Ingleside 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

January 20, 2011

Superintendent Troy C. Mircovich
Ingleside Independent School District

Dear Superintendent Mircovich:

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

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

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

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

Respectfully submitted,

John O'Brien
Director
Legislative Budget Board

cc:
    Teresa Flores
    Brenda Richardson
    Joe Loeffler
    Keith Hill
    Jim Snodgrass
    Joseph Jones
    Bobby Dendy

INGLESIDE INDEPENDENT SCHOOL DISTRICT
A REVIEW OF THE STUDENT BEHAVIOR MANAGEMENT SYSTEM

INTRODUCTION

Ingleside Independent School District (Ingleside ISD) is located in San Patricio County in the city of Ingleside, Texas, near the gulf city of Corpus Christi. Ingleside ISD served approximately 2,221 students in school year 2008–09. The enrollment numbers for school year 2009–10 decreased to 2,094 students. The district's five regular campuses provide education services to students in pre-kindergarten (PK) through 12th grade: one high school (grades 9 through 12); one junior high school (grades 7 and 8), one elementary campus of grades 5 and 6; one elementary campus of grades 2 through 4; and one primary school serving PK and first grade students.

Exhibit 1 shows the number and percent of students by ethnicity, economically disadvantaged, Limited English Proficient (LEP), at-risk, and the number of students with disciplinary placements for the district and for all districts in Texas. According to this data, Ingleside ISD's student population is primarily White (48.6 percent), followed by Hispanic students (44.8 percent). African Americans make up 4.1 percent of the student population, while Native Americans, Asians, and Pacific Islanders combined comprise 2.5 percent of the population. The representative population in the district differs from the statewide population in that the largest share of Texas' students are of Hispanic decent (48.9 percent), followed by White students at 34 percent, and African American students at 14.2 percent.

Of the district's 2,221 students in school year 2008–09, 952, or 42.9 percent were identified as economically disadvantaged. This is lower than the percentage of economically disadvantaged students statewide of 56.7 percent. Ingleside ISD's at-risk student population percentage is similar to that of the student percentage statewide, at 47.9 percent and 48.3 percent, respectively. The 5.6 percent of students in the district identified as LEP is far lower than the statewide 16.9 percent. The percent of students receiving a disciplinary placement in Ingleside ISD is also lower than state percentages, with 1.3 percent of district students receiving a placement, compared to 2.2 percent of students statewide.

Ingleside ISD has a total of 324 staff, which includes 152 teachers, 57 educational aides, 17 professional support staff, 9 campus administration positions, 5 central administration positions, and 84 auxiliary staff members.

EXHIBIT 1
INGLESIDE ISD STUDENT INFORMATION
COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09

	INGLESIDE ISD		STATE	
	COUNT	%	COUNT	%
Total Students	2,221	N/A	4,728,204	N/A
African American	90	4.1%	669,371	14.2%
Hispanic	995	44.8%	2,264,367	47.9%
White	1,080	48.6%	1,608,515	34.0%
Native American	13	0.6%	16,649	0.4%
Asian/Pacific Islander	43	1.9%	169,302	3.6%
Economically Disadvantaged	952	42.9%	2,681,474	56.7%
Limited English Proficient	125	5.6%	799,801	16.9%
Disciplinary Placements (2007–08)	32	1.3%	103,727	2.2%
At-Risk	1,063	47.9%	2,285,954	48.3%

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

For fiscal year 2008–09, the district's general fund budget amounted to $14.4 million and the budget for all funds was $16.4 million. This is a decrease from the prior year budget of $15.1 million in general funds and $20.6 million for all funds. Ingleside ISD's primary source of revenue is local property taxes (66.4 percent), followed by state funding sources, representing 20.5 percent of all revenues. Federal sources of funding account for 8.3 percent, while 4.8 percent of funding is provided through other local and intermediate sources.

The Ingleside ISD Board of Trustees has oversight of the district, and the superintendent of schools manages and serves as chief executive officer. The district leadership team includes the superintendent, the assistant superintendent, and the campus principals. The assistant superintendent is responsible for district leadership of the disciplinary alternative education programs and the campus principals are responsible for discipline at the campus levels. The assistant principals at junior high and high schools are responsible for discipline on their campuses and for the off-campus disciplinary alternative education program (DAEP). **Exhibit 2** shows the organization of the district.

Disciplinary alternative education for Texas students can be implemented at the district and county level depending on the location of the school district. However, due to county size, San Patricio County is not required by law to operate a Juvenile Justice Alternative Education Program (JJAEP). Therefore this report is a summary and description of accomplishments, findings, and recommendations for Ingleside ISD based on document reviews, interviews, focus groups, and site observations during the visit to the district.

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 2
INGLESIDE ISD ORGANIZATION
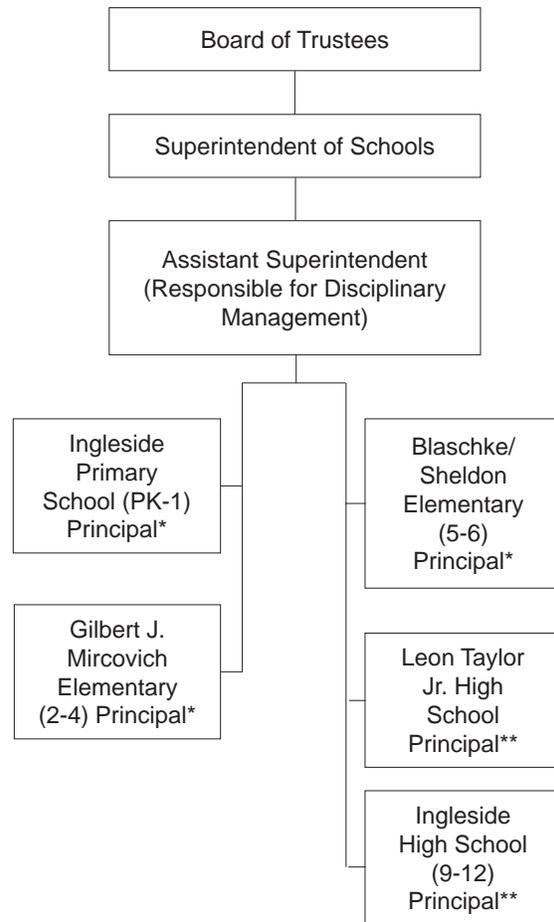
*The principal is responsible for disciplinary management on the campus level.
**In addition to campus level disciplinary management, the Jr. High and High School principals also manage the DAEP.
SOURCE: Ingleside ISD.

ACCOMPLISHMENT

- **The Ingleside high school administration provides daily communication to all staff related to student assignments to in-school suspension (ISS) and the alternative education program center (AEPC).** Interviews and focus groups with staff at the high school indicated that there is daily communication from the administration to all high school staff regarding students' placements in ISS and the AEPC. The administration maintains a spreadsheet of student placements that is updated each afternoon and provided to all staff before or during first period each day. This effort helps to keep the teachers informed about the status of their students. The spreadsheet was developed by district staff.

