



Austin ISD Board Monitoring Report

CPM: 5.2 Restorative Practices & CPM: 5.3 Restorative Practices

Board Meeting Date: April 10, 2025

Reporting Period: August 21 - February 21, 2025

Constraint 5

The superintendent shall not allow students to lack access to a fully integrated evidence-based system for social and emotional learning and campus mental health supports.

CPM 5.2

The disparity rate for exclusionary discipline (ISS, OSS, other removal) for African American students will decrease from 11.35 in August 2024 to 7.00 in August 2029.

CPM 5.3

The disparity rate for exclusionary discipline (ISS, OSS, other removal) for students receiving special education services will decrease from 16.03 in August 2024 to 11.00 in August 2029.

District Initiatives Priority Alignment

District Initiative	Overview (Needs to be developed)	GPM Alignment
AISD Stronger Together	<i>Organizational Culture, Accountability, Communication, Outreach</i>	
Early Learning	<i>Enrollment, Literacy, Outreach, Partnerships, Expansion</i>	
Middle Years	<i>Engagement, Staffing, Funding, Scheduling and Support</i>	
Post Secondary Success	<i>College-Readiness, Equity, Enrollment, CTE and Graduation</i>	
Special Education	<i>Inclusiveness, Compliance, Sustainability</i>	



EXECUTIVE SUMMARY

Background

Austin ISD is committed to creating safe and supportive academic environments through fostering healthy relationships and proactive interventions. A key focus is addressing discipline disproportionality, particularly for African American students and students receiving special education services. The goal is to ensure equitable access to education for all students, especially those from our most marginalized groups.

The district's discipline disproportionality measures are tracked through Constraint Progress Measures 5.2 and 5.3. Disproportionality is the difference between a group's disciplinary action rates and enrollment percentages. CPM 5.2 measures disproportionality for African American students, and CPM 5.3 measures disproportionality for students receiving special education services. The disproportionality rate is measured differently from years past, as it considers the group's enrollment percentage. This allows for an easier comparison between disciplinary actions and enrollment over time.

Disciplinary actions for these measures include discretionary offenses such as fighting, physical aggression, and cutting class, resulting in in-school suspension, home suspension, and discretionary removal to the Alternative Learning Center (ALC). These measures exclude mandatory offenses like assault or firearm possession.

Our district's discipline approach emphasizes correcting behavior and, most importantly, fostering belonging and responsible citizenship. We believe in and are committed to Restorative Practices, the Character Strong curriculum, and access to mental health support. Our campuses are working to improve disciplinary outcomes through promoting a sense of connectedness, especially for our African American students and students with special education services.

Austin ISD remains dedicated to reducing discipline disproportionality. The intent is to ensure that all students, particularly those most marginalized, experience consistent access to their education and feel valued and supported in every classroom and campus they encounter.



Key Data Findings

Constraint Progress Measure 5.2

As of February 21, 2025, district-wide data shows that we are within the CPM target of 11.00%, with an overall rate of 10.33% for African American students. Compared to 2023-24, disproportionality rates have decreased across all levels: from 12.39% in 2023-24 to 10.33% district-wide. Elementary schools reduced their rates from 22.56% to 21.36%, middle schools from 12.65% to 10.23%, and high schools from 10.60% to 9.60%.

Constraint Progress Measure 5.3

As of February 21, 2025, district-wide data shows that we are not yet within the CPM target of 14.50%, with an overall rate of 19.65% for students receiving special education services. However, disproportionality rates have decreased from 22.22% in 2023-24 to 19.65% this year. Elementary schools reduced their rates from 43.90% to 29.73%, middle schools from 22.59% to 21.76%, and high schools from 23.92% to 21.10%.

Next Steps

The Discipline Office will:

- Continue consistently monitoring disproportionality data to determine progress toward the CPM targets and areas of need.
- Work to match a mentor with each of our African American students with 3 or more removals this school year (31 are not yet matched with a mentor).
- Engage with multiple support teams to provide increased support services for students and staff by:
 - Increasing collaboration with the Special Education Department Staff to review students with 3 or more removals, ensuring timely evaluations and appropriate supports are in place.
 - Engaging Counselors, Licensed Mental Health Professionals, and Restorative Practices Team members to provide mindfulness activities for all students.
 - Providing campuses with a check-in tool for staff to acknowledge and monitor their responses to behavior, especially during periods of potential stress, such as testing season and winter, spring, and summer breaks.
 - Working with the MTSS Team to promote the use of Character Strong lessons.
- Continue 9-week discipline data sharing with campus administration teams.
- Monitor each school's Discipline Action Plans every grading cycle.



