Dallas Independent School District

A REVIEW OF THE STUDENT BEHAVIOR MANAGEMENT SYSTEM

Conducted by MGT of America, Inc.
for the Legislative Budget Board

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January 20, 2011

Superintendent Michael Hinojosa
Dallas Independent School District

Dear Superintendent Hinojosa:

The attached report reviews the management and performance of the Dallas Independent School District's (Dallas ISD) student behavior management system.

The report's recommendations will help Dallas ISD improve its overall performance as it manages student behavioral related issues. The report also highlights model practices and programs being implemented in Dallas ISD to manage student behavior.

The Legislative Budget Board engaged MGT of America, Inc. to conduct and produce this review, with LBB staff working in a contract oversight role.

The report is available on the LBB website at http://www.lbb.state.tx.us.

Respectfully submitted,

John O'Brien
Director
Legislative Budget Board

cc:
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DALLAS INDEPENDENT SCHOOL DISTRICT
A REVIEW OF THE STUDENT BEHAVIOR MANAGEMENT SYSTEM

Dallas Independent School District (Dallas ISD) is the 14th largest school district in the United States and the 2nd largest of the 1,057 school districts in Texas. In school year 2008–09 Dallas ISD's student enrollment was 157,174. Located in the eastern portion of the Dallas/Fort Worth metroplex, Dallas ISD includes all or part of 14 different municipalities. Moreover, its students come from homes in which almost 70 different languages are spoken. **Exhibit 1** shows Dallas ISD's 225 schools.

Dallas ISD's student population is predominantly Hispanic (66.5%), exceeding the statewide Hispanic population average of 47.9 percent. The district's African American student population of 43,447 (27.6%) is almost double that of the statewide average of 14.2 percent. The district's White, Native American, and Asian student populations are all below the state averages **(Exhibit 2).**

Of the 157,174 students in the district, 135,358 (86.1%) are economically disadvantaged, substantially higher than the state average of 56.7 percent. Dallas ISD's population counts show that 35 percent (or 55,025) of its students are classified Limited English Proficient (LEP), as compared to the state percentage of 16.9 percent. At-risk students are 67 percent (or 105,336) of Dallas ISD's student population, compared to the statewide average of 48.3 percent. Dallas ISD's special education students are about 8 percent of the district's student population.

Dallas ISD reported a total staff size of 20,346 to the Texas Education Agency (TEA) in school year 2008–09. The district's staff consists of 10,937 teachers, 532 campus administrators, 2,206 professional support staff, 238 central administrators, 1,763 educational aides, and 4,670 auxiliary staff.

For fiscal year 2008–09, Dallas ISD had general fund expenditures of $1.2 billion, a decrease of $71.7 million from the prior year. Expenditures from all funds amounted to $1.5 billion, a decrease of almost 17.6 percent from the prior year. The majority of Dallas ISD's funding (64.6 percent) comes from local and intermediate sources, 35 percent from state sources, and 0.5 percent from federal sources.

Dallas ISD's Board of Trustees oversees the district and the Superintendent of Schools manages and serves as the Chief Executive Officer of the district. **Exhibit 3** shows that the

EXHIBIT 1
DALLAS ISD SCHOOLS

HIGH SCHOOLS	MIDDLE SCHOOLS
• 21 traditional high schools, grades 9-12	• 4 middle schools, grades 7-8
• 1 high school, grades 9-10	• 28 middle schools, grades 6-8
• 9 magnet high schools	
• 7 secondary alternative school programs	

ELEMENTARY SCHOOLS	
• 1 elementary school, grades PK-2	• 6 elementary schools, grades PK-3
• 106 elementary schools, grades PK-5	• 2 elementary schools, grades PK-8
• 1 elementary school, grades K-3	• 4 elementary schools, grades K-5
• 1 elementary school, grades 3-5	• 2 elementary schools, grades 4-5
• 1 elementary school, grades 4-8	• 1 elementary charter
• 29 elementary schools, grades PK-6	• 1 elementary alternative school program

Source: Dallas ISD.

EXHIBIT 2
DALLAS ISD
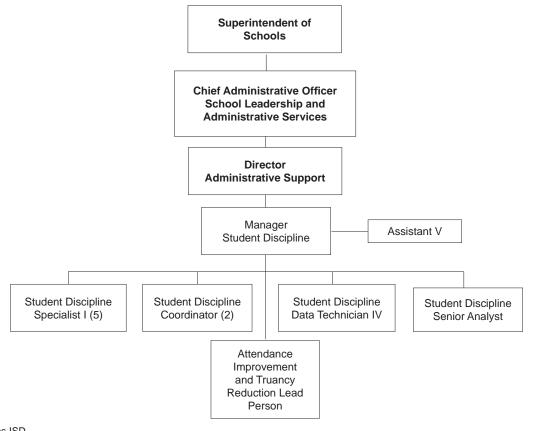**STUDENT INFORMATION COMPARED TO STATEWIDE TOTALS**
SCHOOL YEAR 2008–09

	DALLAS ISD		STATEWIDE TOTALS	
	COUNT	**%**	**COUNT**	**%**
Total Students	**157,174**	**N/A**	**4,728,204**	**N/A**
African American	43,447	27.6%	669,371	14.2%
Hispanic	104,557	66.5%	2,264,367	47.9%
White	7,179	4.6%	1,608,515	34.0%
Native American	346	0.2%	16,649	0.4%
Asian/Pacific Islander	1,645	1.0%	169,302	3.6%
Economically Disadvantaged	135,359	86.1%	2,681,474	56.7%
Limited English Proficient	55,025	35.0%	799,801	16.9%
Disciplinary Placements (2007–08)	3,909	2.3%	103,727	2.1%
At-Risk	105,336	67.0%	2,285,954	48.3%

NOTE: The enrollment numbers cited in this exhibit may differ from those cited in subsequent exhibits due to the differing collection and reporting process of the Texas Education Agency.
SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS).

EXHIBIT 3
DALLAS ISD ORGANIZATION
STUDENT DISCIPLINE

SOURCE: Dallas ISD.

Chief Administrative Officer of School Leadership and Administrative Services (Chief Administrative Officer) reports to the Superintendent of Schools. The Chief Administrative Officer oversees the Director of Administrative Support who supervises the Manager of Student Discipline. The Manager of Student Discipline supervises an administrative assistant, five student discipline specialists, two coordinators, one data technician, one senior analyst, and one lead person responsible for improving attendance and reducing truancy.

The Manager of Student Discipline is responsible for directing and guiding compliance in Dallas ISD's discipline management programs. Interviews with the manager and a review of his job description reveal that he and his staff facilitate all levels of placement into disciplinary alternative education programs for Dallas ISD, which include out-of-school suspension (OSS), in-school suspension (ISS), elementary and secondary disciplinary alternative education programs (DAEP), and the Dallas County Juvenile Justice Alternative Education Program (JJAEP).

Disciplinary alternative education for Texas students can be implemented at the district or county level depending on the location of the school district. Because Dallas ISD is located in Dallas County, the district's students may be assigned to the county's Juvenile Justice Alternative Education Program (JJAEP) as required by the state or placed in the pre or post adjudication programs operated by the county. This report is organized based on these two divisions. The report provides a summary and description of accomplishments, findings, and recommendations for Dallas ISD based on document reviews, interviews, focus groups, and site observations during the visit to the district, and an overview of the Dallas County operated alternative education services.

District practices are compared to the National Alternative Education Association (NAEA) Exemplary Practices and Quality Indicators of Alternative Education. NAEA states that alternative education programs not observing best practices may, in effect, operate as "dumping grounds" for students with behavior problems or who are perceived as difficult to educate. Students are typically transferred into such schools involuntarily (perhaps as a "last chance") before expulsion. The implementation of a design must reflect a genuine effort to keep students in school and to educate them in ways that are consistent with statewide academic standards.

ACCOMPLISHMENTS

- **The development and use of the electronic Student Discipline System (SDS) provides efficiency and consistency in student discipline placements.** The development and use of the SDS provides campus administrators with an immediate resource for determining appropriate consequences for discipline offenses. The system also helps to ensure the assignment is forwarded to the office of student discipline to be approved or modified as needed. In addition, the system ensures consistency in discipline consequences across Dallas ISD campuses and provides a safety net against inappropriate assignments.

- **The development and use of the procedural manual for the student code of conduct.** The availability of the procedural manual for the student code of conduct provides campus administrators an excellent resource for ensuring that federal/state/district laws, rules, and procedures are adhered to during student discipline conferences, hearings, and assignments. It is particularly useful for specific reminders to the protection of the rights of students with special needs.

- **The allocation of one certified FTE per secondary campus for use in the ISS classroom reflects a district commitment to instructional integrity in the ISS classroom.** The willingness of the district to provide a certified teacher for the in-school suspension classroom is evidence of the district's belief in an academic focus for students in the in-school suspension classroom and evidence of the district's support for all student needs.

FINDINGS

- There is a lack of an articulated purpose/philosophy for the district's behavior management program.

- There is no formal accountability for the discipline management components to a single district administrator.

- There is no systemic process for communication between the home campus and the secondary DAEP while a student is assigned to the DAEP.

- There is no formal evaluation of the components of the Dallas ISD discipline (behavior) management program.

RECOMMENDATIONS

- **Recommendation 1: Create a collaboratively developed discipline management plan that aligns all discipline management programs.** Dallas ISD should identify a team to collaboratively develop the district's purpose and philosophy statements for behavior management. While there are statements in separate documents about the purpose and philosophy of both ISS and DAEPs, there is no collaboratively developed districtwide plan with a clearly articulated purpose and philosophy for discipline statements.

- **Recommendation 2: Create a districtwide position to supervise and manage all discipline management components.** The district should centralize all discipline management components into one organizational unit that reports to a single districtwide administrator, such as the Dallas ISD Chief of Staff. Currently, OSS and ISS are the responsibility of the campus principal and the elementary and secondary DAEPs are accountable to the executive director of the learning community in which they are geographically located. While the district has an efficient and productive Office of Student Discipline (OSD), that department is a compliance department only, and the discipline management components are not accountable to the department. The cost to the district would be at 1Q point at Paygrade 9 – $80,281 per year on Dallas ISD's salary schedule.