FINDINGS

- **There is a lack of teacher content expertise provided in the AEPC to assist students with instruction in the foundation curriculum.**

- **Ingleside ISD's AEPC facility does not provide a learning environment equivalent to other learning environments in the district which contributes to the negative perception of alternative programs.**

- **Ingleside ISD's AEPC lacks a system and process to encourage consistent student engagement in learning.**

- **The district lacks ISS/AEPC staff training specific to addressing students assigned to the discipline management programs.**

- **Ingleside ISD lacks a formal evaluation process of the discipline management programs.**

RECOMMENDATIONS

- **Recommendation 1: Ingleside ISD should staff the AEPC to ensure that students are instructed by teachers certified in each of the four core content areas.** Students' instructional activities are driven by assignments sent to the AEPC from the home campus, with a full-time, non-core certified teacher available to assist students with the assignments. Interviews and focus groups with staff reveal that it is not possible for students to receive individual attention in the four core courses given the present staffing and instructional design at the AEPC.

- **Recommendation 2: The district should update the junior high and high school alternative classrooms to provide a learning environment equivalent to other district facilities.** Ingleside ISD should evaluate the Cook Annex and update the classrooms assigned to the alternative school to reflect the standards of other classrooms/buildings in the district. The district might consider involving students previously assigned to the AEPC in the classroom evaluation process and complete the renovation as part of the district's summer maintenance program. The district could make the renovation part of a community service project for students assigned to the AEPC in the fall.

- **Recommendation 3: The district should create a point system that would support and encourage constant student engagement in the AEPC classroom.** Interviews and focus groups with staff as well as review team observations in the AEPC classroom revealed that students are often not engaged in learning.

- **Recommendation 4: The district should provide ISS and AEPC staff ongoing training opportunities in instructional and classroom management methodologies.** Interviews with Ingleside ISD ISS and AEPC staff reflect a lack of training for AEPC paraprofessionals and a lack of training specific to alternative programs for the AEPC teacher.

- **Recommendation 5: Ingleside ISD should design, implement, and use the results of an annual discipline management evaluation program to determine the effectiveness of both ISS and AEPC.**

DISTRICT STUDENT BEHAVIOR MANAGEMENT INITIATIVES

Ingleside ISD has three discipline management components available for placing students that have been removed from the regular classroom setting: out-of-school suspension (OSS), in-school suspension (ISS), and a disciplinary alternative education program (DAEP). The district has two ISS classrooms – one at the junior high school and one at the high school. These classrooms are staffed with noncertified teachers. The district also has a secondary DAEP classroom, located in a district annex building. The district refers to the state required DAEP as the Alternative Education Program Center (AEPC). All references in this report to the AEPC are the DAEP. DAEP will be used in exhibits and where the official term should be used.

Exhibit 3 shows Ingleside ISD's student incidents reported to the Texas Education Agency (TEA) for school year 2008–09, and is compiled from data gathered through the Public Education Information Management System (PEIMS). This exhibit shows the number of students and the number of actions leading to ISS, OSS, and DAEP assignments. As indicated in the report numbers, individual students can commit multiple offenses.

Exhibit 3 shows the most common infractions for which students are referred to a discipline program. The most prevalent infractions are for students failing to follow the district's local code of conduct, with 1,199 actions by 500 students referred to ISS, 239 actions by 119 students referred to OSS, and 25 students referred to DAEP for a total of 28

EXHIBIT 3
INGLESIDE ISD
COUNTS OF STUDENTS AND ACTIONS BY DISCIPLINE ACTION GROUPS AND REASONS
SCHOOL YEAR 2008–09

DISCIPLINE REASON	ISS		OSS		DAEP	
	STUDENTS	ACTIONS	STUDENTS	ACTIONS	STUDENTS	ACTIONS
21-Violated Local Code Of Conduct	500	1,199	119	239	25	28
41-Fighting/Mutual Combat	44	53	34	37	*	*

*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.

infractions. Student code of conduct infractions include dress code violations, bullying, and harassment.

After code of conduct violations, fighting/mutual combat is the next most common discipline infraction. As **Exhibit 3** shows, 44 students were sent to ISS as a result of 53 actions and 34 students were placed in OSS as a result of 37 actions.

Exhibits 4 and **5** shows Ingleside ISD's discipline actions that resulted in ISS, OSS, and DAEP placements for school years 2007–08 and 2008–09, respectively. The percentages in the table represent the percent of the total student population assigned to ISS, OSS, and DAEP. The data is grouped by student ethnicity and gender, as well as student designation 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 eligible to receive special education services. Economically disadvantaged students are those identified as

EXHIBIT 4
INGLESIDE 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	2,534	102	54	1,074	14	1,290	1,220	1,314	285	1,104	1,021
ISS Actions	1,073	54	19	464	0	536	240	833	210	525	667
ISS Students	462	29	11	182	0	240	134	328	90	223	271
ISS Percent	18.2%	28.4%	20.4%	17.0%	0.0%	18.6%	11.0%	25.0%	31.6%	20.2%	26.5%
OSS Actions	213	*	*	91	0	112	40	173	68	102	149
OSS Students	124	*	*	49	0	68	32	92	40	63	79
OSS Percent	4.9%	*	*	6.0%	0.0%	5.3%	2.6%	7.0%	14.0%	5.7%	7.7%
DAEP Actions	34	*	*	*	0	21	*	*	9	15	24
DAEP Students	32	*	*	*	0	20	*	*	7	14	22
DAEP Percent	1.3%	*	*	*	0.0%	1.6%	*	*	2.5%	1.3%	2.2%

*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.

EXHIBIT 5
INGLESIDE ISD
COUNTS OF STUDENTS AND DISCIPLINE ACTIONS BY STUDENT GROUPS
SCHOOL YEAR 2008–09

STUDENT GROUP	ALL STUDENTS	AFRICAN AMERICAN	ASIAN	HISPANIC	NATIVE AMERICAN	WHITE	FEMALE	MALE	SPECIAL ED	ECO DIS	AT RISK
Total Students	2,474	95	48	1,122	13	1,196	1,184	1,290	256	1,073	1,149
ISS Actions	1,255	97	*	553	*	589	310	945	197	608	852
ISS Students	522	39	*	227	*	249	158	364	197	250	321
ISS Percent	21.1%	41.1%	*	20.2%	*	20.8%	13.3%	28.2%	32.0%	23.3%	27.9%
OSS Actions	280	21	*	66	*	132	41	239	94	135	187
OSS Students	148	*	*	66	*	68	29	119	44	73	89
OSS Percent	6.0%	*	*	5.9%	*	5.7%	2.5%	9.2%	17.2%	6.8%	7.8%
DAEP Actions	34	*	*	*	0	19	*	*	10	16	24
DAEP Students	31	*	*	*	0	16	*	*	9	16	22
DAEP Percent	1.3%	*	*	*	0.0%	1.3%	*	*	3.5%	1.8%	1.9%

*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.

eligible for free or reduced-price meals or for other public assistance. An at-risk student is identified as being at-risk of dropping out of school based on state-defined criteria. Some of the at-risk criteria include students who:

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

- have not performed satisfactorily on assessment tests;

- are pregnant or are parents;

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

- have been expelled from school;

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

- have previously dropped out of school;

- have Limited English Proficient; and/or

- are homeless.

