



2025 Discipline Data Validation Manual

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For information contact:

Office of General Counsel

Texas Education Agency

[1701 N. Congress Ave. Austin, TX 78701-1494;](#)

Phone: (512) 463-7904

Email: copyrights@tea.texas.gov

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Section I: Introduction

Annual Data Validation Analyses

The accountability and performance data reporting systems at the Texas Education Agency (TEA) rely on data submitted by Local Education Agencies (LEAs); therefore, the integrity of LEAs' data is critical. Furthermore, data can be a key component in ensuring education-related programs are being implemented with fidelity across LEAs. To ensure data integrity, annual data validation analyses and reviews are conducted to examine LEAs' leaver and dropout data, student assessment data, and discipline data. Additional data analyses, as well as random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency (TEA) are accurate and reliable.

Differences Between Discipline Data Validation Indicators and Other Performance Indicators

There are key differences between the discipline data validation indicators used as part of the Annual Data Validation System and the indicators used in performance systems such as Results Driven Accountability (RDA). A performance indicator yields a *definitive* result, e.g., 85% of a particular cohort graduated with a high school diploma in four years. A discipline data validation indicator typically *suggests* an anomaly that may require a local review to determine whether the anomalous data are accurate. For example, an LEA may report it expelled a student for three unexcused absences. This unauthorized expulsion will appear as a data anomaly. The LEA will need to determine, after a local review and verification process, whether the reported expulsion was a coding error or a failure to comply with discipline requirements. Depending on the indicator, the local review may also conclude the LEA's data are accurate and verifiable.

Another difference between performance indicators and data validation indicators is the criteria used to evaluate LEAs. In performance systems such as RDA, performance indicators include a *range of established cut points* used to evaluate LEAs, while discipline data validation indicators typically require an *annual review of data* to identify what data may be anomalous or what trends can be observed over time. Evaluation criteria on individual discipline data validation indicators generally are not, and generally cannot be, made public in advance, although there are some exceptions (e.g., Indicator #7 described in Section II of this manual) where an established standard is used.

The required response by the LEA is also different depending on whether the LEA is identified under a performance indicator or a discipline data validation indicator. LEAs identified with a performance indicator concern are generally expected to (a) improve performance; or (b) if the identification of a performance indicator concern occurred because of inaccurate data, improve local data collection and submission procedures. LEAs identified as a result of a discipline data validation indicator are generally expected to (a) validate and document their data are, in fact, correct; and (b) if correct data reflect a program implementation concern, address that concern; or (c) if the LEA's identification occurred because of incorrect data, improve local data collection and submission procedures.

Differences between Discipline Data Validation (DDV) Indicators and Performance Indicators

Indicator Type	Result	Evaluation Criteria	LEA Response
Discipline Data Validation	Suggests an anomaly	Based on an annual review of data to identify anomalous data and trends observed over time	Validate the accuracy of data locally and, as necessary, improve local data collection and submission procedures or address program implementation concerns
Performance systems such as RDA	Yields a definitive result	Based on cut points established in advance	Improve performance or program effectiveness, or if identification occurred because of inaccurate data, improve data collection and submission procedures

By their very nature and purpose, some discipline data validation indicators may identify one or more LEAs that are collecting and reporting accurate data. **Confirming the accuracy of data is a critical part of the process necessary to validate and safeguard the integrity of the overall accountability and performance data reporting systems and to ensure programs are being implemented with fidelity.** As such, the process LEAs engage in to either validate the accuracy of their data or determine that erroneous data were submitted is fundamental to the integrity of these systems. LEAs should also be aware that for some indicators data that were accurately reported may still reflect a failure to comply with discipline requirements. While all LEAs identified through a discipline data validation indicator should conduct a local review to validate the accuracy of their data, only some LEAs will be contacted by the agency for a compliance review and will be asked to share their findings and supporting documentation with the agency.

Many LEAs initially identified through a discipline data validation indicator will be able to confirm the accuracy of their data. This is expected and should be handled by those LEAs as a routine data confirmation that is documented locally and, if issued a compliance review, communicated back to the agency. Other LEAs will find their anomalous data to be the result of an isolated reporting error that can be addressed through better training, improved quality control of local data collection and submission processes, or other targeted local responses. For some LEAs, it will be determined that the anomalous data reflect a systemic issue, such as program non-compliance, within one data collection (e.g., discipline data in general) or a pervasive issue (i.e., across data systems) which will require a more extensive LEA response.

