



Dallas Independent School District

**FINAL REPORT OF 2006-2007
Safe and Civil Schools**

EA07-179-2

**DIVISION OF EVALUATION
AND ACCOUNTABILITY**

Michael Hinojosa, Ed. D. Superintendent of Schools

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Dallas Independent School District

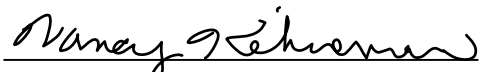
Michael Hinojosa, Ed. D.
Superintendent of Schools

Safe and Civil Schools
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FINAL REPORT SAFETY INITIATIVE, 2006-07

Project Evaluators: Steven R. Wolfson, J.D., Ph.D.
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ABSTRACT

The mission of Dallas ISD to educate its students so they graduate ready to enter college and the workforce. Safe and secure campuses is a prerequisite to that mission. This report evaluates the Dallas ISD Safety Initiative program and its components. Criminal offenses at each school campus are examined; and those which exhibit a high degree of incidence are scrutinized further. At present, seven out of seventy campuses exhibit a high rate of expellable offenses. That is fully 10 percent of all Dallas ISD middle and high school campuses. Recommendations for further study of those campuses, and the reasons why, are made.

The Foundations program, still in its infancy, requires more time and study for incisive evaluation. All schools which should be in the Foundations program have been included, with one exception – Florence middle school. Florence should be included.

CHAMPs (Conversation, Help, Activity, Movement, and Participation) is a classroom management program also in its infancy. Nevertheless, it does show promise and bears continuance.

START on Time is a program designed to alleviate class tardiness. The first and fourth period classes have been identified as having the greatest tardy rate. Recommendations for alleviation are made.

Finally, it is recommended that a more thorough, in-depth study be conducted on underlying reasons for the high rate of criminal offenses in Dallas ISD schools. Until those reasons can be isolated and examined, they will continue to defy intervention. Until those reasons can be addressed, the criminal offense rate in Dallas ISD schools likely will persist, undermining the mission of the district to graduate its students ready for college and the workforce.

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PROGRAM DESCRIPTION

The Dallas Independent School District's Safety Initiative is a districtwide effort adopted in 2004-2005 designed to promote a safe and civil environment at all school campuses. Its objectives include improving safety and security, deterring crime and misbehavior, and providing an environment conducive to learning. Areas of concentration are both on and off campus, including classrooms, cafeterias, hallways and buses. The initiative involves more than 20 different programs and strategies, affecting nearly all students and district personnel. The program runs through academic year 2008-2009. This evaluation covers four aspects of the program during 2006-2007.

Programs and strategies are classified under four separate rubrics: (1) universal – broad districtwide coverage among all students; (2) select – individualized strategies for students who do not respond to universal programs and who exhibit continual behavioral issues; (3) targeted – more focused individualized intervention for students with serious behavioral and disciplinary issues who do not respond to universal or select interventions; and (4) enforcement – districtwide strategies to reduce overall campus crime.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose and scope of this report is to evaluate violence prevention and intervention policies and procedures that the district has adopted to protect students and staff, including Foundations, CHAMPs, START on Time, and programs under the Safe and Drug-Free Schools and Communities Act of 1994.

MAJOR EVALUATION QUESTIONS AND RESULTS

2.1 *What are the major research findings on school safety?*

Methodology

Data were compiled on raw number of criminal offenses occurring at Dallas ISD schools during 2006-2007. The data are evaluated for statistical significance of criminal offenses occurring at specific Dallas ISD campuses. Recommendations are made.

Results

Criminal offenses at Dallas ISD schools

There are four escalating levels of criminal offenses at school:

- 1) First level – Reporting offense to principal not required
- 2) Discretionary – Reporting offense to principal may be required
- 3) Mandatory – Reporting offense to principal is required
- 4) Expellable – Expulsion mandatory

The number of districtwide criminal offenses by campus during 2006-2007 appear in Table 1.

