

Executive Summary

Prepared for Board of Trustees Meeting

September 25, 2012

Annual Discipline Report

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 Update

This update is to inform the Board of Trustees of the information reported to the Texas Education Agency through PEIMS regarding disciplinary actions taken during the 2011-2012 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. 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 data have been compared with the previous six years and will be the basis for future efforts to improve discipline within our schools. Individual campus data were reviewed and serve as one component of the *Comprehensive Needs Assessment* that is 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

Included in this report is Exhibit A, Student Disciplinary Placement Totals for 2006-2012, Exhibit B, a spread sheet including the percentage of time DISD students are removed from the regular instructional setting to a disciplinary instructional setting, and Exhibit C, a breakdown of the offenses using the PEIMS disciplinary action codes. There are a total of 57 PEIMS disciplinary action codes and the majority of offenses fall under code 21 - Violation of the *DISD Student Code of Conduct*. The codes highlighted in blue result in a mandatory reassignment to our District Alternative Educational Placement (DAEP) at Lester Davis School and the codes highlighted in yellow result in a mandatory expulsion from the home campus to the Juvenile Justice Alternative Educational Placement (JJAEP) at the Joe Dale Sparks Campus.

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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 require that students receive 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 came close to meeting the TEA standard for being identified as “persistently dangerous”. There were 5 mandatory expulsions in DISD during 2011-2012.

Analysis

Campuses continue to be charged with researching alternatives to placing students in discipline settings outside of their regular classrooms. 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 teacher leaders 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. In addition, the District Leadership team also establishes goals after evaluating district data. The district-wide use of CHAMPS is having a positive impact on student behavior this year, and successful alternatives to the removal of students from the classroom include individualized behavior counseling, extended school day tutorial sessions, and Saturday school.