The district's enrollment decreased between school years 2007–08 and 2008–09 for all ethnicities except Hispanic, which increased by 48 students. The number of students categorized as special education and economically disadvantaged also decreased over this period, but the number of students identified as at-risk increased by 128 students.

Even though the number of total students decreased, the number of actions as well as the number of students referred to both ISS and OSS increased. Total ISS actions increased by almost 17 percent and the number of students assigned to ISS increased by almost 13 percent. OSS increases were more significant than ISS increases, with a 19.4 percent increase in the number of students assigned to OSS and 31.5 percent more actions leading to an OSS placement over the two year time period.

Exhibits 4 and **5** show that the number of students placed in the DAEP, as well as, the number of DAEP infractions remained relatively stable. In school year 2007–08, there

were 32 students placed in the DAEP for committing 34 actions.

Exhibit 6 is a graphical representation of the percent of students assigned to ISS, OSS, and DAEP in the district for school year 2008–09. Greater percentages of African American and special education students appear to be assigned to ISS than other categories of students. The higher percentage of special education students assigned to ISS may be due to the district's effort to keep the students on campus, available to their teachers. When analyzing the percentage of students assigned to OSS, the percentage of African American students declines, while the percentage of special education students remains relatively high compared to other groups. The percentage of students assigned to DAEP is relatively constant, except for special education students, which is still comparatively higher than other student groups.

OUT-OF-SCHOOL SUSPENSION

In accordance with Texas Education Code (TEC) Chapter 37, Ingleside ISD students may be suspended for a period not to exceed three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or a year (except for a limit of nine cumulative days for special education students). According to the Ingleside ISD Student Code of Conduct, students may be suspended for any behavior listed in the district code of

conduct, DAEP offense, or expellable offense. In deciding whether to order OSS, campus administrators take into consideration:

- self-defense on the part of the student engaging in the conduct;

- intent or lack of intent at the time the student engaged in the conduct; and

- the student's disciplinary history.

Before being suspended, the student has an informal conference with the appropriate administrator, is advised of the conduct of which he or she is accused, and is given the opportunity to explain his or her version of the incident before a placement decision is determined. The administrator determines the number of suspension days (not to exceed three school days) and any restrictions on participation in school-sponsored or school-related extracurricular and co-curricular activities.

Exhibits 7 and **8** compare data for Ingleside ISD and the state for school years 2007–08 and 2008–09, respectively. The exhibit shows comparisons of the number of OSS actions, the number of students suspended, and the percentage change between the two years for Ingleside ISD and for the state. Although district enrollment declined over this period, the number of OSS actions committed and the

EXHIBIT 6
INGLESIDE ISD
PERCENT OF STUDENTS AND DISCIPLINE GROUPS
SCHOOL YEAR 2008–09
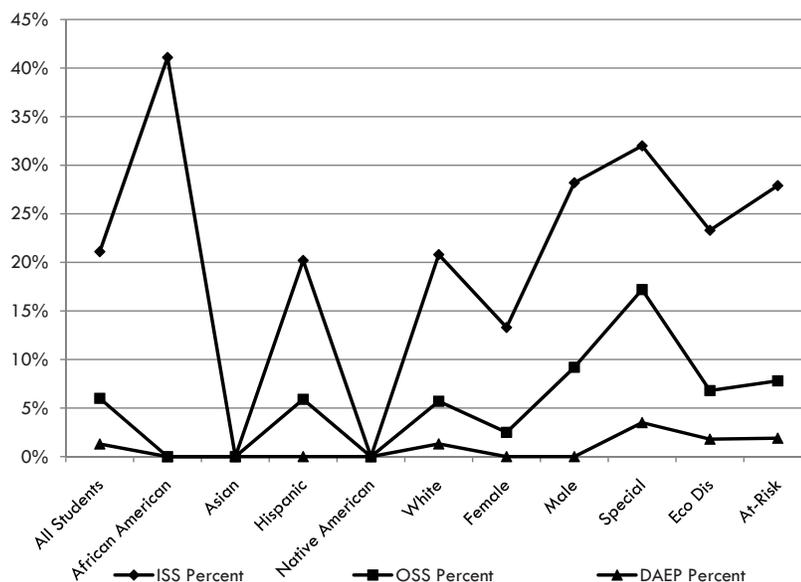
SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 7
INGLESIDE 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	2,534	213	124	4.9%	2,474	280	148	6.0%	31.5%	19.4%
African American	102	*	*	*	95	21	*	*	*	*
Asian	54	*	*	*	48	*	*	*	*	*
Hispanic	1,074	91	49	4.6%	1,122	122	66	5.9%	34.1%	34.7%
Native American	14	0	0	0.00%	13	*	*	*	*	*
White	1,290	112	68	5.3%	1,196	132	68	5.7%	17.9%	0.00%
Female	1,220	40	32	2.6%	1,184	41	29	2.5%	2.5%	-9.4%
Male	1,314	173	92	7.00%	1,290	239	119	9.2%	38.2%	29.6%
Special Education	285	68	40	14.0%	256	94	44	17.2%	38.2%	10.0%
Eco Dis	1,104	102	63	5.7%	1,073	135	73	6.8%	32.4%	15.9%
At Risk	1,021	149	79	7.7%	1,149	187	89	7.8%	25.5%	12.7%

*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 8
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 %
All Students	4,819,172	644,853	311,718	6.5%	4,892,748	589,856	289,809	5.9%	-8.5%	-7.0%
African American	692,663	226,160	101,220	14.6%	696,923	208,308	94,398	13.5%	-7.9%	-6.7%
Asian	166,207	5,122	3,032	1.8%	176,818	4,436	2,778	1.6%	-13.4%	-8.4%
Hispanic	2,275,774	308,293	148,976	6.5%	2,346,168	282,799	139,457	5.9%	-8.3%	-6.4%
Native American	17,365	1,601	885	5.1%	17,761	1,624	845	4.8%	1.4%	-4.5%
White	1,667,163	103,677	57,605	3.5%	1,655,078	92,689	52,331	3.2%	-10.6%	-9.2%
Female	2,343,951	173,366	94,488	4.0%	2,378,854	155,311	86,586	3.6%	-10.4%	-8.4%
Male	2,475,221	471,487	217,230	8.8%	2,513,894	434,545	203,223	8.1%	-7.8%	-6.4%
Special Education	528,768	154,719	64,668	12.2%	509,018	133,835	57,346	11.3%	-13.5%	-11.3%
Eco Dis	2,567,154	455,866	212,511	8.3%	2,676,788	431,735	205,179	7.7%	-5.3%	-3.5%
At Risk	2,247,224	472,369	214,626	9.6%	2,282,091	437,766	201,788	8.8%	-7.3%	-6.0%

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

number of students involved in committing these actions increased for all groups except for females. The number of OSS actions committed by female students increased by 2.5 percent but the number of female students ordered to OSS declined by 9.4 percent. This indicates that fewer female students were involved in a larger number of infractions than the previous year.

The district's total OSS actions for all student groups increased by 31.5 percent, while the percentage of all students committing these actions increased by 19.4 percent. The largest increase in the percentage of students ordered to OSS was in the Hispanic student group, with an increase of 34.7 percent from school years 2007–08 to 2008–09. The Hispanic student group OSS actions also increased by 34.1 percent.

