

# Executive Summary

## Prepared for Board of Trustees Meeting

### November 13, 2007

## Annual Discipline Report

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### 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 2006-07 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. This data has been compared with the previous five years and will be the basis for future efforts to improve discipline within our schools.

### 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 Action Summary. This report contains all PEIMS discipline entries for the 2006-2007 school year. The report indicates the most commonly used reason code 21, violation of the student code of conduct. This code contains all campus discipline issues other than those outlined in Chapter 37 of the Texas Education Code. Those included in Chapter 37 are all other reason codes other than 21. PEIMS submission identifies two sets of codes. One is the reason code, “why discipline is being assigned”, while the other is the action code, “what discipline action was taken”. It is the responsibility of the district to insure the reason code assigned is in compliance with the action code assigned by the campus.

The Action Codes are not explained on the table of data. However the most commonly used codes are 05-Suspension, 06-ISS (In-School Suspension), 07-DAEP (Davis School), and 02-JJAEP. Action code 10 is a continuation of DAEP placement from the end of one school year through the beginning of the next. Action Code 8 is a continuation of another district’s DAEP placement

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### Results

The most commonly used disciplinary action resulting in removal of students from the regular educational placement was In-school suspension. There were 4,410 incidences of students being placed in ISS for one or more school days, out-of-school suspension was utilized 1,760 times, 357 students were placed in DAEP and 5 students were expelled to JJAEP. Please see Exhibit B for the five year history of students placed in ISS, Suspension, DAEP or JJAEP. All of these numbers are a decrease from the 2005-06 data. These actions are required for reporting to TEA through PEIMS because these actions require the students to miss instructional time, as well as for the purposes of meeting the criteria established by the TEA to designate a campus as “persistently dangerous”. No campuses came close to the criteria established by TEA to designate them as “persistently dangerous”. A campus must average three or more mandatory expulsions per year over three consecutive years per one thousand students. District-wide, there were two mandatory expulsions, as identified in the summary under Action Code 2, Reason Code 12. A comparative table is provided as Exhibit C to compare reason codes for the previous five year period.

### Analysis

Each year, the Campus Leadership Teams for each campus must use the discipline reports from the previous year as one of the needs assessment for the campus. Each DISD campus will evaluate the discipline assignments for the campus to look for trends, determine staff development needs, etc. In addition, the District Leadership team will also establish goals by evaluating district data. Campuses have been charged with researching alternatives to placing students in discipline settings that takes them out of instructional time. Possible alternatives to ISS include extended school day tutorial sessions, Saturday school offerings, etc. In addition, campuses are evaluating the method in which ISS functions by including a core content teacher each class period to instruct these students in the content they may be missing during their discipline assignment.