Table 1
Disciplinary Referrals for All Campuses

Campus ID	School Name	First Level	Discretionary	Mandatory	Expellable	Number of Offenses
001	Bryan Adams	1,027	198	30	2	1,257
002	W. H. Adamson	593	70	13	2	678
003	A. Maceo Smith	421	197	12	3	633
005	Moises Molina	1,166	112	29	8	1,318
006	Hillcrest	498	36	7	0	541
007	Thomas Jefferson	40	18	28	29	115
008	Justin F. Kimball	1,761	250	21	2	2,038
009	Lincoln	10	54	12	1	77
011	LACEY	669	69	3	7	748
012	L. G. Pinkston	616	184	43	8	851
013	Fr. Roosevelt	142	63	21	4	230
014	W. W. Samuell	1,364	299	67	9	1,739
015	Seagoville High	672	224	35	4	935
016	South Oak Cliff	932	232	15	3	1,182
017	H. Grady Spruce	828	200	33	4	1,065
018	Sunset	78	81	59	6	226
021	W. T. White	238	75	25	21	359
022	Woodrow Wilson	143	92	16	5	256
023	David W. Carter	150	205	29	4	388
024	North Dallas	37	80	34	32	183
025	Skyline	2,863	320	79	12	3,274
028	Emmett J. Conrad	78	65	15	4	162
029	SCGC	471	27	6	9	513
030	Maya Angelou	0	1	0	0	1
031	Redirections	1,084	88	0	9	1,181
032	James Madison	5	8	2	0	15

034	B. T. Washington	34	15	7	1	57
035	Irma Rangel	3	2	0	0	5
041	Townview Magnet	9	13	7	1	30
042	W. H. Atwell	1,389	315	10	0	1,714
043	T. W. Browne	652	189	10	0	851
044	E. H. Cary	663	137	8	27	836
045	E. B. Comstock	206	264	18	1	489
046	Fred Florence	2,277	221	23	2	2,523
047	Benjamin Franklin	867	246	4	1	1,118
048	W. H. Gaston	1,043	238	43	5	1,329
049	W. E. Greiner	490	140	14	1	645
050	Robert T. Hill	646	173	14	5	838
051	Oliver W. Holmes	0	266	24	2	292
052	John B. Hood	1,821	378	21	7	2,227
053	J. L. Long	511	623	15	3	1,152
054	Thomas C. Marsh	939	145	16	17	1,117
055	Thomas J. Rusk	642	209	21	21	893
056	E. D. Walker	97	54	9	2	162
058	Alex W. Spence	451	133	19	1	604
059	L. V. Stockard	1,271	381	19	4	1,675
060	Boude Storey	2,667	379	17	1	3,064
061	Maynard Jackson	14	3	3	0	20
062	Billy E. Dade	267	207	7	0	482
063	D. A. Hulcy	597	170	2	0	769
065	P. C. Anderson	580	271	8	1	860
066	Stone Montessori	5	1	0	0	6
068	Raul Quintanilla	1,182	259	28	5	1,474
069	Seagoville Middle	1,364	300	11	2	1,677
071	Environ. Science	8	3	0	0	11
072	Sarah Zumwalt	0	21	4	0	25
073	Henry Longfellow	123	20	0	0	143
074	Thomas A. Edison	210	88	12	1	311
075	Dealey Montessori	5	7	0	0	12
083	Sam Tasby	628	262	12	0	902
088	Early College	0	0	1	0	1
101	John Q. Adams	68	19	0	0	87
103	Gabe P. Allen	48	4	0	0	52
104	William Anderson	91	14	1	2	108
105	Arcadia Park	5	7	2	0	14
106	Arlington Park	4	0	0	0	4
108	Bayles	20	55	0	0	75
109	W. A. Blair	100	73	1	1	175
110	A. W. Blanton	42	134	4	0	180
112	James Bowie	13	7	0	0	20
114	John N. Bryan	75	29	0	0	104
115	Harrell Budd	4	15	0	0	19
116	David G. Burnet	1	7	0	0	9
117	Rufus Burleson	60	11	3	1	75
118	W. W. Bushman	27	64	1	0	92
119	William L. Cabell	47	20	0	0	67

