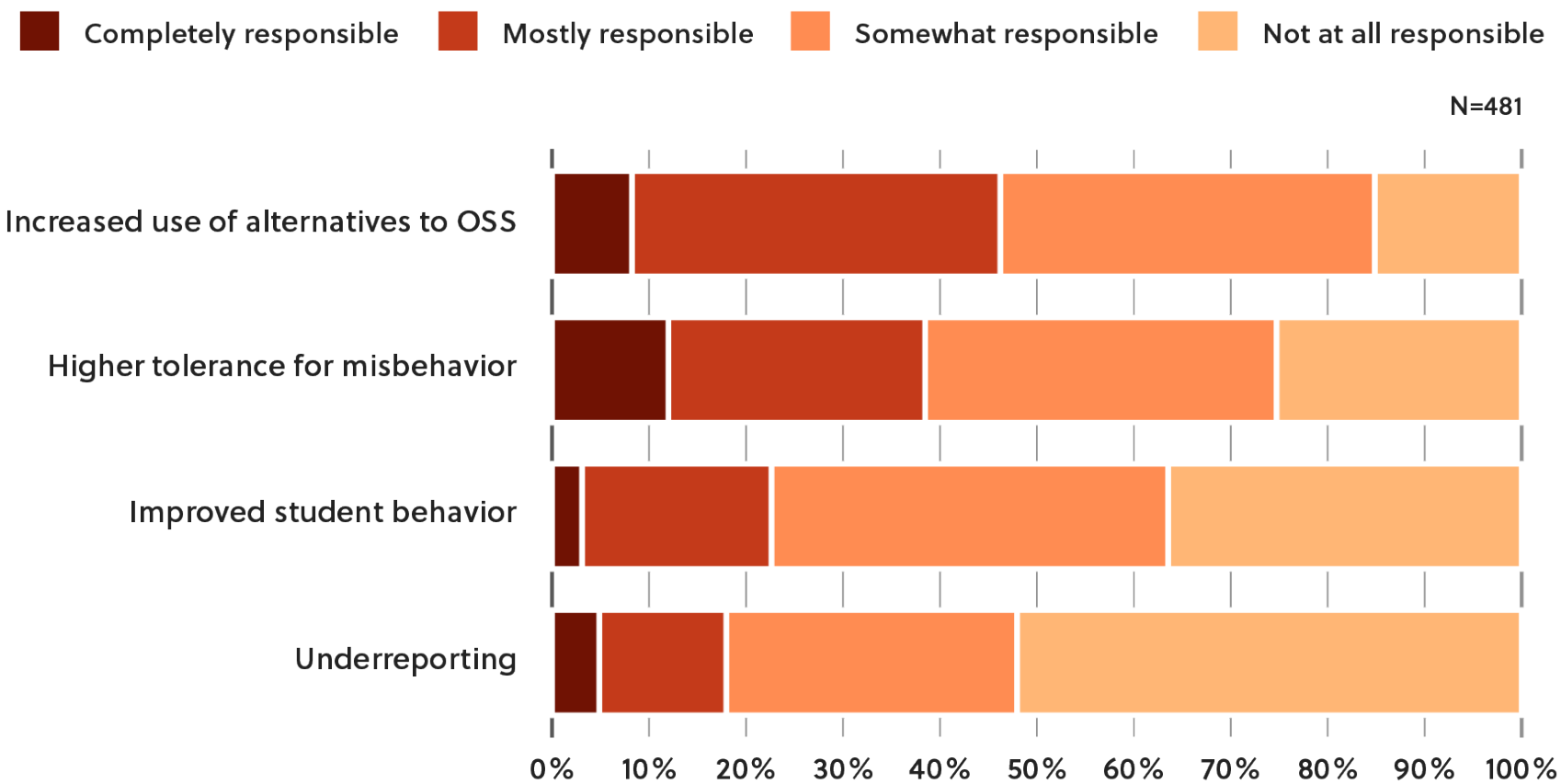


FIGURE 11. Based on your experiences as a teacher, how often would you say that administrators tell students to stay home from school without officially recording it as a suspension?

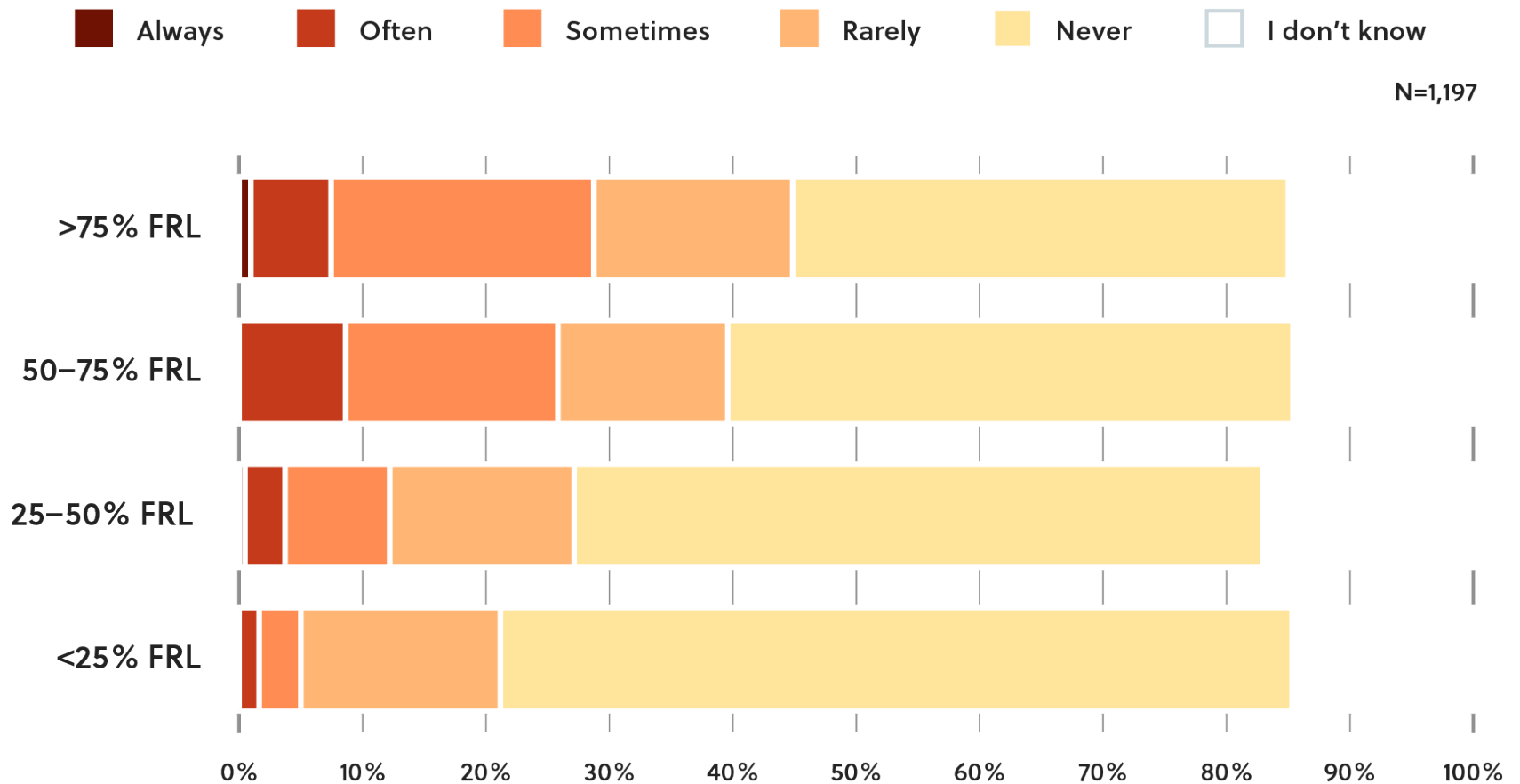


FIGURE 12. Based on your accumulated experiences, how often do you think administrators do each of the following?

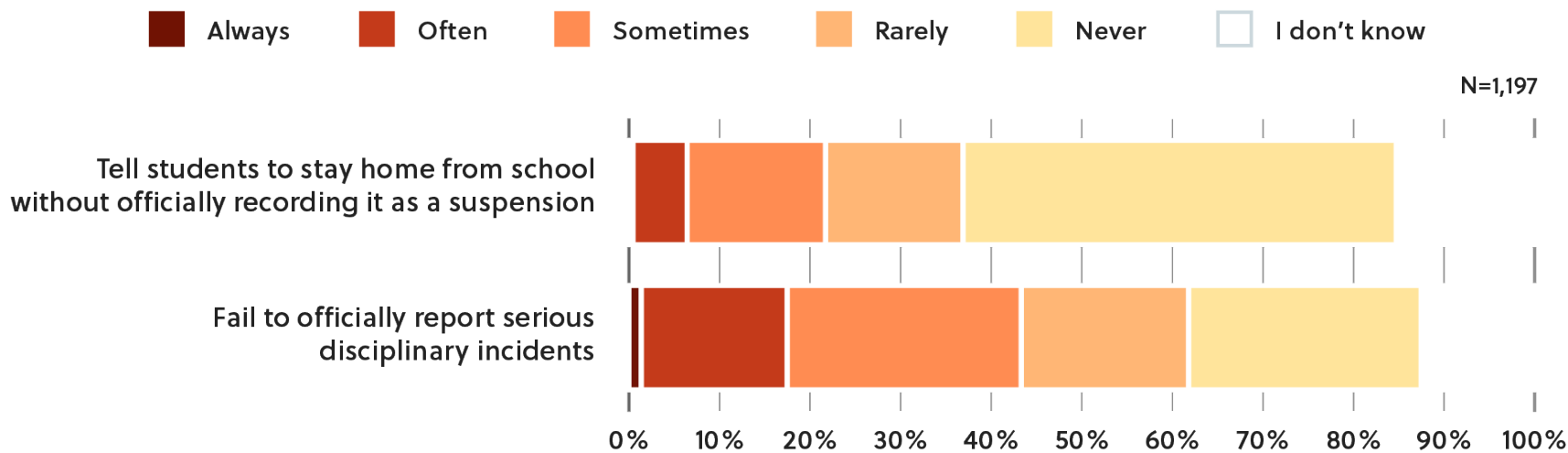


FIGURE 13. How responsible do you think increased underreporting is for the decline in suspensions at your school?