- **Recommendation 3: Create an electronic component to the Student Discipline System which provides feedback to regular classroom teachers regarding the initial placement of students in alternative settings, student behavioral and academic progress in the alternative setting, and the student's date of return to the regular classroom.** Dallas ISD should consider adding features to its current Student Discipline System which could provide better communication from alternative settings to the sending teachers/counselors and, when appropriate, administrators. The OSD has developed an effective electronic student placement system which could be expanded to include a communication component that sends messages to parents and home campus teachers, counselors and administrators. Adding more communication features to this system could improve the communication

breakdown that was identified during the onsite review. If district staff are tasked with adding the new features to the current electronic referral system, there should be no additional cost to the district.

- **Recommendation 4: Develop and implement a program evaluation design to measure the effectiveness of Dallas ISD's OSS, ISS, elementary and secondary DAEPs.** The district should develop a program evaluation design to measure the academic and behavioral effectiveness of the programs and to identify strengths and challenges that should be addressed. Program management for the various discipline management components is spread across Dallas ISD departments, making it difficult for the district to assess overall discipline management effectiveness. Dallas ISD has an Evaluation and Accountability Department which annually conducts program evaluation for select Dallas ISD programs. This department should work with the OSD to name a stakeholder committee to help identify criteria to be measured in a discipline management alternative education program evaluation.

DISTRICT STUDENT BEHAVIOR MANAGEMENT INITIATIVES

The Manager of Student Discipline is responsible for facilitating compliance for on-campus placements in, disciplinary alternative education programs, however, direct campus supervision falls under the principal or his/her designee. Direct supervision for the DAEP campuses falls under the Executive Director of the Learning Community in which the DAEP is located. In addition to the Manager of Student Discipline, there are three key roles within the department:

- Coordinator of student discipline in charge of compliance for OSS, ISS, and DAEPs and training for ISS instructors;

- Coordinator of student discipline in charge of juvenile justice alternative education placements and issues related to those placements; and

- Student discipline specialists who act as case managers responsible for the transition of students from DAEPs to home campuses.

During the opening meeting of the onsite visit the superintendent explained that in the few years since his arrival in the district, leadership has focused on creating an instructional program that includes a comprehensive set of

instructional targets and initiatives known as "Dallas Achieves." The objective is to ensure that the curriculum addresses the skills that students need to graduate ready for college, to ensure that staff have the skills to address this curriculum, and to include the parents of students in the educational process by making the curriculum available to parents via the internet.

The superintendent further explained that one of the district's next priorities is to focus on developing a districtwide philosophy about student behavior management, moving from a punitive approach to an approach that focuses on changing student behavior, and aligning all existing programs with that philosophy. The district has begun work in this area by identifying a district/community Truancy Steering Committee headed by the district Chief of Staff. The committee includes the chief of police, parents, an attorney, a county judge, community activists, and Dallas ISD administrators. The Board has also approved a campus for overage students for school year 2010–11. This campus will focus on individual student academic and psycho-social needs as students work toward graduation.

Exhibit 4 shows Dallas ISD counts of student incidents reported to TEA for school year 2008–09 and is compiled from data gathered through the Public Education Information Management System (PEIMS). This exhibit is divided between actions leading to ISS, OSS, and DAEP assignments for students and reports the number of students and the number of actions for each.

The majority of Dallas ISD students assigned to ISS, OSS, and DAEP are for violations of the district's local code of conduct, which includes actions such as dress or uniform violations, using inappropriate language, and being disruptive in class. Students assigned to ISS for code of conduct violations numbered 11,848, while 15,269 students were assigned to OSS for code violations. Fighting or mutual combat resulted in 987 ISS actions against 902 students. More serious incidents of fighting or mutual combat resulted in 5,003 OSS actions against 5,818 students. Student violations regarding controlled substances resulted in 670 ISS actions against 658 students and 1,099 DAEP placements for 1,053 students.

Exhibits 5 and **6** show Dallas ISD's discipline actions that resulted in an ISS, OSS, DAEP, or JJAEP assignment for school years 2007–08 and 2008–09, respectively. The data is grouped by student ethnicity, gender, and designation, such as special education, economically disadvantaged, and

EXHIBIT 4
DALLAS ISD
COUNTS OF STUDENTS AND ACTIONS BY DISCIPLINE ACTION GROUPS AND REASONS
SCHOOL YEAR 2008–09

DISCIPLINE REASON	ISS		OSS		DAEP	
	STUDENTS	ACTIONS	STUDENTS	ACTIONS	STUDENTS	ACTIONS
01-Permanent Removal by Teacher	8	8	0	0	23	23
02-Conduct Punishable as a Felony	36	36	0	0	59	60
04-Controlled Substance/Drugs	658	670	*	*	1,053	1,099
05-Alcohol Violation	35	35	0	0	52	52
07-Public Lewdness/Indecent Exposure	21	21	7	8	50	51
21-Violated Local Code of Conduct	11,848	23,980	15,269	29,596	1,231	1,360
26-Terroristic Threat	0	0	0	0	6	6
28-Assault-Nondistrict Employee	50	50	0	0	106	108
33-Tobacco	94	105	162	171	0	0
34-School-Related Gang Violence	126	139	283	298	94	101
41-Fighting/Mutual Combat	902	987	5,003	5,818	439	449
50-Non-Illegal Knife	17	18	151	157	*	*

*Numbers less than five have not been cited due to the Family Educational Rights and Privacy Act (FERPA) 34CFR Part 99.1 and Texas Education Agency procedure OP 10-03.
Note: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
Source: Texas Education Agency, PEIMS.

EXHIBIT 5
DALLAS ISD
COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEAR 2007–08

STUDENT GROUP	ALL STUDENTS	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	FEMALE	MALE	SPECIAL ED	ECO DIS	AT-RISK
Total Students	171,629	50,679	1,710	110,187	388	8,665	84,604	87,025	15,416	138,307	109,749
ISS Actions	29,914	13,761	110	15,132	51	860	10,619	19,295	4,880	23,593	24,274
ISS Students	13,870	6,105	59	7,191	26	489	5,190	8,680	2,088	10,859	10,739
ISS Percent	8.1%	12.1%	3.5%	6.5%	6.7%	5.6%	6.1%	10.0%	13.5%	7.9%	9.8%
OSS Actions	32,712	16,809	69	14,662	49	1,123	9,770	22,942	5,870	27,056	25,408
OSS Students	17,315	8,443	50	8,166	29	627	5,712	11,603	2,765	14,235	12,952
OSS Percent	10.1%	16.7%	2.9%	7.4%	7.5%	7.2%	6.8%	13.3%	17.9%	10.3%	11.8%
DAEP Actions	3,960	2,107	16	1,692	12	133	1,007	2,953	725	2,974	3,240
DAEP Students	3,592	1,896	15	1,547	11	123	939	2,653	657	2,681	2,922
DAEP Percent	2.1%	3.7%	0.9%	1.4%	2.8%	1.4%	1.1%	3.0%	4.3%	1.9%	2.7%
JJAEP Actions	408	147	*	249	*	*	105	303	46	259	344
JJAEP Students	400	143	*	245	*	*	101	299	46	251	335
JJAEP Percent	0.2%	0.3%	*	0.2%	*	*	0.1%	0.3%	0.3%	0.2%	0.3%

*Numbers less than five have not been cited due to the FERPA 34CFR Part 99.1 and Texas Education Agency procedure OP 10-03.
NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
SOURCE: Texas Education Agency, PEIMS.

at-risk. Special education students are those identified as having a disability or special need as defined by federal law and are therefore eligible to receive special education services. Economically disadvantaged students are those identified as eligible for free or reduced-price meals or for other public assistance. An at-risk student is identified as being at-risk of dropping out of school based on state-defined criteria. Some of the at-risk criteria include students who:

- did not advance from one grade to the next for one or more years;

- have not performed satisfactorily on assessment tests;

- are pregnant or are parents;

- have been placed in an alternative education setting during the preceding or current year;

- have been expelled from school;

- are on parole, probation, deferred prosecution, or other conditional release;

- have previously dropped out of school;

- are students with Limited English Proficiency; and/or

- are homeless.

Exhibits 5 and **6** show a decrease in both the number of students receiving a disciplinary assignment as well as the number of offenses committed for most student groups in

EXHIBIT 6
DALLAS ISD
COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEAR 2008–09

STUDENT GROUP	ALL STUDENTS	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	FEMALE	MALE	SPECIAL ED	ECO DIS	AT-RISK
Total Students	170,406	48,300	1,911	111,439	417	8,339	83,702	86,704	15,001	140,074	108,716
ISS Actions	26,054	11,979	79	13,033	69	894	8,654	17,400	4,732	21,123	20,700
ISS Students	12,906	5,460	50	6,858	33	505	4,608	8,298	2,009	10,348	9,717
ISS Percent	7.6%	11.3%	2.6%	6.2%	7.9%	6.1%	5.5%	9.6%	13.4%	7.4%	8.94%
OSS Actions	36,049	18,396	84	16,464	82	1,023	10,560	25,489	6,395	30,421	28,142
OSS Students	18,236	8,696	62	8,834	42	602	5,923	12,313	2,848	15,307	13,580
OSS Percent	10.7%	18.0%	3.2%	7.9%	10.1%	7.2%	7.1%	14.2%	19.0%	10.9%	12.5%
DAEP Actions	3,339	1,728	14	1,481	10	106	736	2,603	641	2,568	2,667
DAEP Students	2,998	1,528	14	1,349	10	97	662	2,336	569	2,310	2,372
DAEP Percent	1.8%	3.2%	0.7%	1.2%	2.4%	1.2%	0.8%	2.7%	3.8%	1.7%	2.2%
JJAEP Actions	384	163	0	213	0	8	95	289	54	251	336
JJAEP Students	380	162	0	210	0	8	94	286	54	245	324
JJAEP Percent	0.2%	0.3%	0.0%	0.2%	0.0%	0.1%	0.1%	0.3%	0.4%	0.2%	0.3%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
SOURCE: Texas Education Agency, PEIMS.

ISS, DAEP, and JJAEP. However, from school year 2007–08 to 2008–09, the number of students assigned to OSS in Dallas ISD increased for all student groups except White students.

Overall district enrollment declined by 1,223 students from school year 2007–08 and 2008–09, which could explain, in part, the reason for the general declines in ISS, DAEP, and JJAEP students and actions. However, there was a 5.3 percent increase in students being ordered to OSS and a 10.2 percent increase in actions leading to an OSS assignment. The largest increase among all student groups assigned to OSS was in the Native American student category, with a 44.8 percent increase. The Asian student group showed the second-highest increase at 24 percent, followed by Hispanic students (an

increase of 8.2 percent) and African Americans (an increase of 3.0 percent).

The number of students assigned to ISS in the district declined for African American, Asian, and Hispanic students from school year 2007–08 to 2008–09. Native American and White students assigned to ISS, however, increased by 27.0 and 3.3 percent over this time period, respectively.

The number of students ordered to the JJAEP as well as the number of actions committed leading to a JJAEP assignment decreased for all student groups from school year 2007–08 to 2008–09 except for the African American student group. In school year 2008–09, 162 African American students were ordered to the JJAEP for committing 163 actions. This

represents an increase of 13.3 percent of students and 10.9 percent more actions in the JJAEP category.

Exhibit 6 shows that some student groups may be overrepresented in ISS and OSS assignments in school year 2008–09. For example, the African American and special education student groups appear to be overrepresented in ISS, with assignments amounting to 11.3 and 13.4 percent, respectively. In regards to OSS assignments, it appears that African American, Native American, male, and special education student groups are also overrepresented. African American students given an OSS assignment in school year 2008–09 represent 18 percent, Native American students account for 10.1 percent, male students are 14.2 percent, and special education students are 19.0 percent.
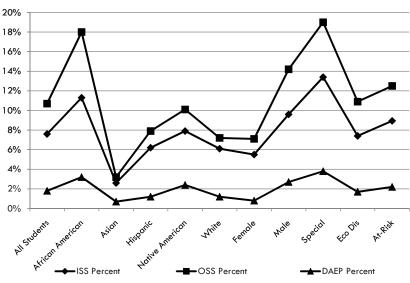
Exhibit 7 shows a graphical presentation of Dallas ISD discipline assignments by student group for OSS, ISS, and DAEP for school year 2008–09. The district's most prevalent discipline option is OSS, followed by ISS and then DAEP assignments. This graph demonstrates the spikes in the percentages of African American and special education students assigned to both OSS and ISS.

In addition to many interviews and focus groups with district leaders, the review team visited Dallas ISD campuses and held focus groups to talk with principals, assistant principals, teachers, and counselors to hear their perspectives on student behavior issues. It was explained that while the district has specific expectations about discipline management options and guidelines for determining appropriate discipline options, individual campuses have some discretion in developing their own approaches to improving academic service delivery to students who may have behavioral issues. These efforts may be designed by the individual campuses to meet the needs of the students and staff at the campuses.

The district, through the Office of Student Discipline (OSD), provides campuses and administrators with disciplinary action tools which provide both efficiency and consistency in the appropriate identification of student offenses and assignment of discipline placements across Dallas ISD. Two of those tools are the district-developed electronic Student Discipline System (SDS) and a detailed manual for using the system. The SDS process allows the campus administrator to identify the student that committed the offense;

- verify that the proper student was chosen;
- identify the student's offense and provide additional information, if necessary;
- identify the offense's consequences;
- assign the length of disciplinary assignment;
- create event information; and
- provide hearing information (date/time/hearing officer).

EXHIBIT 7
DALLAS ISD
PERCENT OF STUDENTS AND DISCIPLINE GROUPS
SCHOOL YEAR 2008–09

SOURCE: Texas Education Agency, PEIMS.

The campus administrator also has the ability to edit the principal's referral form and:

- change the offense date;
- change the offense;
- change consequences;
- delete the principal's referral form; and
- update hearing information.

The campus administrator then:
- submits the referral to the office of student discipline for approval;
- prints the referral in either English or Spanish;
- enters assignment information; and
- closes the referral.

A second program function called My Campus allows the campus administrator to view and manage disciplinary referrals for the campus. This process includes the following:

- Displaying students who have received principal's referral forms.
- Selecting principals' referral forms in multi-classifications such as:
  ◦ pending completion;
  ◦ pending principal approval;
  ◦ pending OSD approval;
  ◦ pending revision;
  ◦ in progress;
  ◦ completed; and
  ◦ all the above.
- Viewing disciplinary referral forms by grade level (for assigned campus only).
- Viewing all referrals in any of the above classifications: for each student "F," a student has more than one disciplinary referral.
- Viewing disciplinary referral forms by category of offenses from a drop-down list:
  ◦ first level;
  ◦ discretionary;
  ◦ mandatory;
  ◦ expellable;
  ◦ teacher removal; AND
  ◦ sex offender.

Another tool for administrators provided by the OSD is the extensive administrative procedure guide for the student code of conduct. This guide integrates detailed procedures into the district code of conduct to ensure consistency of use across the district. The procedures are highlighted in red or yellow to bring attention to the instructions for implementing the code of conduct. In the section of the guide that provides information about discretionary removals, there are multiple reminders for administrators. For example, under the offense of "bullying, harassment, and hit list," there is a reminder that "a special education student may not receive any kind of disciplinary actions prior to an ARD [Admission, Review, and Dismissal] meeting." Under "fighting" is a reminder that "a ticket is not required to send a student to the DAEP." The guide includes sample expulsion notifications to parents/guardians for students (in English and Spanish) and detailed scripts for administrators to use during the following types of hearings:

- Students (age six through nine) who commit an expellable offense.
- An expulsion hearing for students 10 years of age or older.
- A student transferring into Dallas ISD owing time from another district for committing an expellable offense.
- A student required to register as a sex offender.

In addition, there are detailed instructions in all areas regarding the protection of special needs students' rights.

OUT-OF-SCHOOL SUSPENSION

The district allows out-of-school suspension (OSS) as a discipline option. The code of conduct states that a student may be suspended for a period not to exceed three school days when the student's behavior violates the district's standards of student conduct. When a charge of misconduct is made, the administrator in charge conducts an informal conference to hear the student's version of the incident. If the administrator determines the student has committed an offense, he/she should give consideration to other reasonable discipline alternatives before resorting to a suspension. The student's absence is excused only if the student satisfactorily completes the assignment as stated in the district's make-up policy. Suspended students are not permitted to participate in extracurricular activities or attend school-related activities until the suspension is completed. Special education students may be suspended for up to 10 days; after a cumulative of 10 days, an Admission, Review, and Dismissal (ARD) committee

must hold a manifestation determination review to determine the appropriateness of further suspensions.

Exhibits 8 and **9** show Dallas ISD's and the statewide data for the students being ordered to OSS. As discussed earlier, the district has experienced decreases in almost all categories of discipline assignments except for OSS, which has increased. When compared to statewide data, Dallas ISD is shown to have increased in all student categories for OSS (with the exception of the White student group). Conversely, the statewide data shows that OSS actions and students assigned to OSS have decreased for all student groups.

Exhibits 10 and **11** show Dallas ISD's OSS assignments compared to statewide assignment percentages for school years 2007–08 and 2008–09, respectively. In all student categories for both years, the district's rate of assignment is higher that statewide rates. Furthermore, district OSS assignments for the student categories of male and special education students exceeded the statewide percentages.

IN-SCHOOL SUSPENSION

As in most Texas school districts, Dallas ISD includes in-school suspension (ISS) as a disciplinary option. While campuses are allowed some discretion in designing individual ISS programs, the district provides programmatic consistency through the required use of a district-developed In-School Suspension Procedural Manual, a requirement of 7 to 14 hours of professional development in behavior management techniques for ISS teachers, and the assignment of a full-time coordinator to monitor compliance and to design professional development for the ISS classroom. A review of professional development documents from the OSD showed a list of training topics for school years 2009–10 and 2010–11. The topics presented in school year 2009–10 included:

- "Mean Girls"—Relational Aggression;

- Bullying 101: Facing the Facts;

- Understanding the Student Code of Conduct; and

- Interpreting and Implementing the ISS Procedural Manual.

The schedule for the school year 2010–11 included:
- Current Trends in Substance Abuse;

- Positive Behavior Support Series: Defusing Anger and Aggression;

EXHIBIT 8
DALLAS ISD
OUT-OF-SCHOOL SUSPENSION COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

STUDENT GROUP	2007–08				2008–09				% CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	OSS ACTIONS	OSS STUDENTS	OSS %	TOTAL STUDENTS	OSS ACTIONS	OSS STUDENTS	OSS %	OSS % ACTIONS	OSS % STUDENTS
All Students	171,629	32,712	17,315	10.1%	170,406	36,049	18,236	10.7%	10.20%	5.3%
African American	50,679	16,809	8,443	16.7%	48,300	18,396	8,696	18.0%	9.44%	3.0%
Asian	1,710	69	50	2.9%	1,911	84	62	3.2%	21.74%	24.0%
Hispanic	110,187	14,662	8,166	7.4%	111,439	16,464	8,834	7.9%	12.29%	8.2%
Native American	388	49	29	7.5%	417	82	42	10.1%	67.35%	44.8%
White	8,665	1,123	627	7.2%	8,339	1,023	602	7.2%	-8.90%	-4.0%
Female	84,604	9,770	5,712	6.8%	83,702	10,560	5,923	7.1%	8.09%	3.7%
Male	87,025	22,942	11,603	13.3%	86,704	25,489	12,313	14.2%	11.10%	6.1%
Special Education	15,416	5,870	2,765	17.9%	15,001	6,395	2,848	19.0%	8.94%	3.0%
Eco Dis	138,307	27,056	14,235	10.3%	140,074	30,421	15,307	10.9%	12.44%	7.5%
At Risk	109,749	25,408	12,952	11.8%	108,716	28,142	13,580	12.5%	10.76%	4.9%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
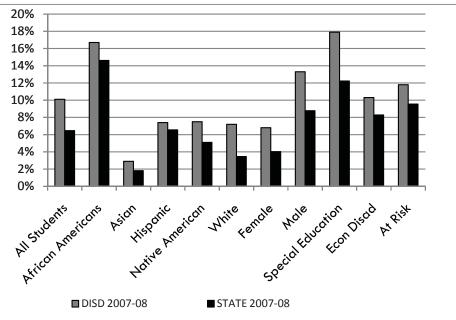SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 9
STATEWIDE TOTALS
OUT-OF-SCHOOL SUSPENSION COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

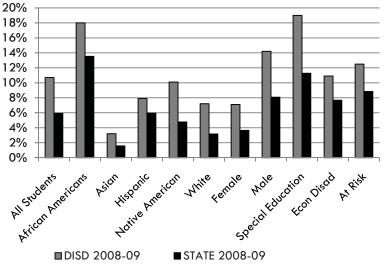| STUDENT GROUP	2007–08				2008–09				PERCENT CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	OSS ACTIONS	OSS STUDENTS	OSS %	TOTAL STUDENTS	OSS ACTIONS	OSS STUDENTS	OSS %	OSS % ACTIONS	OSS % STUDENTS
All Students	4,819,172	644,853	311,718	6.5%	4,892,748	589,856	289,809	5.9%	-8.5%	-7.0%
African American	692,663	226,160	101,220	14.6%	696,923	208,308	94,398	13.5%	-7.9%	-6.7%
Asian	166,207	5,122	3,032	1.8%	176,818	4,436	2,778	1.6%	-13.4%	-8.4%
Hispanic	2,275,774	308,293	148,976	6.5%	2,346,168	282,799	139,457	5.9%	-8.3%	-6.4%
Native American	17,365	1,601	885	5.1%	17,761	1,624	845	4.8%	1.4%	-4.5%
White	1,667,163	103,677	57,605	3.5%	1,655,078	92,689	52,331	3.2%	-10.6%	-9.2%
Female	2,343,951	173,366	94,488	4.0%	2,378,854	155,311	86,586	3.6%	-10.4%	-8.4%
Male	2,475,221	471,487	217,230	8.8%	2,513,894	434,545	203,223	8.1%	-7.8%	-6.4%
Special Education	528,768	154,719	64,668	12.2%	509,018	133,835	57,346	11.3%	-13.5%	-11.3%
Eco Dis	2,567,154	455,866	212,511	8.3%	2,676,788	431,735	205,179	7.7%	-5.3%	-3.5%
At Risk	2,247,224	472,369	214,626	9.6%	2,282,091	437,766	201,788	8.8%	-7.3%	-6.0%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 10
DALLAS ISD
OUT-OF-SCHOOL SUSPENSION PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007–08

SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 11
DALLAS ISD
OUT-OF-SCHOOL SUSPENSION PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09

Source: Texas Education Agency, PEIMS.

- Positive Behavior Support Series: ISS Safety, Civility, & Productivity;

- Understanding the Student Code of Conduct; and

- Interpreting and Implementing the ISS Procedural Manual.

The procedural manual itself is comprehensive and provides both the philosophy and the purpose of ISS as well as forms and procedures for operating the classroom. Dallas ISD's philosophy for the ISS program is:
- To assist Dallas ISD students in developing behavioral characteristics that demonstrate the Six Pillars of Character:

  ◦ trustworthiness;

  ◦ responsibility;

  ◦ respect;

  ◦ fairness;

  ◦ caring; and

  ◦ citizenship.

Beginning in school year 2010–11, the ISS program is moving from integrating the *Six Pillars of Character* to the *Search Institute's 40 Developmental Assets Kids Need to Succeed,*

which is currently used in the district's secondary DAEP programs. One of the coordinators of student discipline has been trained as a Trainer of Trainers (TOT) and will provide training for ISS staff.

The district purpose for ISS is:
- To provide a highly structured setting for students who disregard rules and disrupt the learning environment of the campus.

- To encourage a change of behavior, initiate self-responsibility, and provide academic assistance.

Interviews with administrators and the coordinators for student discipline and a review of materials revealed that the coordinators visit all ISS classrooms on a scheduled basis. The coordinators use compliance checklists, to measure classroom structure, and procedures to determine levels of implementation of the ISS program. For example, the coordinator checks for posted classroom rules and maintenance of attendance logs. In addition, the coordinators are available to visit individual ISS teachers to assist with classroom management or academic issues.

The Dallas ISD Code of Conduct and the In-School Suspension Procedural Manual describe ISS as the assignment of a student to a specific room on campus for a period of time to be determined by the campus administration. This assignment may not be more than 30 cumulative days in one

school year (unless it is an emergency placement pending a DAEP, in which case, the days are credited against the DAEP placement time). For students with disabilities, the ARD/IEP Committee (or 504 Committee) must be involved in suspensions totaling 10 or more school days to determine the appropriateness of the placement. Only a campus administrator may assign a student to ISS, and he/she must notify the parent/guardian of the assignment within 24 hours. Regular classroom teachers should receive a daily notification list that his/her student(s) has/have been assigned to ISS. The student's referral from the campus administrator should be provided to the ISS teacher before the student is placed in ISS. Regular classroom teachers are expected to send the student's assignments to the ISS classroom to be completed and returned for grading. Students are not eligible to participate in extracurricular activities until the ISS assignment has been completed. The exit process for the ISS program includes a final conference between the ISS teacher and the student. The ISS Procedural Manual states that a district expectation is that the ISS teacher makes every effort to communicate with the student and his/her teachers throughout the school year.

A student's day in the ISS classroom begins with the teacher explaining the rules and procedures, assigning student seating, distributing student assignments, and monitoring students as they work on the assignments throughout the day. There should be two scheduled restroom breaks and a sack lunch that is required to be eaten in the ISS classroom. Assignments are collected at the end of the day and returned to the sending teacher. The ISS teacher maintains a student folder for each student assigned during the year, and students who are frequently placed in ISS should be referred to the school counselor.

Interviews with district-level administrators revealed that the district provides each secondary campus with the cost of a full-time-equivalent (FTE) certified teacher to staff the ISS classroom; however, whether the campus administration uses the FTE for that purpose is left to the discretion of the campus administration. A review of documents and interviews with staff revealed that there are 54 secondary campuses in Dallas ISD and 53 certified ISS staff members. There are two high schools that elected not to have ISS programs and, instead, use their FTEs in other classrooms. One middle school chose to have two ISS classrooms.

A focus group of principals and assistant principals from across the district revealed that ISS is a necessary disciplinary placement option. Strengths noted include that the placement keeps students on campus, provides an environment for students to do their assignments, emphasizes schoolwide rules, provides a cooling period, and provides an opportunity for the campus and the parents to work together. When asked for concerns the district might consider addressing, the same stakeholder group listed:

- limitation of space and staff;

- consideration for use at elementary campuses;

- paperwork is tedious;

- no budget for ISS;

- no cubicles at some campuses;

- need more attention to meaningful curriculum;

- it is cumbersome to get students out;

- need more attention to social skills; and

- do not have a districtwide behavior management plan.

A focus group of counselors and teachers generally agreed with the strengths listed by administrators, but had additional concerns about:

- lack of counseling;

- lack of tutoring;

- ISS needs generic lessons for students;

- counselors are not notified of the removal of students;

- regular classroom teachers do not interact with students;

- teachers do not always know students are returning or why they were assigned; and

- no follow-up when students return to classroom.

Despite the concerns, the counselor and teacher stakeholder groups agreed with administrators that ISS is a needed discipline placement option.

CAMPUS VISITS

While onsite the review team visited James Madison High School (JMHS) and A. Maceo Smith High School (AMSHS) to observe the district's discipline initiatives in action. Specifically the team observed the ISS room at JMHS and observed students changing classes and hallway activity at AMSHS.

JAMES MADISON HIGH SCHOOL

JMHS is a part of the East Secondary Learning Community and is located at 3000 Martin Luther King Jr. Boulevard. The principal has been at Madison for five years and expressed her belief of zero tolerance for disruption of instruction in the classroom. In addition to the principal, the campus is staffed with an assistant principal and an associate principal. The principal stated that JMHS administrators and staff have high expectations for student behavior and the code of conduct is reviewed with every student at the school through assemblies, counselor sessions in the classrooms, and counselor/teacher sessions with individual students.

The ISS classroom at JMHS is in the main building on the second floor and is staffed by a certified teacher and a teacher aide. The classroom is a non-traditional discipline classroom in that students are seated at tables rather than at desks around the wall or in carrels (although the ISS procedural manual discourages the use of tables). The review team observed a structured classroom with students engaged in assignments. The classroom teacher and aide were assisting students and signing students in and out of the classroom as needed. Students receive assignments from their regular classroom teachers. The completed assignments are returned to the regular classroom teacher. Regular teachers are notified that a student has a disciplinary placement and will not be in class as they are electronically blocked from their roll.

A focus group of JMHS teachers identified ISS strengths to include the electronic system of notification of student placement and the efficiency of the ISS teacher in monitoring student work and gathering and returning the assignments. They identified challenges to be lack of information about discipline procedures in general, lack of information about the procedure for assigning a student to ISS, and lack of traditional classroom structure in the ISS classroom.

A. MACEO SMITH HIGH SCHOOL

AMSHS is a part of the Superintendent's Learning Community in Dallas ISD and is located at 3030 Stag Road. During the time of the review the current principal had been assigned to AMSHS for three years. The leadership team at AMSHS consists of the principal, an assistant principal and an associate principal.

Interviews with the principal revealed leadership at AMSHS had opted not to use ISS as a disciplinary placement option. The principal/assistant principals believe that it was not working and chose to implement tardy round-ups instead. Each period after the tardy bell has rung, staff gather students

who are still in the hallways and escort them to the gym where they remain for the rest of the period. The principal stated that during the previous two school years, the campus provided an ISS classroom; the first year staffed with a certified teacher and the second year staffed by an aide. However, in school year 2009–10, the campus used the district-provided FTE for ISS to add another math teacher. That decision was based on the perception that students liked to be in ISS, thus, it was not a deterrent, and that the campus was academically unacceptable due to math scores. It was felt that students would be better served if they stayed in the classroom while leadership focused on schoolwide discipline and structure. The review team observed structure during students transitioning from one class to another; students followed a scheduled pattern of stairwell use, walking near the wall in single lines. There was a strong adult presence in the hallways between classes to ensure student discipline and order.

A focus group of teachers and administrators agreed that the previous ISS model was not working and articulated support for the new administration's discipline policies. They felt that the previous model failed due to:

- a lack of curriculum alignment with the regular classroom;

- students liked to be in ISS;

- a lack of parental involvement; and

- a lack of behavior modification in ISS.

Exhibits 12 and **13** show a comparison of ISS data for school years 2007–08 and 2008–09 for Dallas ISD and the state. As these exhibits show, statewide ISS assignments for all student groups declined over this time period. For the district, ISS assignments declined in most student categories at higher rates than the statewide declines. However, the district had two student categories to experience increases; Native American students had an increase of 26.9 percent more students given an ISS assignment in school year 2008–09 than in school year 2007–08, and White students who had an increase of 3.3 percent for this same time period.

From school year 2007–08 to 2008–09 the African American and male student groups ISS placements declined at a greater rate than the state. That is, 10.6 percent fewer African American students in Dallas ISD were assigned to ISS in school year 2008–09 than in school year 2007–08, while the statewide decline was 3.8 percent. Similarly, Dallas ISD male students were assigned to ISS at a 4.4 percent lower rate

EXHIBIT 12
DALLAS ISD
IN-SCHOOL SUSPENSION COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

STUDENT GROUP	2007–08				2008–09				PERCENT CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS %	TOTAL STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS %	ISS ACTIONS	ISS STUDENTS
All Students	171,629	29,914	13,870	8.1%	170,406	26,054	12,906	7.6%	-12.9%	-7.0%
African American	50,679	13,761	6,105	12.1%	48,300	11,979	5,460	11.3%	-12.9%	-10.6%
Asian	1,710	110	59	3.5%	1,911	79	50	2.6%	-28.2%	-15.3%
Hispanic	110,187	15,132	7,191	6.5%	111,439	13,033	6,858	6.2%	-13.9%	-4.6%
Native American	388	51	26	6.7%	417	69	33	7.9%	35.3%	26.9%
White	8,665	860	489	5.6%	8,339	894	505	6.1%	4.0%	3.3%
Female	84,604	10,619	5,190	6.1%	83,702	8,654	4,608	5.5%	-18.5%	-11.2%
Male	87,025	19,295	8,680	10.0%	86,704	17,400	8,298	9.6%	-9.8%	-4.4%
Special Education	15,416	4,880	2,088	13.5%	15,001	4,732	2,009	13.4%	-3.0%	-3.8%
Eco Dis	138,307	23,593	10,859	7.9%	140,074	21,123	10,348	7.4%	-10.5%	-4.7%
At-Risk	109,749	24,274	10,739	9.8%	108,716	20,700	9,717	8.9%	-14.7%	-9.5%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 13
STATEWIDE TOTALS
IN-SCHOOL SUSPENSION COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

STUDENT GROUP	2007–08				2008–09				PERCENT CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS %	TOTAL STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS %	ISS ACTIONS	ISS STUDENTS
All Students	4,819,172	1,740,233	654,667	13.6%	4,892,748	1,654,084	631,625	12.9%	-4.9%	-3.5%
African American	692,663	441,758	153,637	22.2%	696,923	421,477	147,844	21.2%	-4.6%	-3.8%
Asian	166,207	16,462	8,064	4.9%	176,818	16,254	7,963	4.5%	-1.3%	-1.3%
Hispanic	2,275,774	832,057	306,442	13.5%	2,346,168	803,097	299,178	12.8%	-3.5%	-2.4%
Native American	17,365	5,644	2,291	13.2%	17,761	5,447	2,230	12.6%	-3.5%	-2.7%
White	1,667,163	444,312	183,233	11.1%	1,655,078	408,529	173,510	10.5%	-8.1%	-5.3%
Female	2,343,951	528,723	219,807	9.4%	2,378,854	494,277	209,245	8.8%	-6.5%	-4.8%
Male	2,475,221	1,211,510	434,860	17.6%	2,513,894	1,160,527	422,040	16.8%	-4.2%	-2.9%
Special Education	528,768	377,302	112,621	21.3%	509,018	300,433	102,283	20.1%	-20.4%	-9.2%
Eco Dis	2,567,154	1,138,657	407,093	15.9%	2,676,788	1,119,803	405,505	15.2%	-1.7%	-0.4%
At-Risk	2,247,224	1,199,420	413,783	18.4%	2,282,091	1,146,370	399,786	17.5%	-4.4%	-3.4%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
SOURCE: Texas Education Agency, PEIMS.

while the statewide decline for males was 2.9 percent. Although the statewide decline for special education students assigned to ISS was 9.2 percent, the district still experienced a decline of 3.8 percent for this group. Each of these student groups are typically overrepresented in district discipline programs.

Exhibits 14 and **15** show that for school years 2007–08 and 2008–09 the statewide ISS assignments percentages exceed those for the district. Statewide percentage for the African American, male, special education, economically disadvantaged, and at-risk categories were greater than district percentages.

Dallas ISD budgets for its ISS expenditures on a campus-level basis, and as mentioned previously, each campus can reallocate ISS funding if they so desire. The primary expense of ISS programs includes the salaries for teachers, teacher aides, and student discipline coordinators. The costs associated with the ISS program for the district are estimated to be $4.4 million annually.

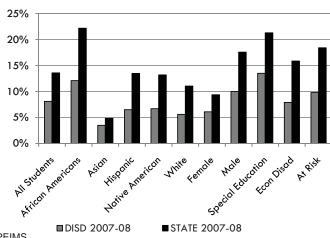### DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

Dallas operates three disciplinary alternative education programs (DAEP) under TEC 37.008. Dallas Elementary DAEP is located on the third floor at 5700 Bexar Street in Dallas, and the secondary DAEP is located at 4949 Village Fair Drive in Dallas. The Dallas ISD Secondary DAEPs, the School Community Guidance Center (SCGC) and Learning Alternative Center for Empowering Youth (LACEY), house all off-campus secondary disciplinary placements for Dallas ISD. SCGC serves all high school students and LACEY serves all middle school students.

Dallas Elementary DAEP: A visit to the Elementary DAEP revealed an organized, pleasant, traditional campus environment. The classrooms were decorated with student work and motivational posters, and there were attractive, historical displays in the hallways. Classrooms were well-equipped with resources and computers, and there is a computer lab for classroom instruction. The campus has a comfortable well-stocked library and students were observed engaging in reading activities. Observations of classrooms revealed teachers providing direct teach activities and students engaged in learning.

The campus principal is an experienced campus administrator with a special education background. In addition to the principal, there are 11 certified (highly qualified) staff, including a counselor and two special education certified teachers, and eight teaching assistants. The Office of Student Discipline (OSD) has a full-time case manager assigned to the campus. The case manager conducts exit interviews with students at the completion of their placements at the DAEP and visits them at their home campuses to ensure successful transition back to that campus. The coordinator(s) for the OSD visit the campus regularly to monitor compliance with district procedures and to provide any assistance to teachers or administrators regarding academic or behavior issues.

EXHIBIT 14
DALLAS ISD
IN-SCHOOL SUSPENSION PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
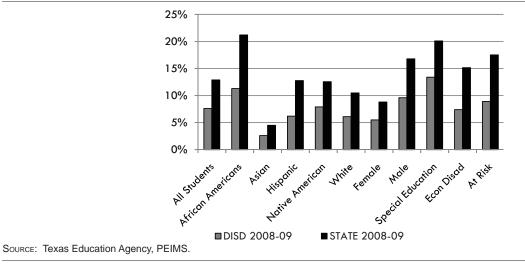**SCHOOL YEAR 2007–08**

SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 15
DALLAS ISD
IN-SCHOOL SUSPENSION PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09

SOURCE: Texas Education Agency, PEIMS.

A review of district policy and procedures and interviews with administrators reveal that students six years of age through fifth grade are assigned a minimum of 10 through 60 days to a disciplinary alternative program. They can be assigned for both discretionary and mandatory assignments. If the assignment is discretionary, the assignment will terminate at the end of the school year regardless of the number of days assigned. If the assignment is mandatory, it will terminate at the end of summer school regardless of the number of days of the assignment. All students with mandatory assignments must complete their assignments in summer school or return at the beginning of the school year to the DAEP. Campus staff indicated that most students are assigned for 10–15 days; however, a student under 10 who has been found with a weapon will be expelled to the DAEP for a full year. Student assignments to DAEPs may be reduced by one day for every full week (Monday-Friday) if they have had perfect attendance with no behavior referrals.

Campus staff conducts an intake session/orientation with the parent/guardian and the student upon arrival at the campus. Staff explain the rules and procedures and answers questions. Students are assigned to grade/age appropriate settings and receive instruction by certified teachers using the district scope and sequence "Curriculum Central." Administrators explained that this system allows students to begin working where they left off in the classroom and to resume the appropriate work when they return to the regular classroom. The principal explained that students receive counseling services individually and in group settings as appropriate to

the student's needs. When the student's assignment is completed, an exit conference is conducted with the teacher, parent, case manager, and when possible, a representative from the home campus. The case manager visits with the home campus staff and conducts follow-up visits after the child transitions back to campus. **Exhibit 16** shows the elementary DAEP staffing numbers.

EXHIBIT 16
DALLAS ISD
ELEMENTARY DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM STAFF
SCHOOL YEAR 2008–09

POSITION	NUMBER
Teachers	13
Counselor	1
Administrator	1
Paraprofessionals	8
Case Manager	1
TOTAL	**24**

SOURCE: Dallas ISD.

DISD Secondary DAEPs (LACEY/SCGC): The middle school and high school DAEPs are located in a large facility that is well-designed for the two programs. The classrooms are spacious and well-equipped, including a media center, two reading labs, and two computer labs. In addition to the classrooms, there are student orientation and student first day rooms. The building has a kitchen, cafeteria, a common

area, a middle school gymnasium, and a high school gymnasium. Middle school and high school students have separate entrances/exits as well as separate arrival and departure times. Students walk through a metal detector as they enter the building and are searched by staff members for prohibited items. The K-9 unit makes frequent visits to the campus and random searches are conducted in the learning communities throughout the day. LACEY begins with breakfast at 8:00 AM with classes being conducted from 8:30 AM– 3:30 PM, and SCGC breakfast is served beginning at 8:15 AM with classes being conducted from 8:45 AM – 3:45 PM.

Secondary students are offered the four core courses of English, social studies, math, and science. Electives, honors, and Advanced Placement (AP) courses are not provided; consequently, students do not receive credit for these courses. All courses are taught by certified, highly qualified teachers. Teachers use "Curriculum Central," the district scope and sequence, to ensure programmatic alignment with the regular education program. Computerized instruction is available for credit recovery, remediation, and academic acceleration. Special education services are provided, including teachers to assist the classroom teacher with students who are receiving inclusive services.

In addition to core academics, in school year 2010–11 the campus will use the *40 Developmental Assets Kids Need to Succeed* from the Search Institute. The Institute reports that the assets are concrete, common sense, positive experiences and qualities essential to raising successful young people and for influencing choices. The development asset framework is categorized into two groups of 20 assets:

- External assets regard the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive use of young people's time. External assets identify important roles that families, schools, congregations, neighborhoods, and youth organizations can play in promoting healthy development.

- Internal assets identify those characteristics and behaviors that reflect positive internal growth and the development of young people. These assets are about positive values and identities, social competencies, and a commitment to learning. The internal developmental assets will help these young people make thoughtful and positive choices and, in turn,

be better prepared for situations in life that challenge their inner strength and confidence.

The principal reported that teachers, counselors, and parents are trained in techniques for promoting these assets and that the assets are an important component of the educational program at the DAEP. In addition to the integration of the assets into the daily schedule, students and parents are offered group and individual counseling sessions. All students have access to supportive, specialized service providers that include licensed specialists in school psychology, behavior specialists, substance abuse specialists, and gang prevention and intervention specialists. Additionally, Saturday classes are offered for students and parents. During the Saturday program, parents are trained separately as a group and there is an interactive session for parents and students which focus on communication skills. Participation of a student accompanied with a guardian can earn students two good days which count toward decreasing the length of the assignment. **Exhibit 17** shows the DAEP staff for school year 2008–09.

EXHIBIT 17
DALLAS ISD
SECONDARY DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM STAFF
SCHOOL YEAR 2008–09

POSITION	NUMBER
Administrators	5
Teachers	68
Case Workers	3
Counselors	3
Licensed Chemical Dependency Counselor	1
Master's Social Worker	1
Visiting Teacher	1
Special Education Specialist	1
First Day Program Specialist	2
General Specialist	1
TOTAL	**86**

SOURCE: Dallas ISD.

The review team conducted interviews and focus groups with DAEP staff. When asked about the strengths of the programs, teachers reported:

- clear student expectations;

- Saturday program for students and parents;

- free breakfast program;

- incentives and rewards for positive behavior;

- credit recovery program;

- security checkpoints;

- cooperation of probation/parole officers;

- high level of resources; and

- class size.

When teachers were asked to identify challenges that the district might consider addressing, they identified the following:

- lack of parental support;

- lack of teacher training;

- teaching multiple levels in one classroom;

- lack of knowledge of student's academic level;

- lack of involvement of home school; and

- communication with home school.

A second focus group with counselors, case managers, and other support staff agreed with the teachers regarding the strengths of the program and added strengths, which include:

- excellent facilities;

- summer school;

- Youth and Family Center for counseling families (five minutes away);

- credit recovery program;

- visiting teachers;

- communication between case manager and home school; and

- supervision and security.

In addition to many of the strengths identified by the teacher focus group, the professional support group identified challenges that the district should consider addressing:

- maintaining consistency of discipline (fighting and profanity);

- need for more substance abuse counselors and case managers;

- no program evaluation;

- not enough consequences for student behavior;

- lack of enforcement of the dress code;

- more training and support for teachers regarding the specific population; and

- academic focus on student catching up rather than accelerating.

The review team also conducted interviews and focus groups with regular teachers, counselors, and administrators. The overwhelming strength included a location for students to be placed away from campus after having committed an offense identified in the district student code of conduct. The overwhelming challenges indicated were related to teachers and counselors at the regular campus being unaware of:

- the removal of a student to the DAEP;

- the return of a student from the DAEP; and

- the academic/counseling program the student experienced at the DAEP.

Exhibits 18 and **19** show DAEP data for students and actions for both Dallas ISD and for the state. As these exhibits show, both at the district-level and statewide, there were fewer students assigned to a DAEP in school year 2008–09 than in school year 2007–08, as well as fewer actions leading to DAEP assignments in most student categories. The most significant categories that experienced a decline include female students (29.5%), White students (21.1%), and African American students (19.4%).

For the state, the most significant student groups to have decreases from school year 2007–08 to 2008–09 include special education students (13.4%), Asian students (12.2%), and female students (10.0%).

Exhibits 20 and **21** show a comparison of Dallas ISD DAEP assignment percentages to the state for school years 2007–08 and 2008–09. The statewide percentages of African American, Hispanic, white, female, economically disadvantaged, and at-risk exceed the district's percentages. In school year 2008–09, the district's percentages of male and special education students matched those of the state.

EXHIBIT 18
DALLAS ISD
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

STUDENT GROUP	2007–08				2008–09				PERCENT CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	DAEP ACTIONS	DAEP STUDENTS	DAEP %	TOTAL STUDENTS	DAEP ACTIONS	DAEP STUDENTS	DAEP %	DAEP ACTIONS	DAEP STUDENTS
All Students	171,629	3,960	3,592	2.1%	170,406	3,339	2,998	1.8%	-15.7%	-16.5%
African American	50,679	2,107	1,896	3.7%	48,300	1,728	1,528	3.2%	-18.0%	-19.4%
Asian	1,710	16	15	0.9%	1,911	14	14	0.7%	-12.5%	-6.7%
Hispanic	110,187	1,692	1,547	1.4%	111,439	1,481	1,349	1.2%	-12.5%	-12.8%
Native American	388	12	11	2.8%	417	10	10	2.4%	-16.7%	-9.1%
White	8,665	133	123	1.4%	8,339	106	97	1.2%	-20.3%	-21.1%
Female	84,604	1,007	939	1.1%	83,702	736	662	0.8%	-26.9%	-29.5%
Male	87,025	2,953	2,653	3.1%	86,704	2,603	2,336	2.7%	-11.9%	-11.9%
Special Education	15,416	725	657	4.3%	15,001	641	569	3.8%	-11.6%	-13.4%
Eco Dis	138,307	2,974	2,681	1.9%	140,074	2,568	2,310	1.7%	-13.7%	-13.8%
At-Risk	109,749	3,240	2,922	2.7%	108,716	2,667	2,372	2.2%	-17.7%	-18.8%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
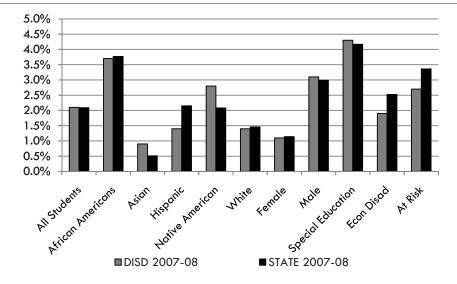SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 19
STATEWIDE TOTALS
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

STUDENT GROUP	2007–08				2008–09				PERCENT CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	DAEP ACTIONS	DAEP STUDENTS	DAEP %	TOTAL STUDENTS	DAEP ACTIONS	DAEP STUDENTS	DAEP %	DAEP ACTIONS	DAEP STUDENTS
All Students	4,819,172	128,175	100,666	2.1%	4,892,748	119,109	92,719	1.9%	-7.1%	-7.9%
African American	692,663	33,531	26,121	3.8%	696,923	31,040	23,864	3.4%	-7.4%	-8.6%
Asian	166,207	1,011	843	0.5%	176,818	876	740	0.4%	-13.4%	-12.2%
Hispanic	2,275,774	63,122	49,039	2.2%	2,346,168	59,827	46,852	1.9%	-5.2%	-4.5%
Native American	17,365	438	361	2.1%	17,761	440	345	1.9%	0.5%	-4.4%
White	1,667,163	30,073	24,302	1.5%	1,655,078	26,926	21,918	1.3%	-10.5%	-9.8%
Female	2,343,951	32,525	26,624	1.1%	2,378,854	29,429	23,973	1%	-9.5%	-10%
Male	2,475,221	95,650	74,042	3%	2,513,894	89,680	68,746	2.7%	-6.2%	-7.2%
Special Education	528,768	28,972	22,074	4.2%	509,018	25,180	19,111	3.8%	-13.1%	-13.4%
Eco Dis	2,567,154	83,682	64,678	2.5%	2,676,788	80,443	61,485	2.3%	-3.9%	-4.9%
At-Risk	2,247,224	98,058	75,398	3.4%	2,282,091	92,083	70,099	3.1%	-6.1%	-7%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
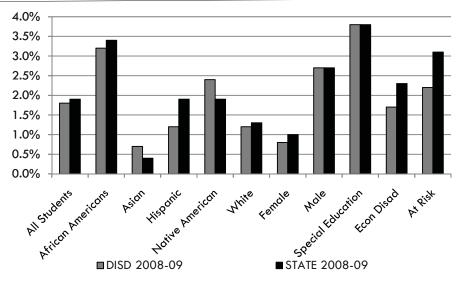SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 20
DALLAS ISD
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007–08

SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 21
DALLAS ISD
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09

SOURCE: Texas Education Agency, PEIMS.

COUNTY OPERATED PROGRAMS

Beyond the immediate discipline programs in the district, there are county operated educational programs which include: Dallas County Juvenile Justice Alternative Education Program (DCJJAEP); Dallas County Juvenile Justice Charter Schools; Dallas County Juvenile Detention Center; Dallas County Residential Programs and Drug Center, and the Lyle B. Medlock Treatment Center. Dallas ISD students may be assigned to these programs for various reasons.

Dallas County Juvenile Justice Alternative Education Program: The DCJJAEP is located at 1673 Terre Colony Ct., in Dallas, Texas. In a collaborative effort between the

Dallas County Juvenile Board, 14 independent school districts, Dallas County, and Regional Education Service Center X (Region 10), students at least 10 years of age receive educational services through the juvenile justice alternative education program. Dallas County hires, monitors, and evaluates all program staff. The DCJJAEP was created to serve youth who have been expelled from their home campus due to violations of one or more of the offenses listed in Chapter 37 of the Texas Education Code (TEC), and serves students who have been expelled from their home school campus or who have been placed in the program by a juvenile court judge. The length of enrollment depends upon the sending school district and/or the sending judge, and the type of referral. **Exhibits 22** and **23** show the program staff numbers, student enrollment and attendance rates for school year 2008–09.

EXHIBIT 22
DALLAS COUNTY
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM STAFF
SCHOOL YEAR 2008–09

POSITION	NUMBER
Administrators	3
Teachers	19
Case Workers/Counselors	6
Other Counseling Support	12
Para-professionals (TAs)	13
TOTAL	**53**

Source: Dallas County.

EXHIBIT 23
DALLAS COUNTY
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM ENROLLMENT AND ATTENDANCE
SCHOOL YEAR 2008–09

TOTAL STUDENTS SERVED	AVERAGE YEARLY ATTENDANCE RATE
450	81

Source: Dallas County.

The DCJJAEP offers the four core courses of English/language arts, math, social studies, and science in all grades, General Educational Development (GED) preparation courses for students in need of an alternative outside the regular education program, and NovaNet for credit recovery. Teachers have been trained by Region 10 to use C-SCOPE as the program curriculum, and one teacher has been trained as a Trainer of Trainers (TOT) to serve as a resource to other

teachers. In addition, the program offers physical education and social skills as non-credit courses. The social skills courses include lessons on behavior modification, dealing with life experiences, employment related topics, money matters, health/hygiene, drug/alcohol abuse, and relationships.

Interviews with administrators and teachers reveal a concern about the loss of services since the loss of Chapter 41 funds. Administrators report that this loss of supplemental funding has caused the program to cut back on staff (which has increased the pupil-teacher ratio from 1:12 to 1:19), and to cut back on instructional resources for students and training for staff. The review team conducted focus groups with teachers, case workers, and behavior specialists at the DCJJAEP. They identified the use of C-SCOPE, certified teachers, and dedicated staff to be programmatic strengths. Alternately, they identified a number of resource challenges that the county should consider addressing:

- cut-back in teachers and teacher assistants;

- lack of technology resources for students;

- lack of teaching resources (such as microscopes and lab materials);

- need for learning resources for parents;

- security at the entrances and exits of the building; and

- training for staff.

Exhibits 24 and **25** show Dallas ISD and statewide student assignments to JJAEP for school years 2007–08 and 2008–09. On a statewide-level, all student categories decreased between the two years, and some decreases were higher than others. For instance, 45.8 percent fewer Native American students were ordered to JJAEP in school year 2008–09 than in school year 2007–08; 40.3 percent fewer Asian students were ordered to JJAEP in school year 2008–09 than in school year 2007–08; and special education students' assignments to JJAEP decreased by 21.5 percent.

However, Dallas ISD's special education and African American student assignments to JJAEP increased from school year 2007–08 to 2008–09. The special education student assignments increased by 17.4 percent and the African American student assignments increased by 13.3 percent.

Exhibits 26 and **27** show graphical presentations of Dallas ISD JJAEP and statewide JJAEP assignments by student group for school years 2007–08 and 2008–09, respectively.

EXHIBIT 24
DALLAS ISD
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

STUDENT GROUP	2007–08				2008–09				PERCENT CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP %	TOTAL STUDENTS	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP %	JJAEP ACTIONS	JJAEP STUDENTS
All Students	171,629	408	400	0.2%	170,406	384	380	0.2%	-5.9%	-5.0%
African American	50,679	147	143	0.3%	48,300	163	162	0.3%	10.9%	13.3%
Asian	1,710	*	*	*	1,911	0	0	0.0%	*	*
Hispanic	110,187	249	245	0.2%	111,439	213	210	0.2%	-14.5%	-14.3%
Native American	388	*	*	*	417	0	0	0.0%	*	*
White	8,665	*	*	*	8,339	8	8	0.1%	*	*
Female	84,604	105	101	0.1%	83,702	95	94	0.1%	-9.5%	-6.9%
Male	87,025	303	299	0.3%	86,704	289	286	0.3%	-4.6%	-4.3%
Special Education	15,416	46	46	0.3%	15,001	54	54	0.4%	17.4%	17.4%
Eco Dis	138,307	259	251	0.2%	140,074	251	245	0.2%	-3.1%	-2.4%
At-Risk	109,749	344	335	0.3%	108,716	336	324	0.3%	-2.3%	-3.3%

*Numbers less than five have not been cited due to the FERPA 34CFR Part 99.1 and Texas Education Agency procedure OP 10-03.
NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
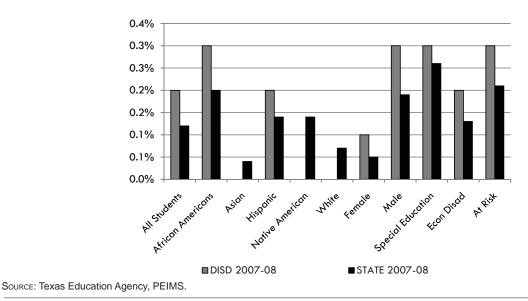SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 25
STATEWIDE TOTALS
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09

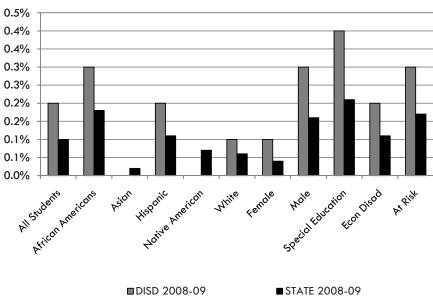| STUDENT GROUP	2007–08				2008–09				PERCENT CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP %	TOTAL STUDENTS	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP %	JJAEP ACTIONS	JJAEP STUDENTS
All Students	4,819,172	6,177	5,911	0.12%	4,892,748	5,103	4,938	0.10%	-17.39%	-16.46%
African American	692,663	1,437	1,361	0.20%	696,923	1,285	1,232	0.18%	-10.58%	-9.48%
Asian	166,207	67	67	0.04%	176,818	41	40	0.02%	-38.81%	-40.30%
Hispanic	2,275,774	3,359	3,221	0.14%	2,346,168	2,704	2,626	0.11%	-19.50%	-18.47%
Native American	17,365	26	24	0.14%	17,761	14	13	0.07%	-46.15%	-45.83%
White	1,667,163	1,238	1,238	0.07%	1,655,078	1,059	1,027	0.06%	-14.46%	-17.04%
Female	2,343,951	1,249	1,192	0.05%	2,378,854	978	949	0.04%	-21.70%	-20.39%
Male	2,475,221	4,928	4,719	0.19%	2,513,894	4,125	3,989	0.16%	-16.29%	-15.47%
Special Education	528,768	1,420	1,354	0.26%	509,018	1,104	1,063	0.21%	-22.25%	-21.49%
Eco Dis	2,567,154	3,538	3,369	0.13%	2,676,788	3,090	2,976	0.11%	-12.66%	-11.67%
At-Risk	2,247,224	4,856	4,625	0.21%	2,282,091	4,100	3,947	0.17%	-15.57%	-14.66%

NOTE: A single student can have multiple records if removed from the classroom more than once and a single incident can result in multiple actions.
SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 26
DALLAS ISD
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007–08

Source: Texas Education Agency, PEIMS.

EXHIBIT 27
DALLAS ISD
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09

Source: Texas Education Agency, PEIMS.

In all student groups for both years, the district assignment percentages were greater than the state percentage.

Exhibit 28 shows Dallas ISD's number of student assignments at the DCJJAEP by placement type for school year 2008–09. As this exhibit shows, the district was billed $569,160 for 86 discretionary placements and $79,848 for 15 discretionary Title 5 placements for a total of 9,014 attendance days. The district had 81 mandatory placements,

EXHIBIT 28
DALLAS COUNTY JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM CHARGES
TO DALLAS ISD BY PLACEMENT TYPE AND COST
SCHOOL YEAR 2008–09

CATEGORY	# OF STUDENTS	TOTAL ATTENDANCE DAYS	COST PER DAY	TOTAL COST
Discretionary Expulsion	86	7,905	$72	$569,160
Title 5 Discretionary Expulsion	15	1,109	$72	$79,848
Mandatory Expulsion	81	8,683	$79	$685,957
TOTALS	**182**	**17,697**		**$1,334,965**

Source: Dallas County Probation Department.

with total attendance days of 8,683 which were reimbursed to the DCJJAEP by the state for this same time period.

Dallas County Juvenile Justice Charter Schools: In September 1998, TEA granted an open-enrollment charter status to the Dallas County Juvenile Justice Charter School, which opened its doors for operation in August 1999. The application specified that the open-enrollment charter school was to be located in each of the juvenile department's residential institutions as well as at its substance abuse/day treatment center. During the Dallas visit, the review team conducted interviews/focus groups and toured the program facilities recognized by TEA as the campuses of the Dallas County Juvenile Justice Charter School:

- Dallas County Juvenile Justice Charter School Campus

  ◦ Detention Center Pre-Adjudication (Girls and Boys) – Regulatory Agency: Texas Juvenile Probation Commission (TJPC)

  ◦ Marzele Hill Emergency Shelter for Adjudication (Girls and Boys) – Regulatory Agency: Department of Family and Protective Services

  ◦ Residential Drug Treatment Post Adjudication (Girls and Boys) – Regulatory Agency: Department of State Health Services (DSHS)

  ◦ START Program Post Adjudication (Girls and Boys) – Regulatory Agency: TJPC

- Day Reporting Campus

  ◦ Post-Adjudication Non-Residential Short-term Facility (Girls and Boys) – Regulatory Agency: TEA

- Medlock/Youth Village Campus

  ◦ Medlock Post-Adjudication Residential Long-term Facility (Boys) – Regulatory Agency: TJPC

  ◦ Youth Village Post-Adjudication Long-term Facility (Boys)

    * Regulatory Agency: Department of Family and Protective Services – Substance Abuse Unit

  ◦ Post-Adjudication Drug Treatment Facility Non-Residential Long-term Facility (Girls and Boys) – Regulatory Agency: DSHS

- Letot Campus

  ◦ Status Offenders Residential Short-term Non-adjudicated Facility (Girls and Boys) – Regulatory Agency: Department of Family and Protective Services

Exhibit 29 shows the combined staff numbers for the pre- and post-adjudicated education programs.

During the tour, the review team observed clean and well-equipped classrooms, teachers actively providing instruction, and students generally engaged in instruction. During interviews and focus groups with representative members of administrative, teacher, and counselor/case manager

EXHIBIT 29
DALLAS COUNTY CHARTER SCHOOL EDUCATIONAL
STAFFING FOR PRE AND POST ADJUDICATION PROGRAMS
SCHOOL YEAR 2008–09

POSITION	NUMBER
Teachers	41
Counselors	6
Diagnosticians	2
Administrators	4
County Monitors in the Classrooms	65
Para-professionals	15
TOTAL	**133**

Source: Dallas County, 2010.

stakeholder groups, the review team learned that the strengths of the Charter School included:

- small classes;

- certified teachers;

- staff development;

- student assessment center;

- mandatory attendance for residential youth;

- C-SCOPE curriculum;

- administrator and teacher training in C-SCOPE; and

- Credit recovery.

The same stakeholder groups identified the following as challenges the Charter School should consider:

- more focused instructional model for these specific students;

- transition and follow-up;

- instructional interruptions for facility purposes;

- multiple grade levels together;

- limited technology in the classroom;

- length of time it takes to get supplies based on the county system;

- friction between facility and school rules; and

- variety of regulatory agencies for the programs.

RECOMMENDATIONS

Recommendation 1: Create a collaboratively developed discipline management plan that aligns all discipline management programs. Dallas ISD should identify a team to collaboratively develop the district's purpose and philosophy statements for behavior management. While there are statements in separate documents about the purpose and philosophy of both ISS and DAEPs, there is no collaboratively developed districtwide plan with a clearly articulated purpose and philosophy for discipline statements. In "Developing a School-Wide Behavior Management System," Tom McIntyre identifies the development of an all-encompassing statement of purpose and the development of a set of valued and important beliefs/principals as key steps in the development of a behavior management system. His planning process recommends the following components:

- Identifying collaborative committees;

- Lead group which includes:
  - Lead teachers/supervisors/department chairs

  - Special education teachers of students with behavior disorders

  - Administrators

  - Consultants

  - Volunteers

- Feedback/reformulation groups (active members who periodically join the lead group for meetings and readers who provide feedback to the written documents);
  - Experienced teachers

  - New teachers

  - Para-professionals

  - Support staff (guidance counselors, social workers)

  - Parents

  - Committee representatives of various groups

  - Student representatives

  - Volunteers

- Developing an all-encompassing statement of purpose;

- Creating a set of valued and important beliefs/ principles;

- Creating a list of clearly defined expectations for behavior (review current procedures);

- Developing a program that helps students understand and display behaviors that are desired;

- Devising a sequence of consequences (review current procedures);

- Developing total staff commitment to the new approach; and

- Engaging in an awareness/training program.

These statements should drive a set of goals, objectives, and strategies for a systemic district behavior management plan which ensures that the current OSS, ISS, DAEP, and JJAEP placement options are aligned philosophically, behaviorally, and academically. Those purpose and philosophy statements,

along with appropriate goals, objectives, and strategies, should be included in the district and individual campus plans to ensure that all district stakeholders are operating from the same purpose and philosophy. The National Alternative Education Association (NAEA) states that "the driving mission and purpose of the alternative program [should be] consistent with the districts goals and state standards." Integrating the purpose, philosophy, and strategies for discipline management into the district and campus plans ensures that they become part of the fabric of the district and not a separate plan or component. There should be no additional cost to the district if the committee uses the evaluation plan discussed in **Recommendation 4** of this report as a needs assessment and follows the annual district planning process for the development of the plan.

Recommendation 2: Create a districtwide position to supervise and manage all discipline management components. The district should centralize all discipline management components into one organizational unit that reports to a single districtwide administrator, such as the Dallas ISD Chief of Staff. That administrator should be responsible for all aspects of Dallas ISD's discipline management program to ensure that the district curriculum aligns and is in compliance with district, state, and federal policy and procedures. In addition, that administrator should be responsible for developing, implementing, and evaluating the discipline management plan for OSS, ISS, DAEPs, and the JJAEP.

Currently, OSS and ISS are the responsibility of the campus principal; the elementary and secondary DAEPs are accountable to the executive director of the learning community in which they are geographically located. A coordinator in the Office of Student Discipline (OSD) facilitates the transition of students assigned to the JJAEP. The manager of the OSD reports to the executive director of the Learning Community. There is value in the current organizational structure in that the principal should be responsible for the teachers on his/her campus, and the executive directors of the learning communities ensure that the DAEPs follow the district curriculum and instruction; however, because the DAEPs serve the entire district and not just the learning community in which they are geographically located, there is no explicit validation that the needs of all learning communities are being addressed. While the district has an efficient and productive OSD, that department is a compliance department only, and the discipline management components are not accountable to the department.

The NAEA identified leadership as a key indicator to quality alternative education programming. NAEA recommends that districts provide sufficient oversight to ensure quality programming while protecting the autonomy of the alternative education program's operation, and to ensure that decisions regarding program operations align with state and federal legislation and local policies and procedures. Furthermore, leadership should be experienced, competent, and able to be engaged in all aspects of the program's operation and management. The cost to the district would be at 1Q point at Paygrade 9 – $80,281 per year on Dallas ISD's salary schedule. Since the time of the onsite visit, the district reported that they have created a position similar to this recommendation to centralize the disciplinary alternative education programs.

Recommendation 3: Create an electronic component to the Student Discipline System which provides feedback to regular classroom teachers regarding the initial placement of students in alternative settings, student behavioral and academic progress in the alternative setting, and the student's date of return to the regular classroom. Dallas ISD should consider adding features to its current Student Discipline System which could provide better communication from alternative settings to the sending teachers/counselors and, when appropriate, administrators. Teachers and counselors at the regular campuses overwhelmingly identified communication about the removal/return and progress of students in alternative settings as a problem. They articulated a need for a communication process which would continually provide information about students who were assigned to another setting but that would be returning to the regular classroom. The OSD has developed an effective electronic student placement system which could be expanded to include a communication component that sends messages to parents and home campus teachers, counselors and administrators.

Conroe Independent School District has developed a dashboard that is designed to improve communication of the referral process for students who have committed a discipline offense. The features include:

- e-mails to the teacher that the referral was sent to the assistant principal;

- e-mail to notify the assistant principal that they have an open referral;

- e-mail to parents after the referral is processed;

- e-mail to the teachers, notifying them that the referral has been completed;

- e-mail to the teacher requesting assignments;

- e-mail to teachers, reminding them to send assignments;

- a function allowing assignments to be sent ;

- notification to the nurse to verify medical needs;

- notification to the diagnostician that a special education student has been referred;

- notification that the student will be attending an alternative setting;

- notification to teachers that assignments have been completed/not completed; and

- notification to teachers and administrators that the student will be returning to the home campus.

Dallas ISD should be able to incorporate some of these features into its existing student discipline system. These features could improve the communication breakdown that was identified during the onsite review. There should be no additional cost to the district if district staff are tasked with adding the new features to the current district-developed electronic referral system. Since the time of the onsite visit, the district reported that they have started implementing some of the recommended communication features.

Recommendation 4: Develop and implement a program evaluation design to measure the effectiveness of Dallas ISD's OSS, ISS, elementary and secondary DAEPs. The district should develop a program evaluation design to measure the academic and behavioral effectiveness of the programs and to identify strengths and challenges that should be addressed. Program management for the various discipline management components is spread across Dallas ISD departments, making it difficult for the district to assess overall discipline management effectiveness. The W.K. Kellogg Foundation Evaluation Handbook recommends that evaluation be conducted not only to demonstrate that a project worked, but also to improve the way it works. It states that while evaluation is useful to document impact and demonstrate accountability, it should also lead to more effective programs, greater learning opportunities, and better knowledge of what works. In the section of the handbook entitled Blueprint for Conducting Project-Level Evaluation, the authors provide several steps for planning and implementing project-level evaluation:

- Planning Steps

  ◦ Identifying stakeholders and establishing an evaluation team

  ◦ Developing evaluation questions

  ◦ Budgeting for the evaluation

  ◦ Selecting an evaluator

- Implementation Steps

  ◦ Determining data collection methods

  ◦ Collecting data

  ◦ Analyzing and interpreting data

- Utilization Steps

  ◦ Communication of findings and insights

  ◦ Utilizing the process and results of evaluation

The authors remind the reader that while these are the generic steps for an evaluation process, each process is different for every community and project-there is no one right way to do evaluations.

The following are some indicators NAEA provided specifically for alternative education program evaluations:

- should be conducted routinely;

- should include observable data;

- should include outcome data for core content, non-core content, and non-academic areas;

- should include surveys of students, parent/guardians, staff, and community; and

- should evaluate transition service.

Dallas ISD has an Evaluation and Accountability Department which annually conducts program evaluation for select Dallas ISD programs. The department provides evaluation services and reports for district programs and internal and external grants as well as reports and analyses of major assessments and educational indicators for the district. This department should work with the Office of Student Discipline to identify a stakeholder committee to help identify criteria to be measured in a discipline management alternative education program evaluation. The Evaluation and Accountability Department should then create and evaluate an evaluation design for the OSS, ISS, and DAEPs. The district should also incorporate into this evaluation process a method to evaluate the effectiveness of the district's relationship with the JJAEP administration. Evaluating this relationship will help to ensure that the needs of the students are met. The evaluation should be conducted during school year 2010–11, and be used as a needs assessment for the

planning process discussed in **Recommendation 1** of this report. There should be no additional cost to the district for including this evaluation into the annual evaluation cycle.

FISCAL IMPACT

RECOMMENDATION	2010–11	2011–12	2012–13	2013–14	2014–15	TOTAL	ONE-TIME COSTS
1. Create a collaboratively developed discipline management plan that aligns all discipline management programs.	$0	$0	$0	$0	$0	$0	$0
2. Create a districtwide position to supervise and manage all discipline management components.	($80,281)	($80,281)	($80,281)	($80,281)	($80,281)	($401,405)	$0
3. Create an electronic component to the Student Discipline System which provides feedback to regular classroom teachers.	$0	$0	$0	$0	$0	$0	$0
4. Develop and implement a program evaluation design to measure the effectiveness of Dallas ISD's OSS, ISS, and DAEPs.	$0	$0	$0	$0	$0	$0	$0
TOTALS	**($80,281)**	**($80,281)**	**($80,281)**	**($80,281)**	**($80,281)**	**($401,405)**	**$0**