The number of Ingleside ISD male students suspended also increased significantly, by 29.6 percent, from 92 students in school year 2007–08 to 119 students in school year 2008–09. The number of OSS actions committed by male students increased by 66, or 38.2 percent. The number of special education students ordered to OSS increased by 10.0 percent, the number of OSS actions committed by this subgroup increased by 38.2 percent.

**Exhibits 9** and **10** compare the percentages of Ingleside ISD student groups assigned to OSS to the statewide student groups for school years 2007–08 and 2008–09, respectively. These graphs show that in school year 2007–08, Ingleside ISD student group percentages were lower than statewide percentages in all categories except for the special education student group. In school year 2008–09, the percentages of total district students and the Hispanic student groups ordered to OSS were similar to state percentages, but Ingleside ISD surpassed statewide rates among White, male, and special education student groups. For the female, economically disadvantaged, and at-risk student groups, Ingleside ISD percentages were below statewide averages in school year 2008–09.

IN-SCHOOL SUSPENSION

The Ingleside ISD Student Code of Conduct refers to ISS as a discipline placement option, but it does not outline the reasons or the process for being placed in ISS. Observations and interviews with Ingleside ISD staff revealed that there is no procedure guide or program evaluation for the ISS program and no specific training for the ISS staff. During the onsite visit, the review team observed ISS classrooms and spoke with staff involved in the ISS process to determine ISS practices in the district.

The junior high and high school students with discipline infractions are referred to the assistant principal who determines placement and length of stay in ISS, but there are

EXHIBIT 9
INGLESIDE ISD
OUT-OF-SCHOOL SUSPENSION, PERCENTAGE OF STUDENT GROUPS COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007–08
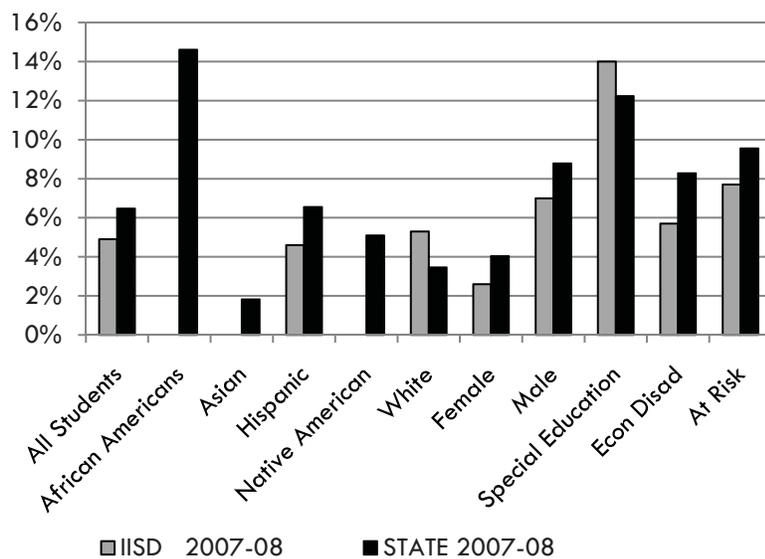
Source: Texas Education Agency.

EXHIBIT 10
INGELSIDE ISD
OUT-OF-SCHOOL SUSPENSION, PERCENTAGE OF STUDENT GROUPS COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09
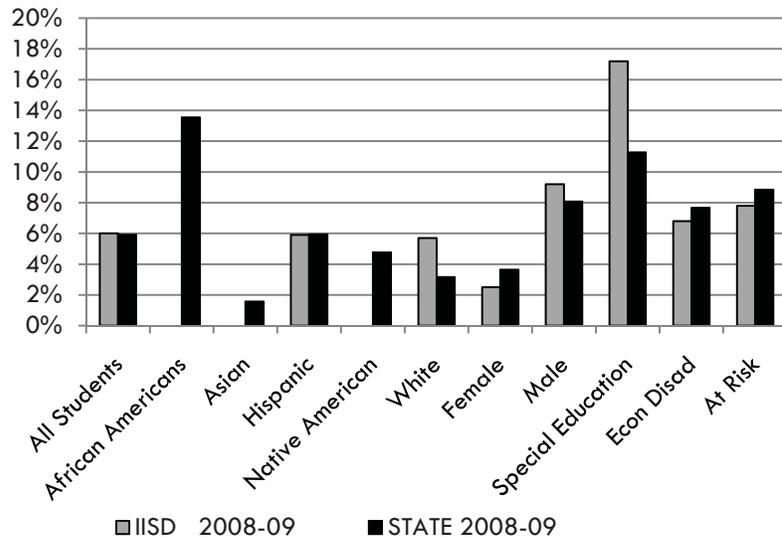
SOURCE: Texas Education Agency.

no written guidelines provided for placement offenses or length of placement. Student placements can range from one class period to 15 days.

A review of personnel records and interviews with staff revealed that a noncertified staff member provides supervision in both the junior high and high school ISS classrooms. In both cases the staff member is expected to facilitate the activities within the classroom, but not to provide direct instruction.

The junior high ISS classroom, located in a portable building at the back of the main junior high campus, provides a relatively isolated environment but is close enough for administrators, counselors, and regular classroom teachers to visit students assigned there. During site visits, the review team observed the ISS teacher to be actively interacting with students to ensure they were completing assignments provided by their regular classroom teachers. Several students were to have dissected a frog in their regular classroom and were doing a dissection on paper to ensure they kept up with their assignment. The junior high school ISS teacher has over ten years experience in the ISS classroom, appeared to be very organized, and provided a structured classroom experience for students.

The high school ISS classroom is located near the principal's, assistant principals', and counselors' offices, allowing easy access to students. The high school ISS classroom is structured in one-hour periods, allowing students time to work on assignments for all of their classes. Regular classroom teachers receive a list at the beginning of the school day of all students assigned to ISS. Using this list, regular teachers are to make student assignments and visit students to provide assistance if needed. However, the ISS teacher reported that regular teachers often do not send assignments, even when contacted by phone and requested to do so. Further, staff report that regular classroom teachers do not make visits regularly to ISS to check on student progress.

The high school ISS classroom has two computers available for student use with a software program called A+ Learning System (A Plus) that provides student lessons in a variety of subjects. During the time of the review, the ISS instructor was not trained in the A Plus system and was unable to assist students when a problem arises. Since the onsite visit, the district has staffed the ISS classroom with an instructor that can assist the students with their work in A+ and other subjects. The review team observed students to be engaged in activities and generally on task. The ISS teacher indicated that she prepares generic activities for students to complete when teachers fail to provide individual student assignments. Counselors report that they informally monitor the ISS

classrooms and pull students out for individual counseling sessions. The assistant principal is responsible for monitoring the ISS classroom, assisting the ISS staff member with discipline issues, and counseling students. The onsite visit interviews and observations revealed that the assistant principal has a consistent presence in the ISS classroom.

Interviews and focus groups with administrators, counselors, and teachers revealed the following strengths and challenges for the ISS program in the district:

Strengths

- The placement isolates students and provides a "cooling off" period.

- ISS is a structured environment, unless a substitute is assigned to the classroom.

- An ISS assignment allows for a fast removal of the student from a potentially dangerous situation.

