

San Antonio Independent School District

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Citation. District discipline data from 2002-2003 Summer PEIMS submission and the SAISD data warehouse.

Abstract. According to Chapter 37 of the Texas Education Code, Sec. 37.020: Annually, each district must report, in the manner required by the commissioner of education, information concerning each DAEP placement and each expulsion. Note that, pursuant to the reauthorized Individuals with Disabilities Education Act (IDEA), districts must also report information concerning in-school and out-of-school suspensions. In accordance with this requirement, the following is the 2002-2003 Discipline Report.

Highlights:

- A total of 74 students were expelled during the 2002-2003 school year.
- A total of 945 students were placed in disciplinary alternative educational settings during the 2002-2003 school year, while 5,554 were placed in out-of-school suspension and 5,678 were placed in in-school suspension.
- Although disciplinary actions total 21,540, the number of students receiving these actions was 8,819 or 16% of the total student population.
- African American students represent 9% of the student population, and account for 11% of all DAEP placements, 9% of all expulsions, 15% of all out-of-school suspensions, and 10% of all in-school suspensions.
- Hispanic students represent 87% of the student population, and account for 86% of all DAEP placements, 88% of all expulsions, 81% of all out-of-school suspensions, and 86% of all in-school suspensions.
- White students represent 4% of the student population, and account for 2% of all DAEP placements, 3% of all expulsions, 4% of all out-of-school suspensions, and 3% of all in-school suspensions.
- Economically Disadvantaged students accounted for 90% of the SAISD population, and they represented 92% of all students involved in DAEP placement or expulsions.

- Disciplinary actions align with ethnicity and economically disadvantaged status within a range of plus or minus 3 percentage points with only two exceptions. African American students were over represented for out-of-school suspensions at 15% while Hispanics were under represented for out-of-school suspensions at 81%.
- Special Education students accounted for 13% of the SAISD population, however they account for 20% of all DAEP placements, 12% of all expulsions, 23% of all out-of-school suspensions, and 19% of all in-school suspensions. This group is over represented for DAEP placements as well as both in-school and out-of-school suspension.

Implications:

- Consideration should be given to the practice and procedures in determining disciplinary actions for students within the Special Education program.