DATA ANALYSIS

District-Level CPM 5.2 and 5.3 Disparity Past Data and Yearly Targets

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
CPM 5.2 African American	11	11.03	11.08	11.35	11	10	9	8	7
CPM 5.3 Special Education	16.3	13.83	15.44	16.03	14.5	13	11.5	10	8.5

CPM 5.2 Mid-Year Data Update on African American Students Disparity Rates

	Mid-Year Discipline Status											
	2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
Group	Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate	Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate
African American	72,591	5.98	3,283	603	18.37	12.39	71,394	5.98	3,709	605	16.31	10.33

CPM 5.3 Mid-Year Data Update on Student Receiving Special Education Disparity Rates

	Mid-Year Discipline Status											
	2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
Group	Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate	Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate
Special Education	72,591	16.28	3,283	1,264	38.5	22.22	71,394	19.33	3,709	1,446	38.99	19.65

Mid-year progress is provided for both student groups. Data was pulled for 2023-24 using dates between 8/14/2023-2/14/2024 and 2024-25 between 8/21/2024-2/21/2025. To provide comprehensive information, total enrollment, group percentage/proportion, and discipline information is provided. The total number of discipline actions (# removed to ISS, OSS, other) feeds into the discipline action rate. For a student group, the discipline action rate is equal to the number of discipline actions for a student group divided by the total number of discipline actions. The disparity rate is a measure of disproportionality. It measures the difference between the discipline action rate of one group and the same group's enrollment percent.



Key Takeaways from District-Level CPM 5.2 and 5.3 Disparity Past Data and Yearly Targets

Constraint Progress Measure 5.2

- **The disproportionality rate for African American students decreased** from 12.39% in 2023-24 to 10.33% as of February 21, 2025. This demonstrates progress while simultaneously being within the scorecard target of 11.00%.
- **The discipline action rate for African American students reduced** from 18.37% in 2023-24 compared to 16.31% as of February 21, 2025.
- **There are currently 605 discipline actions** from our African American students.
 - Of those 605 discipline actions:
 - 92.34% have had 0 discretionary removals (3,940 students of 4,267 total African American students).
 - 6.23% have had 1 or 2 discretionary removals (266 students of 4,267 total African American students).
 - 1.43% have had 3 or more discretionary removals (61 students of 4,267 total African American students).
 - 34 of these students also receive special education services.

Constraint Progress Measure 5.3

- **The disproportionality rate for students receiving special education services decreased** from 22.22% in 2023-24 to 19.65% as of February 21, 2025.
- **The discipline action rate for students receiving special education services increased** from 38.5% in 2023-24 to 38.99% as of February 21, 2025. The enrollment in special education services increased from 11,817 in 2023-24 to 13,804 as of February 21, 2025.
- **There are currently 1,446 discipline actions** for our students receiving special education services
 - Of those 1,446 discipline actions:
 - 95% have had 0 discretionary removals (13,052 students of 13,804 total students receiving special education services).
 - 4% have had 1 or 2 discretionary removals (606 students of 13,804 total students receiving special education services).
 - 1% have had 3 or more discretionary removals (146 students of 13,804 total students receiving special education services).



Root Causes

- Over-reliance on suspensions as a primary tool to control misbehavior ([Brown, Skiba, & Eckes, 2009](#)).
- Limited training on understanding and implementing individualized education plans (Interview with Austin ISD Admin).
- Vague policies and interpretations of violations of those policies, such as insubordination, rude to adults, and disruptions, which are listed in the top 5 behaviors resulting in discretionary removals ([Brakebill, 2018](#)).
- Limited training on discipline strategies other than suspension (Interview with Austin ISD Admin).
- Limited time for Assistant Principals to review, better understand and address the root causes of the behavior prior to determining a response (Interview with Austin ISD Admin).

Outliers

For Constraint Progress Measures 5.2 and 5.3, four campuses were identified as outliers due to the significant progress made from last year to this year. While each campus is unique, they share two key factors contributing to their success: prioritizing positive relationships with students and utilizing a network of staff to determine root causes before assigning consequences.

Constraint Progress Measure 5.2

Travis Early College High School (Travis ECHS) had a disproportionality rate of 19.86% in the 2023-24 school year for its African American students. As of February 21, 2025, Travis ECHS has reduced its disproportionality rate to 1.96%. In the 2023-24 school year, African American students accounted for 28.57% of their discipline actions compared to 10.28% as of February 21, 2025. The Travis ECHS Administration credits their success to three key factors:

- **Campus leadership consistency:** With a foundation of campus leadership consistency, teachers and staff feel greater stability and deeper trust. This depth of trust empowers staff to reflect on and refine their classroom management strategies.
- **Building positive relationships with students:** Strong, positive relationships are intentionally built between students and adults. Staff are attentive to signs of distress. A key strategy is engaging with students by listening to ensure they feel heard and valued. The administration has empowered teachers to be “trusted adults,” helping de-escalate situations and support students. This year, introducing a CARY mentor and adding a new coach for the CIS male programs has further strengthened support, particularly for Black male students. The Black male students utilized the new CIS support as a safe space to share and cultivate connections. Administrators provided targeted coaching for staff on managing referrals.
- **Intentionally reflecting on and improving campus systems:** The administration and staff reflected on their behavior flowchart, refining it for clarity and effectiveness. They clarified which behaviors teachers should manage and which behaviors require administrative



attention. Additionally, the administration team strengthened communications with parents, receiving overwhelming positive feedback.

Kealing Middle School (Kealing MS) had a disproportionality rate of 59.69% for its African American students in the 2023–24 school year. As of February 21, 2025, it has reduced its disproportionality rate to 26.88%. In the 2023-24 school year, African American students accounted for 81 discipline actions compared to 11 as of February 21, 2025. The Kealing MS Administration credits their success to three key factors:

- **Revisiting the campus mission:** The Kealing administration and staff revisited the school's mission and vision, emphasizing respect and support for students, families, and staff.
- **Building positive relationships with students:** The Kealing administration introduced student groups led by counselors and implemented restorative practices like social contracts, restorative circles, and one-on-one chats to foster positive relationships. Students were equipped with essential skills, such as anger management, to reduce conflicts. The addition of the Council of At Risk Youth (CARY) partnership further strengthened relationships between staff and students. Stability in staffing, with only 7 new teachers this year compared to 22 last year, helped continue building trust.
- **Increasing data sharing:** The Principal shared discipline data with staff and made time to discuss action steps to improve collaboratively. The administration and staff took a team-based approach to address disproportionality and used the data to create a goal in their Campus Improvement Plan.

Constraint Progress Measure 5.3

Small Middle School (Small MS) had a disproportionality rate of 54.70% in the 2023-24 school year for students receiving special education services. As of February 21, 2025, Small MS has reduced their disproportionality rate to 19.98%. In the 2023-24 school year, students receiving special education services accounted for 40 discipline actions for the campus compared to 17 discipline actions as of February 21, 2025. The Small MS Administration attributes this success to three key factors:

- **Collaboratively approaching disciplinary situations:** The Small MS Administration and case managers take a collaborative approach to discipline. Administrators and case managers work together before assigning consequences. Case managers often advocate for supportive strategies, saying, "Let me try this first." If a student has a trusted teacher or staff member, they are also included in the process.
- **Strategic professional development based on discipline data:** After reviewing student data, the administration noticed increased referrals from students receiving SCORES services. In response, they organized a professional development session led by SCORES staff to help general education teachers understand potential classroom triggers. The training focused on identifying, reducing, and responding to these triggers.
- **Utilization of multiple campus staff in students' goals:** Small MS Staff are committed to involving all staff in supporting students' goals, recognizing each as a valuable resource.



Administration, teachers, counselors, and staff collaborate to monitor students' welfare and academic progress, offering mentorship and support.

Austin High School (Austin HS) had a disproportionality rate of 42.29% in the 2023-24 school year for students receiving special education services. As of February 21, 2025, Austin High School has reduced their disproportionality rate to 10.58%. In the 2023-24 school year, students receiving special education services accounted for 53.70% of campus discipline actions compared to 22.62% as of February 21, 2025. The Austin High School Administration attributes this success to three key factors:

- **Increasing support for staff:** The special education administrator works closely with the special education staff to implement proactive interventions and equip students with behavior management strategies. The special education team collaborates with general education teachers and administrators to distinguish between disability-related behaviors and those needing a restorative approach. Administrators provide de-escalation scripts for managing disciplinary situations. Administrators provide targeted coaching for the new teachers to better support students with special education needs.
- **Reviewing student data and strategically creating strategies to address the data:** The Austin High administration team reviews student data to identify common behaviors and create targeted de-escalation strategies.
- **Building positive relationships with students:** Case managers help students develop self-advocacy skills. Students regularly reach out for guidance, feeling empowered to advocate for themselves. The administration also encourages peer accountability, helping students to set and hold each other accountable to their goals.

The Plan Forward

The Discipline Team is committed to bringing in additional resources to explore alternatives to suspensions and reduce disproportionality further by monitoring and responding to students' behavior.

1. Continuing progress with the Austin ISD FORWARD Grant (Focusing on Reflections with Authentic Restorative Determination):

In 2023, Austin ISD was awarded a three-year, \$1,000,000 grant from the U.S. Department of Justice to reimagine school discipline. The FORWARD grant is now in its second year and is being piloted at Covington Middle School and Kealing Middle School.

The grant focuses on creating safer school environments by providing alternatives to exclusionary discipline, while building capacity among staff, families, and students. Each staff member receives professional development in Tier 1 classroom management, Trust-Based Relational Intervention (TBRI), and Restorative Practices. Families are engaged through courses on restorative communication strategies, and students participate in weekly restorative practice groups that focus



on emotional regulation, personal responsibility, and relationship building. As of February 21, 2025, 40 students have been served through the FORWARD grant this school year.

2. Continue and expand the Discipline Team Watchlist:

The Discipline Team introduced a Discipline Watchlist to identify and monitor African American students who have 3 or more discretionary removals. This collaborative effort involves the Discipline Team, Counseling Team, Restorative Practices Team, and Licensed Mental Health Professional Team reviewing student data such as disciplinary removals, Tier 1 counseling supports, mentorship, and the potential for school-based therapy or case management. This collaborative team will work to match 100% of the students identified on the watchlist with a mentor.

This Watchlist tracks students' disciplinary actions and recognizes student growth. This year, the inaugural "Pathfinder Award" was introduced, honoring African American students for demonstrating positive change through the power of relationships. Students awarded the Pathfinder Award were also recognized with their "Campus Champion," the trusted adult who played a key role in their growth. These awards were presented at the Austin ISD African American History Celebration.

Although this inaugural year of the watchlist started with our African American students, the Discipline Team will expand it to include our students receiving special education services this upcoming school year. The watchlist review team will also expand collaboration with the Attendance Team and Multi-Tiered Systems of Support Team (MTSS).

3. Train all Communities in Schools staff supporting AISD campuses in Restorative Practice techniques in the 2025-26 school year.

4. Continue these ongoing action steps:

For All Campuses

- Further development of the Discipline Dashboard in collaboration with the Data Analytics and Reporting Team.
- Continue the review process for every removal request.
- Continue monitoring Discipline Action Plans completed by Campus Principals every grading cycle.
- Increase data sharing with District Leadership and Campus Principals around disproportionality rates.
- Establish and sustain a Restorative Practices Teacher Cohort to build capacity through at least one staff member at each secondary campus through initial and ongoing support and coaching in Restorative Practices.
- Further addressing root causes of disproportionality through:
 - Continue providing initial and ongoing professional learning for Assistant Principals and staff in Restorative Practices.
 - Provide opportunities for campus administration to share alternative strategies to suspension (such as the Assistant Principal Learning series and a newsletter).



- Create more collaboration opportunities with the Special Education Department to review students with 3 or more removals.
- Develop tools to define vague interpretations of behaviors such as insubordination, rudeness to adults, and disruptions.

For Campuses with continued disproportionality

- Increase data sharing with Executive Directors detailing disproportionality rates.
- Request identified campuses to include a disproportionality goal within the Campus Improvement Plan and review regularly with their Campus Advisory Council (CAC).
- Request identified campuses complete a strategic Beginning of Year (BOY) Action Plan to be reviewed at the end of the first grading period.



APPENDIX

Appendix 1: Campus-Level Data

CPM5.2. Campus Level Mid-Year Data Update on African American Students Disparity Rates

Group	School Level	SRI Band	Mid-Year Discipline Status											
			2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
			Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate	Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate
Austin ISD Total	0	0	72,591	6	3,283	603	18.37	12.39	71,394	6	3,709	605	16.31	10.33
ES Schools	0	0	37,309	6	137	39	28.47	22.56	36,461	6	110	30	27.27	21.36
MS Schools	0	0	13,641	6	1,943	364	18.73	12.65	13,607	6	1,826	298	16.32	10.23
HS Schools	0	0	21,641	6	1,203	200	16.63	10.6	21,326	6	1,773	277	15.62	9.6
Andrews ES	3	1	347	7	2	0	0	-7.49	317	5	1	0	0	-5.36
Barrington ES	3	1	360	8	0	0	NA	NA	398	8	4	3	75	67.44
Bedichek MS	2	1	649	6	101	11	10.89	4.57	656	7	153	25	16.34	9.33
Brown ES	3	1	459	7	0	0	NA	NA	512	6	2	1	50	43.74
Burnet MS	2	1	833	4	117	8	6.84	2.76	812	6	99	10	10.1	4.56
Cook ES	3	1	435	2	1	1	100	98.16	403	2	0	0	NA	NA
Dawson ES	3	1	235	10	3	1	33.33	23.12	194	8	6	3	50	41.75
Dobie MS	2	1	572	10	88	19	21.59	11.97	515	9	36	4	11.11	2.57
Eastside ECHS	1	1	662	18	88	21	23.86	6.34	652	18	61	24	39.34	21.24
Galindo ES	3	1	455	4	0	0	NA	NA	419	4	0	0	NA	NA
General Marshall MS	2	1	211	22	74	38	51.35	29.08	416	20	73	27	36.99	16.56
Govalle ES	3	1	363	15	4	3	75	60.12	378	12	8	3	37.5	25.3
GPA at Travis HS	1	1	61	11	0	0	NA	NA	80	4	0	*	*	*