Discipline Data Validation Indicators: Background

In 1995, the 74th Texas Legislature enacted the Safe Schools Act, which created Disciplinary Alternative Education Programs (DAEPs) and Juvenile Justice Alternative Education Programs (JJAEPs) to serve students who had committed disciplinary offenses. To evaluate LEAs' use of DAEPs and JJAEPs and to review the documentation of LEA-reported discipline information, TEA developed a process for collecting and evaluating discipline data. The Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) uses Disciplinary Action Data (Student) to obtain the data necessary for these analyses. This collects both *Behavior* and *Discipline* in order to capture both the student's conduct and the LEA's subsequent response. Currently, this record is now referenced as 44425 Disciplinary Action Subcategory.

The Texas Education Code (TEC) provides specific authority for TEA to monitor PEIMS data integrity:

§7.028. Limitation on Compliance Monitoring.

(a) Except as provided by Section 21.006(k), 22.093(1), 22.096, 28.006, 29.001(5), 29.010(a), 33.006(h), 37.1083, 37.1084, 38.003, or 39.003, the agency may monitor compliance with requirements applicable to a process or program provided by a school district, campus, program, or school granted charters under Chapter 12, including the process described by Subchapter F, Chapter 11, or a program described by Subchapter B, C, D, E, F, H, or I, Chapter 29, or Subchapter A, Chapter 37, only as necessary to ensure:

...

(3) data integrity for purposes of:

- (A) the Public Education Information Management System (PEIMS); and
- (B) accountability under Chapters 39 and 39A.

...

(b) The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

In addition, TEC §37.008, requires an electronic evaluation of discipline data:

TEC §37.008. Disciplinary Alternative Education Programs. (m-1) The commissioner shall develop a process for evaluating a school district disciplinary alternative education program electronically. The commissioner shall also develop a system and standards for review of the evaluation or use systems already available at the agency. The system must be designed to identify districts that are at high risk of having inaccurate disciplinary alternative education program data or of failing to comply with disciplinary alternative education program requirements. The commissioner shall notify the board of trustees of a district of any objection the commissioner has to the district's disciplinary alternative education program data or of a violation of a law or rule revealed by the data, including any violation of disciplinary alternative education program requirements, or of any recommendation by the commissioner concerning the data. If the data reflect that a penal law has been violated, the commissioner shall notify the county attorney, district attorney, or criminal district attorney, as appropriate, and the attorney general. The commissioner is entitled to access to all district records the commissioner considers necessary or appropriate for the review, analysis, or approval of disciplinary alternative education program data.

Finally, TEC §39.003 gives the commissioner of education discretion to authorize a special investigation to be conducted:

(3) in response to complaints submitted to the agency with respect to alleged violations of civil rights or other requirements imposed on the state by federal law or court order;

or

(5) when extraordinary numbers of student placements in disciplinary alternative education programs, other than placements under Sections 37.006 and 37.007, are determined.

List of 2025 Discipline Data Validation Indicators - *Updated*

The statutory requirements described above, as well as other requirements, are met through seven discipline data validation indicators, which have been updated in 2025. Detailed information on each of the indicators is provided in the next section of this manual.

1. Length of Out-of-School Suspension
2. Unauthorized Out-Of-School Suspensions - Students Experiencing Homelessness *(New!)*
3. Unauthorized Out-Of-School Suspensions - Students Below Grade 3 *(New!)*
4. Unauthorized Expulsion - Students Age 10 and Older
5. Unauthorized Expulsion - Students under Age 10
6. Unauthorized DAEP Placement - Students under Age 6
7. High Number of Discretionary DAEP Placements

Notes for 2025:

1. New Indicators #2 and #3 have been added.
2. Former Indicators #6 and #7 have been removed.
3. Former Indicators #2–5 have been renumbered as Indicators #4–7; no other changes have been made to these indicators.
4. Indicator descriptions have been updated to provide additional clarity regarding statutory requirements and to share legislative updates that will impact next year's DDV system.

Data Sources

The Texas Student Data System (TSDS) is a statewide system for collecting and reporting education data. TSDS is a major TEA initiative that expanded on the former Public Education Information Management System (PEIMS). As specified by TEC §48.008, LEAs are required to submit data on student demographics, academic performance,

personnel, and LEA finances. These data are submitted through the TSDS PEIMS application and used by TEA annually to process discipline data validation indicators.

The 2025 discipline data validation analysis for the indicators listed above is based on discipline data from the 2024-2025 school year, which were submitted by LEAs in June 2025 and as necessary resubmitted by LEAs in July 2025 (See [Appendix A](#) for a full description of the Discipline and [Appendix B](#) for a list of the Behavior used in these indicators.)