- Students can ask for counseling assistance.

- Teachers are able to assist students in the ISS classroom or take them to the regular classroom for a specific lesson or test.

- Teachers can provide the daily assignment for the student.

- ISS protects the learning environment of the regular classroom.

Challenges

- Students feel rewarded by earlier dismissal than regular classes.

- Phone calls asking for assignments are disruptive to the classroom teacher.

- Students miss the direct instruction taking place in regular classrooms.

- Students often like to be in the structured environment and can purposefully get in trouble to get an ISS assignment.

- There are no certified teachers scheduled in the ISS classroom to assist students with core subject assignments.

Exhibits 11 and **12** shows the ISS actions and students assigned to ISS by student group for Ingleside ISD and statewide, respectively. Similar to the district trend in OSS actions and students, the district experienced increases in

almost all groups for the number of ISS actions and the number of students placed in ISS from school years 2007–08 to 2008–09. The statewide counts declined for this same time period. The special education student group was the only group in the district that declined in ISS referrals. The number of ISS actions as well as the number of special education students assigned to ISS decreased by 6.2 percent and 8.9 percent, respectively.

The Ingleside ISD student groups with the most significant increase in ISS referrals include African Americans, Hispanics, and females. For the African American group in school year 2008–09, 39 students were responsible for committing 97 actions, which is an increase of 79.6 percent actions and 34.5 percent students. This increase occurred despite a decline in the district's African American student group, from 102 in school year 2007–08 to 95 in school year 2008–09, a decrease of 6.9 percent.

The total number of Hispanic students in the district increased by 48 students, or 4.5 percent, from school years 2007–08 to 2008–09. However, the percentage of Hispanic students receiving ISS placements increased by 24.7 percent while the number of ISS actions committed by this student group increased by 19.2 percent.

From school year 2007–08 to 2008–09, the number of female students in Ingleside ISD decreased by 36 students. However, in school year 2008–09, 158 female students were responsible for committing 310 actions that led to ISS assignments, an increase of 17.9 percent in students and 29.2 percent in actions.

From school year 2007–08 to 2008–09, the number of district special education students as well as ISS actions committed by special education students decreased. In school year 2007–08, 90 special education students committed 210 actions leading to ISS assignments. However, in school year 2008–09, 82 special education students were responsible for 197 ISS actions. The number of special education students decreased by 10.2 percent over this period, while the number of special education students sent to ISS decreased by 8.9 percent.

Exhibits 13 and **14** show graphic comparisons of the percentages of district students assigned to ISS and the relative percentages of students assigned to ISS statewide for school years 2007–08 and 2008–09, respectively. In all student groups, for both years, Ingleside ISD's percentages exceed those of the state as a whole.

EXHIBIT 11
INGLESIDE 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	2,534	1,073	462	18.2%	2,474	1,255	522	21.1%	17.0%	13.0%
African American	102	54	29	28.4%	95	97	39	41.1%	79.6%	34.5%
Asian	54	19	11	20.4%	48	*	*	*	*	*
Hispanic	1,074	464	182	16.9%	1,122	553	227	20.2%	19.2%	24.7%
Native American	14	0	0	0.0%	13	*	*	*	*	*
White	1,290	536	240	18.6%	1,196	589	249	20.8%	9.9%	3.8%
Female	1,220	240	134	11.0%	1,184	310	158	13.3%	29.2%	17.9%
Male	1,314	833	328	25.0%	1,290	945	364	28.2%	13.4%	11.0%
Special Education	285	210	90	31.6%	256	197	82	32.0%	-6.2%	-8.9%
Econ Dis	1,104	525	223	20.2%	1,073	608	250	23.3%	15.8%	12.1%
At-Risk	1,021	667	271	26.5%	1,149	852	321	27.9%	27.7%	18.5%

*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.
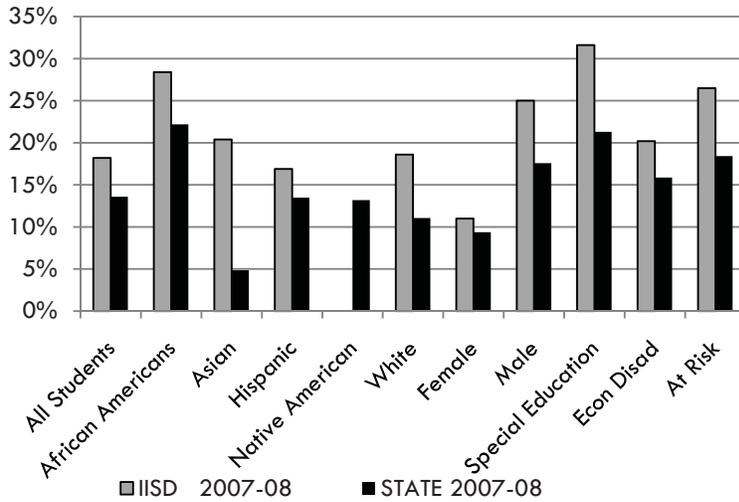SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 12
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	631,625	12.9%	-4.9%	-3.5%
African American	692,663	441,758	153,637	22.2%	696,923	421,477	147,844	21.2%	-4.6%	-3.8%
Asian	166,207	16,462	8,064	4.9%	176,818	16,254	7,963	4.5%	-1.3%	-1.3%
Hispanic	2,275,774	832,057	306,442	13.5%	2,346,168	803,097	299,178	12.8%	-3.5%	-2.4%
Native American	17,365	5,644	2,291	13.2%	17,761	5,447	2,230	12.6%	-3.5%	-2.7%
White	1,667,163	444,312	183,233	11.1%	1,655,078	408,529	173,510	10.5%	-8.1%	-5.3%
Female	2,343,951	528,723	219,807	9.4%	2,378,854	494,277	209,245	8.8%	-6.5%	-4.8%
Male	2,475,221	1,211,510	434,860	17.6%	2,513,894	1,160,527	422,040	16.8%	-4.2%	-2.9%
Special Education	528,768	377,302	112,621	21.3%	509,018	300,433	102,283	20.1%	-20.4%	-9.2%
Eco Dis	2,567,154	1,138,657	407,093	15.9%	2,676,788	1,119,803	405,505	15.2%	-1.7%	-0.4%
At-Risk	2,247,224	1,199,420	413,783	18.4%	2,282,091	1,146,370	399,786	17.5%	-4.4%	-3.4%

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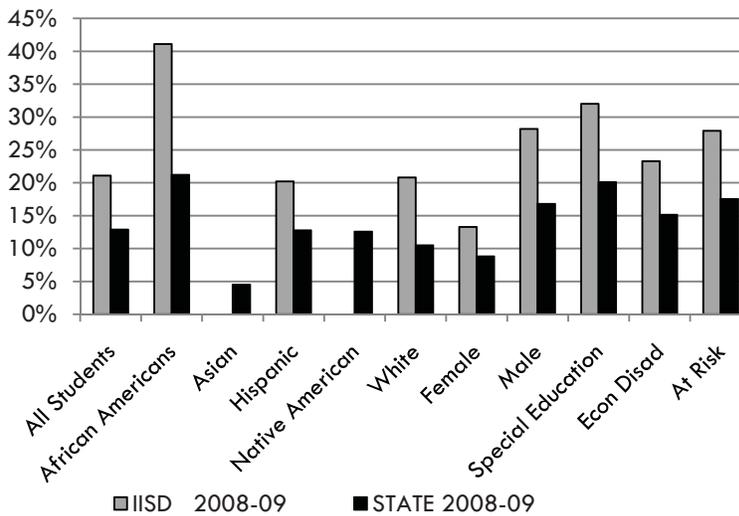SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 13
INGLESIDE ISD
IN-SCHOOL SUSPENSION, PERCENTAGE OF STUDENT GROUPS COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007–08

SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 14
INGLESIDE ISD
IN-SCHOOL SUSPENSION, PERCENTAGE OF STUDENT GROUPS COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09

SOURCE: Texas Education Agency.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

The district's Alternative Education Placement Center (AEPC) for secondary students is located in the Cook Annex Building at 2624 Mustang Drive. It is a separate education and disciplinary program and is set apart from the other school campuses.

