



TEXAS EDUCATION AGENCY

Data Validation Monitoring System for Student Discipline Records
Core Analysis Team Participant

LEA Name:

CDN:

Instructions

Enter the name and e-mail address of each Core Analysis Team participant fulfilling a specific role. If there is more than one participant per role, enter additional participants by pressing the enter key and typing in the name of the next participant. Follow the same process when entering e-mail addresses so that the names and e-mail addresses appear on the same line. The core analysis team is responsible for conducting all intervention activities and should remain consistent throughout all the intervention activities process. All required participants of the core analysis team must be involved in the process, but individual tasks, responsibilities, or type of involvement may vary among team members. In addition, the LEA may decide that additional team members may be needed to complete a particular activity.

Required Participants	Name	E-Mail Address
LEA Central Office Administrator		
LEA PEIMS Coordinator (if role exists within the LEA or SSA)		
LEA PEIMS Data Entry Clerks		
Principal or Assistant Principal responsible for campus with data anomalies		
Guidance Counselor (if any indicator other than the PID indicator is triggered)		
Optional Participants	Name	E-Mail Address
Member of District Improvement Team		
Special Education Teacher (if applicable)		
General Education Teacher at Regular Campus		
Parent(s) of Student(s) Served by the LEA		
DAEP Administrator Knowledgeable of, and Responsible for, the Implementation of Services at the DAEP		
LEA Campus/Truancy Officer		
Community Stakeholder(s)		
Other participant as Determined by Local Needs (specify role):		

LEA Name: CDN: **DVM-STUDENT DISCIPLINE INDICATOR #7: African American (Not Hispanic/Latino) Discretionary DAEP Placements**

This indicator identifies districts with a higher rate of African American discretionary DAEP placements compared to the rate of discretionary DAEP placements for all students. The indicator has been updated to include the "New" race/ethnicity definitions. See PEIMS Data Standards for details.

Conduct a comprehensive data analysis and utilize the probes listed below to determine causal factors that explain why the LEA's discretionary DAEP placement rate for African American students is double (or more) the discretionary DAEP placement rate for all students. Identify data sources reviewed (as applicable) on page one. Document results of the data analysis in the space provided on page two.

DATA ANALYSIS PROBES

The listed probes are intended to be only a starting point in formulating LEA discussions. Enter additional probes considered in the space provided. For a complete list of probes, go to: <http://www.tea.state.tx.us/pm/indicators/2012/fda.html>.

1. Evaluate if the local code of conduct and school board policy are aligned and implemented in accordance with TEC Chapter 37 and Chapter 12, as applicable; PEIMS Data Standards, Appendix E; and the Student Attendance Accounting Handbook, Section 10.
2. Review data to determine whether multiple placements of the same student(s) contributed to the LEA's result on the indicator and, if so, determine the appropriateness and effectiveness of the strategy as a method to address the student's behavioral concerns.
3. Analyze, by individual campus, disciplinary actions that were taken overall and for any subgroups, and review patterns of placement to determine whether removal reasons resulted in similar actions across subgroups of students.
4. Evaluate the LEA/campus due process procedures to ensure that they are aligned to and implemented in accordance with the adopted code of conduct.
5. Evaluate whether placement to the DAEP is a consequence that is appropriately aligned to the degree of behavioral concern.
6. Consider whether the LEA's application of disciplinary consequences for behavior are consistent and equitable for all student groups.
7. Evaluate whether manifestation determination review requirements are met for students with disabilities who are removed from their educational placements.
8. Evaluate the adequacy of training provided to campus/LEA administrators regarding the use of the board approved code of conduct, implementation of due process procedures, and appropriate coding of disciplinary incidents in accordance with the PEIMS Data Standards and, as applicable, TEC Chapter 37.
9. Assess the effectiveness of processes the LEA uses to annually review and incorporate changes to the PEIMS Data Standards (including Appendix E) and Section 10 of the Student Attendance Accounting Handbook.

Additional Probes Considered: **DATA SOURCES REVIEWED**

- ☐ PEIMS Data Standards, Appendix E, Additional Information Related to Discipline ☐ PEIMS 425 Record ☐ TEC Chapter 37 ☐ Student Discipline Files
- ☐ District/Campus ☐ LEA Code of Conduct/ Handbook ☐ ARD Manifestation Documentation ☐ Other Data Source(s) (Enter Description):
- ☐ Procedures

**Data Validation Monitoring System for Student Discipline Records
Focused Data Analysis #7**

LEA Name: _____

CDN: _____

DATA ANALYSIS RESULTS

Enter causal factors that explain why the LEA was identified for this indicator.

☐ No data reporting or systemic issues identified.

Result #1:

Result #2:

Result #3:

Result #4:

Result #5:

Result #6:

TEC §37 NONCOMPLIANCE NOTIFICATION

If, as a result of this analysis, the DVM core analysis team identifies errors in PEIMS 425 Record coding, or identifies noncompliance with requirements of Texas Education Code (TEC) Subtitle G: Safe Schools, Chapter 37: Discipline, Law, and Order, the findings must be provided to the appropriate improvement planning team(s) or committee(s). In the space below identify each planning team or committee to which the findings were provided.

Additionally, TEC §7.028(b) stipulates that the board of trustees of a school district or the governing board of a charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs, including the provisions of TEC §37. Therefore, any noncompliance with requirements of TEC §37 identified in this analysis must be provided to the board of trustees of the school district or governing board of the charter school. If noncompliance is identified, in the box below please provide the date the information was presented to the board.

☐ PBM Core Analysis Team

☐ District Level Planning and Decision Making Committee (TEC §11.252)

☐ Campus Intervention Team (CIT)

☐ Board of Trustees or Governing Board Date Presented: _____