

Discipline Summary Report

Outstanding Achievements from 2008-2009 Goals:

- Number of district wide expulsions to JJAEP remains constant while the number of Persistent Misbehavior Codes from DAEP increased.
2005-2006 (14), 2006-2007 (5) 2007-2008 (3), 2009-2009 (5)
- Percentage of non-Code 21 reports noted in PBMAS is lower than state standards.
- All reductions occurred during a time of increasing enrollment.
- Decrease in drug and alcohol violations from 104 in 2006-07 to 59 in 2007-08, to 52 in 2008-09.
- Students spend less than .20 % of instruction time out of class for disciplinary reasons.
- Decrease in over 1900 days students are assigned to ISS from 5495 in 2005-06 to 4410 in 2006-07, to 4068 in 2007-2008, to 3556 in 2008-09, while enrollment increased from 18,224 in 2005-06 to 19,677 in 2006-07, to 20,723 in 2007-08, to 21,941 in 2008-09.
(Please see attached graph and chart)

Areas in Need of Improvement:

- Need standardized staff development for classroom management
- Overall increase in number of Persistent Misbehavior while in DAEP reported in PEIMS from 2007-08 to 2008-09.

How 2009-2010 Goals Will Improve Student Achievement:

- Fewer discipline problems means more time to focus on instruction.
- Staff development activities will be geared to useful, meaningful techniques to improve classroom management.
- Fewer ISS and OSS assignments mean more time on instructional tasks for students.

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.