During the onsite visit, the review team visited the AEPC and observed the facility to be dark, ill kept, and uninviting. The older annex facility does not reflect the same care or cleanliness as the central office or regular campuses, which are either new or updated. The AEPC junior high and high school classrooms are dark, with little visual stimulation, poor quality furniture, and no evidence of a variety of instructional resources. Since the time of onsite work the district has begun renovations to this facility to include a welding shop to be used by the students.

Ingleside ISD's procedures manual describes the AEPC as having been "designed as a last alternative discipline management technique to be used prior to the full disciplinary environment for students who have been determined to be incorrigible by their home campus principal while still providing the student with the opportunity to complete his/her regular program of instruction in as much as is reasonably possible." The manual goes on to say that it "must be remembered that the Alternative Education Placement Center represents a final effort on the part of the district to keep the student(s) involved in school and provide an appropriate education." Finally, the manual states that the secondary AEPC is for students who:

- have demonstrated either serious or persistent misbehavior;

- have just been released from a juvenile facility;

- have transferred in from another district's alternative program or are subject to an alternative placement; and/or

- have engaged in conduct defined as a felony offense.

The mission statement for the AEPC is "to provide educational services to students who have been placed by their home campus principal, or a special education student who has been placed by an Admission Review Dismissal (ARD) Committee manifestation action, and to return to their home campus with a positive outlook toward school and themselves." The program goal is to "provide educational services to those students who would normally be expelled from school [by] placing them in a safe and supportive environment which provides counseling and computer assisted educational instruction."

Program objectives include the intent:
- to provide for the continuation of each student's education in a safe facility isolated from all other campuses;

- to further each student's education by direct teaching, tutorials, and computer assisted instruction; and

- to improve each student's level of academic compliance.

Because the AEPC is considered the final stage of the discipline management program, violations of district discipline policies and standards can result in immediate expulsion from school for the remainder of the term for students in AEPC. Placements at the AEPC are reserved for students who have committed discipline offenses for which the state mandates AEPC placement or are guilty of serious and persistent misconduct.

Students are placed at the AEPC after an offense has been committed and following a placement hearing held by the campus principal or his or her designee. The student and parent are required to attend the hearing and, immediately after the hearing, the administrator conducts an orientation session with the student and parent. The student and parent go immediately to the AEPC campus and attend an in-take session with an AEPC teacher or the AEPC teacher's aide. The student begins his/her placement at that time and the AEPC staff begins to develop the student's curriculum.

AEPC students are searched at the beginning of each day and are required to follow the district dress code outlined in the Ingleside Student Handbook. Lunch is provided by the district. However, students eat in the classroom and are not allowed to communicate with each other during lunch. Parents/guardians are required to provide transportation for students to and from the AEPC. The junior high and high school AEPC students are dismissed from school earlier than the regular education students. The review team learned through interviews and focus groups that students perceive early dismissal from the AEPC as a reward, which encourages the student's desire to be placed at the AEPC.

At the time of the onsite review there were two teachers assigned to the AEPC: a certified band instructor; and a certified math teacher. The certified math teacher was temporarily assigned to the AEPC prior to the review team's visit. In addition, there was a teacher's aide who had been assigned to the AEPC for several years. Observations and interviews with staff revealed that the role of the AEPC teacher is to assist students with assignments. Staff also stated that they rarely, if ever, observe students receiving direct instruction in the AEPC. During interviews and focus groups staff indicated that district teachers and counselors visit

students at the AEPC to provide instructional assistance and counseling services.

Students remain enrolled at their home campus while attending the AEPC. While at the alternative setting, junior high school students receive instruction via assignments from their teachers at the home campus. High school students receive assignments from the home campus and/or computerized instruction using the A Plus program. Administrators reported that, in addition to A Plus, other computer programs available to the AEPC students included: Classworks, Read 180, Read Now Power UP, USA Test Prep, Accelerated Math and Accelerated Reading. When resources are not available for students' elective courses, the courses are dropped from the students' schedules and only the core curriculum areas of English language arts, mathematics, science, and social studies are provided. The AEPC teacher's aide visits both the junior high and high school campuses daily to pick up assignments and to deliver completed assignments to the regular classroom teachers.

AEPC staff provides student progress information and completed assignments to the home campus and the home campus makes all decisions related to promotion, retention, and placement of students through a Promotion and Review Committee (PRC).

AEPC students participate in weekly individual and group counseling sessions provided by a community-based non-profit agency, Teen Connection. Junior high and high school counselors visit students for individual counseling sessions as needed. Prior to returning to the home campus classroom, students meet with the school counselor to address any concerns related to the transition.

Interviews and focus groups with administrators, counselors, and teachers revealed the following strengths and challenges related to the AEPC program:

Strengths

- Placement in AEPC isolates students from regular classrooms.

- Staff is notified each morning which students have been assigned AEPC.

- Many students like the structured setting of AEPC.

Challenges
- It is difficult for teachers to get to the AEPC to assist students because of the location.

- Classrooms need more structure from the AEPC instructor.

- There is a lack of core content instruction.

- There is a lack of certified teachers in each subject.

- There is a lack of consistent rules.

- The academic feedback process is slow.

- There is a lack of interaction in the classroom.

- Students do not get direct instruction.

- Students are rewarded because of earlier dismissal.

- There are not enough counseling services available.

- There is a lack of administrative attention.

- There is a lax dress code at AEPC.

Exhibit 15 shows DAEP data for the district by student group for school years 2007–08 and 2008–09, while **Exhibit 16** shows statewide DAEP data for the same time period. These data show that on a statewide basis, the number of students given DAEP assignments, as well as the number of DAEP actions, has decreased for all groups from school year 2007–08 to 2008–09. However, because Ingleside ISD is a small district with small numbers of students assigned to the AEP, establishing a trend for this time period is difficult. DAEP placements for all students decreased by 3.1 percent, while the number of DAEP actions remained stable for the two years presented. The number of special education students placed at the district's AEPC campus increased from seven to nine from school years 2007–08 to 2008–09, or 28.6 percent.

