

Factors and Items Associated Suspensions and Disciplinary Referrals

Ivory A. Toldson, Ph.D.

The tables below display factors and items, which are associated with suspensions and disciplinary referrals among students. The items below were taken from datasets that are indexed for public analysis at the Inter-university Consortium for Political and Social Research (ICPSR). The datasets were selected because they had a clear indicator of student performance indicators and had adequate representation of Black, Latino and White participants were national surveys that included multiple states and geographic areas and had adequate measures of contributing factors, such as school involvement, self-concept, and parent relationships. Data were analyzed by Ivory A. Toldson, Ph.D., Senior Research Analyst, Research and Programs Department, Congressional Black Caucus Foundation.

Table 1: Factor extractions and items from *Monitoring the Future: A Continuing Study of American Youth*

Factors	Items from <i>Monitoring the Future: A Continuing Study of American Youth</i> (Johnston, Bachman, O'Malley, & Schulenberg, 2008)
Disengagement from school***	Now thinking back over the past year in school, how often did you: 1. Fail to complete or turn in your assignments? 2. Try to do your best work in school? 3. Find your school work too hard to understand? and 4. Come to class late (after class has begun) without an approved excuse?
Aggressive Behaviors***	During the last 12 months, how often have you: 5. Gotten into a serious fight in school or at work? 6. Taken part in a fight where a group of your friends were against another group? 7. Hurt someone badly enough to need bandages or a doctor? and 8. You run away from home (for more than 24 hours)
Delinquent Behaviors***	During the last 12 months, how often have you: 9. Taken something not belonging to you worth under \$50? 10. Taken something not belonging to you worth over \$50? 11. Damaged school property on purpose? and 12. Gone into some house or building when you weren't supposed to be there
Truancy**	13. During the last four weeks, how many whole days of school have you missed because you skipped or "cut"?
Attitudes/feelings toward school**	Now thinking back over the past year in school, how often did you: 14. You enjoy being in school? 15. Hate being in school? and 16. Find your school work interesting
Drugs/delinquency at school**	During the last four weeks on how many days (if any) were you: 17. Under the influence of marijuana or some other illegal drug while you were at school? 18. Under the influence of alcohol while you were at school? 19. Smoking cigarettes or using chewing tobacco while you were at school? and 20. Carrying a weapon such as a gun, knife, or club to school
Hopelessness*	How much do you agree or disagree with each of the following statements? 21. I feel that my life is not very useful 22. The future often seems hopeless 23. Sometimes I think that I am no good at all 24. Life often seems meaningless

Factors	Items from Monitoring the Future: A Continuing Study of American Youth (Johnston, Bachman, O'Malley, & Schulenberg, 2008)
	25. I feel I do not have much to be proud of and 26. I feel that I can't do anything right
Positive self-worth*	How much do you agree or disagree with each of the following statements? 27. I enjoy life as much as anyone 28. On the whole, I'm satisfied with myself 29. I take a positive attitude toward myself 30. I feel I am a person of worth, on an equal plane with others 31. It feels good to be alive and 32. I am able to do things as well as most people.
Parents' involvement with school*	How often do your parents (or stepparents or guardians) 33. Check on whether you have done your homework? 34. Provide help with your homework when it's needed? 35. Limit the amount of time you can spend watching tv? and 36. Require you to do work or chores around the home
Thrill Seeking Behaviors*	How much do you agree or disagree with each of the following statements? 37. I like to do frightening things 38. I like new and exciting experiences, even if I have to break the rules 39. I get a real kick out of doing things that are a little dangerous 40. I like to test myself every now and then by doing something a little risky 41. I prefer friends who are exciting and unpredictable and 42. I would like to explore strange places.

***Very high risk of receiving a disciplinary referral

**Moderately high risk of receiving a disciplinary referral

*Mild risk of receiving a disciplinary referral

Table 2: Factor extractions and items from *National Crime Victimization Survey: School Crime Supplement*

Factors	Items from the National Crime Victimization Survey: School Crime Supplement (United States Department of Justice, Office of Justice Programs, & Bureau of Justice Statistics, 2007).
Relationship with Teachers***	<ol style="list-style-type: none"> 1. Teachers do or say things that make students feel bad about themselves. 2. Teachers treat students with respect. 3. Teachers care about students.
Classroom Distractions***	<ol style="list-style-type: none"> 4. How often do teachers punish students during your classes? 5. In your classes, how often are you distracted from doing your schoolwork because other students are misbehaving, for example, talking or fighting?
School Support***	<ol style="list-style-type: none"> 6. At school, I have a friend I can talk to, who cares about my feelings and what happens to me. 7. At school, I have a friend who helps me with practical problems, who gives good suggestions and advice about my problems. 8. At school, there is an adult who helps me with practical problems, who gives good suggestions and advice about my problems. 9. At school, there is an adult I can talk to, who cares about my feelings and what happens to me.
School Fairness***	<ol style="list-style-type: none"> 10. If a school rule is broken, students know what kind of punishment will follow. 11. The school rules are strictly enforced. 12. The punishment for breaking school rules is the same no matter who you are. 13. Everyone knows what the school rules are. 14. The school rules are fair.

***Very high risk of receiving disciplinary problems at the school

References

- Johnston, L. D., Bachman, J. G., O'Malley, P. M., & Schulenberg, J. (2008). *Monitoring the Future: A Continuing Study of American Youth (8th- and 10th-Grade Surveys), 2008.* (25422). from Inter-university Consortium for Political and Social Research
- United States Department of Justice, Office of Justice Programs, & Bureau of Justice Statistics. (2007). *National Crime Victimization Survey: School Crime Supplement [Computer file]*. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor].