



**Fort Bend Independent
School District**

**A REVIEW OF THE STUDENT
BEHAVIOR MANAGEMENT
SYSTEM**

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

January 2011



LEGISLATIVE BUDGET BOARD

Robert E. Johnson Bldg.
1501 N. Congress Ave. - 5th Floor
Austin, TX 78701

512/463-1200
Fax: 512/475-2902
<http://www.lbb.state.tx.us>

January 20, 2011

Superintendent Timothy Jenney
Fort Bend Independent School District

Dear Superintendent Jenney:

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

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

A handwritten signature in black ink, appearing to read "JO O'Brien".

John O'Brien
Director
Legislative Budget Board

cc:

Sonal Bhuchar
Susan Hohnbaum
Daniel Menendez
Jim Babb
Laurie Caldwell
Marilyn Glover
Jim Rice

FORT BEND INDEPENDENT SCHOOL DISTRICT

A REVIEW OF THE STUDENT BEHAVIOR MANAGEMENT SYSTEM

Fort Bend Independent School District (Fort Bend ISD) is located in Fort Bend County, west of Houston in the southeast region of Texas. During school year 2008–09, Fort Bend ISD was the 7th largest school district in Texas and the 3rd largest within the Houston metropolitan area. The district's 170 square-mile boundary includes almost all of the city of Sugar Land, the city of Meadows Place, the Fort Bend county portion of Missouri City, Arcola, small sections of Houston, small sections of Pearland, the unincorporated communities of Clodine, Four Corners, Juliff, and Fresno, and the Fort Bend County portion of Mission Bend. The district was created in 1959 when Sugar Land ISD and Missouri City ISD were consolidated.

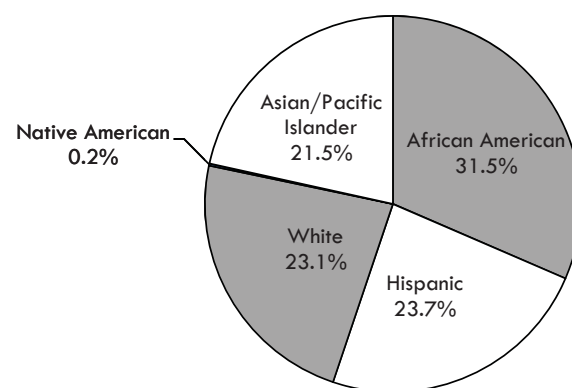
The district core curriculum incorporates the Texas Essential Knowledge and Skills (TEKS) and is measured annually by the Texas Assessment of Knowledge and Skills (TAKS). In 2009, Fort Bend ISD earned an overall Academically Acceptable rating from the Texas Education Agency (TEA), with 65 percent of its campuses receiving either an Exemplary or Recognized rating. The district failed to receive an overall Recognized rating because it exceeded the limit on the number of underreported students—those students who did not return to the district in the fall of 2008, and whose status could not be verified by TEA.

Fort Bend ISD has 70 campuses: 10 high schools, 13 middle schools, 45 elementary schools, and 2 alternative schools. During school year 2008–09, Fort Bend ISD had 68,507 students.

The district employs a total of 8,894 staff, which includes 4,354 professional teaching staff, 1,003 professional support staff, 556 educational aides, 2,759 auxiliary staff, 197 campus administrators, and 25 central administrators.

Each of the student ethnic groups in the district has fairly equal representation except for the Native American student group. **Exhibit 1** shows the largest group to be African American at 31.5 percent of total students, followed by Hispanic at 23.7 percent, White at 23.1 percent, and Asian/Pacific Islander at 21.5 percent. Native American students in the district amount to only 0.2 percent of the total population.

EXHIBIT 1
FORT BEND ISD STUDENT ETHNICITY
SCHOOL YEAR 2008–09



SOURCE: Texas Education Agency, Academic Excellence Indicator System (AEIS).

Exhibit 2 shows that on a statewide basis, Hispanic and White students make up the two primary ethnicities, with 47.9 percent of the state's students being Hispanic and 34 percent White. African American students statewide amount to 14.2 percent of total students.

Exhibit 2 also shows that for school year 2008–09, nearly 30.9 percent of students in the Fort Bend ISD were classified as economically disadvantaged. That number is lower than the statewide rate of 56.7 percent. Fort Bend ISD's percentage of students with Limited English Proficient (LEP) is 13.1 percent, slightly less than the statewide rate of 16.9 percent. About 43 percent of the district's students have been identified as at-risk, which is in line with the statewide level of 48.3 percent. Fort Bend ISD's disciplinary placements—2.3 percent of total student enrollment—are in line with the statewide percentage of 2.2 percent.

For fiscal year 2008–09, Fort Bend ISD had general fund expenditures of \$466.4 million and expenditures from all funds of \$538.7 million. The majority of Fort Bend ISD's funding (50.8 percent) comes from local and intermediate sources, 43.9 percent from state sources, and 5.3 percent from federal sources.

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

	FORT BEND ISD		TEXAS	
	COUNT	%	COUNT	%
Total students	68,507	n/a	4,728,204	n/a
African American	21,569	31.5%	669,371	14.2%
Hispanic	16,223	23.7%	2,264,367	47.9%
White	15,833	23.1%	1,608,515	34.0%
Native American	126	0.2%	16,649	0.4%
Asian/Pacific Islander	14,756	21.5%	169,302	3.6%
Economically disadvantaged	21,173	30.9%	2,681,474	56.7%
Limited English Proficient	8,946	13.1%	799,801	16.9%
Disciplinary Placements (2007–08)	1,666	2.3%	103,727	2.2%
At-risk	29,725	43.4%	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, AEIS.

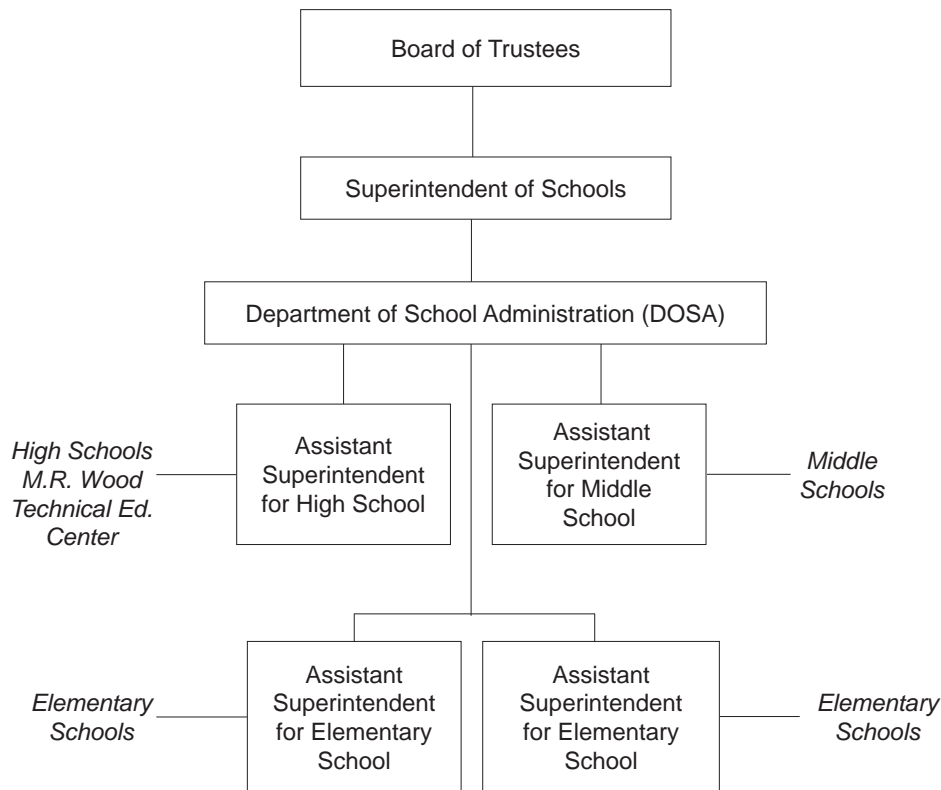
The Fort Bend ISD Board of Trustees has oversight of the district and the superintendent of schools manages and serves as chief executive officer of the district. In Fort Bend ISD, the superintendent’s cabinet includes chief Accountability and Organizational Development officer, the chief Financial officer, the chief Human Resources officer, the chief Academic officer, the four assistant superintendents in the Department of School Administration, the chief Information officer, the chief Communications officer, the chief Auxiliary officer, and the chief Quality and Improvement officer (**Exhibit 3**).

The district’s schools are organized by school type and are managed by four assistant superintendents in the Department of School Administration. Two assistant superintendents are responsible for the elementary schools, one assistant superintendent is responsible for the middle schools, and one assistant superintendent is responsible for the district’s high schools and the discipline alternative education program (DAEP) provided at the M.R. Wood Alternative Education Center (M.R. Wood). The assistant superintendent of high schools is responsible for hiring, supervising, and appraising the M.R. Wood principal. He also reviews budgets and staffing requests initiated by the principal. All four assistant superintendents are responsible for collaborating with the principal at M.R. Wood on student issues related to students in their management area.

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

**EXHIBIT 3
FORT BEND ISD ORGANIZATION**



SOURCE: Fort Bend ISD.

ACCOMPLISHMENTS

- **The DAEP facility and resources reflect the district’s high regard for the program.** A review of the facility which houses the four off-campus discipline management programs provides evidence of the district’s high regard for the discipline alternative education program and the students who are assigned to them. The facility is well-maintained, well-equipped, and reflective of the other facilities in Fort Bend ISD. Resources provided at the DAEP facility include classroom computers for student use, a computer lab, administrative computers for teacher use, SMART boards, and technology staff to ensure successful integration of technology into classroom lessons.

The National Association of State Boards of Education 1996 report noted that regardless “of the location successful [alternative programs] provide healthy physical environments that foster education,

emotional well-being, a sense of pride, and safety.” Fort Bend ISD has aligned their DAEP with national standards and are providing a facility and resources that leads to successful alternative education programs.

- **The alignment of the *Safe & Civil Schools* series components with the required response to intervention (RTI) process provides an efficient method for early identification of student discipline problems and the application of behavior modification interventions prior to behavior escalation requiring discipline placements.** Fort Bend ISD is implementing a broad based behavior management process that provides students information about appropriate behaviors and monitors those behaviors at the campus and classroom levels. Using RTI as a process to identify interventions to modify behaviors (B-RTI) helps “every student learn to function successfully in school

in a manner that maximizes his or her ability to learn . . . in the most efficient manner possible.”

The National Center on Response to Intervention (NCRTI) states that comprehensive RTI implementation will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of learning and behavioral disabilities. The district’s investment in implementing the *Safe & Civil Schools* components—from training for playground supervisors and bus drivers to professional development courses for teachers and administrators—demonstrates its commitment to improving student learning opportunities.

FINDINGS

- Fort Bend ISD lacks a process to evaluate the discipline management program as a whole and the individual program components of this system.
- The district does not implement a comprehensive process for developing intervention plans for all students who are assigned to DAEP or for all students who transition back to campus after having been assigned to DAEP.
- The district has not developed formal operating procedures for the in-school suspension (ISS) classrooms.

RECOMMENDATIONS

- **Recommendation 1: Create a formal program evaluation of the components of the Fort Bend ISD discipline management program and of student performance within the program.** While Fort Bend ISD has a comprehensive set of discipline management placement options, there is no process in place to determine the success of the individual discipline components or the discipline management program as a whole. The National Alternative Education Association (NAEA) reports that one exemplary practice for alternative education programs is the systematic evaluation of both programs and student performance to assess program success. The district should develop an evaluation process that includes a needs assessment, formative evaluation, periodic progress reports, and a summative evaluation.

There is no specific investment for the development and implementation of an evaluation plan as Fort Bend ISD currently has a research and development department.

- **Recommendation 2: Use the Instructional Support Team (IST) to develop a transition and intervention plan for students placed in DAEP.** Fort Bend ISD has a comprehensive response to intervention program that includes review by the IST of students with identified behavior problems. This team should review every student who is placed in the disciplinary alternative setting, both discretionary and non-discretionary (mandatory) to either develop an intervention plan, if the student does not have one, or modify the existing plan to include the assignment/interventions to take place at the DAEP. The IST can serve the purpose of the Student Support Team (SST) recommended by the NAEA as part of the transition of students to and from regular education to alternative education settings. The NAEA recommends that there be a formal transition process for students from pre-entry through post-exit. There is no specific financial investment for expanding the role of the IST; however, a commitment of staff time would be required to meet and communicate as needed.
- **Recommendation 3: Develop a formal set of procedures for the district ISS classrooms.** While Fort Bend ISD has a comprehensive set of discipline management placement options, there are no formal operating procedures for ISS classrooms. There are also no identified classrooms or personnel for the elementary ISS program. As a result, the success of the ISS programs varies from campus to campus. The NAEA has identified the use of standard operating procedures (SOPs) as a best practice quality indicator for effective alternative education programs. NAEA recommends that program leadership “operate under a current policies and procedures manual that is consistent with the mission and purpose of the program, approved by the local board of education, and articulated to all stakeholders in the form of SOPs.” When developing formal ISS procedures, Fort Bend ISD should use best practice examples and standards by NAEA as a model. To provide consistency Fort Bend ISD should require that the procedures be adhered to throughout the district. There is no

specific resource investment for the implementation of this recommendation, but a commitment of staff time would be required to implement the process.

DISTRICT STUDENT BEHAVIOR MANAGEMENT INITIATIVES

Fort Bend ISD provides numerous behavior management components as placements for students who violate the student code of conduct. These components include out-of-school suspension (OSS), in-school suspension (ISS), elementary and secondary discipline alternative education programs, and a district expulsion program (DEP). During school year 2009–10, the district also operated secondary campus disciplinary alternative education programs (C-DAEP) which served as an intermediate solution to discipline issues. C-DAEP assignments ranged from one to 20 days, and the programs were offered on campus but with greater student restrictions than ISS. District administration is planning to eliminate the C-DAEP in school year 2010–11 due to the addition of the Ferndale Henry Campus, a second DAEP.

The district has four levels of discipline offenses/violations and places students in alternative education based on the level of violation and circumstances of the violation. The four levels include Level I: Minor Offenses; Level II: General Misconduct violations; Level III: Removable Offenses; and Level IV: Expulsion Offenses.

Interviews with district administrators revealed that the district is focusing on behavior management through the enforcement of the student code of conduct disciplinary consequences as a result of code violations, as well as individual student, classroom, and schoolwide behavior management. This behavior management focus falls under the umbrella of Fort Bend ISD's Safe and Secure Schools Model and incorporates a response to interventions (RTI) process for both academics and behavior management. Interviews with district administrators and a review of planning documents reveal the district's beliefs that:

- All students must be treated with dignity and respect.
- Students should be taught the skills and behaviors necessary for success.
- Motivation and responsibility should be encouraged through positive interactions and building relationships with students.
- Student misbehavior represents a teaching opportunity.

Furthermore, the processes should include:

- Using data. Objective information about behavior is more reliable than labels, conclusions, or stereotypes.
- Structuring for success. All school settings should be organized to promote successful behavior from students.
- Collaboration. Helping students behave responsibly is the shared responsibility of all school staff.
- Self-reflection. If student behavior is irresponsible, school staff should reflect on what they can do to help students.

Interviews with the staff of student support services reveal that the district is in the process of training district and campus staff in techniques and methodology for providing the three levels of schoolwide, classroom, and individual level behavior management support. The system that the district uses was originally developed by Dr. Randy Sprick, an educational consultant and trainer, as a part of the *Safe & Civil School* series:

- **Foundations**—used for schoolwide discipline in hallways, cafeteria, and other common areas. Principals and key team members continue to be trained and coached in the implementation of this program.
- **CHAMPS** and Discipline in the Secondary Classroom—used as a proactive approach to classroom management. Faculty at 58 of the 70 campuses have been trained in the last two years and the final cohort will be trained during school year 2010–11.
- **Interventions**—research-based techniques for assisting individual students with behavior management problems that cannot be dealt with using schoolwide or classroom behavior management techniques. All of the Fort Bend ISD Licensed Specialists in School Psychology (LSSPs) have been trained in these interventions and have been charged with training teachers in the interventions.

Fort Bend ISD uses the RTI process, initially used for academic interventions only, for behavior management screening and interventions. Tier I of RTI is the universal level where all students are taught behavior expectations which are reinforced and monitored in all settings (Foundations). In Tier II best practice behavioral/social/emotional interventions are implemented in the classroom by the classroom teacher. If students do not respond to the

teacher's behavior interventions, the teacher requests assistance from the Instructional Support Team (IST).

The IST meets and:

- reviews data from Tiers I and II;
- discusses whether additional data are needed;
- analyzes all data and generates hypotheses;
- prioritizes needs;
- sets goals to determine what will be considered successful progress;
- identifies specific research-based strategies to meet goals, based on the analysis of the data;
- determines results indicators and frequency of progress monitoring;
- completes IST Initial Meeting Form to document intervention and monitoring plan; and
- determines when IST will re-convene.

The IST reconvenes as many times as necessary to monitor progress and success and determine if the student needs more intensive interventions or possible referral to receive special education services. Administrators indicate that, ideally, this process is initiated prior to a student being referred to the DAEP for a discretionary placement.

Exhibit 4 shows Fort Bend ISD's student incident report for school year 2008–09. This table is compiled from data gathered through the Public Education Information Management System (PEIMS). The data in this exhibit are divided between actions leading to ISS, OSS, DAEP, and JJAEP assignments for students and reports the number of students and the number of actions for each.

The majority of Fort Bend ISD student assignments to ISS, OSS, and DAEP are due to violations of the student code of conduct. During school year 2008–09, 8,731 students committed 21,125 violations of the student code of conduct and received ISS assignments; 4,873 students were ordered to OSS for committing 10,300 violations; 928 students were sent to DAEP for 1,403 student code of conduct violations; and 39 students were sent to the JJAEP for student code of conduct violations. Student code of conduct violations include a broad range of infractions such as disregard of authority, mistreatment of others, property offenses, possession or use of prohibited items, and misuse of computers and the Internet.

After student code of conduct violations, fighting or mutual combat was the second most prevalent reason for disciplinary actions in the district, followed by controlled substances/drugs and assault of a non-district employee. During the school year 2008–09, 330 students were assigned to ISS for 353 incidents of fighting or mutual combat. During this same year 1,392 students were assigned to OSS for more serious incidents of fighting or mutual combat, while 23 students were sent to DAEP. Student violations regarding controlled substances resulted in 14 student assignments to ISS; 137 student assignments to OSS; and 162 student assignments to DAEP. For assault of a non-district employee: 14 students were assigned to ISS for committing 14 actions; 117 students were assigned to OSS for 121 actions; and 147 students were assigned to DAEP for 173 actions.

Exhibits 5 and **6** show Fort Bend ISD's discipline actions that resulted in ISS, OSS, DAEP, and JJAEP assignments for school years 2007–08 and 2008–09, respectively. The data are grouped by student ethnicity and gender, as well as student designation, such as special education, economically disadvantaged, and 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 lunches 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;
- have limited English proficiency; or
- are homeless.

Although **Exhibits 5** and **6** show that Fort Bend ISD's student enrollment has increased, the numbers of actions

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

DISCIPLINE REASON	ISS		OSS		DAEP		JJAEP	
	STUDENTS	ACTIONS	STUDENTS	ACTIONS	STUDENTS	ACTIONS	STUDENTS	ACTIONS
02-Conduct Punishable as a Felony	*	*	17	18	22	27	0	0
04-Controlled Substances/Drugs	14	16	137	154	162	207	*	*
05-Alcohol Violation	*	*	26	35	30	48	0	0
07-Public Lewdness/Indecent Exposure	*	6	13	13	14	16	0	0
09-Title 5 Felony-Off Campus	*	*	7	8	14	19	0	0
10-Non-Title 5 Felony – Off Campus	*	*	6	6	20	20	0	0
14-Prohibited Weapon	0	0	5	5	0	0	7	7
21-Violated Local Code Of Conduct	8,731	21,125	4,873	10,300	928	1,403	39	39
26-Terroristic Threat	11	11	34	36	42	55	0	0
27-Assault-District Employee	13	15	56	61	57	69	*	*
28-Assault-Nondistrict Employee	14	14	117	121	147	173	0	0
33-Tobacco	43	53	43	46	0	0	0	0
34-School-Related Gang Violence	10	12	19	21	23	26	0	0
35-False Alarm/ False Report	*	*	18	18	19	24	0	0
41-Fighting/Mutual Combat	330	353	1,392	1,646	23	23	0	0
50-Non-Illegal Knife	14	16	59	65	37	41	0	0

*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.

and the numbers of students receiving a discipline referral decreased from school year 2007–08 to 2008–09. ISS actions, for instance, decreased among all students from 24,981 actions for 9,976 students to 21,636 actions for 8,976 students. This represents a decrease of students involved in incidents requiring a placement to ISS of 10 percent during this period. OSS actions also decreased for all students from school year 2007–08 to 2008–09 by 2,693,

while the number of students involved in these actions decreased by 14.1 percent. Similar to ISS and OSS, DAEP and JJAEP placements declined from school year 2007–08 to 2008–09. The number of students involved in actions leading to DAEP assignments decreased by 10.2 percent and the number of students assigned to JJAEP declined by 36.8 percent from school year 2007–08 to 2008–09.

**EXHIBIT 5
FORT BEND 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	71,987	23,469	14,579	16,718	122	17,099	34,837	37,150	6,047	22,206	29,328
ISS Actions	24,981	14,973	1,100	6,116	31	2,761	7,974	17,007	3,665	11,150	17,020
ISS Students	9,976	5,609	614	2,433	10	1,310	3,465	6,511	1,314	4,212	6,155
ISS Percent	13.9%	23.9%	4.2%	14.5%	8.2%	7.7%	9.9%	17.5%	21.7%	19.0%	21.0%
OSS Actions	15,265	9,824	521	3,665	12	1,243	4,309	10,956	2,923	7,969	11,000
OSS Students	6,940	4320	279	1,659	5	677	2,173	4,767	1,193	3,420	4,573
OSS Percent	9.6%	18.4%	1.9%	9.9%	4.1%	4.0%	6.2%	12.8%	19.7%	15.4%	15.6%
DAEP Actions	2,394	1,353	124	679	0	238	583	1,811	356	1,107	1,854
DAEP Students	1,601	907	80	442	0	172	419	1182	248	731	1,212
DAEP Percent	2.2%	3.9%	0.5%	2.6%	0.0%	1.0%	1.2%	3.2%	4.1%	3.3%	4.1%
JJAEP Actions	110	61	*	31	0	*	18	92	20	35	86
JJAEP Students	106	60	*	30	0	*	17	89	20	33	82
JJAEP Percent	0.1%	0.3%	*	0.2%	0.0%	*	0.1%	0.2%	0.3%	0.1%	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.

Exhibit 7 shows Fort Bend ISD’s student discipline data for school year 2008–09. This exhibit shows that ISS and OSS options are used on a more frequent basis than DAEP, and that the percentages of African American, Hispanic, and special education students are assigned to ISS and OSS at higher rates than all other students.

OUT-OF-SCHOOL SUSPENSION

The district includes OSS as a disciplinary placement option. State statutes allow a student to be suspended for up to three school days per offense. A student who is to be suspended will be given an informal conference by the principal or appropriate administrator. This individual advises the student of the conduct with which he or she is charged and gives the

student an opportunity to explain his or her version of the incident.

The duration of a student’s suspension is determined by the principal or other appropriate administrator. A suspended student is prohibited from participation in school-sponsored or school-related extracurricular and non-curricular activities for the duration of the suspension.

Focus groups with administrators, counselors, and teachers revealed the strengths of OSS as a discipline placement, including the fact that it provides the student with a “cool-down” time and removes the student from the setting. The same stakeholder group believed that negative aspects of OSS included the fact that many students consider it a reward to stay home, students miss classroom instruction, students

**EXHIBIT 6
FORT BEND 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
Number of Students	72,515	23,333	15,292	17,367	140	16,383	35,158	37,357	5,448	22,670	30,873
ISS Actions	21,636	12,573	1,078	5,485	32	2,468	6,636	15,000	2,556	9,531	14,865
ISS Students	8,976	4,919	609	2,260	10	1,178	3,057	5,919	1,054	3,723	5,570
ISS Percent	12.4%	21.1%	4.0%	13.0%	7.1%	7.2%	8.7%	15.8%	19.3%	16.4%	18.0%
OSS Actions	12,572	8,075	366	3,028	18	1,085	3,317	9,255	2,284	6,143	9,022
OSS Students	5,961	3,648	238	1,462	9	604	1,754	4,207	946	2,847	3,942
OSS Percent	8.2%	15.6%	1.6%	8.4%	6.4%	3.7%	5.0%	11.3%	17.4%	12.6%	12.8%
DAEP Actions	2,168	1,184	*	627	*	261	522	1,646	291	942	1,735
DAEP Students	1,437	761	*	426	*	185	364	1,073	208	622	1,107
DAEP Percent	2.0%	3.3%	*	2.5%	*	1.1%	1.0%	2.9%	3.8%	2.7%	3.6%
JJAEP Actions	67	34	*	23	0	*	12	55	12	26	55
JJAEP Students	67	34	*	23	0	*	12	55	12	26	55
JJAEP Percent	0.1%	0.1%	*	0.1%	0.0%	*	0.0%	0.1%	0.2%	0.1%	0.2%

*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.

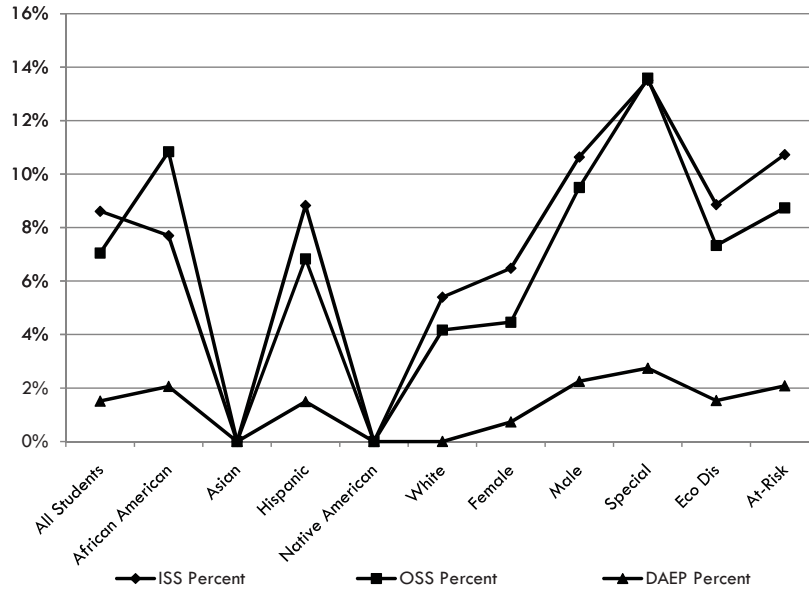
often do not make up assignments, and the assignment places a burden on the parent and the community.

Exhibit 8 shows discipline data for the district’s OSS actions and students for school years 2007–08 and 2008–09. As this exhibit shows, both the percentages of OSS actions and the percentages of students assigned to OSS have declined for all categories of students except for Native American, which increased in the number of OSS actions by 50 percent, from 12 actions in school year 2007-08 to 18 actions in school year 2008–09. The student categories to experience the most significant decreases were Asian students (with a 29.8 percent decrease in the number of OSS actions and a 14.7 percent decrease in the number of students assigned to OSS) and special education (with a 21.9 percent decrease in OSS actions and a 20.7 percent decrease in the number of students ordered to OSS).

Exhibit 9 shows statewide disciplinary data for students assigned to OSS for school years 2007–08 and 2008–09. This comparison shows that OSS actions as well as OSS students decreased for all student categories with the exception of Native American students. The declines experienced in Fort Bend ISD are higher than the state for all student categories except for Asian students (14.7 percent district decline as compared to the statewide decline of 8.4 percent).

Historically, African American and special education students tend to be given more disciplinary consequences than other groups, which is the case in Fort Bend ISD. A comparison of the district’s OSS data to the statewide OSS data shows that, while the percentage of African American and special education students assigned to OSS in Fort Bend ISD decreased from school year 2007–08 to 2008–09, the district

**EXHIBIT 7
FORT BEND ISD
PERCENT OF STUDENTS AND DISCIPLINE GROUPS
SCHOOL YEAR 2008–09**



SOURCE: Texas Education Agency, PEIMS.

**EXHIBIT 8
FORT BEND 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	1,987	15,265	6,940	9.6%	72,515	12,572	5,961	8.2%	-17.6%	-14.1%
African American	23,469	9,824	4,320	18.4%	23,333	8,075	3,648	15.6%	-17.8%	-15.6%
Asian	14,579	521	279	1.9%	15,292	366	238	1.6%	-29.8%	-14.7%
Hispanic	16,718	3,665	1,659	9.9%	17,367	3,028	1,462	8.4%	-17.4%	-11.9%
Native American	122	12	5	4.1%	140	18	9	6.4%	50.0%	80.0%
White	17,099	1,243	677	4.0%	16,383	1,085	604	3.7%	-12.7%	-10.8%
Female	34,837	4,309	2,173	6.2%	35,158	3,317	1,754	5.0%	-23.0%	-19.3%
Male	37,150	10,956	4,767	12.8%	37,357	9,255	4,207	11.3%	-15.5%	-11.7%
Special Education	6,047	2,923	1,193	19.7%	5,448	2,284	946	17.4%	-21.9%	-20.7%
Eco Dis	22,206	7,969	3,420	15.4%	22,670	6,143	2,847	12.6%	-22.9%	-16.8%
At-Risk	29,328	11,000	4,573	15.6%	30,873	9,022	3,942	12.8%	-18.0%	-13.8%

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 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				% 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	6.6%	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%	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%	-6.5%
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.

assigns these groups of students to OSS at higher rates than all districts statewide. In school year 2008–09, 18.4 percent of African American students and 19.7 percent of special education students received OSS assignments in the Fort Bend ISD; at the statewide level, these percentages were 14.6 percent for African American students and 12.2 percent for special education students.

Exhibits 10 and 11 show Fort Bend ISD’s OSS percentages as compared to statewide percentages for school years 2007–08 and 2008–09, respectively. These graphs demonstrate that for all student groups for both years, district OSS assignments are higher than statewide percentages.

IN-SCHOOL SUSPENSION

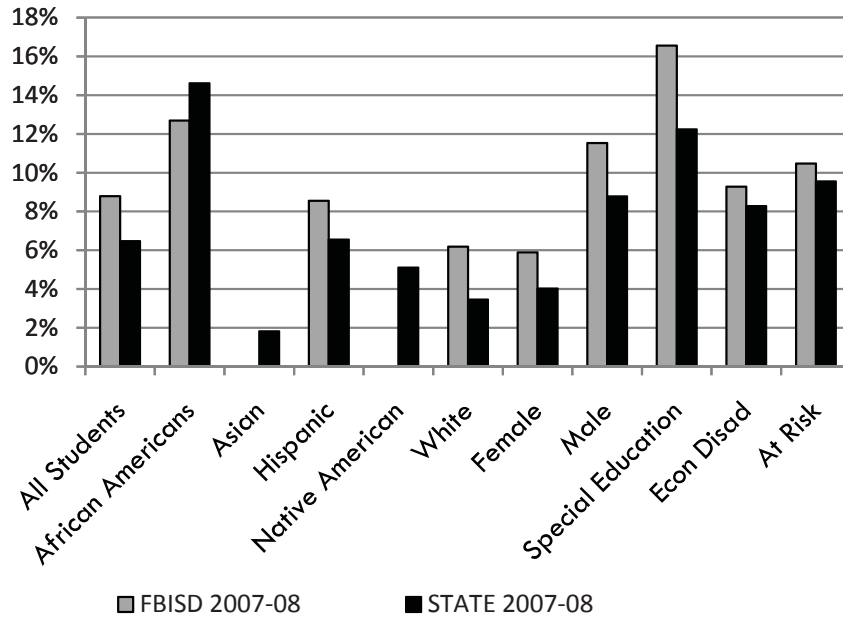
In-school suspension (ISS) and the Campus Disciplinary Alternative Education Program (C-DAEP) are campus-based placement options for students who are removed from the regular educational setting. In school year 2009–10 the C-DAEP was a short term solution for secondary schools due to overcrowding at M.R. Wood. Campus administrators were given the option of assigning students to the on-campus

C-DAEP for student code of conduct violations requiring assignments of 20 days or less.

The C-DAEP in Fort Bend ISD is being eliminated for school year 2010–11 due to the addition of the Ferndale Henry DAEP. During the onsite visit, every secondary campus in the district had an ISS classroom and a C-DAEP classroom. Paraprofessionals are used to staff the ISS and C-DAEP classrooms; however, in addition to the paraprofessional, certified teachers were scheduled one period per teacher for every class period during the day, to work with students in the C-DAEP classrooms. Interviews with administrators, counselors, and teachers revealed both value and concern for the ISS and C-DAEP programs. While a few campus administrators expressed concern over the elimination of the C-DAEP program, most felt that removing students from campus was a better solution to persistent discipline issues. Strengths for the ISS placement option included:

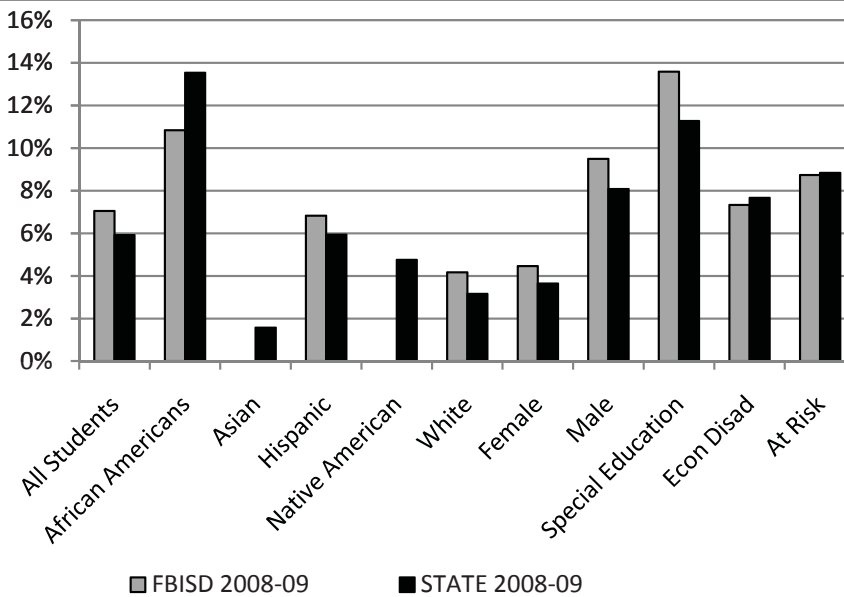
- removes disruptive students;
- immediate consequences;
- students remain on campus;

**EXHIBIT 10
FORT BEND ISD
OUT-OF-SCHOOL SUSPENSION PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007-08**



SOURCE: Texas Education Agency, PEIMS.

**EXHIBIT 11
FORT BEND ISD
OUT-OF-SCHOOL SUSPENSION PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008-09**



SOURCE: Texas Education Agency, PEIMS.

- easy for teachers to provide materials to students;
- can be partial and not full day;
- teachers are available to assist students;
- some campuses have certified teachers; and
- have access to counselors.

That same stakeholder group identified the following as challenges to a successful program:

- difficult to get class work back;
- no direct instruction;
- need highly qualified certified teachers;
- some students enjoy it;
- students miss important lectures/labs; and
- need better communication between regular/ISS teachers.

CAMPUS VISITS

While onsite the review team visited Willowridge High School (WHS) and George Bush High School (GBHS) to observe the district's discipline initiatives in action. While visiting the two campuses the review team observed the ISS classrooms and one C-DAEP classroom.

WILLOWRIDGE HIGH SCHOOL

WHS opened in 1979, with a second phase of the school built in 1992. The school serves students in grades 9 through 12, with a school year 2008–09 enrollment of 1,470. The student population is approximately 63 percent African American and 37 percent Hispanic. More than half (55.6 percent) of students at WHS are identified as economically disadvantaged, 5.9 percent as LEP, and 69.9 percent as at-risk. For school year 2008–09, WHS was rated Academically Acceptable by the TEA.

The school serves many areas of northeast Fort Bend County east and north of FM 2234 and a section of Houston inside Fort Bend County, including the neighborhoods of Briargate, Chasewood, Willow Park II, Mayfair Park, Ridgemont, Ridgeway, and Briar Villa. The school also serves the Fort Bend County portion of Shadow Creek Ranch, a community within the city of Pearland. The WHS principal has been assigned to the campus for the past two years.

While on the campus, the review team met with the principal, assistant principals, counselors, ISS and C-DAEP teachers,

and toured the school's hallways and ISS and C-DAEP classrooms. The campus was clean and well-kept, and the hallways were primarily quiet and students appeared to be well-behaved and respectful. The review team observed a clean, efficient, state-of-the-art facility with many resources available to students and staff. The C-DAEP classroom is located at the end of a corridor, while the ISS classroom was in a small auditorium.

During the site visit, there was not an instructor in the C-DAEP classroom. Although the students appeared to be working on assignments and credit recovery, the principal was concerned that the students were not supervised and immediately requested assistance. Additional C-DAEP students were in a classroom next door watching a movie with adult supervision.

Most staff interviewed during the campus visit expressed concern with the C-DAEP, primarily that most of the students assigned to C-DAEP need to be taken off campus. Even though C-DAEP students are restricted to certain areas of the campus, and are required to wear a uniform so they can be easily identified, the principal stated that often C-DAEP students change clothes and enter restricted areas where they cause further disruption. In addition, the principal and assistant principals stated that the students placed in C-DAEP need more close supervision than is afforded at the campus level.

The review team observed an instructor and aide in the ISS classroom. The students were quiet but it did not appear that the students were engaged in class work. The ISS instructor stated that it was difficult to get regular classroom teachers to send work for students. The instructor also stated that he receives no training related to classroom instruction or discipline management. The ISS room was clean and the rules were posted on the wall. However, there were no computers in the ISS room for student use.

GEORGE BUSH HIGH SCHOOL

GBHS is located in Richmond, Texas and serves several areas of unincorporated Fort Bend County, including Mission Bend. In school year 2008–09, GBHS's enrollment was 2,001 students. The school was opened in 2001 to serve students in grades 9 through 12. GBHS operates a Ninth-grade Academy to help incoming students succeed in their first year of high school, as well as an International Business and Marketing Academy which is a four-year program that emphasizes marketing, business, foreign languages, and international studies.

The student population of GBHS is 39.6 percent African American, 28.2 percent Hispanic, 20.6 percent Asian, and 11.6 percent White. Of the 2,001 students enrolled, 930, or 46.5 percent, are economically disadvantaged and 1,042 (52.1 percent) are considered at-risk. The number of students classified as LEP is relatively low, at 6.0 percent. The campus's 2009 TEA accountability rating was "Recognized."

GBHS has one ISS classroom, headed by a paraprofessional who has held the position for four years. At the time of the onsite visit there were approximately 20 students assigned to the ISS classroom. Students were quiet and well-behaved, but few appeared to be working on class assignments. According to the ISS instructor, all students are required to sign-in and take their seats upon entering the ISS classroom. The instructor completes an attendance chart and e-mails it to each student's regular teacher so that assignments can be sent. If teachers fail to send an assignment, students work on TAKS testing practice. The ISS classroom has no computers for student use.

Assistant principals, counselors, and teachers listed the strengths of the ISS program at GBHS as:

- online sending and tracking of student assignments improves teacher accountability;
- remote location of the ISS classroom;
- lunch brought into the ISS classroom prevents students from losing focus;
- ISS instructor provides discipline and structure;
- camera inside the ISS classroom;
- regular teachers often visit their students assigned to ISS;
- good communication with regular classroom teachers regarding which students have been assigned to ISS; and
- emphasis of ISS assignment is on changing behavior and not punishment.

The same stakeholder group listed the challenges of the ISS program at GBHS as:

- students miss regular assignments and instruction;
- no real consequence for some students;
- communication between ISS instructor and regular teachers is difficult;

- difficult to grade assignments that are completed in ISS; and
- large numbers of students getting sent to ISS.

Exhibit 12 shows that Fort Bend ISD's number of ISS actions and the number of students assigned to ISS from school year 2007–08 to 2008–09 decrease for all student categories except for Native American students. The highest decrease was for the special education student category. ISS actions for the special education students decreased by 30.3 percent while the number of special education students assigned to ISS decreased by 19.8 percent. Other student categories with a decrease in the number of students assigned to ISS during this same period include African American, female students, and economically disadvantaged students. The number of all students in Fort Bend ISD assigned to ISS decreased by 10 percent from school year 2007–08 to 2008–09.

Exhibit 13 shows statewide ISS discipline data. While both the number of ISS actions as well as the number of students assigned to ISS decreased, the decreases in Fort Bend ISD outpaced the statewide decreases for all student categories except for Asian and Native American.

Exhibits 14 and **15** show that Fort Bend ISD's ISS assignments more closely track to statewide trends than OSS assignments. In school year 2008–09, district assignments to ISS were lower than statewide percentages in most all student categories except for Hispanic, economically disadvantaged, and at-risk.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

Fort Bend ISD provides three off-campus discipline management placement options for students not following the student code of conduct. The options include an elementary DAEP, secondary DAEP, and Discipline Expulsion Program (DEP). Typically, a student with a Level III violation of the student code of conduct is placed at the M.R. Wood DAEP (or the C-DAEP, described earlier in this report, whichever is appropriate). An expulsion occurs when there is a violation of Level IV of the student code of conduct and the student is placed in the DEP or DEP which are both located at the M.R. Wood Campus (or the Fort Bend JJAEP, whichever is appropriate).

All districtwide programs are located at M.R. Wood Alternative Education Center at 138 Avenue F in Sugar Land, Texas. In addition to the alternative programs, the facility houses a Structured Learning Center (SLC) for special

**EXHIBIT 12
FORT BEND 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				% CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS %	TOTAL STUDENTS	ISS ACTIONS	ISS STUDENTS	ISS %	ISS ACTIONS	ISS STUDENTS
All Students	71,987	24,981	9,976	13.9%	72,515	21,636	8,976	12.4%	-13.4%	-10.0%
African American	23,469	14,973	5,609	23.9%	23,333	12,573	4,919	21.1%	-16.0%	-12.3%
Asian	14,579	1,100	614	4.2%	15,292	1,078	609	4.0%	-2.0%	-0.8%
Hispanic	16,718	6,116	2,433	14.6%	17,367	5,485	2,260	13.0%	-10.3%	-7.1%
Native American	122	31	10	8.2%	140	32	10	7.1%	3.2%	0.0%
White	17,099	2,761	1,310	7.7%	16,383	2,468	1,178	7.2%	-10.6%	-10.1%
Female	34,837	7,974	3,465	9.9%	35,158	6,636	3,057	8.7%	-16.8%	-11.8%
Male	37,150	17,007	6,511	17.5%	37,357	15,000	5,919	15.8%	-11.8%	-9.1%
Special Education	6,047	3,665	1,314	21.7%	5,448	2,556	1,054	19.4%	-30.3%	-19.8%
Eco Dis	22,206	11,150	4,212	19.0%	22,670	9,531	3,723	16.4%	-14.5%	-11.6%
At-Risk	29,328	17,020	6,155	21.0%	30,873	14,865	5,570	18.0%	-12.7%	-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.

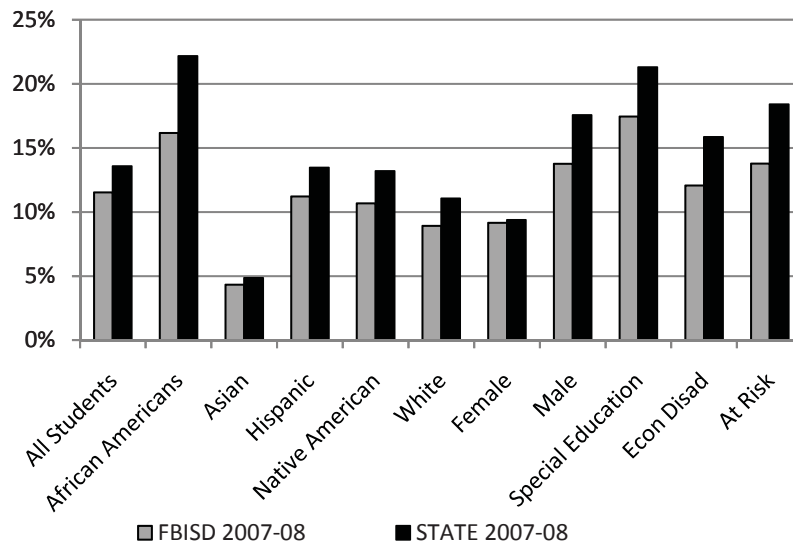
**EXHIBIT 13
STATEWIDE TOTALS
IN-SCHOOL SUSPENSION COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09**

STUDENT GROUP	2007–08				2008–09				% 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	631,265	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	337,302	112,621	21.3%	509,018	300,433	102,020	20.1%	-10.9%	-9.4%
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.

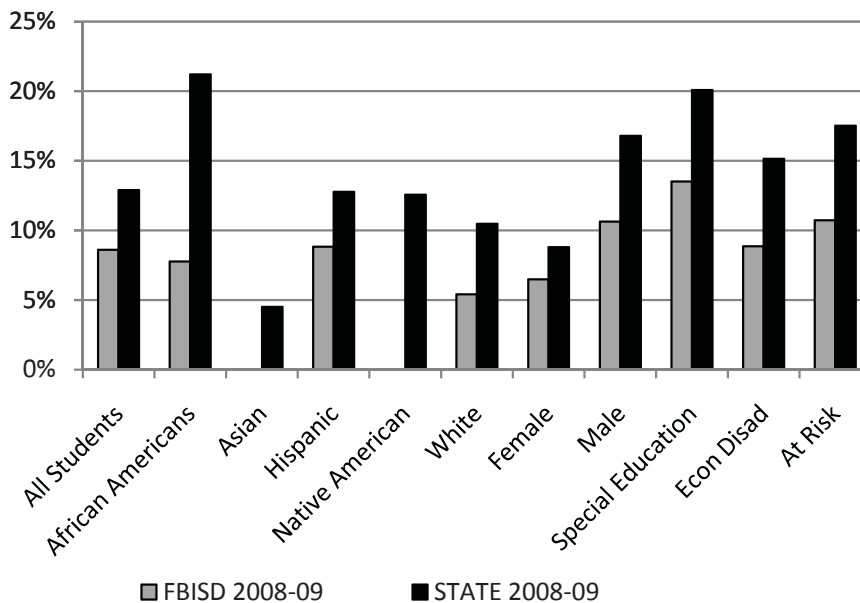
SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 14
FORT BEND ISD
IN-SCHOOL SUSPENSION PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007-08



SOURCE: Texas Education Agency, PEIMS.

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



SOURCE: Texas Education Agency, PEIMS.

needs students. M.R. Wood is a single campus serving students in Kindergarten through twelfth grade. Students who are assigned to one of the discipline management

programs continue to be enrolled on their home campus. M.R. Wood is not a campus of record and upon successful completion of the program, students' work and grades are

forwarded to the home campus teachers for review and recording.

Through interviews and a review of staff development records the review team learned that the teachers at M.R. Wood are required to attend the same professional development as the regular education teachers at Fort Bend ISD. This training includes the district focus on the Safe & Civil Schools program requiring behavior response to intervention efforts in Foundations, Interventions, and CHAMPS.

The review team found the M.R. Wood campus to be clean, bright, maintained, and equipped with the tools and equipment necessary for program success. All teachers have a computer/mounted projector in the classroom and SMART boards are available. There are about four student computers in each classroom and a computer lab for group use. A part-time Instructional Technology Specialist (ITS) is assigned one-half day each day to assist teachers in integrating technology into their lessons.

The alternative programs are located in classrooms along different hallways in the building. M.R. Wood is supervised by a full-time certified principal and an assistant principal, who also serves as the administrator for the Fort Bend County JJAEP. The campus is also staffed with a full-time district police officer. District administrators stated that a second alternative facility will open in the Fall of 2010, Ferndale Henry. At that time, the district will be divided geographically into two DAEP attendance zones.

Elementary Alternative Education Program: The elementary DAEP is located in one room of M.R. Wood and is supervised by the M.R. Wood principal and assistant principal. A full-time certified teacher and an instructional aide staff the classroom. Kindergarten through 5th grade students are assigned to the program for either persistent misbehavior or for an expellable offense defined in Chapter 37 of the Texas Education Code (TEC).

After consultation with the appropriate assistant superintendent, the home campus administrator assigns students to the DAEP. The home campus is responsible for providing individual student records for discipline and academic history, individualized education program (IEP) and/or behavior intervention plan (BIP) if appropriate, and any other relevant information. The home campus is also responsible for providing assignments and grades for the students' permanent records. The DAEP is responsible for:

- ensuring students receive their assignments;

- assisting students with their assignments;
- providing counseling services with a certified counselor;
- returning students' work to the home campus;
- ensuring IEPs and BIPs are implemented; and
- notifying the home campus of each student's expected return.

While students are in the DAEP, they receive both direct instruction and assistance in completing the regular campus assignments from the DAEP teacher and instructional aide. They also have the opportunity to use computer programs which include Explore Learning Gizmos, Read 180, and Discovery Learning United Streaming. Students can be referred for counseling services by parents or teachers, or may self refer to visit with a counselor.

Interviews with an administrator, counselor, and teacher stakeholder focus groups revealed that Fort Bend ISD educators believe the elementary DAEP is necessary due to the occasional need to isolate elementary students from their home campus for safety and discipline reasons. However, they also indicated concern about the loss of direct instruction by the classroom teacher and the loss of learning opportunities provided in the regular education classroom.

Secondary DAEP: Students are assigned to the district's DAEP for behaviors requiring placement by the TEC Chapter 37 or for behaviors prohibited in the General Conduct Violations section of the student code of conduct. Decisions for DAEP placements are made by the appropriate campus administrator in accordance with the district policy. Prior to a placement decision, the administrator holds a conference with the student and informs him/her of the reasons for removal and provides him/her an opportunity to respond. If the student is to be placed in a DAEP, the administrator writes a placement order and provides both the student and the parent a copy of the order. In deciding whether to order placement in a district DAEP, the administrator takes into consideration:

- the student's age and grade level;
- self-defense;
- intent or lack of intent;
- the student's disciplinary history; and

- a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Interviews with DAEP administrators and staff reveal that, when a student has been found guilty of a disciplinary infraction resulting in placement in a DAEP, the student is suspended for three days while the appropriate administrator gathers the data required for placement. The student and parent attend a two hour orientation at the alternative campus with the vice principal and school nurse, after which the student returns home with his/her parent to purchase or acquire the required black pants and black shoes for the DAEP uniform. The next day, the student reports to the DAEP intake room where he/she receives two uniform shirts (maroon for boys, green for girls). The students spend the rest of that day in the intake room learning campus expectations and taking appropriate in-house diagnostic tests. On the third day, the student transitions into the regular DAEP program to begin the regular schedule.

The length of placement in a DAEP is determined by the appropriate campus administrator in accordance with district procedures and state statutes. Assignments are for a minimum of 45 school days for all mandatory removals, unless otherwise approved by the building principal, or from 30-40 days for a discretionary removal. The maximum period of DAEP placement is one calendar year. Students are provided a status review by the site counselor and administrator at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan are also reviewed.

Students are returned to the regular campus as close to a grading period as possible. M.R. Wood contacts the home campus administration to inform them that the student will be returning. It is the responsibility of the home campus to contact the student's teachers regarding the student's return. DAEP staff indicated that it is an expectation that the home campus social worker will follow-up on the returning student; however, there is not a mechanism in place to determine whether that expectation is being met.

While the student is at the DAEP, he/she will receive direct instruction and/or assistance with assignments from certified teachers following the district curriculum. Students will work independently, in teams, and in small groups. In addition to the regular district curriculum, students have access to the following computer programs:

- Explore Learning Gizmos;

- Destination Math;
- Sketch Pad;
- Read 180;
- ABC-Clio;
- Discovery Learning United Streaming; and
- Compass Learning (beginning Fall 2010).

Students nearing graduation receive elective instruction through independent study courses monitored by contracted certified teachers.

In addition to academics, all students have access to counseling services. M.R. Wood has two counselors and an at-risk facilitator to assist students referred by teachers or parents or who self-refer. Fort Bend ISD also contracts with Communities in Schools for the following services for M.R. Wood:

- Supportive guidance services;
- Career awareness activities;
- Remedial education and tutorial activities;
- Social service referrals for students and their families;
- Cultural enrichment activities; and
- Parent involvement activities.

DAEP secondary students also have access to the M.R. Wood Ropes Challenge Course. The course is built on the principles of adventure based education. The objective is to promote problem solving, self confidence and self esteem. The Ropes Course is designed to challenge the individual or group physically, cognitively, emotionally and socially. All students have the opportunity to experience the Ropes Course at least once during their placement at the DAEP.

To determine the strengths and challenges of the DAEP, the review team conducted interviews and focus groups with representatives from a districtwide principal's stakeholder group, teachers and counselors group and DAEP teachers. The DAEP strengths identified from each group were:

Principal Stakeholder Group

- removed from campus within five days;
- structured programs;
- academics usually improve;
- consistent discipline;

- strong counseling component;
- follow-up on home campus with student;
- gone for 45 days;
- staff try to change behavior; and
- DAEP students are not allowed to attend school functions (cut off from campus activities).

Teachers and Counselors Group

- counselors/teachers are now notified when a student is returning to their home campus;
- students return with information which indicates that they worked while they were at the DAEP;
- small classes; and
- ropes course.

DAEP Teachers Group

- low staff/student ratio;
- staff interdependence/teamwork;
- safety and security procedures;
- open communication between administration and staff;
- levels of discipline programs;
- structured programs;
- highly qualified staff;
- student searches daily; and
- presence of policy officer.

The DAEP challenges identified from each group were:

Principal Stakeholder Group

- differences in curriculum;
- home campus lacks understanding of how the DAEP campus system works; and
- a second focus group with districtwide offered the following as strengths of the DAEP.

Teachers and Counselors Group

- lack of educational opportunities beyond core classes;
- waiting list—causes no immediate consequences;
- still a gap in information (better than it was);

- in general, students lose high school elective credits; and
- some students prefer it to their home campus.

DAEP Teachers Group

- inability to make significant academic change due to placement period;
- no good intervention to address acting-out behaviors;
- need more classroom management training;
- need to add services to elementary program;
- loss of Career and Technical Education program; and
- not equipped to serve special needs students in regular classroom.

Exhibit 16 shows that Fort Bend ISD's number of students and actions involving the DAEP assignments declined from school year 2007–08 to 2008–09 in each student group except Whites. DAEP actions involving male students were almost three times more likely to occur than those involving female students.

Exhibits 16 and **17** shows that the percentage of students assigned to the DAEP in Fort Bend ISD was above the statewide totals in all but two student categories, Whites and students in special education, during school year 2007–08. Fort Bend ISD's percentage of students assigned to the DAEP declined in school year 2008–09 in all student categories but Whites, which increased 7.6 percent. Nevertheless, the percentage of White students assigned to DAEP in the district still remained below statewide totals. The percentage of Fort Bend ISD's African American students assigned to the DAEP also declined from school year 2007–08 to 2008–09 (3.9 percent to 3.3 percent), and is below the statewide average. Conversely, Fort Bend ISD has a greater percentage of students assigned to the DAEP when compared to statewide percentages in the following categories: all students, Hispanic, males, special education, economically disadvantaged and at-risk. Fort Bend ISD's percentage of students assigned to DAEP declined at a greater rate than statewide percentages when comparing school year 2007–08 and 2008–09 in all but two categories, Hispanic and White.

Exhibits 18 and **19** show that Fort Bend ISD had similar percentages of all students assigned to a DAEP as statewide percentages, but in school year 2007–08 and 2008–09, the

**EXHIBIT 16
FORT BEND 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				% CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	DAEP ACTIONS	DAEP STUDENTS	DAEP %	TOTAL STUDENTS	DAEP ACTIONS	DAEP STUDENTS	DAEP %	DAEP ACTIONS	DAEP STUDENTS
All Students	71,987	2,394	1,601	2.2%	72,515	2,168	1,437	1.9%	-9.4%	-10.2%
African American	23,469	1,353	907	3.9%	23,333	1,184	761	3.3%	-12.5%	-16.1%
Asian	14,579	124	80	0.6%	15,292	*	*	*	*	*
Hispanic	16,718	679	442	2.6%	17,367	627	426	2.5%	-7.7%	-3.6%
Native American	122	0	0	0.0%	140	*	*	*	*	*
White	17,099	238	172	1.0%	16,383	261	185	1.1%	9.7%	7.6%
Female	34,837	583	419	1.2%	35,158	522	364	1.0%	-10.5%	-13.1%
Male	37,150	1,811	1,182	3.2%	37,357	1,646	1,073	2.9%	-9.1%	-9.2%
Special Education	6,047	356	248	4.1%	5,448	291	208	3.8%	-18.3%	-16.1%
Econ Dis	22,206	1,107	731	3.3%	22,670	942	622	2.7%	-14.9%	-14.9%
At-Risk	29,328	1,854	1,212	4.1%	30,873	1,735	1,107	3.6%	-6.4%	-8.7%

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.

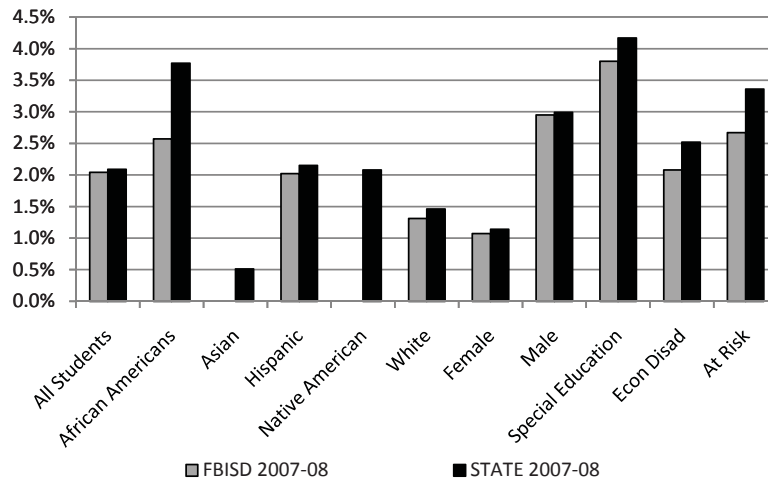
**EXHIBIT 17
STATEWIDE TOTALS
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09**

STUDENT GROUP	2007–08				2008–09				% 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%	-28.8%	-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	1.0%	-9.5%	-10.0%
Male	2,475,221	95,650	74,042	3.0	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%
Econ 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%	-7.0%

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.

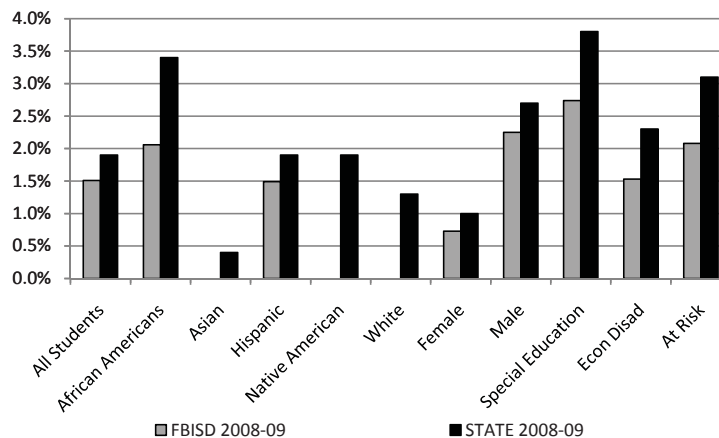
SOURCE: Texas Education Agency, PEIMS.

**EXHIBIT 18
FORT BEND ISD
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007–08**



SOURCE: Texas Education Agency, PEIMS.

**EXHIBIT 19
FORT BEND ISD
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09**



SOURCE: Texas Education Agency, PEIMS.

student categories of Hispanic, economically disadvantaged, and at-risk students in the district exceeded statewide percentages. The rate at which the district assigns special education students to a DAEP is similar to that of statewide totals.

During fiscal year 2008–09, Fort Bend ISD spent \$2.5 million on its DAEP. The most significant expense category was personnel, which amounted to \$2.4 million.

District Expulsion Program (DEP): Students are assigned to the DEP at a discretionary expulsion hearing on the home

campus. They are required to maintain a 90 percent attendance rate to successfully complete the program. Certified secondary teachers plan the student’s instruction, deliver instruction and assign grades following a seven period day as similar as possible to the home campus schedule. The curriculum is based on the district’s online curriculum. Students attend classes from 9:30 a.m. to 4:30 p.m. and follow DEP rules including dress code, the wearing of identification badges, and transportation regulations. They enter the building each morning through a metal detector and are escorted to their classrooms, cafeteria, and restroom

breaks. DEP students are consistently monitored in the halls and walk to the right of the hall in the dark gray area, single file with no talking.

In addition to the core courses, students have a mandatory social skills class. The class provides instruction in character education, understanding the decision making process, goal setting, study skills, organizational skills, anger management, and follow the Boy’s Town Interactive model. At some time during the placements, DEP students participate in the Ropes Course.

Prior to exiting the DEP program, the student and parent/guardian must attend a family education session scheduled by the counselors. In addition, the student must have successfully completed the character education classes, have at least 90 percent attendance, and have successfully completed the responsibility level system.

When the placement has been successfully completed, a letter is sent to the student’s parents indicating the anticipated exit date and the procedures for re-enrolling the student at the home campus. The campus is notified at least three days prior to the student’s return to campus and a transition portfolio is delivered to the student’s counselor the week of the students’ exit from the alternative program. The student and the parent are expected to report to the home campus and meet with the appropriate administrator and the counselor.

Structured Learning Center (SLC): Special needs students are assigned to the SLC as part of the continuum of settings offered for students who are displaying long term challenging behaviors. The purpose of the SLC is to teach students through social skills training and/or counseling to display appropriate interpersonal interactions and to demonstrate self-control. The SLC is considered a more restrictive setting for students, because it is on the M.R. Wood campus and away from their home school.

Students attend class from 9:30 AM – 4:30 PM. They wear identification badges and enter the building each morning through a metal detector. Students are escorted to the classroom and to the cafeteria for breakfast and lunch. They are assigned seats and are supervised by administrators, counselors, and a police officer. The SLC operates on a level system which clearly delineates the privileges of each level. As a student earns points to progress to a higher level, the responsibility of the student to maintain appropriate behavior increases. The student returns to the home school campus when he/she has completed the level system through their

ability to display appropriate behaviors. Students are provided instruction by a special education certified teacher during a seven period day. The schedule includes one social skills class and the Boy’s Town Social Skills curriculum is used.

Students are placed at the SLC following an ARD and their individual program is directed by the student’s individual IEP. Prior to the student exiting the program, a Change of Placement ARD is scheduled at M.R. Wood with the home campus personnel to review the student’s success in the SLC program and consider his/her program upon return to the home school. In 2008–09, the SLC was staffed by six certified special education teachers and four special education paraprofessionals. **Exhibit 20** provides total staffing numbers for the M.R. Wood programs.

**EXHIBIT 20
FORT BEND ISD
M.R. WOOD STAFF
SCHOOL YEAR 2008–09**

POSITION	NUMBER
Teachers	36
Counselors and At-Risk-Facilitator	3
Administrators	2*
Paraprofessionals	16
TOTAL	57

*Shared with Fort Bend Arcola JJAEP.
SOURCE: Fort Bend ISD, August 2010.

COUNTY OPERATED PROGRAMS

Fort Bend County operates two juvenile justice alternative education programs (JJAEPs) for expelled students in the county. The county provides the building, computers, phones, and other facility equipment. The program supporting the Lamar ISD students is located in Rosenberg, Texas and the program supporting Fort Bend ISD students is located in Arcola, Texas. (For this report the review team only observed and reviewed the Arcola JJAEP used by Fort Bend ISD.) In conjunction with the JJAEP, the county also operates the Juvenile Leadership Academy (JLA) designed to reduce the number of juveniles entering into long term residential placements. The goal of the program is for students to become law abiding citizens and to have a successful educational experience. The program addresses the needs of school age juveniles who are under the court’s jurisdiction. Students are taught the importance of self-discipline, responsibility, and respect toward themselves, others, and the community.

JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

According to the JJAEP Student Handbook, the vision for the JJAEP is that “all students will be successful learners and responsible citizens. All students will exhibit positive academic and behavioral decisions, upon their return to their campus” and the program philosophy is that “all students can be successful learners resulting in responsible citizens.”

Through a memorandum of understanding (MOU) agreement, Fort Bend ISD and the county jointly operate the required JJAEP. The county contracts with Fort Bend ISD to provide educational services to both mandatory and discretionary students at the JJAEP. Teachers are certified in the content area, special education, and often are English as a Second Language (ESL) endorsed. The program provides instruction in mathematics, English, science, social studies, and, when appropriate, General Educational Development (GED) preparation. Students are provided direct instruction, independent learning activities, tutoring, and small group instruction using coursework from American Preparatory Institute (API) Modules. According to the JJAEP student handbook, those modules comply with the TAKS in the approved subjects of reading, language arts, math, science, and social studies. In addition to the API curriculum, teachers have access to the Fort Bend ISD district curriculum and multiple computer programs used in the Fort Bend ISD regular curriculum including the following:

- Explore Learning Gizmos;
- Compass Learning (beginning 2010);
- Destination Math;
- Sketch Pad;
- Read 180;
- ABC-Clio; and
- Discovery Learning United Streaming.

Each student is assessed in reading and mathematics upon entering the program and students serving at least 90 days are tested upon exiting the program. Students also take the TAKS at the appropriate levels and their results are reported and included in the home district’s results. Grades are provided to the home campus for the student’s permanent record file.

Students attending the JJAEP participate daily in physical training (PT) under the direction of drill instructors (DIs). In addition, the DIs are present in the classroom to ensure

students stay focused on instruction. When a student becomes distracted or falls asleep, the DI redirects the student by assigning “concentration realignment” which consists of excusing the student from the classroom for five to ten minutes to meet with a DI for a PT session. The JJAEP Student Handbook describes the PT sessions as consisting of:

- thirty jumping jacks;
- ten push-ups;
- thirty ski jumpers;
- ten sit-ups;
- ten deep breaths through the nose; and
- taking a drink of water.

Exhibit 21 shows the enrollment and attendance in the Fort Bend County Arcola JJAEP for school year 2008–09. Additionally, **Exhibit 22** shows staffing numbers for the Fort Bend County Arcola JJAEP.

Focus groups with representatives of the Fort Bend ISD principals revealed that the strengths of the JJAEP are that students are away for “a long time” and that many students are ordered to work on their GED while at the JJAEP. One identified weakness was the perception that students don’t appear to change their behavior for the better as a result of

**EXHIBIT 21
FORT BEND COUNTY
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
ATTENDANCE AND ENROLLMENT SCHOOL YEAR 2008–09**

TOTAL STUDENTS SERVED	AVERAGE YEARLY ATTENDANCE RATE
63	90%

SOURCE: Fort Bend ISD-Arcola Campus.

**EXHIBIT 22
FORT BEND COUNTY
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
STAFF SCHOOL YEAR 2008–09**

POSITION	NUMBER
Teachers	4
Counselors and At-Risk-Facilitator	1*
Administrators	2**
Paraprofessionals (Drill Instructors)	8**
TOTAL	15

*Shared with Fort Bend Arcola JJAEP.

**Provided by Fort Bend County.

SOURCE: Fort Bend County.

the stay at the JJAEP (i.e., if they were involved in drugs prior to JJAEP, they were still involved with drugs when they returned or if they were “fighters” when they left they were “fighters” when they returned).

A focus group of Fort Bend ISD counselors echoed the principal’s perceptions. In general, counselors felt that students rarely return to the home campus after the JJAEP placements end, so school staff know very little about the impact of the JJAEP instruction. One strength mentioned was the perception that, when students returned to a regular campus, they did not want to return to the JJAEP. The counselor’s concerns regarding JJAEP centered on: lost instruction and credits, limited course offerings, and a lack of rehabilitation programs.

A focus group with four JJAEP teachers and two teacher aides identified the following as strengths of the program:

- low pupil/teacher ratio;
- good environment for professionals that can teach broad courses;
- on-site counselors;
- on-site probation officers;
- field trips;
- teachers can focus on teaching; and
- teachers have curricular freedom.

The same group identified the following as challenges of the program:

- broad range of student performance levels;
- lack of funds for supplies;
- lack of staff development for new employees;
- lapses in communication between county and ISD;
- grades are not taken into account in the promotional process; and
- lack of credit recovery program.

Exhibit 23 shows that Fort Bend ISD’s student assignments to the JJAEP decreased across all student groups, with African American students decreasing by 43.3 percent, the largest drop of any student group. Moreover, JJAEP actions also decreased, again with actions against African American students decreasing by 44.3 percent. Reductions in other student groups reflected similar patterns. Exhibit 24 indicates

that, relative to other student groups subject to JJAEP actions, special education students were assigned to JJAEP at a higher rate than other student groups in school year 2008–09. In terms of the number of students assigned to JJAEP in school year 2008–09, African American and Hispanic students led with 34 students and 23 students, respectively. Again, repeating the DAEP pattern, over four times as many male as female students were assigned to the JJAEP.

Exhibits 23 and **24** show that the percentage of Fort Bend ISD students assigned to the JJAEP were above the statewide percentages in school year 2007–08 in every student category. However, the pattern changed in school year 2008–09, with Fort Bend ISD student group JJAEP assignments declining below the statewide levels in some categories. The exceptions were at-risk, special education and Hispanic students. Both Fort Bend ISD and the statewide totals of special education student assignments to JJAEP remain relatively high, although special education student assignments decreased from school year 2007–08 to 2008–09.

Exhibits 25 and **26** show Fort Bend ISD and statewide assignments to a JJAEP for all student groups for school year 2007–08 and 2008–09. In school year 2007–08, the district exceeded statewide percentages in most of the student categories.

The district maintains an MOU with the county whereby the district provides and pays for JJAEP teachers in exchange for its students being placed in the JJAEP. **Exhibit 27** shows Fort Bend ISD’s total JJAEP student placements by type for school year 2008–09.

EXHIBIT 23**FORT BEND 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				% CHANGE FROM PRIOR YEAR	
	TOTAL STUDENTS	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP %	TOTAL STUDENTS	JJAEP ACTIONS	JJAEP STUDENTS	JJAEP %	JJAEP ACTIONS	JJAEP STUDENTS
All Students	71,987	110	106	0.2%	72,515	67	67	0.1%	-39.1%	-36.8%
African American	23,469	61	60	0.3%	23,333	34	34	0.2%	-44.3%	-43.3%
Asian	14,579	*	*	*	15,292	*	*	*	*	*
Hispanic	16,718	31	30	0.2%	17,367	23	23	0.1%	-25.8%	-23.3%
Native American	122	0	0	0.0%	140	0	0	0.0%	0.0%	0.00%
White	17,099	*	*	*	16,383	*	*	*	*	*
Female	34,837	18	17	0.1%	35,158	12	12	0.0%	-33.3%	-29.4%
Male	37,150	92	89	0.2%	37,357	55	55	0.2%	-40.2%	-38.2%
Special Education	6,047	20	20	0.3%	5,448	12	12	0.2%	-40.0%	-40.0%
Econ Dis	22,206	35	33	0.2%	22,670	26	26	0.1%	-25.7%	-21.2%
At-Risk	29,328	86	82	0.3%	30,873	55	55	0.2%	-36.1%	-32.9%

*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.

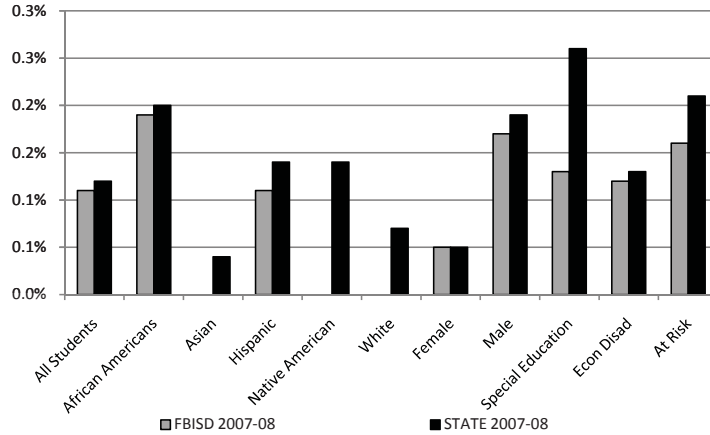
EXHIBIT 24**STATEWIDE TOTALS****JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEARS 2007–08 AND 2008–09**

STUDENT GROUP	2007–08				2008–09				% 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	0.1%	4,892,748	5,103	4,938	0.1%	-17.4%	-16.5%
African American	692,663	1,437	1,361	0.2%	696,923	1,285	1,232	0.2%	-10.6%	-9.5%
Asian	166,207	67	67	0.0%	176,818	41	40	0.0%	-38.8%	-40.3%
Hispanic	2,275,774	3,359	3,221	0.1%	2,346,168	2,704	2,626	0.1%	-19.5%	-18.5%
Native American	17,365	26	24	0.1%	17,761	14	13	0.1%	-46.1%	-45.8%
White	1,667,163	1,288	1,238	0.1%	1,655,078	1,059	1,027	0.1%	-17.8%	-17.0%
Female	2,343,951	1,249	1,192	0.1%	2,378,854	978	949	0.0%	-21.7%	-20.4%
Male	2,475,221	4,928	4,719	0.2%	2,513,894	4,125	3,989	0.2%	-16.3%	-15.4%
Special Education	528,768	1,420	1,354	0.3%	509,018	1,104	1,063	0.2%	-22.3%	-21.5%
Econ Dis	2,567,154	3,538	3,369	0.1%	2,676,788	3,090	2,976	0.1%	-12.7%	-11.7%
At-Risk	2,247,224	4,856	4,625	0.2%	2,282,091	4,100	3,947	0.2%	-15.6%	-14.7%

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.

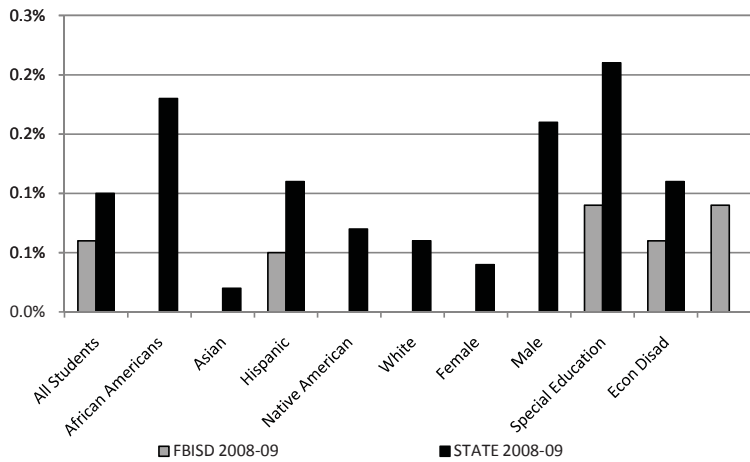
SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 25
FORT BEND ISD
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE PERCENTAGES
SCHOOL YEAR 2007-08



SOURCE: Texas Education Agency, PEIMS

EXHIBIT 26
FORT BEND ISD
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM PERCENTAGE OF STUDENT GROUPS, COMPARED TO STATEWIDE PERCENTAGES
SCHOOL YEAR 2008-09



SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 27
FORT BEND ISD
JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM
PLACEMENTS BY TYPE
SCHOOL YEAR 2008-09

MANDATORY	DISCRETIONARY	OTHER	TOTAL
42	39	76	157

SOURCE: Performance Assessment Report for school year 2008-09, Texas Juvenile Probation Commission.

RECOMMENDATIONS

Recommendation 1: Create a formal program evaluation of the components of the Fort Bend ISD discipline management program and of student performance within the program. While Fort Bend ISD has a comprehensive set of discipline management placement options, there is no process in place to determine the success of the individual discipline components or the discipline management program as a whole. The National Alternative Education Association (NAEA) reports that one exemplary practice for alternative education programs is the systematic evaluation of both programs and student performance to assess program success.

In *Alternative Education: Past, Present and Next Steps (2003)* Settles and Orwick provide some basic questions that may be helpful in establishing a strong evaluative framework for alternative education practices. They state that once these questions are answered a school or program can develop an evaluation process:

- For whom is the alternative school intended?
- How many alternatives are envisioned?
- Do students have to “qualify” for admission to the alternative school by failing key tests, being truant, etc.?
- Is the alternative school subject to the same academic standards and expectations as are other schools?
- Are the alternative school students subject to the same kinds of indicators for having met academic standards as are students in other schools?
- Has the alternative school the autonomy to design its own program?

The authors further recommend that the evaluation components should include a needs assessment, formative evaluation, periodic progress reports, and a summative evaluation. They suggest the following academic indicators of success:

- percentage of students who graduate with a diploma;
- percentage of students who earn a GED;
- percentage of students who return to a regular school;
- percentage of students whose GPAs improve after arriving at the alternative program;

- reduction in the dropout rate for students attending the program;
- percentage of students earning credits toward graduation; and
- percentage of students returning in a regular school and earning passing grades.

The authors offer the following behavioral indicators of success:

- reduction in delinquency rates;
- reduction in discipline referrals;
- reduction in truancy;
- increases in classroom participation;
- increases in service activity participation; and
- increase in positive health behaviors.

There is no specific investment for the development and implementation of an evaluation plan as Fort Bend ISD currently has a research and development department.

Recommendation 2: Use the Instructional Support Team (IST) to develop a transition and intervention plan for students placed in DAEP. Fort Bend ISD has a comprehensive response to intervention program that includes review by the IST of students with identified behavior problems. The program requires that all students who are referred to DAEP for persistent misconduct have been through the RTI/IST process; however, there is no requirement for other referrals (discretionary or mandatory) to be included in the program. The IST should review every student who is placed in the disciplinary alternative setting to either develop an intervention plan, if the student does not have one, or modify the existing plan to include the assignment/interventions to take place at the DAEP. A member of the DAEP staff should serve on the IST during the student’s assignment and immediately following the student’s return to his/her home school.

The IST can serve the purpose of the Student Support Team (SST) recommended by the NAEA as part of the transition of students to and from regular education to alternative education settings. The NAEA recommends that there be a formal transition process for students from pre-entry through post-exit which includes the following elements: an orientation consisting of rapport building, assessment of the student, instructional educational program review,

information and record sharing regarding the student, short and long-term goal setting, development of an individualized student learner plan (ISLP), and other mechanisms designed to orient the student to the alternative education setting.

The Texas Education Agency Commissioner of Education, in Chapter 103, Subchapter CC, section(k) of the Texas Administrative Code adopted, August 10, 2010, states:

The transition procedures established for a student who is exiting a DAEP and returning to the student's locally assigned campus shall be implemented and updated annually as needed. The transition procedures shall include:

1. *An established timeline for the student's transition from the DAEP to the student's locally assigned campus; and*
2. *Written and oral communication from the DAEP staff to the locally assigned campus during the student's assignment to the DAEP, including the student's educational performance and tasks completed.*

The IST can ensure that the requirement is completed in a collaborative effort involving staff from both the sending campus and the DAEP. There is no specific financial investment for expanding the role of the IST; however, a commitment of staff time would be required to meet and communicate as needed.

Recommendation 3: Develop a formal set of procedures for the district ISS classrooms. While Fort Bend ISD has a comprehensive set of discipline management placement options, there are no formal operating procedures for ISS classrooms. There are also no identified classrooms or personnel for the elementary ISS program. As a result, the success of the ISS programs varies from campus to campus. The NAEA has identified the use of standard operating procedures (SOPs) as a best practice quality indicator for effective alternative education programs. NAEA recommends that program leadership “operate under a current policies and procedures manual that is consistent with the mission and purpose of the program, approved by the local board of education, and articulated to all stakeholders in the form of SOPs.” The manual should include, at a minimum, the following:

- Clearly defined roles and responsibilities for all teaching and nonteaching staff that are written and fully explained to program staff.
- Defined referral procedures which are outlined and promote timely user friendly access to program services for students.

- Instructions for collecting, sharing, and storing individual student records developed for participants that ensure student confidentiality.

Dallas ISD has implemented a best practice in this area by developing a comprehensive In-School-Suspension Procedural Manual. While campuses are allowed some discretion in designing individual ISS programs, Dallas ISD has programmatic consistency through the required use of the district-developed manual. The manual provides both the philosophy and purpose of ISS, as well as forms and procedures for operating the classroom. In addition to the manual, district staff visit all ISS classrooms on a scheduled basis and use compliance checklists which measure classroom structure (materials and resources, reference books, textbooks, and posted classroom rules) and procedures (use of ISS manual, attendance logs, and character lessons; documentation of assignments/classwork, dates assigned to ISS, and special education modification/services) to determine levels of implementation of the ISS program. In addition, district instructional staff are available to visit individual ISS teachers to assist with classroom management or academic issues.

When developing formal ISS procedures, Fort Bend ISD should use the procedures developed by Dallas ISD and standards by NAEA as a model. To provide consistency, Fort Bend ISD should require that the procedures be adhered to throughout the district. There is no specific resource investment for the implementation of this recommendation, a commitment of staff time would be required to implement the process.

FISCAL IMPACT

RECOMMENDATION	2010-11	2011-12	2012-13	2013-14	2014-15	TOTAL	ONE-TIME COSTS
1. Create a formal program evaluation of the components of the Fort Bend ISD discipline management program and of student performance within the program.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Use the IST to develop a transition and intervention plan for students placed in DAEP.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Develop a formal set of procedures for the district ISS classrooms.	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTALS	\$0	\$0	\$0	\$0	\$0	\$0	\$0