			Mid-Year Discipline Status											
			2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
Group	School Level	SRI Band	Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate	Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate
Harris ES	3	1	373	9	0	0	NA	NA	287	10	0	0	NA	NA
Hart ES	3	1	579	6	0	0	NA	NA	588	7	0	0	NA	NA
Houston ES	3	1	495	6	0	0	NA	NA	505	6	0	0	NA	NA
International HS	1	1	259	5	18	0	0	-5.41	239	4	63	0	0	-4.2
Jordan ES	3	1	559	25	15	10	66.67	41.8	492	22	16	9	56.25	33.89
Langford ES	3	1	478	5	0	0	NA	NA	413	4	0	0	NA	NA
LBJ HS	1	1	765	31	60	34	56.67	26.08	707	30	70	36	51.43	21.4
Linder ES	3	1	560	9	1	0	0	-8.75	611	7	0	0	NA	NA
Martin MS	2	1	256	15	77	12	15.58	0.74	236	14	155	31	20	6.44
Norman-Sims ES	3	1	282	39	0	0	NA	NA	273	38	0	0	NA	NA
Northeast HS	1	1	953	8	141	21	14.89	6.6	946	8	174	21	12.07	3.71
Oak Springs ES	3	1	228	37	0	0	NA	NA	216	36	0	0	NA	NA
Ortega ES	3	1	276	18	0	0	NA	NA	230	20	0	0	NA	NA
Overton ES	3	1	443	15	0	0	NA	NA	432	14	0	0	NA	NA
Padron ES	3	1	647	3	13	2	15.38	12.44	602	2	14	2	14.29	11.8
Paredes MS	2	1	630	8	131	23	17.56	9.94	651	10	183	49	26.78	16.63
Pecan Springs ES	3	1	298	27	0	0	NA	NA	264	25	1	0	0	-24.62
Perez ES	3	1	463	2	0	0	NA	NA	489	5	0	0	NA	NA
Pickle ES	3	1	386	5	2	2	100	95.34	394	4	0	0	NA	NA
Rodriguez ES	3	1	388	6	10	0	0	-6.44	379	7	10	2	20	13.4
Rosedale	1	1	153	12	0	0	NA	NA	180	15	0	0	NA	NA
Sadler Means YWLA	2	1	337	14	3	0	0	-13.65	264	16	1	1	100	84.41
Sanchez ES	3	1	512	2	1	0	0	-2.15	467	2	0	0	NA	NA



			Mid-Year Discipline Status											
			2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
Group	School Level	SRI Band	Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate	Total # Enroll	AA Enroll %	Total # Discipline Actions	# AA Discipline Actions	AA Discipline Action Rate	AA Disparity Rate
Travis HS	1	1	1136	9	147	42	28.57	19.86	997	8	428	44	10.28	1.96
Walnut Creek ES	3	1	539	4	2	0	0	-3.9	492	5	0	0	NA	NA
Webb MS	2	1	562	7	223	16	7.17	0.05	519	6	80	9	11.25	4.85
Widen ES	3	1	409	7	1	0	0	-7.33	424	8	0	0	NA	NA
Winn Montessori	3	1	313	13	0	0	NA	NA	373	13	0	0	NA	NA
Wooldridge ES	3	1	471	6	4	2	50	44.27	444	5	4	0	0	-4.73
Wooten ES	3	1	348	3	1	1	100	97.41	273	4	0	0	NA	NA

Data represents prior year and current year mid-year information organized at the campus level. Data has been masked for campuses where the African American student population is less than 5. Austin ISD School Resource Index ([SRI Band](#)) 1 schools are presented in the Board report. Click [here](#) for the full list of campuses organized by SRI band and full information on variables used in the chart.

CPM5.2. Campus Level Mid-Year Data Update on Student Receiving Special Education Disparity Rates

			Mid-Year Discipline Status											
			2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
Group	School Level	SRI Band	Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate	Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate
Austin ISD Total	0	0	72,591	16	3,283	1,264	38.5	22.22	71,394	19	3,709	1,446	38.99	19.65
ES Schools	0	0	37,309	20	137	87	63.5	43.9	36,461	22	110	57	51.82	29.73
MS Schools	0	0	13,641	17	1,943	767	39.48	22.59	13,607	20	1,826	764	41.84	21.76
HS Schools	0	0	21,641	10	1,203	410	34.08	23.92	21,326	14	1,773	625	35.25	21.2