Data Validation Reports - *Updated*

District-level reports and student-level data will be generated for each LEA identified on one or more of the 2025 discipline data validation indicators. These reports and student-level data are made available via the Texas Education Agency Login (TEAL) Accountability application under the “Performance-Based Monitoring” tab. Districts not identified will receive the following message if they attempt to access the report: *“A Discipline Data Validation District Report is not available for your district (number: xxx) due to any of the following reasons: (a) your district did not trigger any indicators in the Discipline Data Validation System; (b) your district did not meet minimum size requirements for evaluation under certain indicators; or (c) your district did not report any discipline data for the previous school year and therefore was not evaluated in the Discipline Data Validation System.”*

If an LEA has been identified on an indicator, relevant information, such as the number of instances where specific coding was identified, will be noted on each LEA’s report. Only the indicators an LEA triggered will be listed in the report. For example, in the sample report that follows, only certain indicators are listed because the sample LEA only triggered the specific indicators shown.

Sample Report

CONFIDENTIAL
Texas Education Agency
2025 Data Validation District Report
Discipline Data

Example ISD

Region ZZ

Data Source: TSDS PEIMS Summer Submission 2025 (44425 Subcategory)

INDICATOR	DISTRICT COUNT
2. Unauthorized Out-Of-School Suspensions – Students Experiencing Homelessness	2
3. Unauthorized Out-Of-School Suspensions – Students Below Grade 3	5
4. Unauthorized Expulsion – Students Age 10 and Older	4
5. Unauthorized Expulsion – Students Under Age 10	3

	STANDARD	DISTRICT RATE	NUMERATOR	DENOMINATOR
7. High Number of Discretionary DAEP Placements	<3.5	6.0	359	5,982

This report contains confidential information and data that are not masked to protect individual student confidentiality. Unauthorized disclosure of confidential student information is illegal, as provided in the Family Educational Rights and Privacy Act Of 1974 (FERPA) and implementing federal regulations found in 34 CFR, Part 99.

For detailed information on each of the indicators above, see the [2025 Discipline Data Validation Manual](#).

The data in the sample report can be interpreted as follows:

UNAUTHORIZED OUT-OF-SCHOOL SUSPENSIONS - STUDENTS EXPERIENCING HOMELESSNESS: The LEA reported 2 instances of unauthorized Out-Of-School Suspensions for one or more students experiencing Homelessness.

UNAUTHORIZED OUT-OF-SCHOOL SUSPENSIONS - STUDENTS BELOW GRADE 3: The LEA reported 5 instances of unauthorized Out-Of-School Suspensions for one or more students below grade 3.

UNAUTHORIZED EXPULSION-STUDENTS AGE 10 AND OLDER: The LEA reported 4 instances of unauthorized expulsion of one or more students age 10 and older.

UNAUTHORIZED EXPULSION-STUDENTS UNDER AGE 10: The LEA reported 3 instances of unauthorized expulsion of one or more students under age 10.

HIGH NUMBER OF DISCRETIONARY DAEP PLACEMENTS: The LEA reported 359 discretionary DAEP placements and 5,982 students in attendance, resulting in a discretionary DAEP placement rate of 6.0. That rate exceeds the standard of 3.5.

Data Validation Requirements for LEAs

LEAs triggered in one or more 2025 Discipline Data Validation indicators should conduct a local review of their data and related policies and procedures to validate and document that their data are correct. LEAs should use the agency's guidance to ensure that their reporting is accurate and meets the agency's requirements and expectations. If program implementation concerns and/or incorrect data are identified, LEAs are expected to address those issues. LEAs should maintain local documentation of their data validation process.

A select number of LEAs triggered in one or more 2025 Discipline Data Validation indicators may be issued a compliance review by the Self-Reported Data Unit (SRDU) in the Governance – Compliance and Investigations Department at TEA. Superintendents will be notified by email if their LEA is issued a compliance review. As a part of the compliance review process, TEA will request documentation and other information from LEAs to review and determine whether an LEA is in compliance with data reporting expectations and related state and federal laws, rules, and regulations. TEA also commonly works with the LEAs to bring them into compliance and/or to establish better local practices.

An LEA's discipline data and their actions to correct program implementation and/or data concerns will continue to be monitored by the agency. An LEA is expected to take the necessary actions to correct any program implementation or data concerns, if warranted. If an LEA is identified as having not taken the steps to remediate these concerns, TEA is authorized to take actions and interventions under Texas Education Code Chapters 39 and 39A, as the result of a compliance review or investigation.