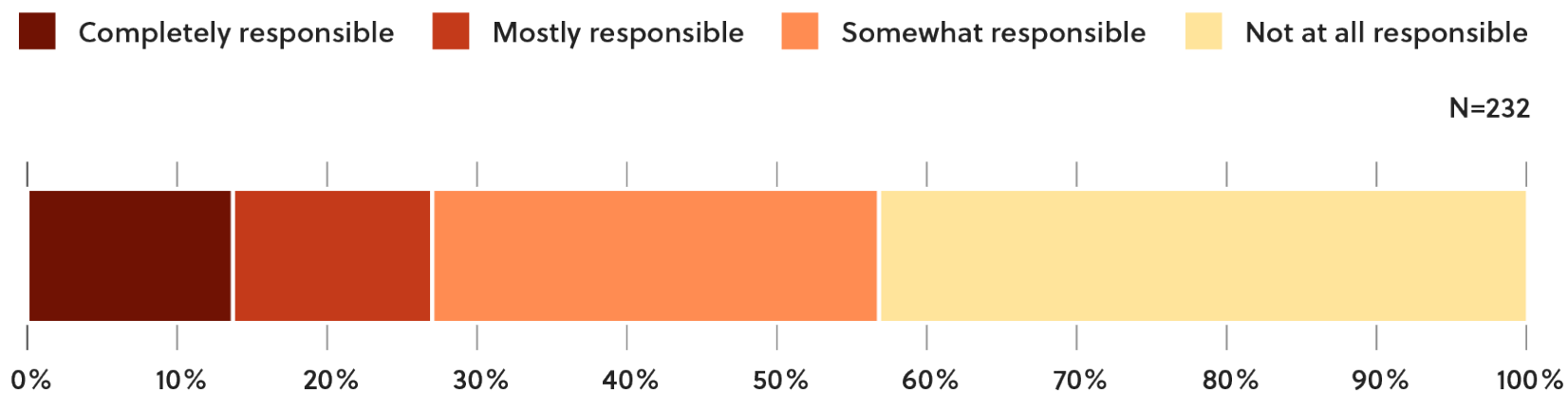


FIGURE 14. In your opinion, how effective is each of the following approaches to school discipline?

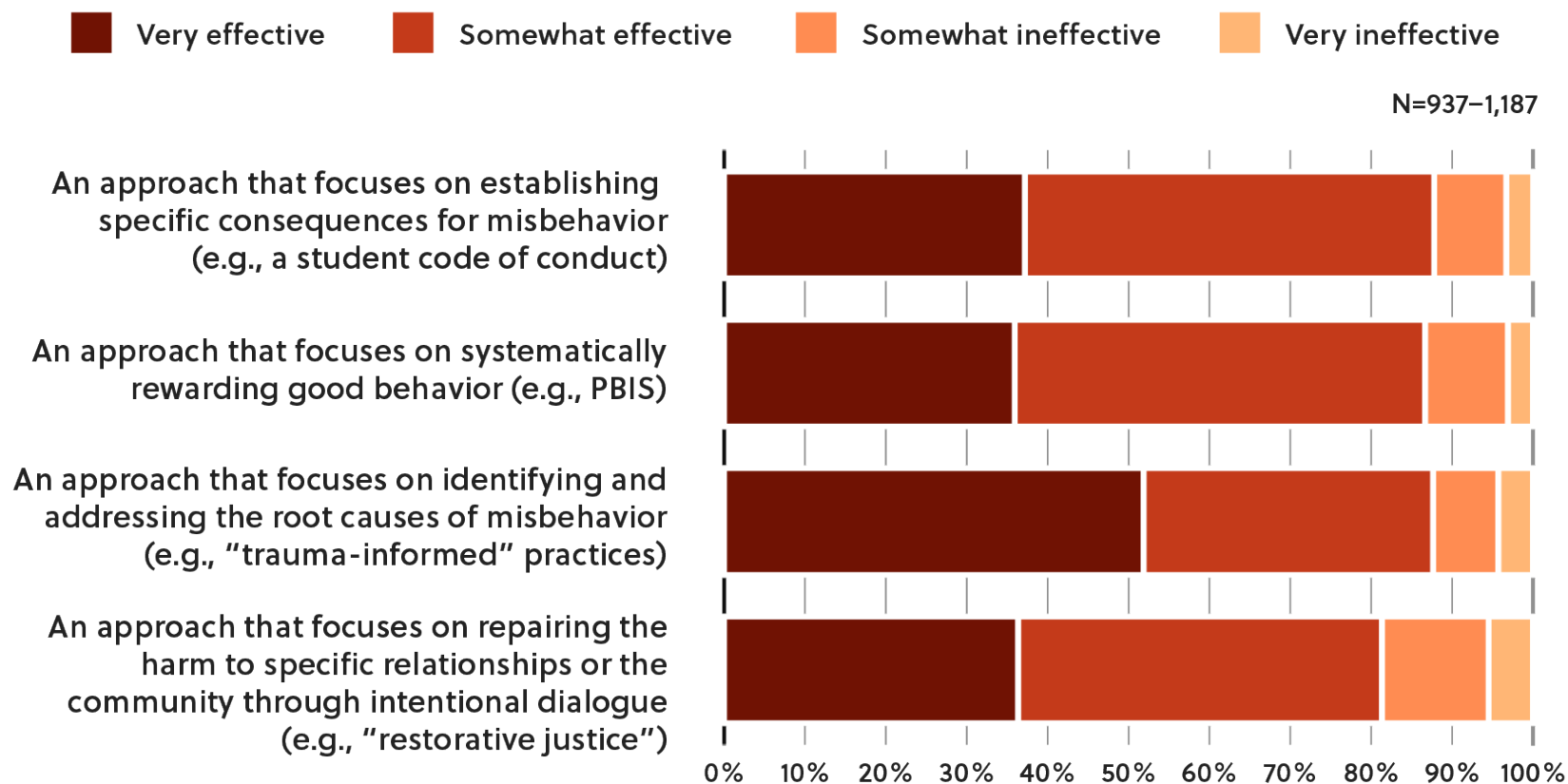


FIGURE 15. Indicate your agreement with the following statements about the use of out-of-school suspensions (OSS).

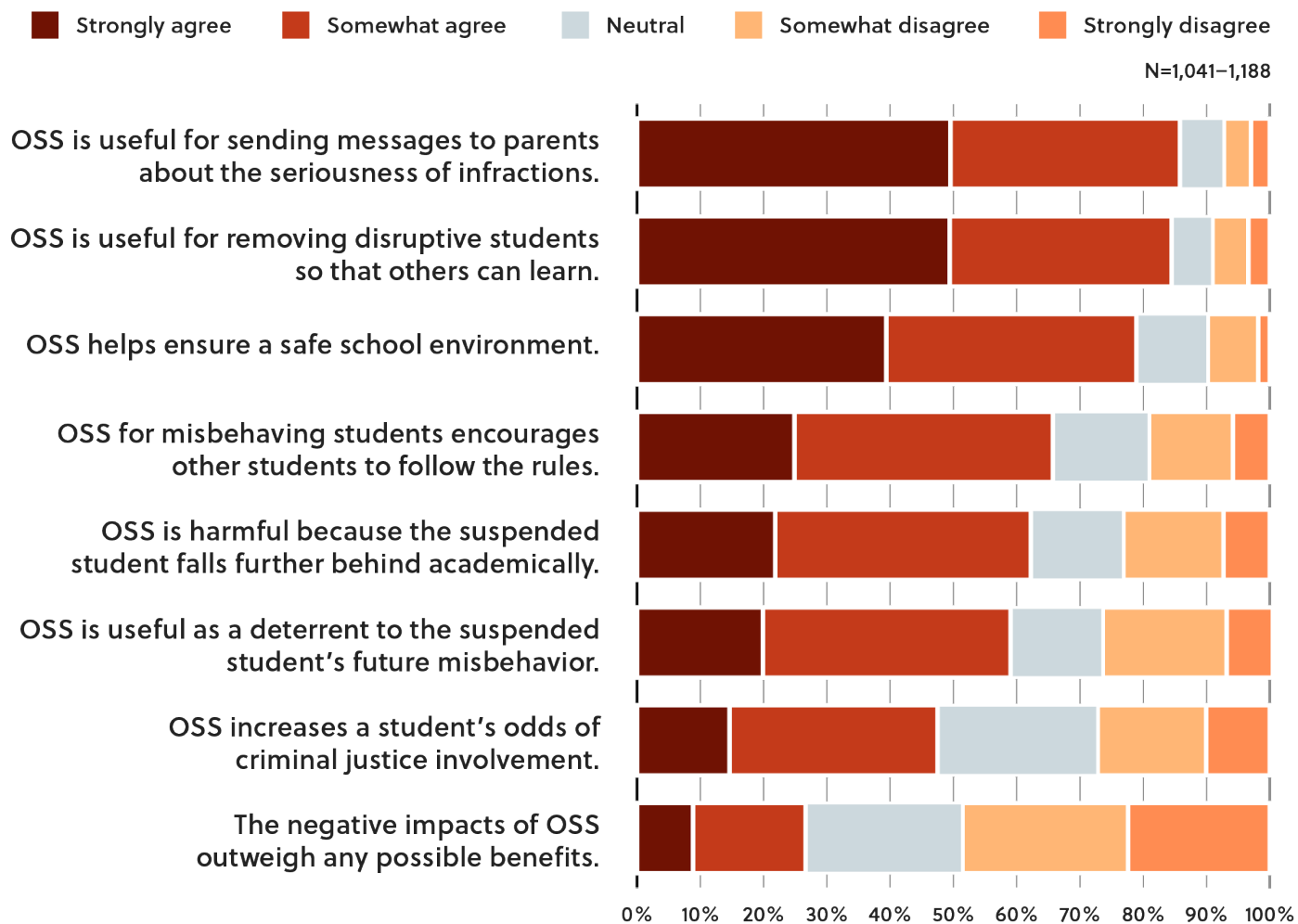


FIGURE 16. Which do you think accomplishes each of the following more effectively, ISS or OSS?