Group	School Level	SRI Band	Mid-Year Discipline Status											
			2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
			Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate	Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate
Andrews ES	3	1	347	19	2	1	50	31.27	317	20	1	0	0	-19.87
Barrington ES	3	1	360	25	0	0	NA	NA	398	25	4	3	75	50.13
Bedichek MS	2	1	649	25	101	37	36.63	11.83	656	29	153	62	40.52	12.02
Brown ES	3	1	459	12	0	0	NA	NA	512	13	2	1	50	37.11
Burnet MS	2	1	833	17	117	27	23.08	6.39	812	21	99	33	33.33	12.52
Cook ES	3	1	435	19	1	1	100	81.38	403	20	0	0	NA	NA
Dawson ES	3	1	235	29	3	1	33.33	4.4	194	31	6	4	66.67	35.22
Dobie MS	2	1	572	20	88	35	39.77	20.19	515	19	36	11	30.56	11.14
Eastside ECHS	1	1	662	22	88	23	26.14	4.23	652	24	61	23	37.7	13.93
Galindo ES	3	1	455	37	0	0	NA	NA	419	41	0	0	NA	NA
General Marshall MS	2	1	211	22	74	33	44.59	22.79	416	27	73	25	34.25	7.32
Govalle ES	3	1	363	34	4	3	75	40.84	378	38	8	4	50	12.43
GPA at Travis	1	1	61	7	0	*	*	*	80	6	0	0	NA	NA
Harris ES	3	1	373	22	0	0	NA	NA	287	24	0	0	NA	NA
Hart ES	3	1	579	19	0	0	NA	NA	588	22	0	0	NA	NA
Houston ES	3	1	495	32	0	0	NA	NA	505	32	0	0	NA	NA
International HS	1	1	259	2	18	*	*	*	239	3	63	2	3.17	-0.17
Jordan ES	3	1	559	19	15	11	73.33	54.55	492	20	16	10	62.5	42.38
Langford ES	3	1	478	22	0	0	NA	NA	413	27	0	0	NA	NA
LBJ HS	1	1	765	16	60	22	36.67	21.11	707	17	70	20	28.57	11.88
Linder ES	3	1	560	19	1	1	100	81.25	611	21	0	0	NA	NA
Martin MS	2	1	256	26	77	39	50.65	24.48	236	30	155	74	47.74	17.66
Norman-Sims ES	3	1	282	16	0	0	NA	NA	273	21	0	0	NA	NA
Northeast HS	1	1	953	14	141	44	31.21	17.46	946	15	174	56	32.18	17.6



Group	School Level	SRI Band	Mid-Year Discipline Status											
			2023-24 (8/14-2/14)						2024-25 (8/21-2/21)					
			Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate	Total # Enroll	Sped Enroll %	Total # Discipline Actions	# Sped Discipline Actions	Sped Discipline Action Rate	Sped Disparity Rate
Oak Springs ES	3	1	228	24	0	0	NA	NA	216	28	0	0	NA	NA
Ortega ES	3	1	276	25	0	0	NA	NA	230	29	0	0	NA	NA
Overton ES	3	1	443	18	0	0	NA	NA	432	18	0	0	NA	NA
Padron ES	3	1	647	12	13	7	53.85	41.64	602	17	14	5	35.71	18.77
Paredes MS	2	1	630	21	131	53	40.46	19.03	651	26	183	85	46.45	20.64
Pecan Springs ES	3	1	298	16	0	0	NA	NA	264	18	1	0	0	-17.8
Perez ES	3	1	463	27	0	0	NA	NA	489	29	0	0	NA	NA
Pickle ES	3	1	386	14	2	0	0	-14.25	394	20	0	0	NA	NA
Rodriguez ES	3	1	388	27	10	3	30	2.68	379	29	10	5	50	20.98
Rosedale	1	1	153	85	0	0	NA	NA	180	93	0	0	NA	NA
Sadler Means YWLA	2	1	337	17	3	1	33.33	16.72	264	17	1	0	0	-17.05
Sanchez ES	3	1	512	17	1	1	100	83.2	467	18	0	0	NA	NA
Travis HS	1	1	1136	18	147	54	36.73	18.34	997	20	428	173	40.42	20.86
Walnut Creek ES	3	1	539	14	2	1	50	36.09	492	15	0	0	NA	NA
Webb MS	2	1	562	15	223	57	25.56	10.44	519	20	80	23	28.75	8.33
Widen ES	3	1	409	25	1	0	0	-24.94	424	25	0	0	NA	NA
Winn Montessori	3	1	313	19	0	0	NA	NA	373	21	0	0	NA	NA
Wooldridge ES	3	1	471	21	4	2	50	28.56	444	18	4	2	50	31.53
Wooten ES	3	1	348	24	1	1	100	76.44	273	25	0	0	NA	NA

Data represents prior year and current year mid-year information organized at the campus level. Data has been masked for campuses where the student population for those receiving special education services is less than 5. Austin ISD School Resource Index ([SRI Band](#)) 1 schools are presented in the Board report. Click [here](#) for the full list of campuses organized by SRI band and full information on variables used in the chart.