120	F. P. Caillet	13	92	1	0	106
121	John Carpenter	76	154	0	0	230
122	C. F. Carr	7	0	0	0	7
124	George W. Carver	20	36	1	0	57
125	Casa View	183	128	3	1	316
126	Central	62	107	0	0	169
127	City Park	1	13	2	0	16
128	Martin L. King	0	1	0	0	1
129	S. S. Conner	13	18	1	0	32
130	Leila P. Cowart	13	16	1	0	30
131	Ignacio Zaragoza	8	17	0	0	25
132	B. F. Darrell	2	15	0	0	17
133	Barbara Jordan	24	22	3	0	49
134	Dealey Montessori	0	3	0	0	3
135	Everette DeGolyer	3	7	0	0	10
136	L. O. Donald	4	9	1	0	14
137	Julius Dorsey	2	8	0	0	10
139	Paul L. Dunbar	90	108	0	0	198
140	Amelia Earhart	0	0	1	0	1
141	Vickery Meadows	8	1	0	0	9
142	J.N. Ervin	8	43	0	0	51
143	J. W. Fannin	2	0	0	0	2
144	Tom W. Field	30	58	0	0	88
145	Stephen C. Foster	32	17	3	0	52
147	Charles A. Gill	49	61	1	0	111
148	Tom C. Gooch	4	11	0	0	15
149	Lenore Kirk Hall	15	13	0	0	28
152	M.Henderson	22	30	1	0	53
153	V. H. Hexter	6	7	1	0	14
155	C. A. Tatum Jr.	75	71	3	0	149
156	N. Hawthorne	17	17	1	0	35
157	James S. Hogg	12	7	0	0	19
158	Lida Hooe	48	15	0	2	65
159	L. L. Hotchkiss	48	103	3	1	155
160	Sam Houston	14	6	0	0	20
161	John Ireland	2	13	0	0	15
162	Stonewall Jackson	0	6	0	0	6
163	Albert S. Johnston	2	2	0	0	4
164	Anson Jones	11	17	0	0	28
166	Edwin J. Kiest	82	42	0	0	124
167	Kleberg	98	68	1	1	168
168	Obadiah Knight	18	26	0	0	44
169	Arthur Kramer	42	2	0	0	44
170	Richard Lagow	17	50	2	0	69
171	Lakewood	7	1	0	0	8
173	Sidney B. Lanier	63	9	0	0	72
174	Robert E. Lee	3	1	0	0	4
175	Umphrey Lee	3	3	0	0	6
176	Jack Lowe Sr.	56	38	1	2	97
178	Lisbon	35	11	3	0	49

180	B. H. Macon	1	7	0	0	8
181	Maple Lawn	39	8	0	0	47
182	Herbert Marcus	8	4	1	1	14
183	Thomas Marsalis	0	20	0	0	20
185	William B. Miller	22	3	0	0	25
186	Roger Q. Mills	88	87	0	0	175
187	Nancy Moseley	107	98	0	0	205
188	Mount Auburn	11	17	0	0	28
189	Clara Oliver	9	21	0	0	30
190	George Peabody	23	42	2	0	67
191	Elisha Pease	1	1	1	0	3
192	John F. Peeler	39	63	1	0	103
193	John J. Pershing	3	4	0	0	7
194	K. B. Polk	25	20	0	0	45
196	J. W. Ray	134	64	0	0	198
196	Martha T. Reilly	24	25	0	0	49
199	Reinhardt	12	8	0	0	20
200	J. J. Rhoads	19	53	0	0	72
201	Charles Rice	5	46	0	0	51
202	Oran M. Roberts	55	53	2	1	111
203	Dan D. Rogers	46	48	0	0	94
204	Rosemont	104	44	0	0	148
205	Clinton P. Russell	1	3	0	0	4
206	Alex Sanger	9	46	2	1	58
207	San Jacinto	53	90	1	0	144
208	Seagoville Elem.	12	15	0	0	27
209	Ascher Silberstein	27	89	2	0	118
210	Leslie Stemmons	104	28	0	0	132
211	Stevens Park	30	26	3	0	59
212	Stone Montessori	6	7	0	0	14
213	T. G. Terry	4	5	0	0	9
214	H. S. Thompson	12	15	1	0	28
215	R. L. Thornton	20	38	0	0	58
216	Edward Titche	262	171	2	0	435
217	William B. Travis	8	1	0	0	9
218	George W. Truett	268	214	6	0	488
219	Adelle Turner	84	4	0	0	88
220	Mark Twain	50	21	0	0	71
222	Urban Park	98	12	2	0	112
224	Walnut Hill	6	1	0	0	7
225	Daniel Webster	9	18	0	1	28
226	Martin Weiss	44	35	0	0	79
227	Phyllis Wheatley	1	0	0	0	1
228	Sudie Williams	1	2	0	0	3
229	Winnetka	18	77	1	0	96
230	H. C. Withers	7	18	2	1	28
232	Edna Rowe	101	44	1	0	146
233	Nathan Adams	1	5	0	0	6
234	Henry Gonzalez	59	32	0	0	91
235	Birdie Alexander	5	0	0	0	5

236	Nancy J. Cochran	52	48	1	2	103
237	J. W. Runyon	48	40	3	0	91
239	Arturo Salazar	36	11	0	0	47
240	Frank Guzick	16	7	2	0	25
241	Alt. Center East	6	14	0	115	135
250	Whitney Young	0	2	4	0	6
259	Alt. Center South	100	4	0	13	117
260	Lorenzo DeZavala	2	3	0	0	5
262	Sequoyah	0	0	1	0	1
263	J. P. Starks	1	8	1	1	11
264	Ronald E. McNair	46	90	2	0	138
265	Eladio R. Martinez	9	3	0	0	12
266	FredDouglass	46	252	0	0	298
268	John F. Kennedy	30	17	2	0	49
269	Hernandez	162	27	4	1	194
270	Eduardo Mata	3	11	0	0	14
271	Julian T. Saldivar	3	16	0	0	19
272	Maria Moreno	23	16	0	0	39
273	Pleasant Grove	40	39	1	0	80
274	Mary Bethune	20	23	0	0	43
275	Louise Kahn	35	23	1	1	60
276	Gilbert Cuellar, Sr.	32	46	0	0	78
278	Leonides Cigarroa	93	44	0	0	137
279	Jerry R. Junkins	55	76	1	1	133
280	Anne Frank	14	13	3	1	31
281	Cesar Chavez	53	59	2	0	114
283	Medrano	19	20	1	3	43
284	Highland Meadows	20	91	1	0	112
286	Lee McShan Jr.	3	6	1	0	10
287	Celestino Soto	87	70	0	0	157
288	Semos/Rosemont	24	4	0	0	28
289	Felix Botello	12	27	0	0	39
	Total	42,667	14,206	1,148	453	58,488

Descriptive statistics rounded to the nearest whole number are:

- For first level offenses, mean of 205, median of 31, standard deviation of 446. Minimum number of first level offenses was 0 at Maya Angelou, Oliver W. Holmes, Sarah Zumwalt, Early College, M.L. King, George B. Dealey Montessori, Amelia Earhart, Stonewall Jackson, Thomas L. Marsalis, Whitney Young, and Sequoyah. Maximum number of first level offenses was 2863 at Skyline.
- For discretionary offenses, mean of 68. median of 26, standard deviation of 95. Minimum of discretionary offenses was 0 at Early College, Arlington Park, C.F. Carr, Amelia

Earhart, Phyllis Wheatley, Birdie Alexander, and Sequoyah. Maximum of 623 was at J.L. Long.

- For mandatory offenses, mean of 6, median of 1, standard deviation of 12. Minimum of 0 was at Maya Angelou, Redirections, Irma Rangel, Harry Stone Montessori, Dallas Environmental Science, Henry W. Longfellow, George B. Dealey Montessori, John Q. Adams, Gabe P. Allen, Arlington Park, Bayles, James Bowie, John N. Bryan, Harrell Budd, David G. Burnet, William L. Cabell, John W. Carpenter, C.F. Carr, Central, Martin L. King, Ignacio Zaragoza, B.F. Darrell, Everette Lee DeGoyler, Julius Dorsey, Paul L. Dunbar, Jill Stone at Vickery Meadows, J.N. Ervin, J.W. Fannin, Tom W. Field, Tom C. Gooch, Lenore Kirk Hall, James S. Hogg, Lida Hooe, Sam Houston, John Ireland, Stonewall Jackson, Albert S. Johnston, Anson Jones, Edwin J. Kiest, Obadiah Knight, Arthur Kramer, Lakewood, Sidney B. Lanier, Robert E. Lee, Umphrey Lee, B.H. Macon, Maple Lawn, Thomas L. Marsalis, William Brown Miller, Roger Q. Mills, Nancy Moseley, Mount Auburn, Clara Oliver, John J. Pershing, K.B. Polk, J.W. Ray, Martha T. Reilly, Reinhardt, J.J. Rhoads, Charles Rice, Dan D. Rogers, Rosemont, Clinton P. Russell, Seagoville Elementary, Leslie Stemmons, Harry Stone Montessori, T.G. Terry, Robert L. Thornton, William B. Travis, Adelle Turner, Mark Twain, Walnut Hill, Daniel Webster, Martin Weiss, Phyllis Wheatley, Sudie Williams, Nathan Adams, Henry Gonzalez, Birdie Alexander, Arturo Salazar, Alternative Center East, Alternative Center South, Lorenzo DeZavala, Elaidio R. Martinez, Frederick Douglass, Eduardo Mata, Julian T. Saldivar, Maria Moreno, Mary McLeod Bethune, Gilbert Cuellar, Sr. Leonides Cigarroa, Celestino Mauricio Soto, Chris V. Semos/Rosemont, and Felix Botello. Maximum of 79 mandatory offenses was at Skyline.
- For expellable offenses, mean of 2, median 0, and standard deviation of 9. Almost all campuses experienced the minimum of 0, but Alternative Center East experienced the maximum of 115 expellable offenses.
- For total offenses per each campuses, mean was 281, median 72, standard deviation 529. Minimum total offenses per campus was 1, maximum was 3274 at Skyline.

How safe and secure, then, are our schools? It depends. All things being equal, which they never are, according to the so-called empirical rule, in any normally distributed (mound shaped) population or large size sample, any observation falling within one standard deviation of the mean (plus or minus) is within approximately 68% of the total sample or population; any observation within two standard deviations from the mean is within 95% of the total sample or population; and any observation within three standard deviations is within 99.9% (essentially all) of the total sample or population. What this means for Dallas ISD is that any single campus (observation) falling more than one standard deviation above the mean of criminal offenses should be considered more dangerous than approximately 68% of the schools within one standard deviation from the mean; any campus more than two standard deviations above the mean should be considered more dangerous than approximately 95% of schools within two standard deviations from the mean; and any campus more than three standard deviations above the mean should be considered more dangerous than essentially all the other schools in the entire district. Conversely, schools falling one, two, or three standard deviations below the mean should be considered safer than 68%, 95%, or all other schools in the district closer to the mean.

A number of variables, however, affect these scores, such as reporting diligence, campus size, and variance. Some schools may be, and probably are, more diligent than others in reporting offenses. This might be especially be true for minor offenses, such as first level or discretionary offenses, the effect of which would be to increase the percentage of offenses relative to schools which tend to underreport. Nevertheless, most schools probably are diligent in reporting major infractions, such as mandatory and expellable offenses, which are certainly the most important levels of interest. Campus size, which would tend to increase or decrease the absolute value (but not necessarily the percentage) of offenses likely, is another variable that enters into the equation. It stands to reason that a large campus like Skyline is going to be more prone to criminal offenses than a small one like Irma Rangel simply due to the larger student population. But aside from reporting and campus size lies another, less obvious,

variable that could, and probably does, affect the results. That is the phenomenon of unequal spread or variance among the observations (Gujarati, 1995; Wooldridge, 2000).

A crucial assumption underlying statistical interpretation is that the observations, in this case all Dallas ISD campuses, exhibit an even spread around the mean of what is being examined, both above (+) and below (-) the mean. If, however, this spread, called variance, tends to narrow or widen in tandem with some other variables, this assumption is violated, thereby casting doubt upon the reliability of the model. For example, if the variance around the mean of criminal offenses narrows or widens with a variable such as neighborhood, socio economic status (SES), limited English proficiency (LEP), parental involvement, etc., then criminal offenses among Dallas ISD campuses cannot accurately be reported. This is because the campuses possess fundamentally unequal structural characteristics. It is fundamentally unfair to compare a campus like Irma Rangel with a districtwide enrollment of 333 young ladies selected for exemplary academic and discipline, to Edward H. Cary, a home school with a local neighborhood enrollment of 1100.

Looking at the reported raw figures, Jefferson; White, North Dallas, Skyline, Cary, Marsh, and Rusk, each are at least one standard deviation (9) above the mean (2) for expellable offenses. Jefferson, North Dallas, and Cary (on the cusp) are three or more standard deviations above the mean for expellable offenses. At first blush, these schools would appear to be extremely unsafe. For simplicity, we discard the single outlier – Alternative Center East – with 115 expellable offenses, more than six standard deviations above the mean. The same appears to hold true for total offenses. Many Dallas ISD schools fall close to or far below the mean (281) for total offenses; but some schools fall more than one, two, or even three standard deviations (529) above the mean. Any school reporting total offenses greater than 810 (mean plus one standard deviation) might be considered unsafe.

But raw figures do not the whole story tell. These campuses are not equal. More important, the number of criminal offenses per campus is not equally spread about the mean. For expellable offenses, Irma Rangel, for instance, exhibits zero around a mean of two. For total offenses, Irma Rangel has five around a mean of 281. Jefferson has 29 expellable

offenses around a mean of two, and 115 total offenses around a mean of 281. Unequal variance between the two schools becomes obvious. Jefferson is much more spread out around the mean, especially for expellable offenses, than Rangel. Is it correct to say that Rangel is safer than Jefferson?

An accurate answer depends upon application of a more sophisticated model than what is shown here. Here is nothing more than a compilation of raw number of offenses in absolute values without controlling for various and sundry variables that may account for unequal variance among the schools. In order to make a meaningful report on relative safety of our schools, more study is necessary, as proposed in the following section.

Proposal for additional study

The study proposed here is similar to one used by *The Dallas Morning News* (2007) to reexamine FBI crime ranking for the city of Dallas relative to other United States cities. *The Dallas Morning News* study controlled for factors like poverty, unemployment, home ownership, family structure, and race. “While those factors don’t change the amount of crime in Dallas, they do put it in perspective” (*The Dallas Morning News*, 2007).

Likewise is the Dallas ISD concerned with the safety and security of its students. Indeed, unless students are safe and secure at school, the district will fall short of its mission to graduate its students ready for college and the workforce. A safe and secure school environment is a precursor to a good education. It is, therefore, proposed that a broader and more insightful study of criminal offenses in our schools be conducted along the lines of a model controlling for variables such as reporting, campus size, SES, parental involvement, LEP, and location (see Jargowsky, 1997). Then and only then will it be possible to tell with more certainty which campuses are safe and secure.

2.2 *What are the characteristics of programs aimed at school violence prevention and violence intervention policies and procedures the district is using to protect students?*

Methodology

Three programs – Foundations, CHAMPs, and START on Time, are described and evaluated to date. Recommendations are made.