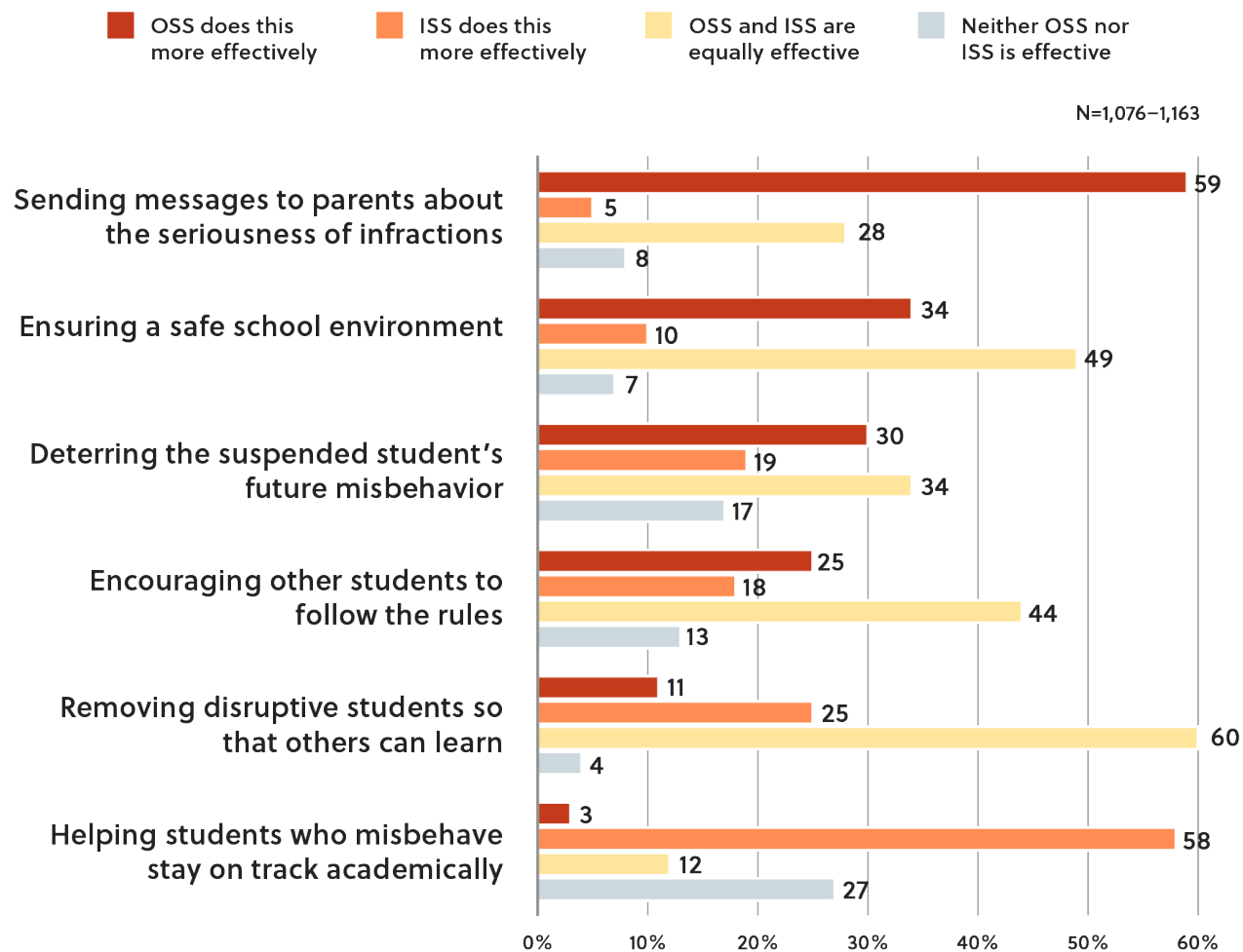


FIGURE 17. Assuming there are no extenuating circumstances, which do you think is the most appropriate consequence for the following infractions?

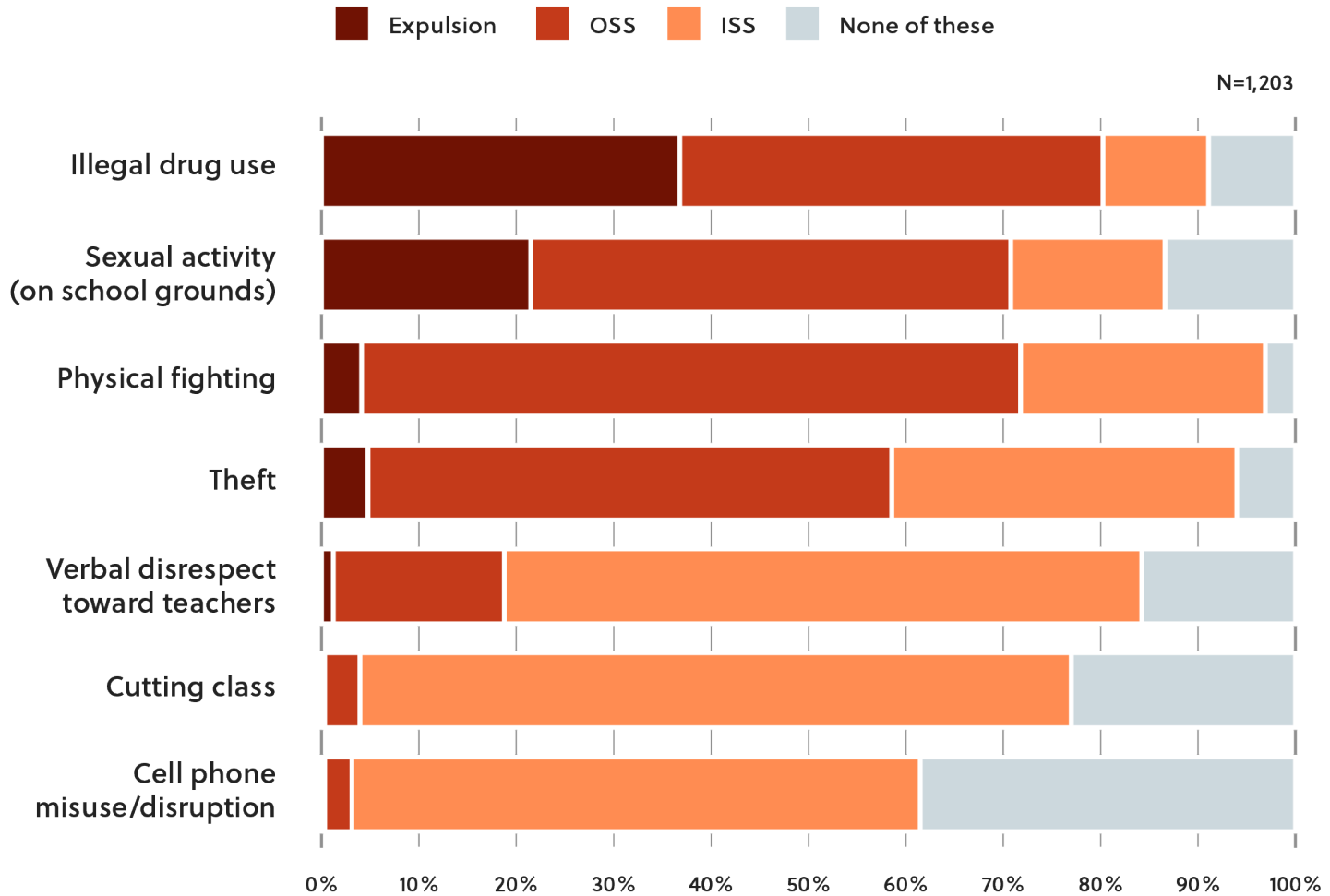


FIGURE 18. Although they are reluctant to use out-of-school suspension for first-time offenses, many teachers believe it can be appropriate when other measures have failed.

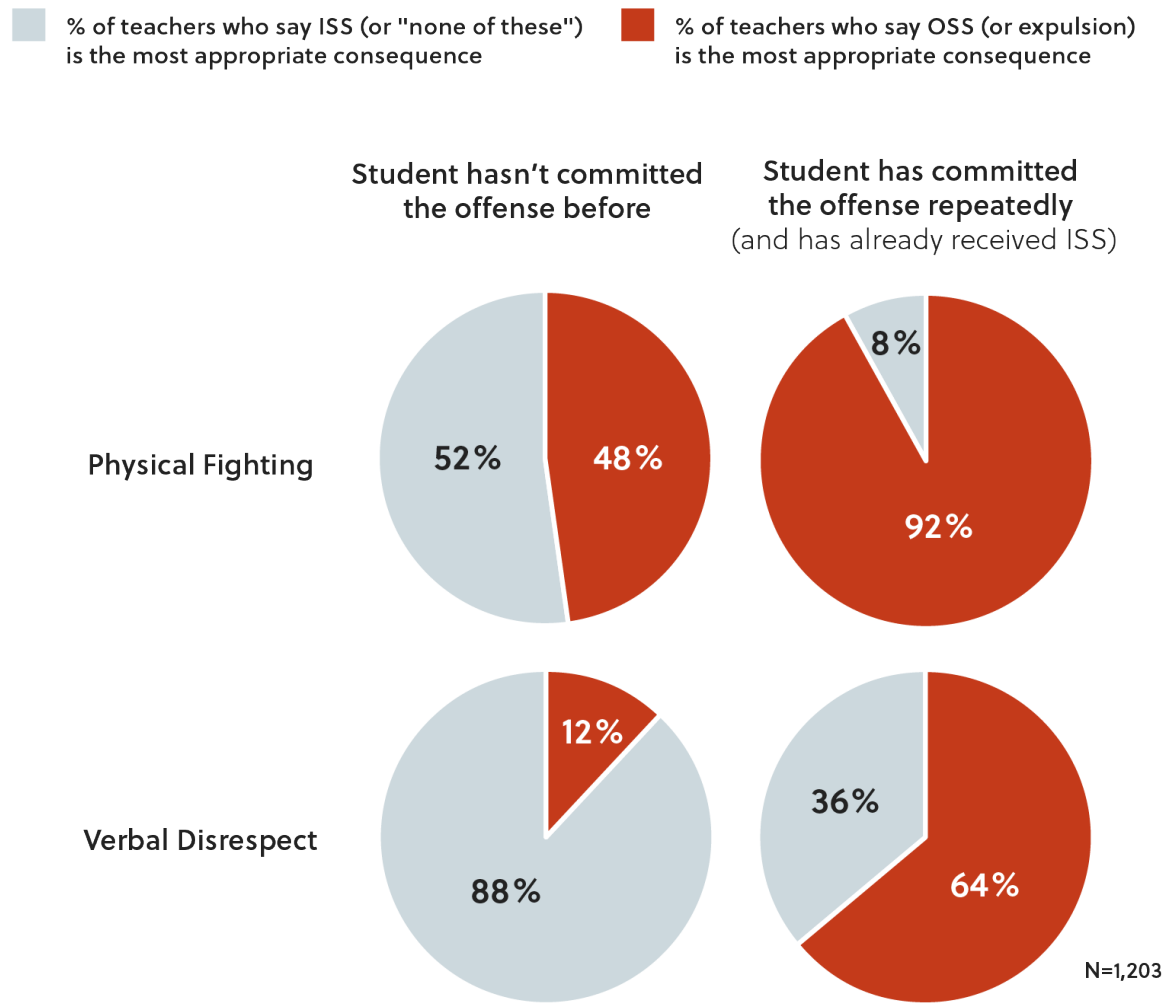


FIGURE 19. Based on your experiences at your school last year (2017–18), indicate your agreement with the following statement:
Most students suffered because of a few persistent troublemakers.

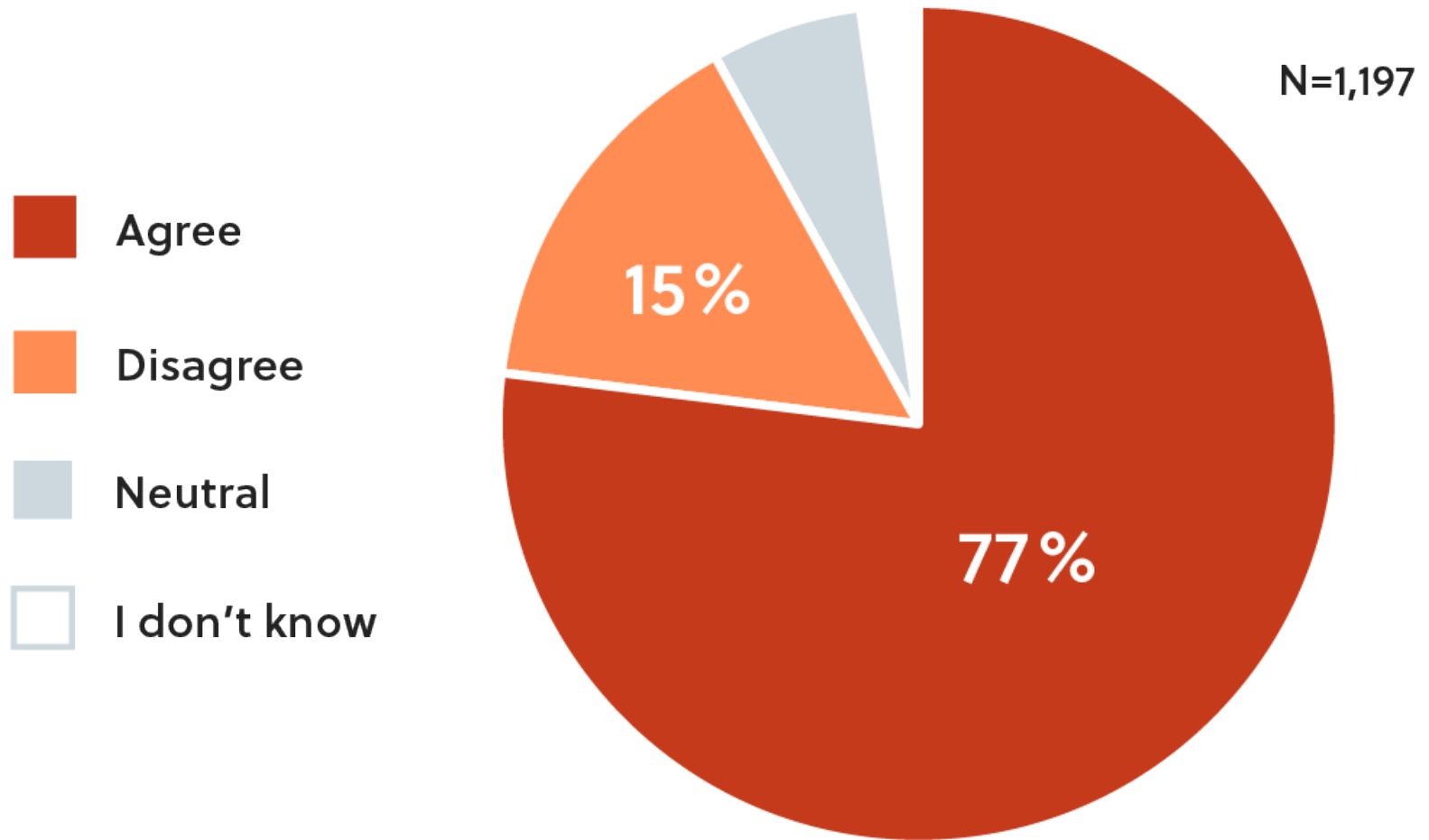


FIGURE 20. Did you have any students with chronic discipline problems who you felt should not have been in your [high-poverty] classroom last year (2017–18)?

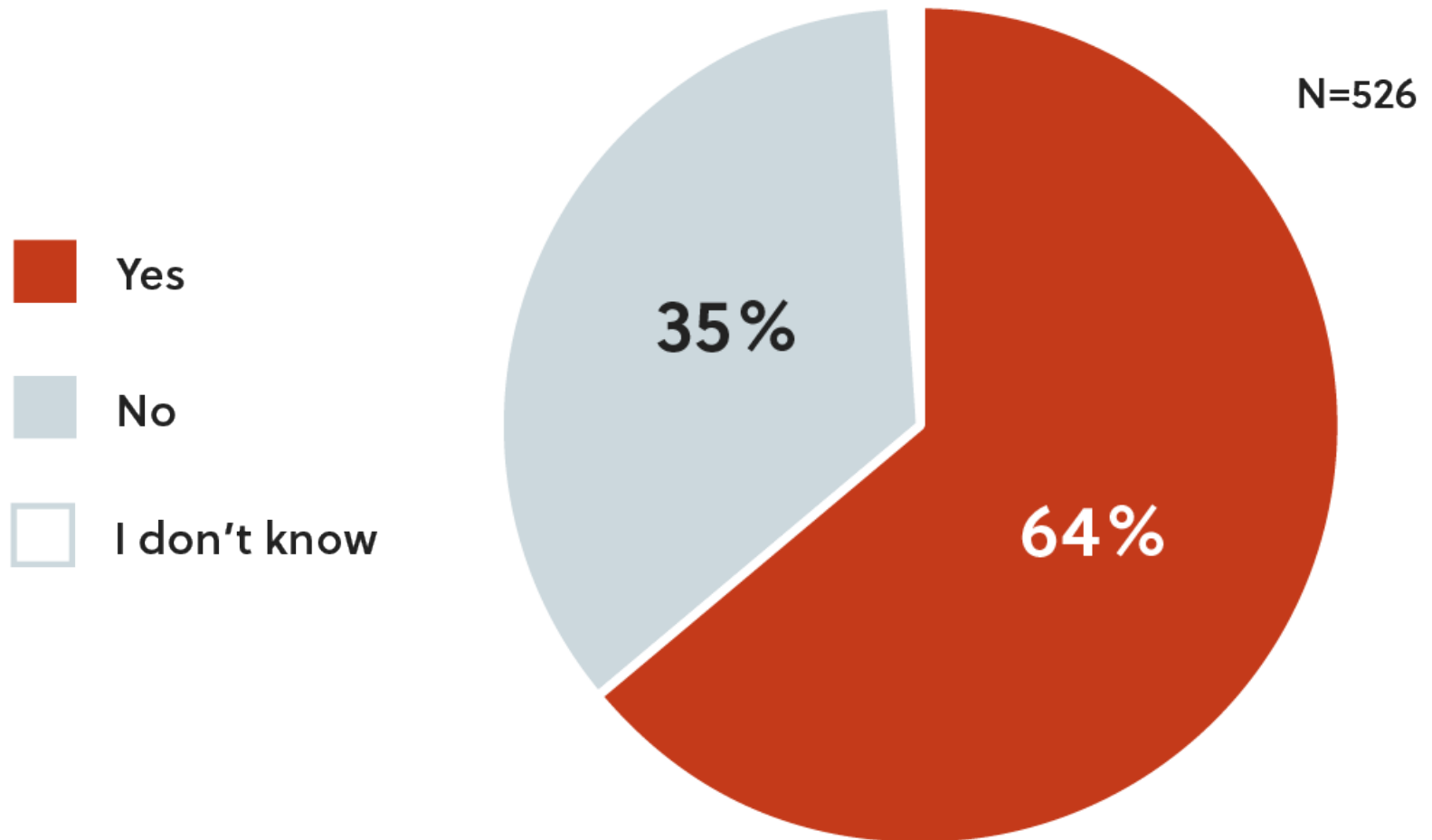


FIGURE 21. All else equal, if a student with special needs and a general education student commit the same infraction, is the consequence likely to be:

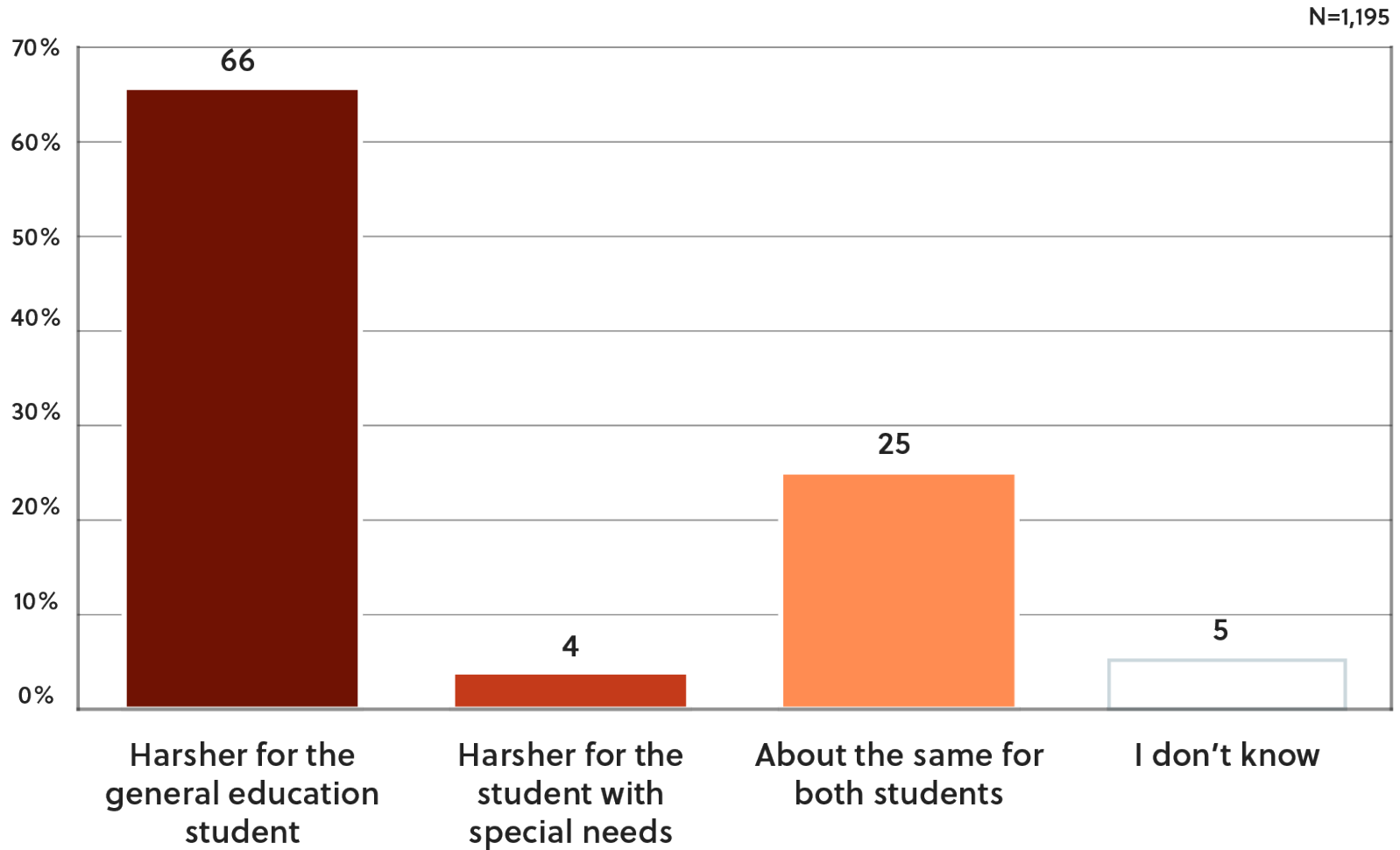


FIGURE 22. To what extent do you agree with the following statement:
Students with IEPs were treated too leniently, even when their
behavior had nothing to do with their disability.

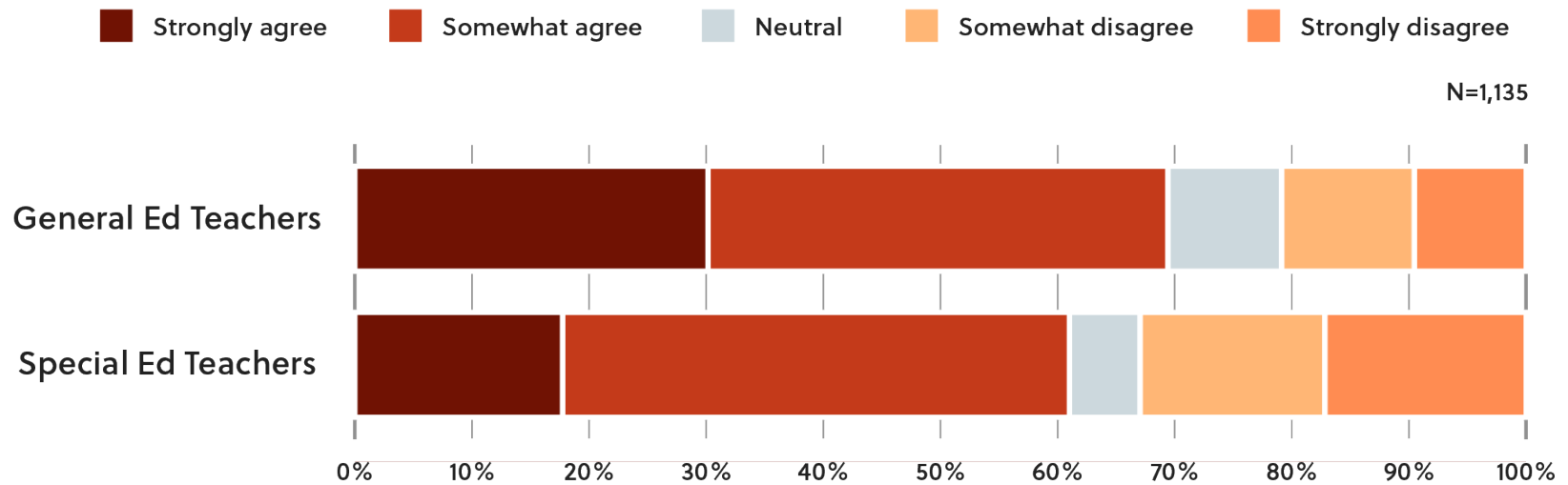


FIGURE 23. What impact (if any) do you think getting suspended has on a student's odds of criminal justice involvement?

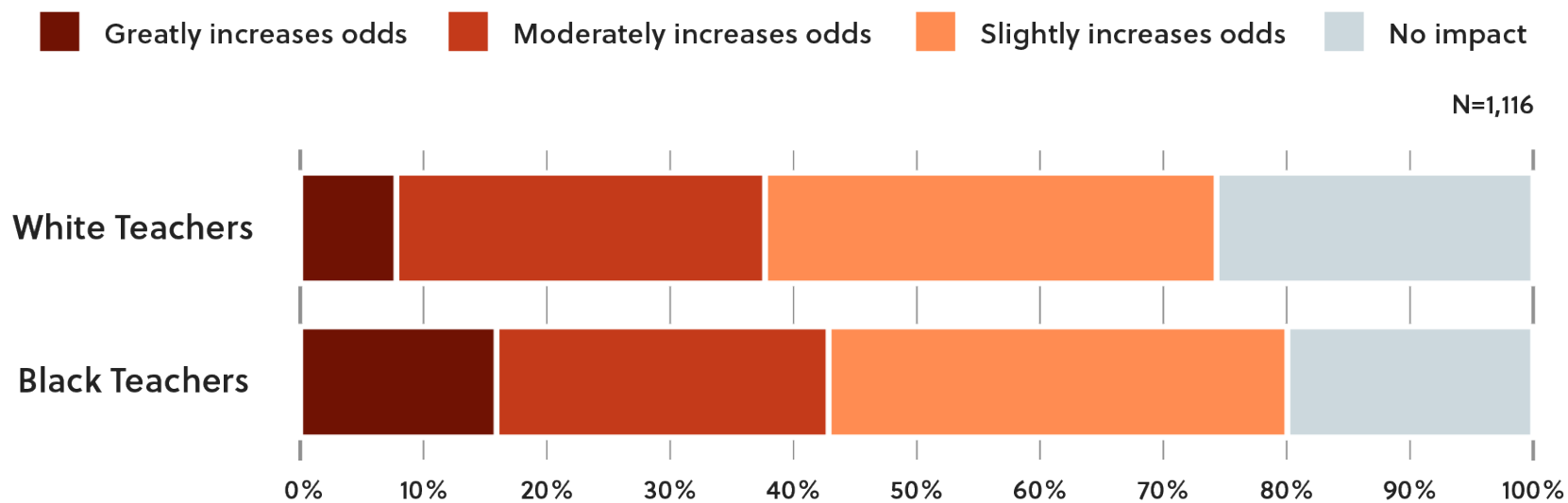


FIGURE 24. All else equal, if an African-American student and a white student commit the same infraction (e.g., verbally disrespecting a teacher), is the consequence likely to be:

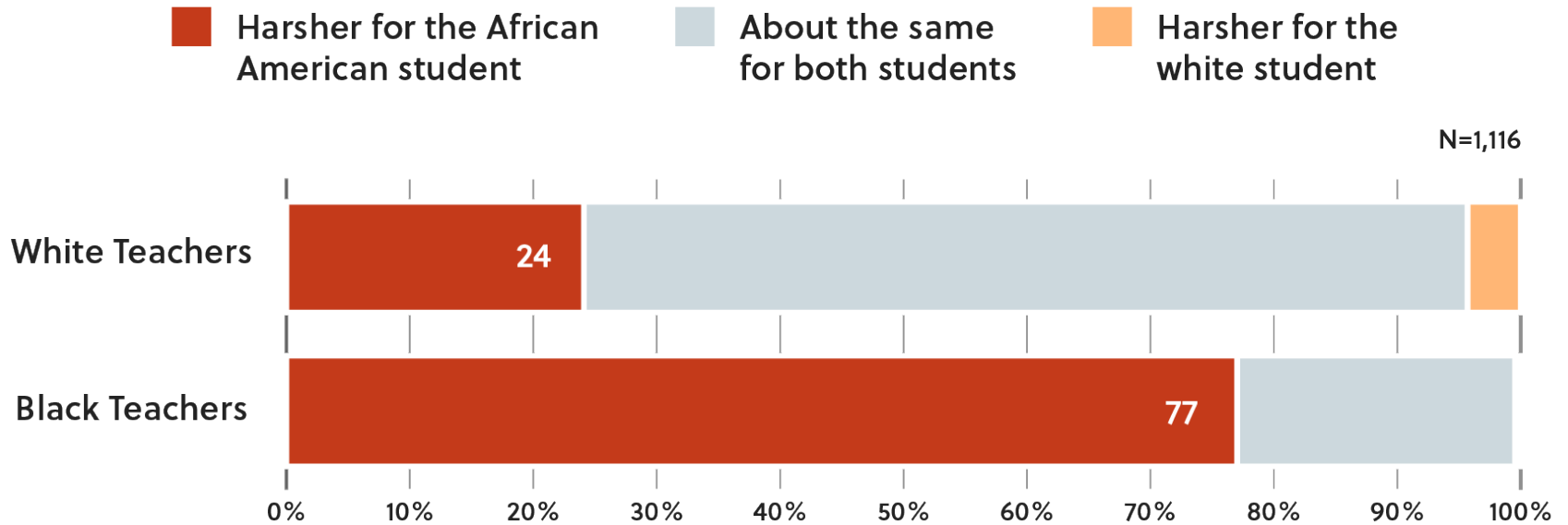


FIGURE 25. Did you recommend that a student be suspended or personally suspend a student last school year (2017–18)?