Discipline, Behavior and Documentation Requirements

The *2024-2025 Texas Education Data Standards (TEDS)* provide technical resources that outline specific guidelines on acceptable documentation for each of the discipline and behavior descriptors. The PEIMS Discipline Data technical resources can be accessed at [PEIMS Discipline Data - Chart for Determining Mandatory and Discretionary DAEP Placements and Expulsions](#) in addition to other discipline technical resources available.

Additional Resources

Education Service Center (ESC) Results Driven Accountability and DDV (Discipline Data Validation) contacts are available to provide LEAs with technical assistance concerning the 2025 discipline data validation indicators (See [Appendix C](#)). In addition, the TEDS (including Technical Resources mentioned above) describe the TSDS PEIMS data reporting requirements and provide descriptions of data elements and the descriptors used to report them. TSDS PEIMS reports also present student rosters listed by both Behavior and Discipline Descriptors. LEAs should ensure that discipline program contacts have access to TSDS PEIMS reports, which may require additional approval to access.

There are three TSDS PEIMS reports that LEAs may find helpful as part of a local review of discipline data. These reports are based on data reported by LEAs. When accessing these reports, LEAs should confirm the collection selected corresponds with the applicable indicator's data source shown on the LEA's Discipline Data Validation Report.

- PDM3-132-001: Student Disciplinary Action Roster
- PDM3-132-002: Student Disciplinary Action Detail by Reason
- PDM3-132-003: Student Disciplinary Action Summary

These reports, along with other data, such as the Data Element Summary, available locally to LEAs, can be used to identify and analyze the specific instances that caused an LEA to trigger one or more of the discipline data validation indicators.

Section II:

2025 Discipline Data Validation Indicators

Discipline Data Validation Indicator #1: Length of Out-Of-School Suspension

This indicator identifies LEAs with one or more students reported as being assigned an out-of-school suspension (OSS) for more than three school days for the specific discipline incident the OSS was assigned (regular districts) or more than 10 school days for the specific discipline incident the OSS was assigned (charters).

Minimum Size Requirements

- Not Applicable

Notes

- Charters are included in this indicator.
- Behavior Descriptors are not considered in this indicator.
- If a student receives an out-of-school suspension for a partial school day (even if for one class period), that partial day is considered one of the total out-of-school suspension days for the specific incident.
- TEC §37.005(b) specifies the allowable length for out-of-school suspension for school districts. Although there is no legal limit in length for charter schools, this indicator is used to monitor the length of OSS assignments for these schools.

Applicable Discipline from the TSDS PEIMS 44425 Subcategory

- Out-of-school suspensions are calculated based on Discipline Descriptors 05 and 25. The Official Length of Disciplinary Assignment and the Actual Length of Disciplinary Assignment are calculated for either Discipline Descriptor 05 or 25, or cumulatively if both descriptors are used for the same incident.

Discipline Data Validation Indicator #2: Unauthorized Out-Of-School Suspensions – Students Experiencing Homelessness (New!)

This indicator identifies LEAs with one or more students who are experiencing homelessness and were reported as being assigned an out-of-school suspension (OSS) for non-allowable reasons.

Minimum Size Requirements

- Not Applicable

Notes

- Charters are included in this indicator.
- A district will trigger this indicator if it reports one or more students experiencing Homelessness (Homeless Status Code is 2, 3, 4, or 5) as OSS (Discipline Descriptor is 05 or 25) for non-allowable reasons (Behavior Descriptors **is not** 05, 11, 12, 14, 27, 28, 29, 30, 31, 32, 36, 62, or 64).
- TEC §37.005(d) specifies the allowable reasons for placing a student who is experiencing homelessness in out-of-school suspension.
- Please note, effective for the 2025-26 school year, legislation passed by the 89th Texas Legislature has revised the limited offenses that authorize out-of-school suspension for a student who is experiencing homelessness to include conduct that threatens the immediate health and safety of other students and documented conduct that results in repeated or significant disruption in the classroom. Weapons and certain drug or alcohol offenses also remain on the list of limited offenses that would authorize OSS. This indicator will be updated accordingly for 2026 DDV cycle.

Applicable Discipline from the TSDS PEIMS 44425 Subcategory

- Out-of-school suspensions are calculated based on Discipline Descriptors 05 and 25.

Applicable Behavior from the TSDS PEIMS 44425 Subcategory

- Allowable Behavior Descriptors for this indicator are 05, 11, 12, 14, 27, 28, 29, 30, 31, 32, 36, 62, and 64.

Discipline Data Validation Indicator #3: Unauthorized Out-Of-School Suspensions - Students Below Grade 3 *(New!)*

This indicator identifies LEAs with one or more students below grade 3 who were reported as being assigned an out-of-school suspension (OSS) for non-allowable reasons.

Minimum Size Requirements

- Not Applicable

Notes

- Charters are **not** included in this indicator.
- A district will trigger this indicator if it reports one or more students below grade 3 (Grade is 02, 01, KG, PK, or EE) as OSS (Discipline Descriptor is 05 or 25) for non-allowable reasons (Behavior Descriptor **is not** 05, 11, 12, 14, 27, 28, 29, 30, 31, 32, 36, 62, or 64).
- TEC §37.005(c) specifies the allowable reasons for placing a student who is below grade 3 in out-of-school suspension.
- Please note, effective for the 2025-26 school year, legislation passed by the 89th Texas Legislature has revised the limited offenses that authorize out-of-school suspension for a student below grade 3 to include conduct that threatens the immediate health and safety of other students and documented conduct that results in repeated or significant disruption in the classroom. Weapons and certain drug or alcohol offenses also remain on the list of limited offenses that would authorize OSS. This indicator will be updated accordingly for 2026 DDV cycle.

Applicable Discipline from the TSDS PEIMS 44425 Subcategory

- Out-of-school suspensions are calculated based on Discipline Descriptors 05 and 25.

Applicable Behavior from the TSDS PEIMS 44425 Subcategory

- Allowable Behavior Descriptors for this indicator are 05, 11, 12, 14, 27, 28, 29, 30, 31, 32, 36, 62, and 64.

Discipline Data Validation Indicator #4: Unauthorized Expulsion - Students Age 10 and Older

This indicator identifies LEAs with one or more students reported as expelled from their regular education setting for an unauthorized discretionary or mandatory disciplinary reason.

Minimum Size Requirements

- Not Applicable

Notes

- Charters are **not** included in this indicator.
- A district will trigger this indicator **only** if it reports a non-allowable Discipline Descriptor (01, 09, 11, 50, 56, or 58) in combination with Behavior Descriptor 56 (Registered Sex Offender). For example: A district that reports expelling a student without placement in another educational setting following a formal expulsion hearing (Discipline Descriptor 01) for being a registered sex offender (Behavior Descriptor 56) will trigger this indicator for unauthorized expulsion.
- TEC §37.305 and TEC §37.309 specify the allowable disciplinary reasons for placing a student who is a registered sex offender.
- A district will also trigger this indicator if it reports any of the listed Discipline Descriptors in combination with a Behavior Descriptor other than 56. For example: A district that reports expelling a student without placement in another educational setting following a formal expulsion hearing (Discipline Descriptor 01) for fighting or mutual combat (Behavior Descriptor 41) will also trigger this indicator for unauthorized expulsion.
- TEC §37.007 specifies the requirements that must be met to expel a student from school.
- Please note, effective for the 2025-26 school year, legislation passed by the 89th Texas Legislature has revised the reasons a student may be expelled from school. This indicator will be updated accordingly for the 2026 DDV cycle.

Applicable Discipline from the TSDS PEIMS 44425 Subcategory

- Descriptors 01, 02, 03, 04, 09, 11, 12, 15, 50, 51, 52, 53, 56, 58, 59, and 61.

Applicable Behavior from the TSDS PEIMS 44425 Subcategory

- Descriptors 01, 02, 07, 21, 28, 41, 56, 60, and 63.

Discipline Data Validation Indicator #5: Unauthorized Expulsion - Students under Age 10

This indicator identifies LEAs that reported expelling one or more students under age 10 for a disciplinary reason other than expelling a student to an DAEP for bringing a firearm to school.

Minimum Size Requirements

- Not Applicable

Notes

- Charters are **not** included in this indicator.
- Behavior Descriptor 11 (*Brought a firearm to school—TEC §37.007(e) or unlawful carrying of a handgun under Penal Code 46.02—TEC §37.007(a) (1)*) is **not** considered in this indicator.
- A district will trigger this indicator if it reports any of the following Discipline Descriptors for a student under age 10 for **any** Behavior Descriptor **other than** Behavior Descriptor 11. For example, a district that reports expelling a nine-year old student with placement in a JJAEP as a result of a formal expulsion hearing (Discipline Descriptor 02) for violation of the student code of conduct (Behavior Descriptor 21) will trigger the indicator for the unauthorized expulsion.
- TEC §37.007(h) specifies the requirements that must be met to expel a student under the age of 10 from school.

Applicable Discipline from the TSDS PEIMS 44425 Subcategory

- Descriptors 01, 02, 03, 04, 09, 11, 12, 15, 50, 51, 52, 53, 56, 58, 59, and 61.

Discipline Data Validation Indicator #6: Unauthorized DAEP Placement - Students under Age 6

This indicator identifies LEAs that reported a DAEP placement of one or more students under age 6 for a disciplinary reason other than expelling a student to a DAEP for bringing a firearm to school.

Minimum Size Requirements

- Not Applicable

Notes

- Charters are included in this indicator.
- Behavior Descriptor 11 (*Brought a firearm to school—TEC §37.007(e) or unlawful carrying of a handgun under Penal Code 46.02—TEC §37.007(a) (1)*) is **not** considered in this indicator.
- A district will trigger this indicator if it reports any of the following Discipline Descriptors for a student under age six for any Behavior Descriptor other than Behavior Descriptor 11. For example, a district that reports placing a five-year old student in an on-campus or off-campus DAEP as a result of a conference, rather than a formal hearing as required for expulsion (Discipline Descriptor 07) for violating the local code of conduct (Behavior Descriptor 21) will trigger the indicator for the unauthorized DAEP placement.
- TEC §37.006(l) specifies the requirements that must be met to assign a DAEP placement to a student who is under the age of six.

Applicable Discipline from the TSDS PEIMS 44425 Subcategory

- Descriptors 07, 08, 10, 14, 54, 55, and 57.

Discipline Data Validation Indicator #7: High Number of Discretionary DAEP Placements

This indicator identifies LEAs with a discretionary DAEP placement rate of 3.5 or higher for all students.

Calculation

$$\frac{\text{Number of discretionary DAEP placements of all students}}{\text{Number of all students in attendance}}$$

Minimum Size Requirements

- Numerator ≥ 30

Notes

- Charters are included in this indicator.
- Only one action per incident number is counted under this indicator, and the actual length of disciplinary assignment must be greater than zero.
- TEC §37.006 specifies the allowable reasons for assigning a discretionary DAEP placement to a student.
- TEC §37.008 specifies the requirements that a DAEP must meet.
- Please note, effective for the 2025-26 school year, legislation passed by the 89th Texas Legislature has revised the reasons a student may receive a discretionary DAEP placement. This indicator will be updated accordingly for the 2026 DDV cycle.

Applicable Discipline from the TSDS PEIMS 44425 Subcategory

- Descriptors 07, 08, and 10.

Applicable Behavior from the TSDS PEIMS 44425 Subcategory

- Descriptors 01, 02¹, 10, 21, 23, 41, 49, 56, and 61.

¹ If reported with IncidentLocation 04 (Off campus, and further than 300 feet from the campus boundary (Student was not in attendance at a school sponsored or school-related activity) or 05 (On campus of another school district, or while in attendance at a school sponsored or school related activity of another school district).

Section III: Appendices

Appendix: A – Applicable Discipline from the TSDS PEIMS 44425 Subcategory

Discipline Descriptors can be found on the [TSDS Web-Enabled Data Standards](#) web page.

Descriptor	Discipline
01	Expulsion without placement in another educational setting
02	Expulsion with placement in a juvenile justice alternative education program (JJAEP)
03	Expulsion with placement in an on-campus disciplinary alternative education program (DAEP). (Do not use this code when a student has been placed in a DAEP, but not expelled)
04	Expulsion with placement in an off-campus disciplinary alternative education program (DAEP). (Do not use this code when a student has been placed in a DAEP, but not expelled)
05	Out-Of-School Suspension
07	Placement In an on-Campus or off campus DAEP
08	Continuation of other district's DAEP placement
09	Continuation Of other district's expulsion order
10	Continuation Of the district's DAEP placement from the prior school year
11	Continuation Of the district's expulsion order from the prior school year
12	Continuation Of the district's expulsion with placement to JJAEP from the prior school year
14	Placement In a DAEP by court order
15	Continuation Of other district's expulsion with placement to JJAEP
25	Partial day Out-Of-School Suspension
50	Expulsion without placement in another educational setting - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
51	Expulsion with placement to a JJAEP - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
52	Expulsion with placement to an on-campus DAEP - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
53	Expulsion with placement to an off-campus DAEP - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
54	Placement in an on-campus or off-campus DAEP - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
55	Continuation of other district's DAEP placement - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
56	Continuation of other district's expulsion order - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
57	Continuation of the district's DAEP placement from the prior school year - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
58	Continuation of the district's expulsion order from the prior school year - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
59	Continuation of the district's expulsion with placement to JJAEP from the prior school year - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)
61	Continuation of other district's expulsion with placement to JJAEP - As a result of a determination by a special education hearing officer (not a hearing officer employed or appointed by the district)

Appendix: B – Applicable Behavior from the TSDS PEIMS 44425 Subcategory

Behavior Descriptors can be found on the [TSDS Web-Enabled Data Standards](#) web page.

Descriptor	Behavior
01	Permanent Removal By A Teacher From Class – TEC 37.002(b)
02	Conduct Punishable As A Felony – TEC 37.006(a)(2)(A)
05	Possessed, Sold, Used, or Was Under The Influence Of An Alcoholic Beverage – TEC 37.006(a)(2)(D) and 37.007 (b)
06	Abusable Volatile Chemical – TEC 37.006(a)(2)(E) and 37.007 (b)(2)(B)
07	Public Lewdness Or Indecent Exposure – TEC 37.006(a)(2)(F)
10	Based On Conduct Occurring Off Campus and While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses Not In Title 5, Penal Code – TEC 37.006(d) and TEC 37.007(b)(4)
11	Brought a firearm to school – TEC 37.007(e) or unlawful carrying of a handgun under Penal Code 46.02 – TEC 37.007(a)(1)
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 – TEC 37.007(a)(1)
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons under Penal Code 46.05 - TEC 37.007(a)(1)
21	Violation Of Student Code Of Conduct Not Included Under TEC 37.002(b), 37.006, or 37.007
23	Emergency Placement/Expulsion – TEC 37.019
27	Assault Under Penal Code 22.01(a)(1) Against a school district employee or volunteer – TEC 37.007(b)(2)(C)
28	Assault Under Penal Code 22.01(a)(1) Against someone other than a school district employee or volunteer – TEC 37.006(a)(2)(B)
29	Aggravated Assault Under Penal Code 22.02 Against a school district employee or volunteer – TEC 37.007(d)
30	Aggravated Assault Under Penal Code 22.02 Against someone other than a school district employee or volunteer – TEC 37.007 (a)(2)(A)
31	Sexual Assault Under Penal Code 22.011 or Aggravated Sexual Assault Under Penal Code 22.021 Against a school district employee or volunteer – TEC 37.007 (d)
32	Sexual Assault Under Penal Code 22.011 or Aggravated Sexual Assault Under Penal Code 22.021 Against someone other than a school district employee or volunteer – TEC 37.007 (a)(2)(A)
36	Felony Controlled Substance Violation – TEC 37.007 (a)(3)
41	Fighting/Mutual Combat – Excludes all offenses under Penal Code 22.01
49	Engages In Deadly Conduct – TEC 37.007(b)(3)
56	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Not Under Court Supervision – TEC 37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007
60	Harassment Against an Employee of the School District under Texas Penal Code 42.07(a)(1), (2), (3), or (7) – TEC 37.006(a)(2)(G)
61	Bullying – TEC 37.0052(b)
62	Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence of Marihuana or Tetrahydrocannabinol – TEC 37.006 (a)(2)(C-1)
63	Possessed, Sold, Gave, Delivered, Or Used E-Cigarette -TEC 37.006(a) (2) (C-2)
64	Possessed, Sold, Gave, Used, Delivered, Or Was Under The Influence Of Other Controlled Substance – TEC 37.007 (b)

Appendix: C – ESC Contacts

ESC Results Driven Accountability and DDV (Discipline Data) Contacts that assist with data validation can be found on the [AskTED](#) web page, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
Sandra V.Gonzalez	1	Edinburg	(956) 984-6003	sangonzalez@esc1.net
Tammie Garcia	1	Edinburg	(956) 984-6173	tgarcia@esc1.net
Melissa Pantoja	2	Corpus Christi	(361) 561-8448	melissa.pantoja@esc2.us
Cristina Sandoval	2	Corpus Christi	(361) 561-8454	cristina.sandoval@esc2.us
Lauren Almanza	3	Victoria	(361) 573-0731	lalmanza@esc3.net
Robert Reeves	4	Houston	(713) 744-4410	robert.reeves@esc4.net
Thelissa Edwards	4	Houston	(713) 744-4418	thelissa.edwards@esc4.net
Isabel Hovey	4	Houston	(713) 442-7708	isabel.hovey@esc4.net
Nickie Miller	5	Beaumont	(409) 951-1847	nmiller@esc5.net
Sandy Cammarata-Garcia	6	Huntsville	(936) 435-8235	sgarcia@esc6.net
Gaelen Singler	7	Kilgore	(903) 988-6947	gsingler@esc7.net
Beverly Beran	7	Kilgore	(903) 988-6910	bberan@esc7.net
Chalease Denson	7	Kilgore	(903) 988-6903	cdenson@esc7.net
Michele Leach	8	Mt Pleasant	(903) 572-8551 ext:2665	mleach@reg8.net
Wayne Snyder	8	Mt Pleasant	(903) 572-8551 ext:2649	wsnyder@reg8.net
Denise Davis	8	Mt Pleasant	(903) 575-2621	ddavis@reg8.net
Stacie Whitaker	8	Mt Pleasant	(903) 575-2617	swhitaker@reg8.net
Hannah Garrett	8	Mt Pleasant	(903) 575-2625	hgarrett@reg8.net
Holly Hawkins	9	Wichita Falls	(940) 322-6928	holly.hawkins@esc9.net
Shane Porter	9	Wichita Falls	(940) 322-6928	shane.porter@esc9.net
Michael Milburn	10	Richardson	(972) 348-1632	michael.milburn@region10.org
Beth Garcia	10	Richardson	(972) 348-1526	beth.garcia@region10.org
Evan Heckmann	10	Richardson	(972) 348-1770	evan.heckmann@region10.org
Margo Nottingham	11	White Settlement	(817) 740-7526	mnottingham@esc11.net
Derrick Spurlock	11	White Settlement	(817) 740-7552	dspurlock@esc11.net
Stephanie Cassels	11	White Settlement	(817) 740-7569	scassels@esc11.net
Carie Downes	12	Waco	(254) 297-1252	cdownes@esc12.net
Chris Griffin	12	Waco	(254) 297-1163	cgriffin@esc12.net
Ellen Hogan	12	Waco	(254) 297-1195	ehogan@esc12.net
Terry Arndt	12	Waco	(254) 297-1199	tarndt@esc12.net
Angela Isenberg	13	Austin	(512) 919-5328	angela.isenberg@esc13.txed.net
Lisa White	14	Abilene	(325) 675-8616	lwhite@esc14.net
Emilia Moreno	14	Abilene	(325) 675-8674	emoreno@esc14.net
Michael Bohensky	15	San Angelo	(325) 481-4024	michael.bohensky@esc15.net
Randy Gartman	15	San Angelo	(325) 481-4035	randy.gartman@esc15.net
Melissa Anthony	15	San Angelo	(325) 481-4093	melissa.anthony@esc15.net
Mike Manchee	16	Amarillo	(806) 677-5281	mike.manchee@esc16.net
Anna Phillips	17	Lubbock	(806) 281-5891	aphillips@esc17.net
Jennifer De Leon	17	Lubbock	(806) 281-5889	jdeleon@esc17.net
Shannon Phillips	17	Lubbock	(806) 281-5847	sphillips@esc17.net
Angel Sindu	17	Lubbock	(806) 281-5788	asidhu@esc17.net
Monica Hernandez	18	Midland	(432) 563-2380	monica.hernandez@esc18.net
Amanda Magallan	18	Midland	(432) 561-4308	amanda.magallan@esc18.net
Desiree Caddell	18	Midland	(432) 561-4338	dcaddell@esc18.net

Full Name	Region	City	Phone	Email Address
Maria Mata	18	Midland	(432) 567-3220	mmata@esc18.net
Barbara O Amaya	19	El Paso	(915) 780-5354	bamaya@esc19.net
Yoscelina Hernandez	19	El Paso	(915) 780-5075	yhernandez2@esc19.net
Rachel A Anderson	19	El Paso	(915) 780-5078	reaanderson@esc19.net
Osana Gonzelez	20	San Antonio	(210) 370-5798	osana.gonzalez@esc20.net

If an ESC Results Driven Accountability and DDV contacts information are missing, please call the ESC main number listed at [Education Service Centers](#) for assistance.

Appendix: D – Comments and Questions

Questions about the *2025 Discipline Data Validation Indicators* should be addressed to:

Performance Reporting Division

Phone: (512) 463-9704

Email: Performance.Reporting@tea.texas.gov

Questions about the *2025 Discipline Data Reporting Compliance Reviews* should be addressed to:

Self-Reported Data Unit, Governance – Compliance & Investigations Division

Email: datacomplaints@tea.texas.gov

Website: [Self-Reported Data Unit](#)

Questions about the *Discipline PEIMS Reporting or Discipline Policies/Procedures* should be addressed to:

Student Discipline, OSPSS Policy/Discipline

PEIMS Questions: Please submit a TIMS ticket

Discipline Policy or Procedure Questions:

Email: studentdisciplinesupport@tea.texas.gov

Website: [Student Discipline](#)

Comments on the 2025 Discipline Data Validation Indicators are welcome and will assist the agency in its evaluation and future development efforts. Comments may be submitted to Performance Reporting, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494 or sent via e-mail to Performance.Reporting@tea.texas.gov. Comments should be provided no later than March 6th, 2026, to allow sufficient time for consideration in the 2026 data validation development cycle.



Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494