Exhibits 17 and **18** compare Ingleside ISD's DAEP assignment percentages to statewide percentages for school years 2007–08 and 2008–09, respectively. Because of the low numbers of African American, Asian, Hispanic, Native American, female, and male students assigned to DAEP in the district, it is not feasible to compare these categories to statewide percentages. However, the graphs in these exhibits show that White students in the district are assigned to DAEP at about the same rate as those students assigned statewide for both years presented. The rate at which Ingleside ISD's special education students were given DAEP assignments increased relative to statewide assignments from school year 2007–08 to 2008–09.

EXHIBIT 15
INGLESIDE 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	2,534	34	32	1.3%	2,474	34	31	1.3%	0.0%	-3.1%
African American	102	*	*	*	95	*	*	*	*	*
Asian	54	*	*	*	48	*	*	*	*	*
Hispanic	1,074	*	*	*	1,122	*	*	*	*	*
Native American	14	0	0	0.0%	13	0	0	0.0%	0.0%	0.0%
White	1,290	21	20	1.6%	1,196	19	16	1.3%	9.52%	20.00%
Female	1,220	*	*	*	1,184	*	*	*	*	*
Male	1,314	*	*	*	1,290	*	*	*	*	*
Special Education	285	9	7	2.5%	256	10	9	3.5%	11.1%	28.6%
Eco Dis	1,104	15	14	1.3%	1,073	16	16	1.5%	6.7%	14.3%
At-Risk	1,021	24	22	2.2%	1,149	24	22	1.9%	0.0%	0.0%

*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.
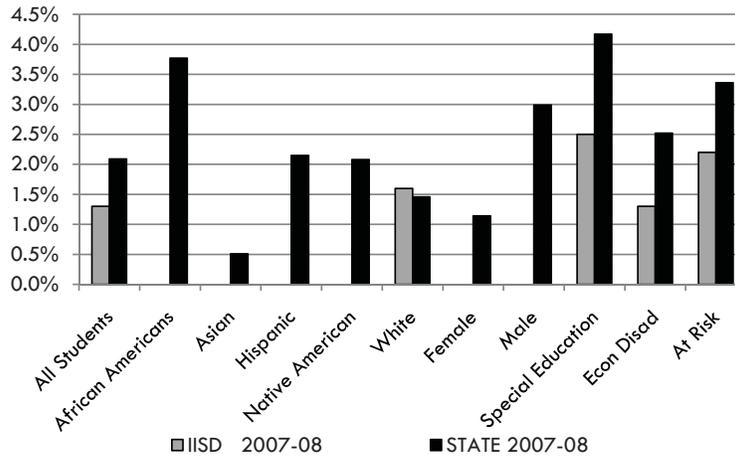SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 16
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%	-7.4%	-8.6%
Asian	166,207	1,011	843	0.5%	176,818	876	740	0.4%	-13.4%	-12.2%
Hispanic	2,275,774	63,122	49,039	2.2%	2,346,168	59,827	46,852	1.9%	-5.2%	-4.5%
Native American	17,365	438	361	2.1%	17,761	440	345	1.9%	0.5%	-4.4%
White	1,667,163	30,073	24,302	1.5%	1,655,078	26,926	21,918	1.3%	-10.5%	-9.8%
Female	2,343,951	32,525	26,624	1.1%	2,378,854	29,429	23,973	1.0%	-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.
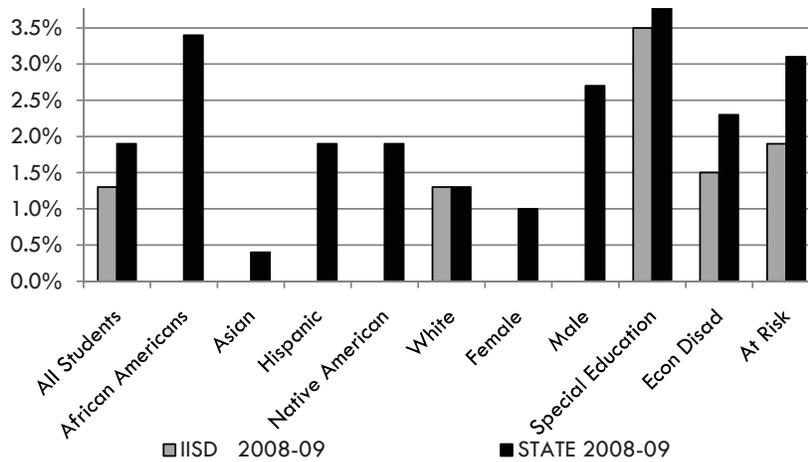SOURCE: Texas Education Agency, PEIMS.

EXHIBIT 17
INGLESIDE ISD
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM, PERCENTAGE OF STUDENT GROUPS COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2007–08

SOURCE: Texas Education Agency.

EXHIBIT 18
INGLESIDE ISD
DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM, PERCENTAGE OF STUDENT GROUPS COMPARED TO STATEWIDE TOTALS
SCHOOL YEAR 2008–09

SOURCE: Texas Education Agency.

RECOMMENDATIONS

Recommendation 1: Ingleside ISD should staff the AEPC to ensure that students are instructed by teachers certified in each of the four core content areas. Students' instructional activities are driven by assignments sent to the AEPC from the home campus, with a full-time, non-core certified teacher available to assist students with the assignments. Interviews and focus groups with staff reveal that it is not possible for students to receive individual attention in the four core courses, given the present staffing and instructional design at the AEPC. Chapter 103, Subchapter CC of Commissioner's Rules Concerning Safe Schools requires that:

- Each school district shall provide an academic and self-discipline program that leads to graduation and includes instruction in each student's currently enrolled foundation curriculum necessary to meet the student's individual graduation plan, including special education services.

To ensure meeting the intent of the Commissioner's Rule and best practice, the district should assign a certified core content teacher full time to the AEPC. In addition, the district should assign three teachers in the remaining content areas, for one period each day, to provide direct instruction and remedial services. The district could accomplish this by scheduling existing certified core content teachers from the secondary campuses to assist at the AEPC for one period each day. In making the assignments to the alternative school, the district should take into consideration the staffing recommendations in the National Alternative Education Association's (NAEA) Quality Indicators of Alternative Education Staffing and Curriculum:

- The program should employ enthusiastic, energetic, and innovative teachers who demonstrate multiple teaching styles.

- The staff should understand and practice the concept of facilitative learning.

- There should be a sufficient number of teachers assigned to the alternative program.

- Teachers should be highly qualified in the content area based on individual state standards.

- Teachers should be competent in research based teaching techniques and behavior management strategies appropriate for the target student population.

- Teachers should be able to provide appropriate instruction designed to close gaps in student learning.

Adding three teachers for one period per day would be an increase of approximately 0.50 full-time equivalency (FTE) position. Using the district's salary schedule for a sixth-year teacher of $41,000 annually, the salary cost to the district would be $20,500 annually. Because the teachers would be serving both junior high and high school students, attention to appropriate certification requirements will be necessary.