Key Takeaways from Appendix 1: Campus-Level Data

Constraint Progress Measure 5.2

- 12 of the 19 high school data are within the CPM target of 11.00%.
- 11 of the 19 middle school data are within the CPM target of 11.00%.
- 66 of the 77 elementary campus data are within the CPM target of 11.00%.
- 327 of 4,267 total African American student population have had 1 or more discretionary removals (equating to 8% of our total population)
 - 173 students attend Band 1 schools.
 - 45 students attend Band 2 schools.
 - 84 students attend Band 3 schools.
 - 25 students attend Band 4 schools.

Constraint Progress Measure 5.3

- 13 of our 19 high school campus data is within the CPM target of 14.50%.
- 9 of our 19 middle school campus data is within the CPM target of 14.50%.
- 62 of our 77 elementary school campus data is within the CPM target of 14.50%.
- 752 of our 13,804 total students receiving special education services have 1 or more discretionary removals (equating to 5% of our total population).
 - 308 students attend Band 1 schools.
 - 120 students attend Band 2 schools.
 - 213 students attend Band 3 schools.
 - 111 students attend Band 4 schools.

Appendix 2: Defining the Progress Measure

Purpose: Restorative Practices are utilized to understand root causes, create positive campus/classroom cultures, and reduce the occurrence of traditional disciplinary practices—both CPMs track areas of current disproportionality to better target proactive support. The disparity rate is slightly different from previous scorecard iterations as it considers the fluctuations in student subgroup enrollment, allowing for an easier comparison between discipline actions and enrollment over time.

Measurement: Student actions are ISS, OSS, and other discipline removals. The disciplinary action rate equals the number of discipline actions for a student group divided by the total number of discipline actions overall (the proportion of discipline actions attributed to a student group). The disparity rate equals the disciplinary action rate minus that student group's enrollment percentage. The disparity rate allows the district to track and understand disproportionality in discipline.

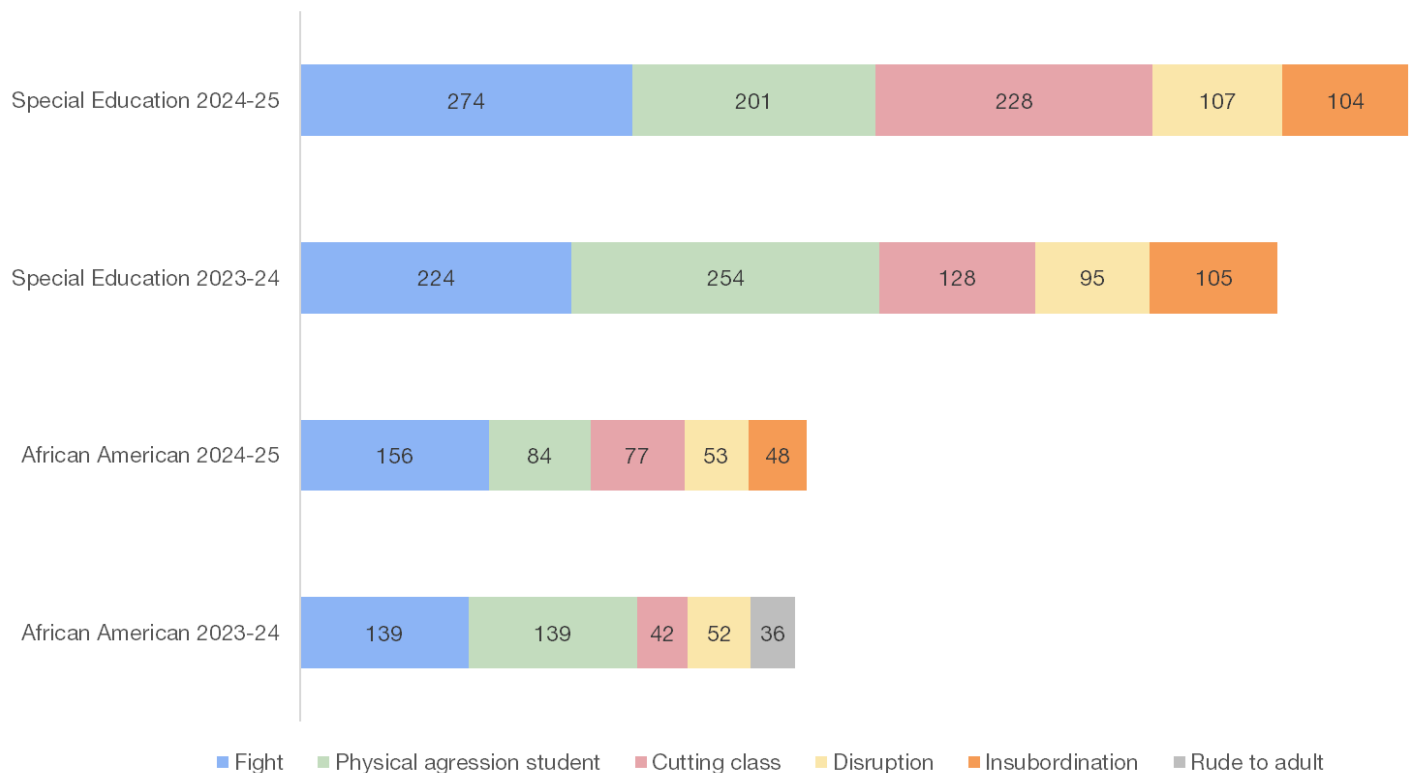
The yearly targets are based on end-of-year information. To look at progress during the year, we have pulled the disproportionality rate of current discipline, including discipline actions, disparity



