

# Executive Summary

## Prepared for Board of Trustees Meeting September 22, 2015

### Annual Discipline Report

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**Board Goal(s)** In the pursuit of excellence, the district will:

- develop a culture where learning is our first priority,
- promote and nourish a safe learning and working environment which is supportive, cooperative, and ensures open communication, and
- motivate and prepare students to embrace their full responsibilities as active citizens of their community, nation, and world.

#### **Purpose of Report**

This report is to inform the Board of Trustees of the information reported to the Texas Education Agency through PEIMS regarding disciplinary actions taken during the 2014-2015 school year. TEA requires reporting of every disciplinary action that removes a student from the regular classroom or educational placement for periods of one school day or more. Typically, this includes any action involving in-school suspension, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), or expulsion from school (JJAEP). There are also requirements for reporting specific types of behavior for analysis by the Safe and Drug Free Schools Division of TEA, which administers state and federal grant money. The 2014-2015 data have been compared with the previous seven years and will be the basis for future efforts to improve discipline within our schools. Individual campus data were also reviewed by principals at our annual Summer Leadership professional development session and by campus leadership teams during the spring. Discipline reports serve as one component of the *Comprehensive Needs Assessment* and are an integral part of the annual campus planning process.

#### **Objectives**

- Provide trustees with a broad picture of discipline patterns district-wide
- Establish baseline data for future planning and evaluation of campus and district discipline programs

#### **Operational Impact**

This report contains the following exhibits:

- ***Exhibit A*** is a campus-by-campus chart that shows the total number of students subject to disciplinary action of any kind according to each of the 57 PEIMS discipline codes. Depending on individual student factors and the location of the offense, the codes highlighted in blue generally result in a mandatory reassignment to our District Alternative Educational Program (DAEP) at Lester Davis School and the codes highlighted in yellow generally result in a mandatory expulsion to the Juvenile Justice Alternative Educational Program (JJAEP).
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- **Exhibit B** shows the total number of disciplinary actions taken during the school year that resulted in at least one day out of class. A year-by-year comparison is also included for the school years 2007-2008 through 2014-2015.

#### **Results**

Please see Exhibit B for the longitudinal history of students placed in ISS, Suspension, DAEP or JJAEP. The TEA requires that each district report these disciplinary actions through PEIMS because these actions result in students receiving direct instruction in settings other than their regularly assigned classrooms. Additionally, campuses that average three (3) or more mandatory expulsions per year, per 1000 students, for three consecutive years, may be identified by the TEA as “persistently dangerous.” No DISD campuses were even close to meeting the TEA standard for being identified as “persistently dangerous”. There were 3 mandatory expulsions in DISD during 2014-2015, which is similar to the previous two years’ data. Since 2007-2008, despite an increase in enrollment, there continues to be a general decline in the number of disciplinary placements outside of students’ regular class schedules with 2014-2015 reflecting a decrease in out of school suspensions and reassignments to the DAEP over previous years.

#### **Analysis**

Each year, Campus Leadership Teams review the discipline reports from the previous year as part of the comprehensive needs assessment for the campus. Principals and teachers evaluate the disciplinary actions taken at their schools, looking for trends in behavior and seeking to identify areas for professional development or reinforcement and direct instruction with students. Trends are analyzed by student group, economic status, gender, and ethnicity. The district-wide use of CHAMPS continues to have a positive impact on student behavior, and successful alternatives to the removal of students from the classroom include individualized behavior counseling, behavior intervention plans, restorative instead of punitive consequences, mentoring, extended school day tutorial sessions, and Saturday school.