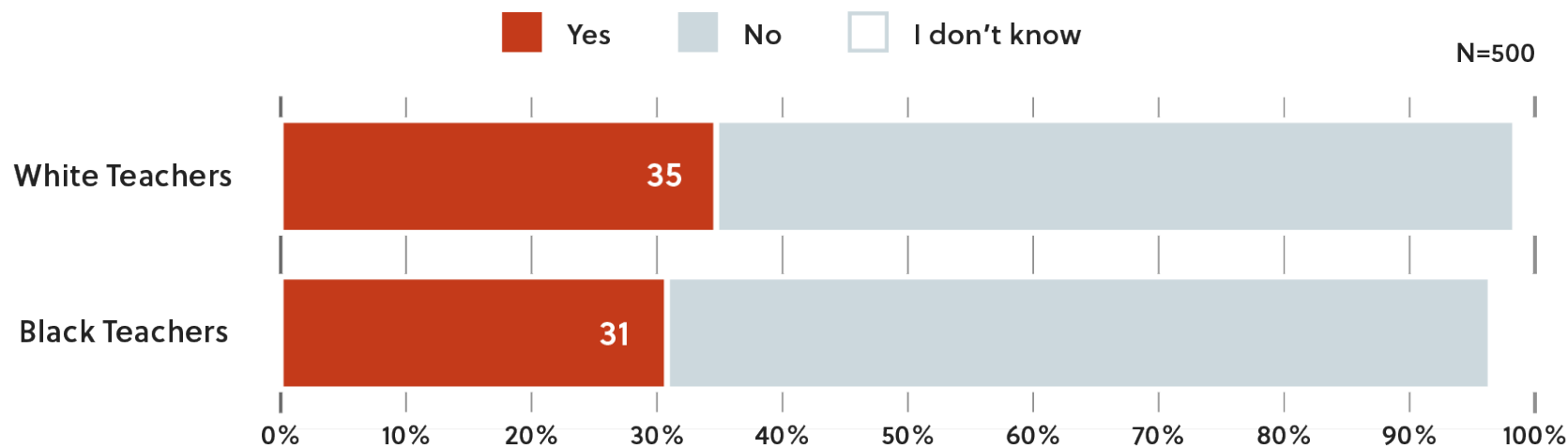


FIGURE 26. In general, do you think your school used the following responses to student behavior problems too much, too little, or about the right amount?

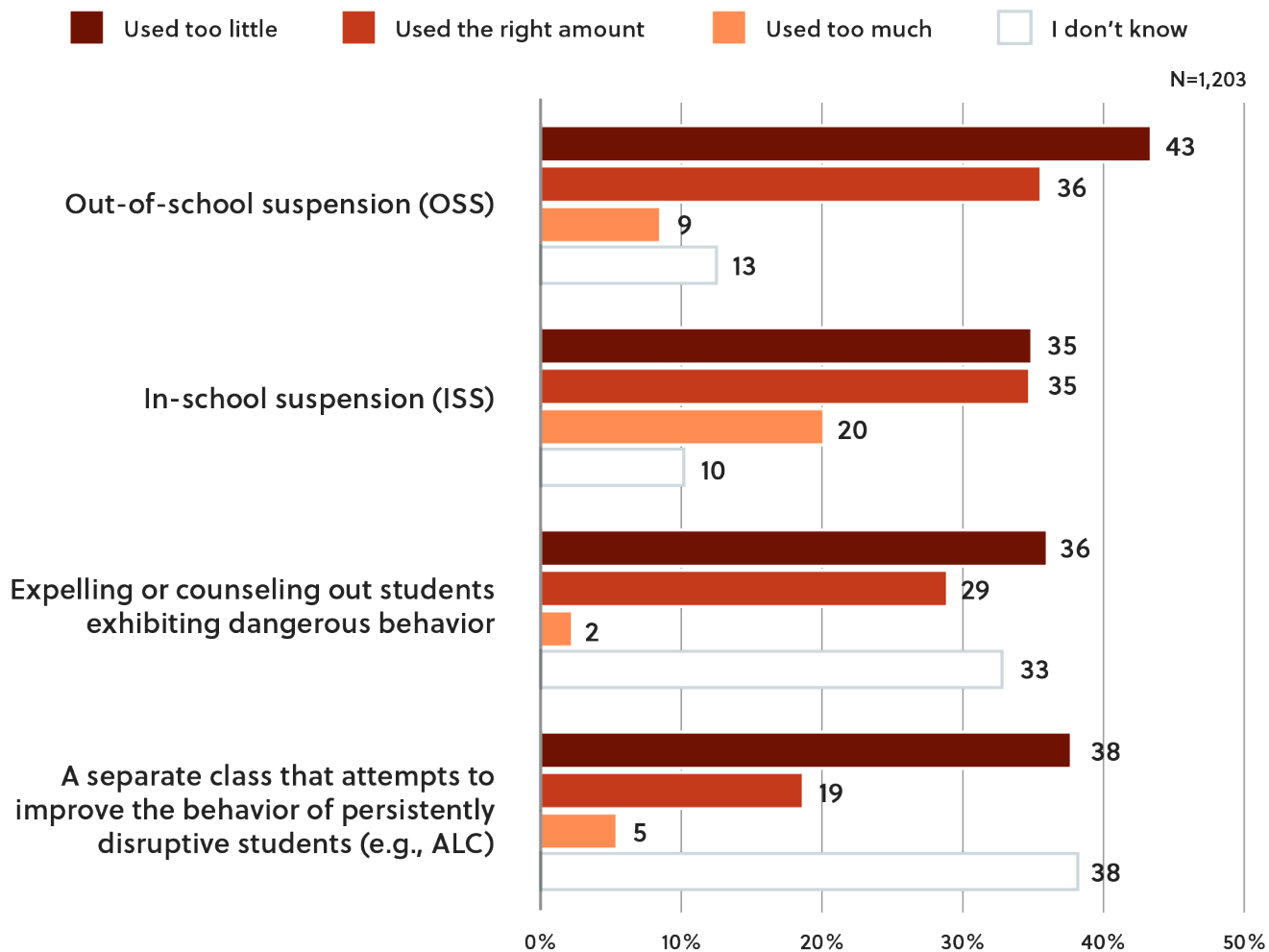


FIGURE 27. In general, do you think your [high-poverty] school used out-of-school suspensions too much, too little, or about the right amount?

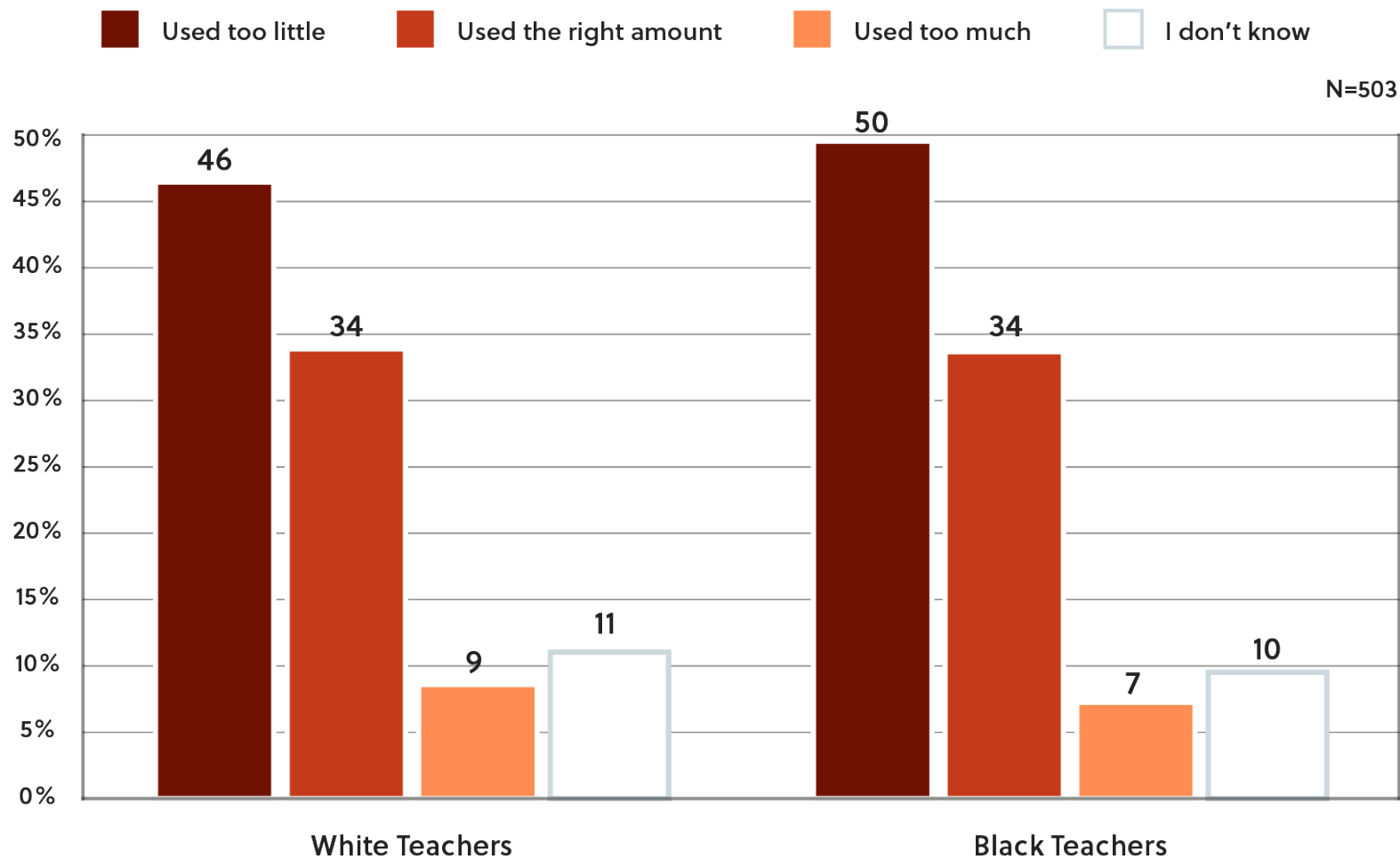


FIGURE 28. In general, do you think your [high-poverty] school used alternative learning centers ("ALC") too much, too little, or the right amount?

