

Senate Education Committee

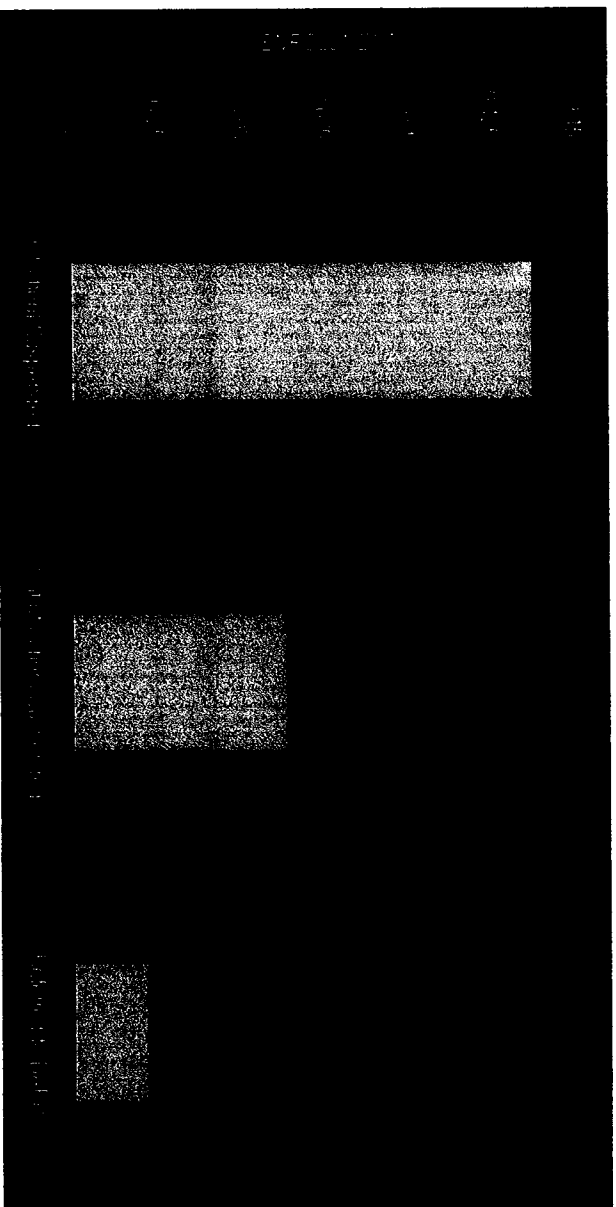
Chapter 37 and DAEP's

Wednesday, September 20, 2006

**Gayle Fallon, President
Houston Federation of Teachers**

Impact of Disruptive and Low-Performing Students on Texas Public Schools

Statewide Disciplinary Actions, 2004 – 2005 School Year



- **630,854 in-school suspensions occurred in the 2004-05 school year.**
- **292,164 out of school suspensions occurred in the 2004-05 school year.**
- **2.2% of students were Referred to DAEP in the 2004-05 school year.**

Rates of Referral to DAEPs Vary Considerably by District

- **Texas' two largest districts, Houston ISD and Dallas ISD, refer an average of two percent of students to DAEPs.**
- **Eight percent of students in the mid-sized districts of Pasadena ISD and Katy ISD were referred to DAEPs.**

Reasons Students Are Referred

One of the following criteria must apply for an HISD student to be referred to the HISD-CEP Partnership Program:

- Student is so unruly, disruptive or abusive that he or she seriously interferes with a teacher's ability to communicate effectively with the students in a class, with the ability of the student's classmates to learn, or with the operation of school or a school-sponsored activity.

A student referred under this section is never referred for a single disruptive act. The typical student referred to the program in 2005-06 had an average of nine disciplinary referrals, including in school and out of school suspensions, prior to enrollment in the program. The school must show a series of disciplinary referral forms carefully documenting that the student has repeatedly exhibited disruptive behavior. Further, prior to a referral, that student has generally met with the school counselor, had parental conferences, been assigned to detention and has, in many cases, been given short-term suspensions.

- Level IV Offenses (under the Student Code of Conduct) - Requires removal to a DAEP -felony conduct, drug/controlled substance, retaliation against employee, possession of BB gun, pellet gun, air rifles, replica of gun, stun gun, knife, assault, indecent exposure, possession of ammunition, terrorist threat, computer tampering involving grades / records, and felony theft which includes conduct committed within 300 feet of a school property line or another school in Texas or any other state.
- Continuation of other district DAEP placement.