Results

Foundations is a research-based program conceived by Teaching Strategies, Inc. of Oregon. It focuses on improving school safety and civility by offering strategies on how to improve behavior and discipline. It is data driven, and participants include school staff, students, and their families. Targeted levels of concentration are school, classroom, and individual. At the school level, the goal is to create a safer and more civil environment in common areas, such as hallways, cafeterias, playgrounds, and athletic fields. In the classroom, equal and consistent behavior expectations and consequences for violations are encouraged. For individual students, there are assurances that no one is left behind; there are consistent policies for addressing students with chronic behavioral issues; and that there is coordination among all available agencies and resources.

Initially, in academic year 2004-2005, Dallas ISD identified 16 Foundations schools. In this third year of the program, the list has been expanded to three cohorts consisting of campuses identified below in Table 2.

Table 2
Foundations Schools by Cohort

Cohort 1	Cohort 2	Cohort 3
Bryan Adams	Adamson	Conrad
Hillcrest	Carter	Kimball
Jefferson	Seagoville	Smith
Lincoln	Skyline	Madison
Molina	Anderson	South Oak Cliff
North Dallas	Edison	Atwell
Pinkston	Franklin	Browne
Roosevelt	Gaston	Cary
Samuell	Hill	Comstock
Spruce	Holmes	Dade
Sunset	Marsh	Greiner
White	Spence	Hulcy
Wilson	Stockard	Jackson
Hood		Long
Storey		Quintanilla
		Rusk
		Seagoville
		Tasby
		Walker
		Zumwalt

Consultants from Teaching Strategies, Inc. trained district staff. Additional training was conducted by the Dallas ISD Alternative Discipline office. Foundations coaches were recruited from Psychological and Social Services, Alternative Discipline, and Safe and Civil Schools departments. Coaches assist administrators and teachers in collaborating to develop and implement a practical and proactive plan.

This year, new requirements included a written safety plan for each school. Campus administrators, counselors, security personnel and teachers attended a full day workshop in which they formulated a written disciplinary plan for schools, with assistance from the Safe and Civil Schools department. The plan established behavioral expectations, how to teach and sustain those expectations, how to address student misbehavior, and how to collect data on school safety and civility. A Foundations Leadership Team was formed to meet monthly to discuss guidance initiatives that were working in their schools. A representative from each district area office participated.

A fair characterization of Foundations schools would be that they invite more intense attention for safety and civility than non-Foundations schools. For this report, the issue is, “Have all schools which should be Foundations schools been identified for the program?”

Table 3 reflects all Foundations schools which are greater than one standard deviation above the mean for total criminal offenses. For total offenses, the mean is 281, standard deviation is 529; so number of offenses greater than 810 (mean plus standard deviation) is more than one standard deviation above the mean, larger than 68% of schools closer to the mean.

Table 3
Foundations Schools – Total Criminal Offenses*

School	Total Number of Offenses
Adams	1,257
Molina	1,318
Pinkston	851
Samuell	1,739
Hood	2,227
Storey	3,064
Seagoville Middle	1,677
Skyline	3,274
Franklin	1,118
Gaston	1,329
Hill	838
Marsh	1,117
Stockard	1,675
Kimball	2,038
South Oak Cliff	1,182
Atwell	1,714
Browne	851
Cary	836
Long	1,152
Quintanilla	1,474
Rusk	893
Seagoville High	935
Tasby	902

Note.* > 1 standard deviation above the mean. Mean = 281. SD = 529.

Only two non-Foundations schools, Redirections and Florence, exhibit scores more than one standard deviation above the mean, with 1,181 and 2,523, respectively. Presumably, Redirections may be excluded from the program because it is already an alternative school. No explanation is apparent for the exclusion of Florence Middle School, which is more than three standard deviations above the mean for total offenses (2523).

Although total offenses fall below one standard deviation for Jefferson, North Dallas, and White, they were more than one standard deviation above the mean for expellable offenses. Jefferson and North Dallas were more than three. Cary was more than one standard deviation above the mean for total offenses (836), and more than three standard deviations above the mean for expellable offenses. All are Foundations schools.

With the lone exception of Florence Middle School, the Dallas ISD has done an admirable job of identifying schools for the Foundations program. Florence too should be included.