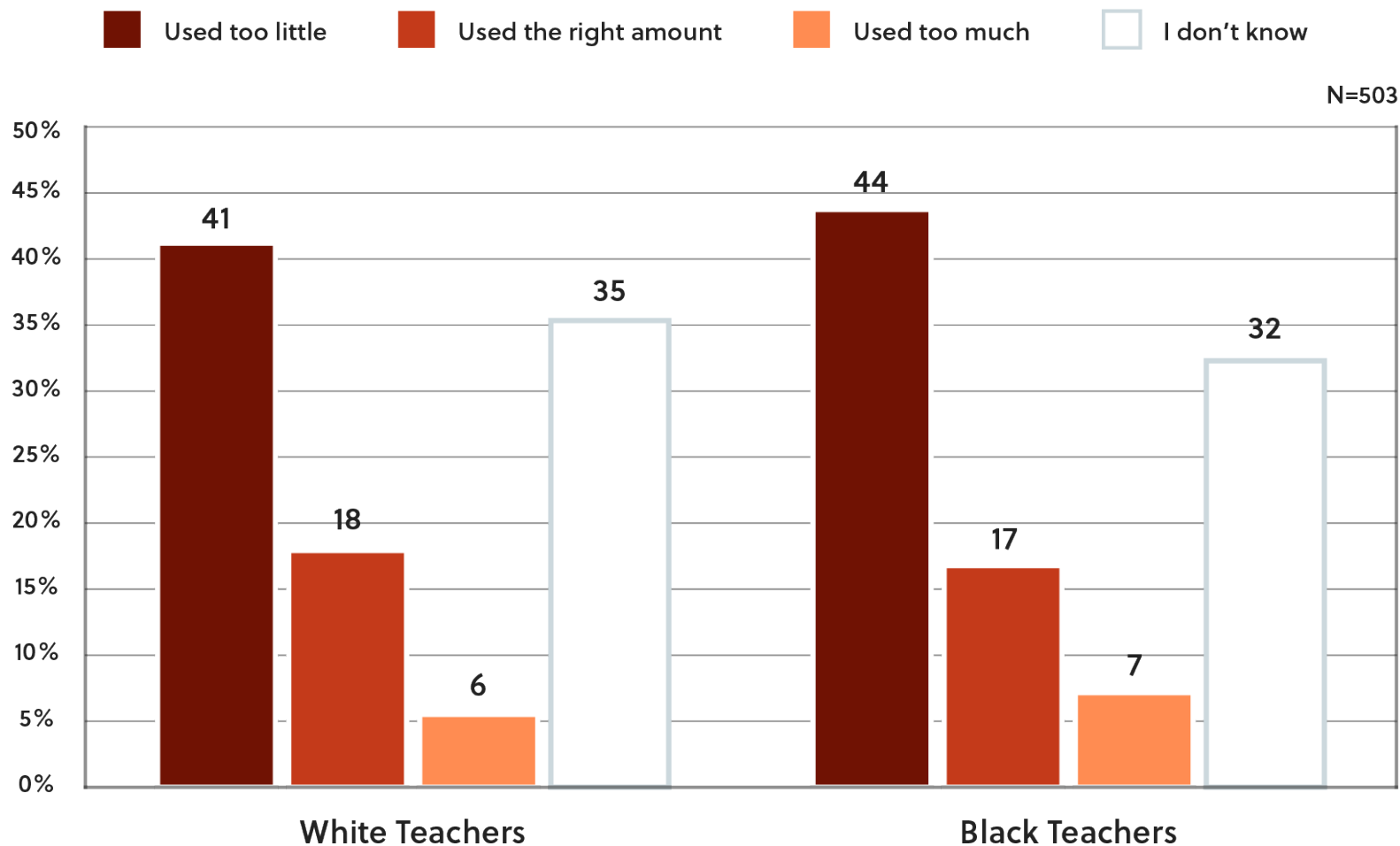


FIGURE 29. In general, do you think your [high-poverty] school used expulsions too much, too little, or the right amount?

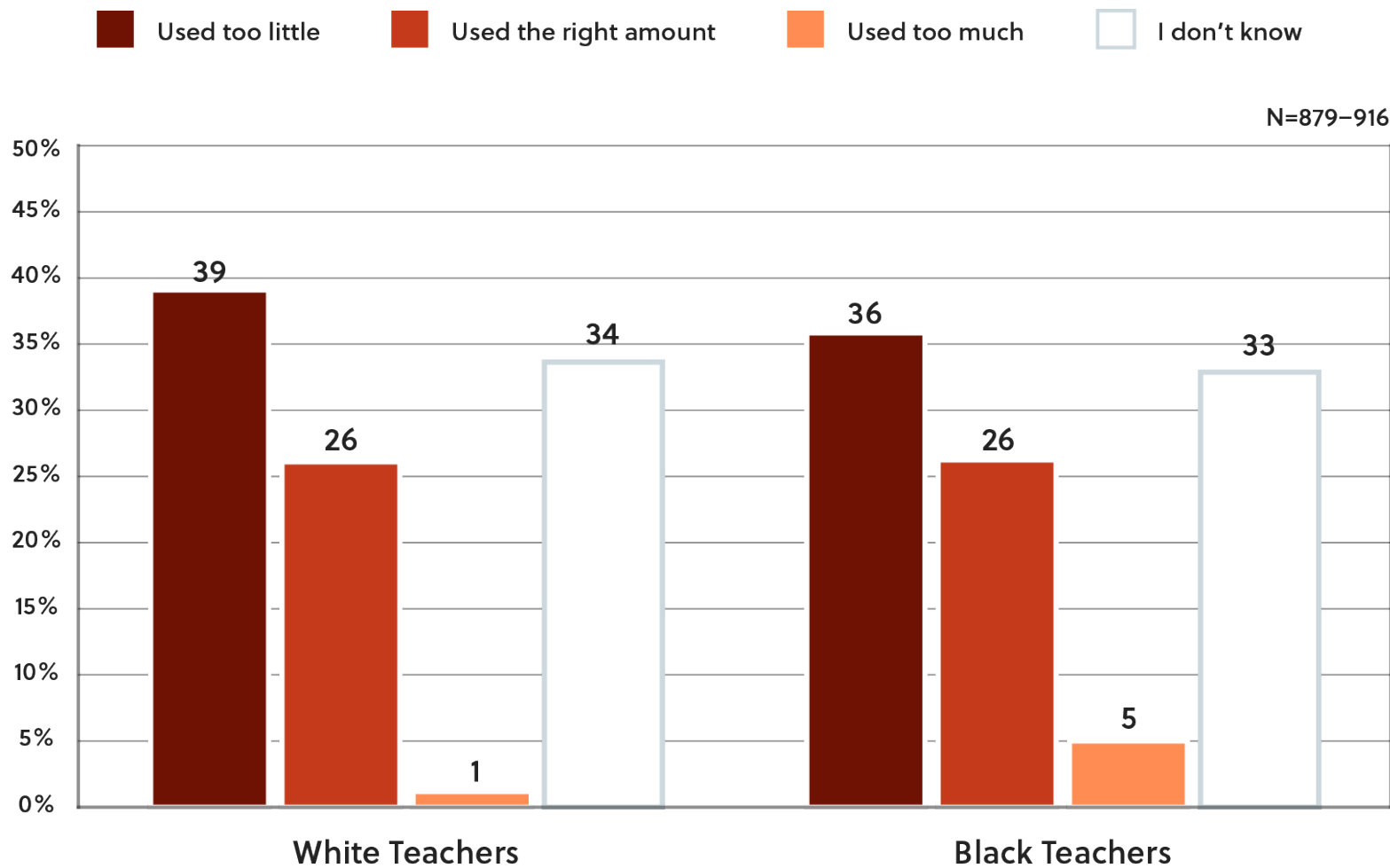


FIGURE 30. Based on how your school implemented in-school suspension last year (2017–18), how often do you think each of the following happened?

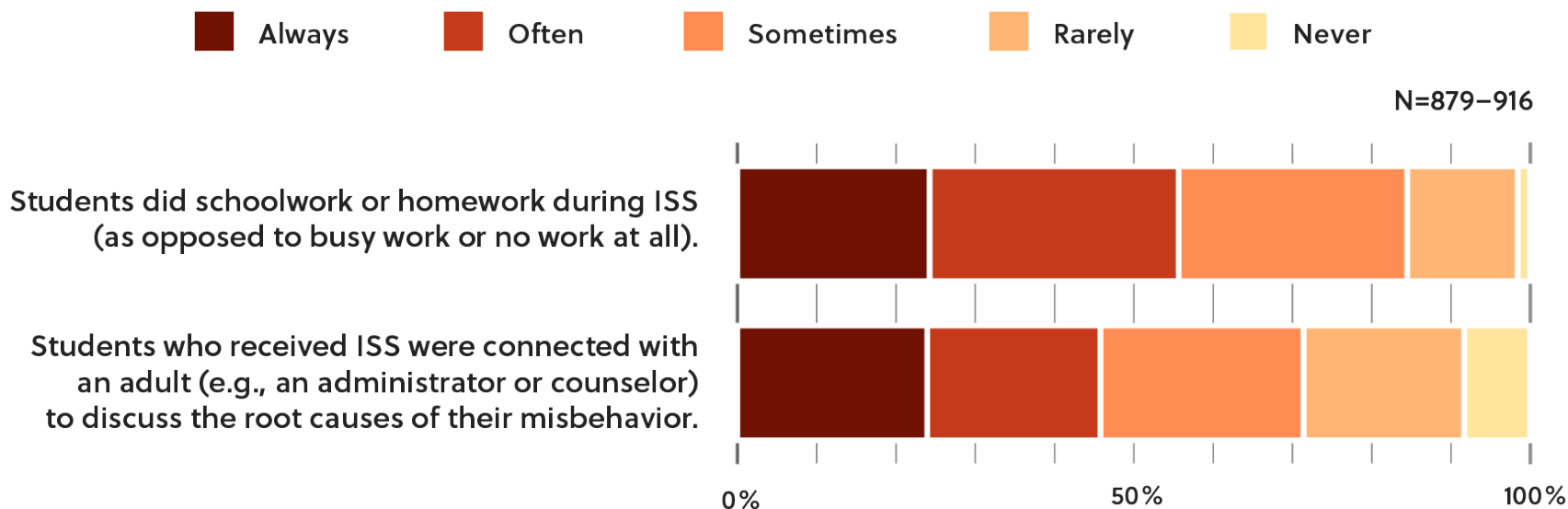


FIGURE 31. Most African American teachers in high-poverty schools say Alternative Learning Centers should be used more often.