2005
HMT DISCIPLINE SURVEY
RESULTS

**2012 Responses From Middle and High School
Teachers in Houston ISD**

Teachers indicated they have personally experienced the following behavior from students on their campuses:

39%	drug or alcohol possession
16%	weapons possession on campus
15%	assault against you
34%	physical threats against you or your property by a student
13%	retaliation on or off campus by a student
71%	profane or abusive language directed at you by a student
37%	gang activity on campus

Teachers indicated they have observed the following behavior directed at their co-workers:

24%	drug or alcohol possession
18%	weapons possession on campus
29%	assault against them
43%	physical threats against them or their property by a student
20%	retaliation on or off campus by a student
72%	profane or abusive language directed at them by a student
30%	gang activity on campus

Compliance With State Laws Regarding Removal of Disruptive Students From Campus

Students committing the above mentioned offenses have been sent to an off campus alternative center by your campus administration:

11%	Always
38%	Sometimes
32%	Rarely
6%	Never

Students documented as “persistent misconduct” who repeatedly disrupt your class have been sent to an off campus alternative center:

4%	Always
29%	Sometimes
33%	Rarely
20%	Never

Reasons Given To Teachers For Administrative Failure To Remove Disruptive Students

41% Loss of money from the campus budget

36% Administrative refusal to admit there are disciplinary problems

25% Fear of angering parents

23% Allegations that the alternative centers have no space available

15% Obstruction from the district office

3% Hostility toward the off campus alternative centers

Impact that Disruptive and Low-Performing Students Have on School Districts

- **School safety**
- **Classroom environment**
- **Academic achievement**
 - **State skills test results**
 - **Grade retention**
 - **Graduation rates**
- **School ratings**
- **Teacher turnover**

Teacher Turnover: Why Teachers Leave

- **40% leave due to Job Dissatisfaction**
- **14% leave due to retirement**
- **High poverty schools are at the greatest risk for turnover**

Specifics Cited By Teachers

High Poverty Rural Districts

1. **low salary**
2. **poor administrative support**
3. **lack of teacher influence**
4. **STUDENT DISCIPLINE PROBLEMS**

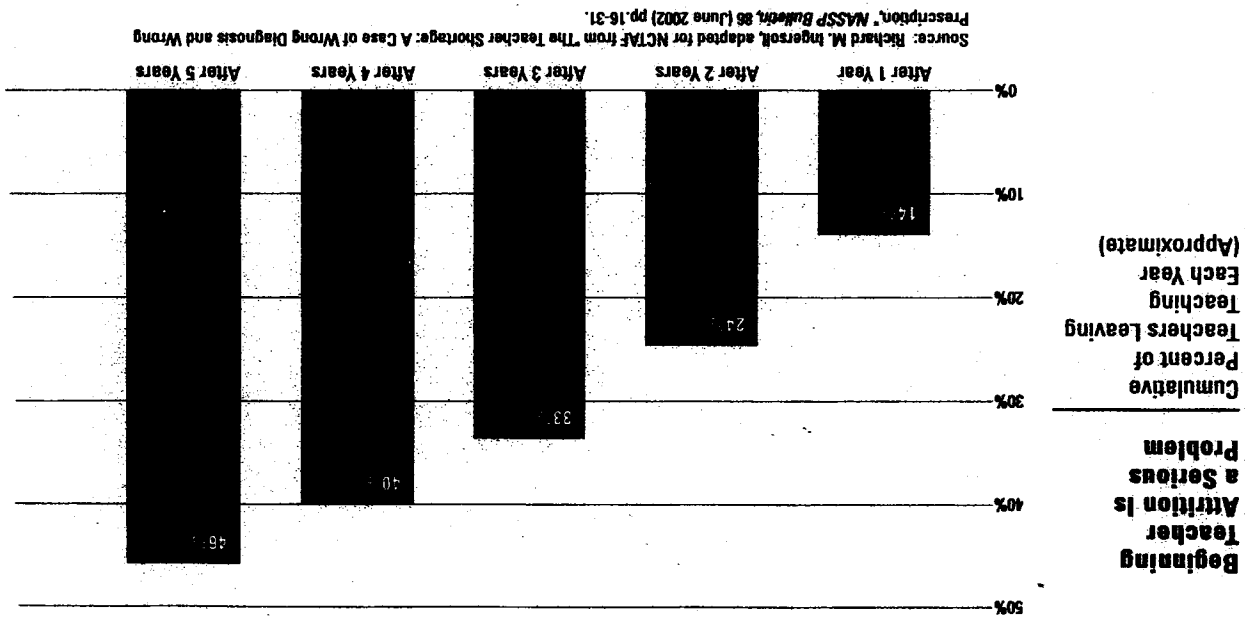
High Poverty Urban Districts

1. **lack of resources**
2. **poor administrative support**
3. **lack of teacher influence**
4. **intrusions on teaching time**
5. **low salary**
6. **STUDENT DISCIPLINE**

TEACHING

A REVOLVING DOOR PROFESSION

- No teacher supply strategy will keep our schools staffed with high quality teachers unless we reverse our debilitating turnover rates.



- Teaching has increasingly become a revolving door profession.

- Nationally, over a million teachers enter and leave their school systems annually – roughly 1/3 of all teachers.

Suggested Standards for Texas DAEPs

- Enforce Chapter 37 as written.
- Require evidence of an academic program with high standards designed to improve basic skills and accelerate learning to enable a student to reach an age appropriate grade level and/or remediate credit deficiencies.
- Length of student placement based on behavioral and academic needs.
- Require assessment of basic skills upon entry to the program and an IEP written designed to bring students' reading and math skills back to age-appropriate grade levels.
- Set criteria for return of students to regular classrooms.
 - Minimum attendance percentage
 - Elimination of behavioral incidents
 - Successful academic progress in all classes
 - Read at an age-appropriate grade level