CHAMPs is the classroom management program of Safe and Civil Schools, the initials standing for Conversation, Help, Activity, Movement, and Participation. It guides teachers on how to improve classroom management, teach responsibility, and structure the classroom environment to promote responsible behavior. Implemented by the district in 2004-2005, the goal was to enroll 74 elementary and secondary schools, training 800 teachers. As of 2006-2007, this goal has been met.

The CHAMPs format is:

- ❖ Conversation – May students converse during the activity? If so, then about what, with whom, and for how long?
- ❖ Help – How do students get the teacher's attention and their questions answered?
- ❖ Activity – What is the expected result of the activity?
- ❖ Movement – May students move around the classroom during the activity?
- ❖ Participation – How do students show they are participating?

START on Time is an acronym for Safe Hallway Transitions and Reducing Tardiness in secondary schools. The entire staff works together to increase the level of coordinated hallway supervision and reduce tardiness. The program offers methods for teachers and campus administrators to reduce persistent tardiness and the classroom disruption it causes. Table 4 reflects the Dallas ISD tardy summary for 2006-2007.

Table 4
Dallas ISD Year to Date Tardy Summary

Period	1	2	3	4	5	6	7	8	9	Total
Totals Grade 06	13263	5268	5422	7581	5697	5656	5466	9072	100	57525
Totals Grade 07	28649	9744	9335	14918	11084	10898	10707	17041	62	112438
Totals Grade 08	36588	11498	10960	13754	16122	13469	11683	16939	156	131169
Totals Grade 09	52028	19495	15232	25159	23469	16897	15602	2277	0	170159
Totals Grade 10	34310	11203	9335	15784	14843	11194	9139	1899	0	107707
Totals Grade 11	28099	8921	7055	11458	11720	7946	6485	1623	0	83307
Totals Grade 12	28956	7915	5945	8805	10881	5601	4066	1019	0	73188
Grand Total	221893	74044	63284	97459	93816	71661	63148	49870	318	735493

The majority of tardies occur during first period (221,893), more than two to one greater than the next highest number – fourth period with 97,459. Students have a hard time getting to class in the morning. Reasons are speculative, but no doubt range from oversleeping to transportation issues. At campuses with security, backpack inspection and metal detectors, a bottleneck may be encountered at entry. Because fourth period for most schools probably follows lunch, students may be lackadaisical in getting to that class. Recommendations include urging students to leave home a few minutes earlier in the morning to account for delays, and reviewing building entry procedures and pedestrian traffic through hallways and common areas to increase efficiency in arriving to class on time.

SUMMARY AND RECOMMENDATIONS

The mission of Dallas ISD to educate its students so they graduate ready to enter college and the workforce. Safe and secure campuses is a prerequisite to that mission. At present, seven Dallas ISD schools – Jefferson, White, North Dallas, Skyline, Cary, Marsh, and Rusk – are statistically significantly higher in expellable offenses than other Dallas ISD schools. Three – Jefferson, North Dallas, and Cary – are extremely statistically significantly higher in expellable offenses than other Dallas ISD schools. Excluding the Alternative schools, and counting Irma Rangel (both a middle and high school) only once, leaves 70 Dallas ISD middle and high school campuses. Thus, seven out of seventy campuses with such a high rate of expellable offenses is 10 percent of the entire universe of middle and high school campuses. Of those seven, all are Foundations schools. Florence Middle, not a Foundations school, should be added to the program, since it experienced a very high rate of total offenses during 2006-2007.

Students should be reminded to leave for school a little earlier in the morning for their first period class; and efforts should be undertaken to facilitate pedestrian traffic in common areas, thereby reducing tardiness, especially after lunch. CHAMPs is an admirable program which bears continuance.

It is recommended, moreover, that a more thorough, in-depth study be conducted on underlying reasons for the high rate of criminal offenses in Dallas ISD schools, assuming economic and logistical feasibility. Until those reasons can be isolated and examined, they will continue to defy intervention. Until those reasons can be addressed, the criminal offense rate in Dallas ISD schools likely will persist, undermining the mission of the district to graduate its students ready for college and the workforce.

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