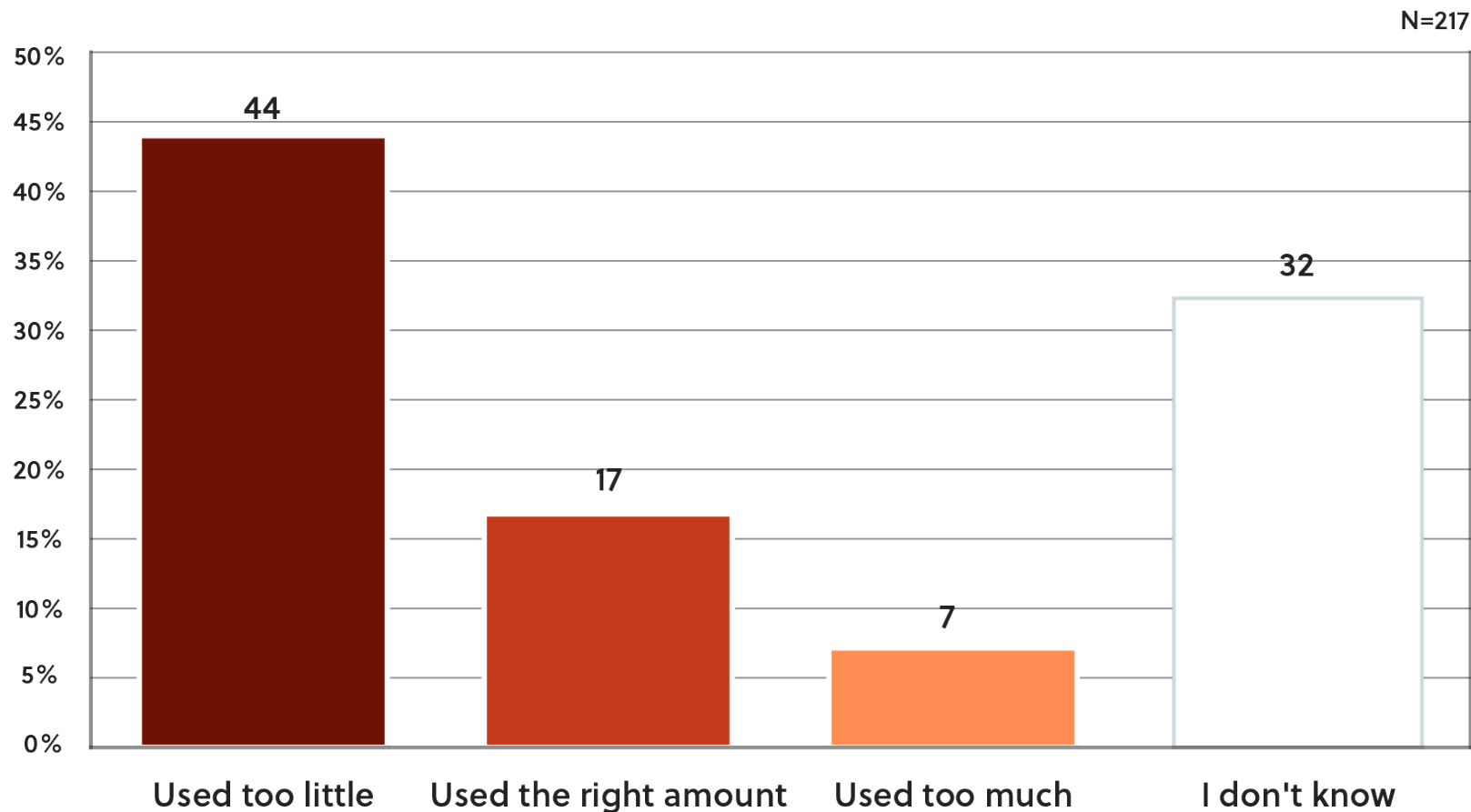


FIGURE 32. What is the most important reason that OSS increases students' odds of criminal justice involvement?

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

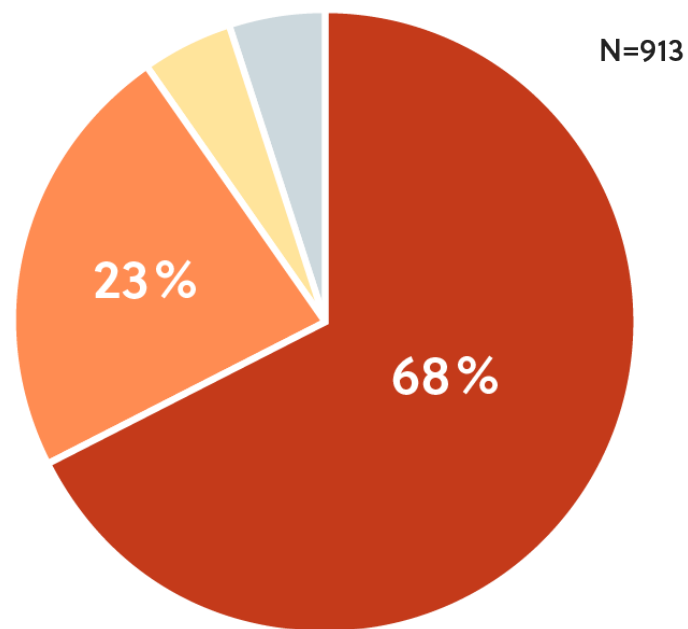


FIGURE 33. Which of the following did your school use as a response to student behavior problems last year (2017–18)?

N=1,205

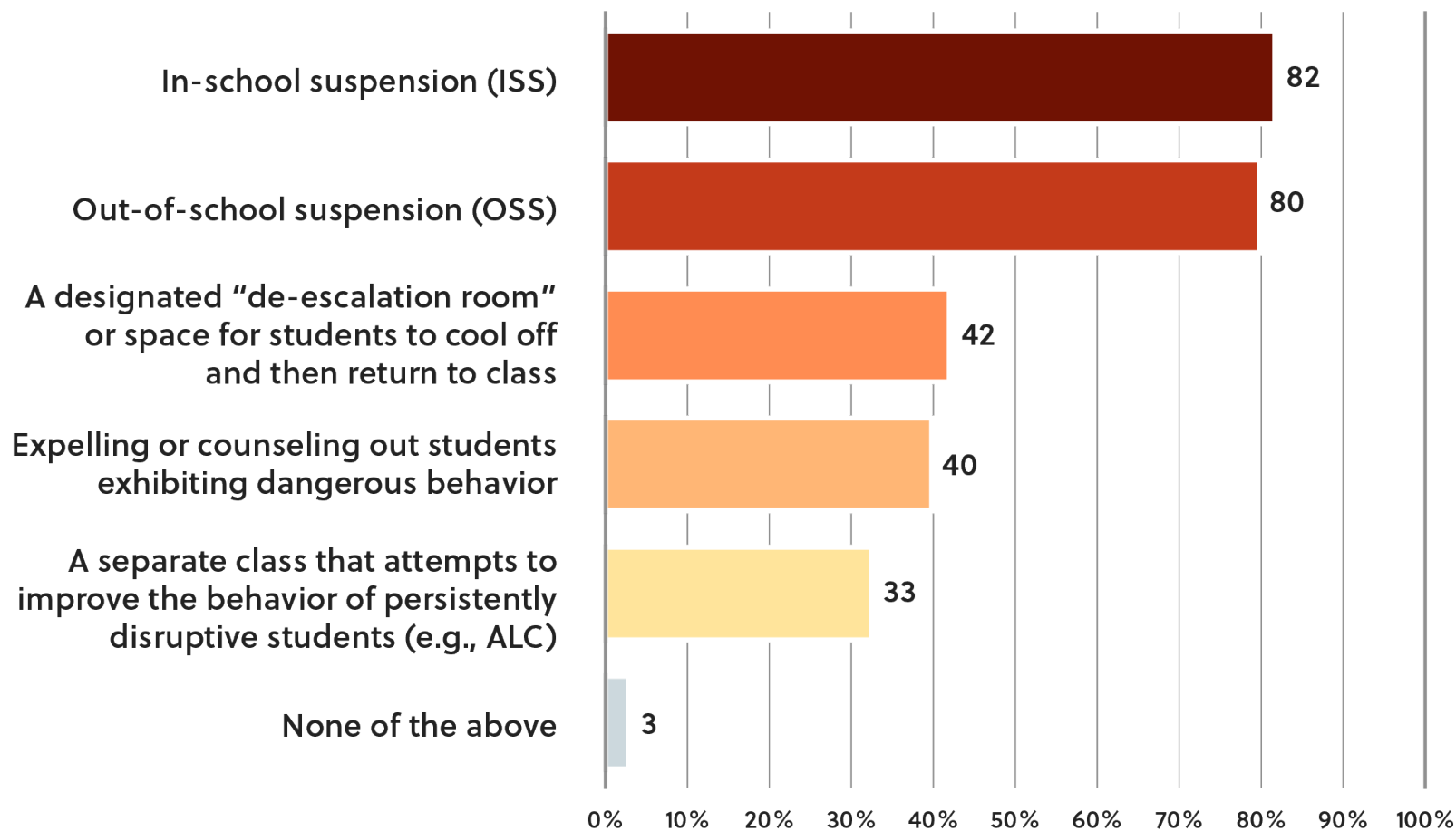


FIGURE 34. Suppose that your school had additional funds to put toward addressing student behavior. Which of the following do you think would be the best use of those funds?