Recommendation 2: The district should update the junior high and high school alternative classrooms to provide a learning environment equivalent to other district facilities. Ingleside ISD should evaluate the Cook Annex and update the classrooms assigned to the alternative school to reflect the standards of other classrooms/buildings in the district. The district might consider involving students previously assigned to the AEPC in the classroom evaluation process and complete the renovation as part of the district's summer maintenance program. The district could make the renovation part of a community service project for students assigned to the AEPC in the fall. Estrada Learning Center, a discipline alternative school in the San Antonio Independent School District, includes assistance with maintenance of the building and grounds of the Center as a community service project for students who are assigned to the Center. A time is set aside each day for students to assist in the upkeep of the building and to plant and maintain the shrubs and other foliage around the grounds. The principal of Estrada believes as a result of that experience, students have an opportunity to do physical activities during the day and to develop pride in the facility, which encourages students to take better care of the building and furnishings.

The National Association of State Boards of Education (NASB 1996) cited facilities of DAEP programs as a key characteristic to their success. The NASB publication notes that programs are:

- often set within a traditional school . . . have their own facilities, share a facility with another school, or are located in communities or university campuses. Regardless of the location, successful programs and schools provide healthy physical environments that foster education, emotional well-being, a sense of pride, and safety.

The NAEA supports this concept and states that "programs that promote community involvement using service learning as a teaching and learning strategy that integrates meaningful

community service with instruction, teaches civic responsibility, and aims to strengthen the learner's role in his or her community."

The district should further evaluate the type and number of learning resources available to students at the AEPC to ensure that students have similar access to learning resources as students in regular classrooms.

There should be no additional investment for the cleaning, painting, and repair of the building beyond the annual summer renovation/maintenance budget provided by the district. A review of the cost of classroom furniture and technology reveals that the cost to replace, at a minimum, teacher/student desks and chairs and the computer stations would be approximately $2,895.

Recommendation 3: The district should create a point system that would support and encourage constant student engagement in the AEPC classroom. Interviews and focus groups with staff as well as review team observations in the AEPC classroom revealed that students are often not engaged in learning. Schlechty (1994) defines student engagement by saying that students "are engaged when they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work." Dr. Richard Jones (2008), author and senior consultant at the International Center for Leadership, reminds his readers that "simply telling or encouraging students to engage themselves in their class work is seldom enough." He goes on to recommend some "key elements of an integrated approach to cultivating and supporting student engagement " by the teacher:

- Cultivate one-on-one relationships. The one-on-one relationship between student and teacher is the critical element that can lead to increased student motivation and higher levels of engagement in academics and school life.

- Take responsibility for student engagement practices. It is primarily the teacher's responsibility to engage the students, as opposed to the teacher expecting students to come to class naturally and automatically engaged.

The AEPC staff can integrate these two elements into the classroom by implementing a point system which addresses the level of student engagement. One example requires the staff to visit each student's workstation every 15-20 minutes, speak with the student about the assignment and his/her

understanding of the assignment, assist the student if he/she is struggling with a concept, and assign points (using a previously designed rubric) for engagement and progress. This process would assist in the development of the one-on-one relationship between the staff member and the student, as well as fulfill the teacher's responsibility to ensure students are engaged. These points should become part of the determination of what makes a "successful day" in terms of days of placement at the AEPC.

There is no specific resource investment for the implementation of a point system, but a commitment of staff time would be required to plan the process.

Recommendation 4: The district should provide ISS and AEPC staff ongoing training opportunities in instructional and classroom management methodologies. Interviews with Ingleside ISD ISS and AEPC staff reflect a lack of training for AEPC paraprofessionals and a lack of training specific to alternative programs for the AEPC teacher. NAEA (1996) has identified professional development as one of several indicators that are vital to quality alternative education programming and recommends that written professional development plans exist that identify staff training needs, match needs to relevant training, and emphasize quality implementation of research based practices. NAEA further recommends the following as quality indicators of alternative education professional development:

- The focus of professional development relates to positive student outcomes across academic, behavioral, life skill, service coordination, transitional and vocational domains and increases the likelihood of student success in present and future settings.

- The program uses a variety of professional development approaches, including technology, to accomplish the goals of improving instruction and increasing student achievement.

- Professional development opportunities include information related to effectively collaborating with community support services and how to connect with students and families.

- The program strategically increases staff capacity through training, modeling, and ensuring the use of research-based strategies that align with the needs of the program population.

- Sufficient resources, such as time, substitutes, and incentives allow all staff to participate in workshops, conferences, and seminars.

In addition, Chapter 103, Subchapter CC of Commissioner's Rules Concerning Safe Schools, requires that staff at each (D)AEP shall participate in training programs on education, behavior management, and safety procedures that focus on positive and proactive behavior management strategies. The training programs must also target prevention and intervention that include:

- training on education and discipline of students with disabilities who receive special education services;

- instruction in social skills and problem-solving skills that addresses diversity, dating violence, anger management, and conflict resolution to teach students how to interact with teachers, family, peers, authority figures, and the general public; and

- annual training on established procedures for reporting abuse, neglect, or exploitation of students.

  External training opportunities for four staff members (the junior high and high school ISS teachers and the two staff members at the DAEP) would cost an estimated $500 per person, for a total annual investment to the district of $2,000.

Recommendation 5: Ingleside ISD should design, implement, and use the results of an annual discipline management evaluation program to determine the effectiveness of both ISS and AEPC. Research reveals that exemplary alternative education programs "systematically conduct program evaluations for continuous program improvement." Typically, data triangulation is employed with the analysis of the following three sources of data:

- Program implementation ratings;

- Student outcome data; and

- Student, parent/guardian, and staff surveys.

All sources of data are collected and used to assess quality, provide a course for improvement, and direct future activities of the program. Some evaluation quality indicators include:

- Determination of progress toward meeting the mission and goals of the program;

- Use of student outcome data for all content areas;

- Use of data related to absences, disciplinary incidents, and recidivism rates;

- Assessment of attitudes about the program;

- Evaluation of transitional services, including follow-up visits with former students; and

- Use of an external evaluator.

Contracting with an external evaluator to develop and administer surveys, conduct focus groups, analyze results, and generate a report would require an initial investment of $10,000. Future evaluations could be conducted by the district and data provided to the evaluator to generate the report at a cost of approximately $2,000 every two years.

FISCAL IMPACT

RECOMMENDATION		2010–11	2011–12	2012–13	2013–14	2014–15	TOTAL 5-YEAR (COSTS) OR SAVINGS	ONE TIME (COSTS) OR SAVINGS
1.	Staff the AEPC to ensure that students are instructed by teachers certified in each of the four core content areas.	($20,500)	($20,500)	($20,500)	($20,500)	($20,500)	($102,500)	$0
2.	Update the junior high and high school alternative classrooms to provide a learning environment equivalent to other district facilities.	$0	$0	$0	$0	$0	$0	($2,895)
3.	Create a point system that would support and encourage constant student engagement in the AEPC classroom.	$0	$0	$0	$0	$0	$0	$0
4.	Provide ISS and AEPC staff ongoing training opportunities in instructional and classroom management methodologies.	($2,000)	($2,000)	($2,000)	($2,000)	($2,000)	($10,000)	$0
5.	Ingleside ISD should design, implement, and use the results of an annual discipline management evaluation program to determine the effectiveness of both ISS and AEPC.	$0	($2,000)	$0	($2,000)	$0	($4,000)	($10,000)
TOTALS		**($22,500)**	**($24,500)**	**($22,500)**	**($24,500)**	**($22,500)**	**($116,500)**	**($12,895)**