

COMMUNITIES IN SCHOOLS/GALLUP

DISCIPLINE IN SCHOOLS

-- FINAL TOPLINE RESULTS--

Results are based on telephone interviews conducted February 12-28, 2019 with a random sample of ~1,000—adults, ages 18+, living in all 50 U.S. states and the District of Columbia. For results based on this sample of national adults, the margin of sampling error is ± 4 percentage points at the 95% confidence level.

Interviews are conducted with respondents on landline telephones and cellular phones, with interviews conducted in Spanish for respondents who are primarily Spanish-speaking. Each sample of national adults includes a minimum quota of 70% cell phone respondents and 30% landline respondents, with additional minimum quotas by time zone within region. Landline and cell phone telephone numbers are selected using random digit dial methods. Gallup obtained sample for this study from Survey Sampling International. Landline respondents are chosen at random within each household on the basis of which member has the next birthday.

Samples are weighted to correct for unequal selection probability, non-response, and double coverage of landline and cell users in the two sampling frames. They are also weighted to match the national demographics of gender, age, race, Hispanic ethnicity, education, region, population density, and phone status (cell phone-only/landline only/both and cell phone mostly). Demographic weighting targets are based on the March 2018 Current Population Survey figures for the aged 18 and older U.S. population. Phone status targets are based on the January-June 2018 National Health Interview Survey. Population density targets are based on the 2010 census. All reported margins of sampling error include the computed design effects for weighting.

In addition to sampling error, question wording and practical difficulties in conducting surveys can introduce error or bias into the findings of public opinion polls.

Turning now to the issue of discipline in schools in kindergarten through grade 12,

1. How prepared do you think MOST teachers are today to handle discipline issues in the classroom – [ROTATED: very prepared, prepared, unprepared, (or) very unprepared]?

	<u>Very prepared</u>	<u>Prepared</u>	<u>Unprepared</u>	<u>Very unprepared</u>	<u>No opinion</u>
2019 Feb 12-28	7	36	36	18	2

2. *(Asked of those who say teachers are unprepared or very unprepared)* I'm going to read you a list of some of the challenges that can occur when disciplinary issues in a classroom are handled inappropriately. If you had to choose, which of the following is MOST concerning to you? [RANDOM ORDER]

BASED ON -574 – ADULTS WHO SAY TEACHERS ARE UNPREPARED TO HANDLE DISCIPLINE ISSUES; ±5 PCT PTS

2019 Feb 12-28

Unsafe school or classroom environments	30
Disruption of learning	21
Unfair or uneven treatment of some students	20
Poor student/teacher relationships	13
Some students being labeled as “bad kids”	12
No opinion	3

3. How effective do you think each of the following potential solutions would be in addressing discipline issues in schools – very effective, somewhat effective, not too effective, or not effective at all? [RANDOM ORDER]

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(sorted by “very effective”)

	<u>Very effective</u>	<u>Somewhat effective</u>	<u>Very/Some-what effective</u>
Greater access to mental health services for students	60	29	89
More training for school administrators and teachers on appropriate discipline practices	56	34	90
Increased efforts to foster a positive school environment	55	35	90
Consistent enforcement of discipline	53	35	88
More resources focused on the social and emotional development of students	49	37	86
Stricter disciplinary practices, such as more detentions, suspensions or expulsions	24	31	55

Q.3 (SCHOOL DISCIPLINE PROPOSALS) CONTINUED

FULL RESULTS

A. More training for school administrators and teachers on appropriate discipline practices

	<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not too effective</u>	<u>Not at all effective</u>	<u>No opinion</u>
2019 Feb 12-28	56	34	5	4	1

B. Increased efforts to foster a positive school environment

	<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not too effective</u>	<u>Not at all effective</u>	<u>No opinion</u>
2019 Feb 12-28	55	35	5	3	1

C. Consistent enforcement of discipline

	<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not too effective</u>	<u>Not at all effective</u>	<u>No opinion</u>
2019 Feb 12-28	53	35	7	4	1

D. Stricter disciplinary practices, such as more detentions, suspensions or expulsions

	<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not too effective</u>	<u>Not at all effective</u>	<u>No opinion</u>
2019 Feb 12-28	24	31	25	18	2

E. More resources focused on the social and emotional development of students

	<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not too effective</u>	<u>Not at all effective</u>	<u>No opinion</u>
2019 Feb 12-28	49	37	8	6	*

F. Greater access to mental health services for students

	<u>Very effective</u>	<u>Somewhat effective</u>	<u>Not too effective</u>	<u>Not at all effective</u>	<u>No opinion</u>
2019 Feb 12-28	60	29	6	4	1