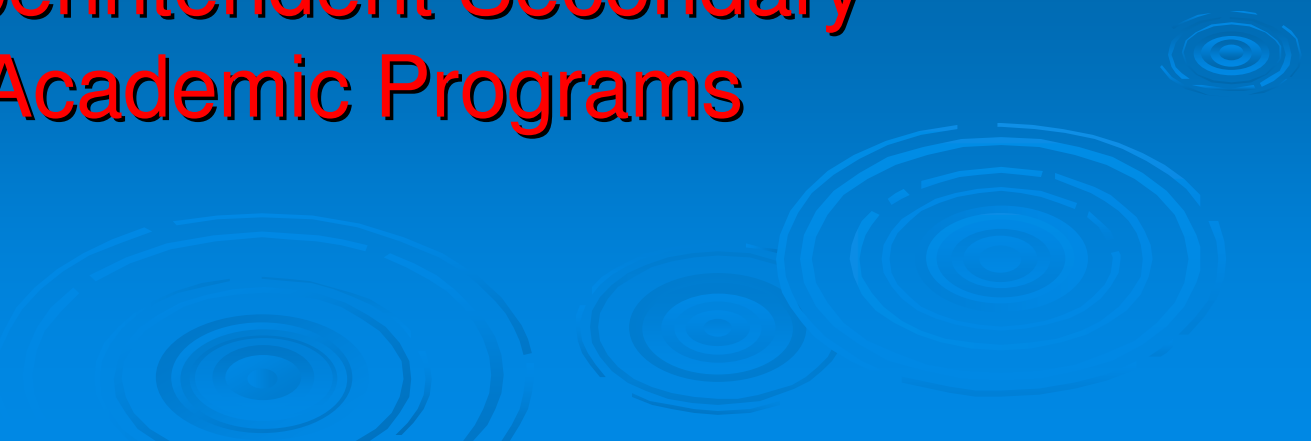


# 2005-2006 Discipline Report Denton Independent School District

**Jamie Wilson, Assistant  
Superintendent Secondary  
Academic Programs**



# How Goals Support the DISD Board Goals:

- *Parent and Community Involvement:* We constantly seek to improve communication between the school and home in hopes of preventing major disciplinary issues.
- *Staff Development:* Continued emphasis on improving teacher's effectiveness in handling classroom discipline will result in fewer persistent discipline referrals.
- *Personnel:* Developing expertise in classroom management will make our classrooms more efficient in curriculum delivery.
- *Counseling:* Involvement of counselors in the early stages of discipline problems could create a partnership between parents and the school, assisting in transition.
- *Focus:* Develop a culture that the classroom is our first priority.

# Outstanding Achievements from 2006-2007 Goals:

- Improved from 99.76% to 99.82% the amount of student time spent in the regular instructional setting rather than a discipline instructional setting.
- All reductions occurred during a time of increasing enrollment.
- A small decrease in the total of ISS assignments from 5495 per enrollment of 18,224 in 2005-2006 to 4410 per enrollment of 19,677 in 2006-2007.
- The total number of drug and alcohol violations increased from 2005-06 to 2006-07
- The number of ISS placement assignments decreased from 5495 in 2005-2006 to 4410 in 2006-2007 a decrease 19.8 %.

# Areas in Need of Improvement from 2005-2006: (Review of 06-07 Goal)

- Increase violations of Code of Conduct while student assigned at DAEP.
  - This number decreased in 2006-2007
- Total number of ISS placements.
  - This number decreased in 2006-2007
- Relationship development between all stake holders.
  - Rigor, Relevance, and Relationships
  - These initiatives proved to be influential

