

San Antonio Independent School District

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Citation. District discipline data from 2004-2005 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 2004-2005 Discipline Report.

Highlights:

- A total of 85 students were expelled during the 2004-2005 school year, while 2 expulsions were carried over from the prior year.
- A total of 1,150 students were placed in disciplinary alternative educational settings during the 2004-2005 school year, while 5,588 students were placed in out-of-school suspension and 7,662 were placed in in-school suspension. This represents an increase in DAEP placements of about 9%. However, there was a decrease of 3% for out-of-school suspensions and approximately 8% decrease of in-school suspensions when compared to the 2003-2004 school year.
- Although disciplinary actions total 29,832 the number of students receiving these actions was 11,098 or 16% of the total student population, which is the same percentage as the previous year.
- African American students represent 9% of the student population, and account for 11% of all DAEP placements, 12% of all expulsions, 14% of all out-of-school suspensions, and 12% of all in-school suspensions. There was a 5% drop in expulsions for this group, while a slight increase (1%) in DAEP placements and in-school suspensions from the previous year.
- Hispanic students represent 86% of the student population, and account for 87% of all DAEP placements, 87% of all expulsions, 82% of all out-of-school suspensions, and 86% of all in-school suspensions.

- White students represent 4% of the student population, and account for 4% of all DAEP placements, 2% of all expulsions, 3% of all out-of-school suspensions, and 4% of all in-school suspensions.
- Economically Disadvantaged students accounted for 91% of the SAISD population, and they represented 94% of all students involved in DAEP placement and 95% of all expulsions, 94% of all out-of-school suspensions, and 94% of all in-school suspension.
- Disciplinary actions align with ethnicity and economically disadvantaged status within a range of plus or minus 3 percentage points with three exceptions. African American students were over represented for out-of-school suspensions at 14% while Hispanics were under represented for out-of-school suspensions at 82%. Economically Disadvantaged students were over represented for expulsions at 95%.
- Special Education students accounted for 10% of the SAISD population, however they account for 20% of all DAEP placements, 14% of all expulsions, 22% of all out-of-school suspensions, and 17% of all in-school suspensions. This group is over represented for all measures. However, it is of note that there was a 13% drop in expulsions from the 2003-2004 school year.

Implications:

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