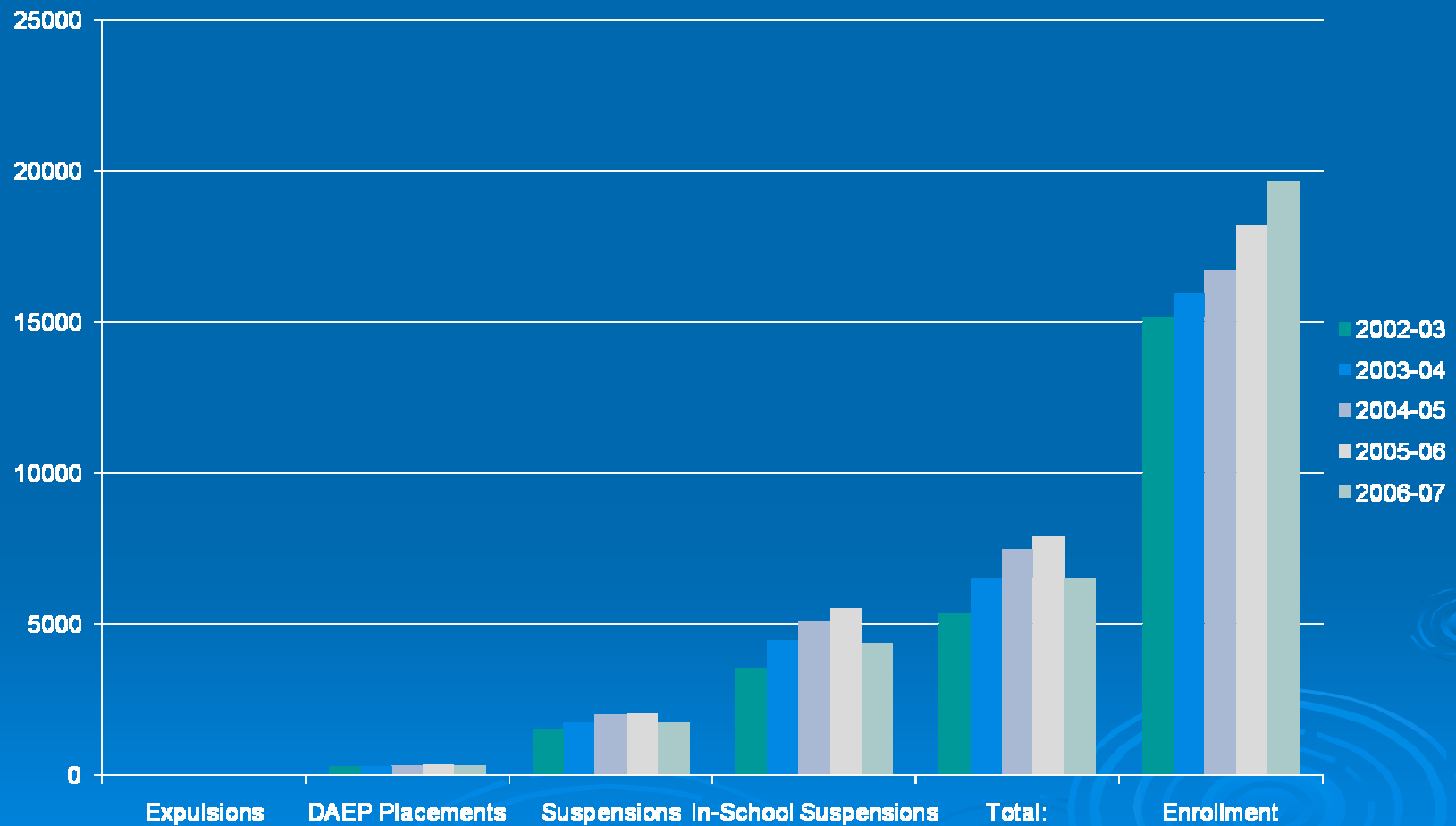
# How 2007-2008 Goals Will Improve Student Achievement:

- Fewer discipline problems mean more time to focus on instruction.
- Staff development activities will be geared to useful, meaningful techniques to improve classroom management. (Best Practices)
- Fewer ISS and OSS assignments mean more time on instructional tasks for students.
- The importance of developing relationships with students will allow students to feel important, wanted, and successful.

# Three Year Discipline Comparison

Discipline Assignments	2004-05	% Time	2005-06	%Time	2006-07	%Time
Expulsions	2	0.00%	14	0.00%	5	0.00%
DAEP Placements	352	0.01%	372	0.01%	357	0.01%
Suspensions	2021	0.07%	2028	0.06%	1760	0.05%
In-School Suspensions	5123	0.17%	5495	0.17%	4410	0.12%
Total:	7498		7909		6532	
In Classroom		99.75%		99.76%		99.82%
Enrollment	167583016440		182243280320		196773541860	

# Five Year Comparison



# Discipline Placements

- 6532 out of regular instructional discipline placements out of 3,541,860 possibilities.
- In regular classroom instruction 99.82% of the time, in discipline instructional setting =18% of the time.
  - ISS Placements- 4410 equates to .12%
  - DAEP Placements-357 equates to .01%
  - Suspension- 1760 equates to .05%
  - JJAEP- 5 less than .01%



# The Data shows...

- Decrease in the percentage of students assigned to ISS.
- Decrease in the percentage of students assigned to DAEP.
- Decrease in the percentage of students suspended from school for one or more days.
- Decrease the number of students referred to JJAEP.
- Overall decrease in the amount of regular instructional time missed by students placed in discipline settings.

# District Solutions...

- Each campus is exploring options other than “out of instruction” discipline consequences.
  - For example, extended school in the afternoon, Saturday school, etc.
- Each campus is examining how ISS is staffed to include core content teachers to assist students in their academic development.
- Study the effects of discipline placements on state assessments, graduation/completion rates, attendance, and teacher effectiveness.

Questions or  
Comments?