rate, and disproportionality based on enrollment. These numbers are taken from the beginning of the school year to February 21, 2025. In order to understand middle-of-year progress, we have also shown similar data for the previous school year.

Our Discipline Team uses our Disproportionality Scorecard Frontline SIS report to monitor CPMs 5.2 and 5.3 to determine the number of in-school suspensions, home suspensions, and discretionary placements to the Alternative Learning Center (ALC) for discretionary offenses for African American students and students receiving special education services. Our Discipline Team has created a monitoring tool to determine progress toward the goals of each CPM and identify needed support.

Appendix 3: Supporting Data



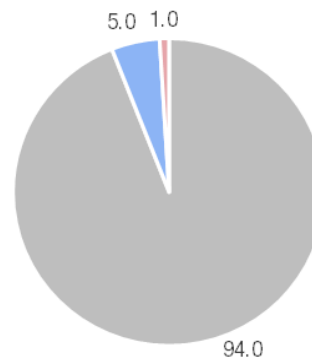
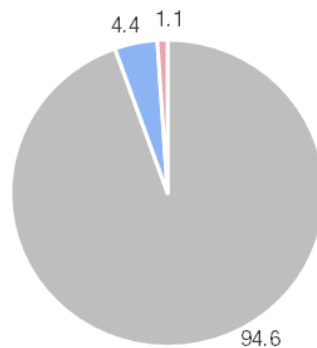
Count of Top Behavior Infractions Data

The Discipline Team has provided a quick breakdown of the middle of the year discretionary removals by the top five infraction reasons for both 2024-25 and 2023-24 school years. Numbers represent the number of unique removals between similar timeframes for each school year (numbers are not equal for each year and/or group as they are the top five reasons by year/group with the unique number of removals for each reason). Data suggests similar infractions such as fights are common across both African American and special education removals. Physical aggression towards another student is another commonality but has seen a decline across years and group type. Cutting class has increased across both groups in the 2024-25 school year.



Special Education 2024-25

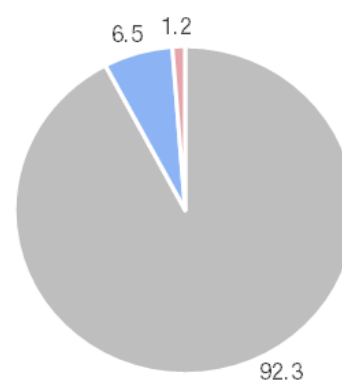
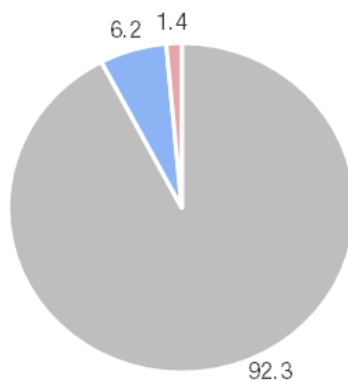
Special Education 2023-24



- Students with 0 Discretionary Removals
- Students with 1-2 Discretionary Removals
- Students with 3+ Discretionary Removals

African American 2024-25

African American 2023-24



Percentage of Students with Discretionary Removals

The Discipline Team has also provided a breakdown of the number of removals in proportion to student group enrollment. Numbers showcase what percentage of the student group enrollment is experiencing discipline. While the number of enrolled students receiving special education services has increased (11,817 in the 2023-24 school year to 13,804 in the 2024-25 school year), a slightly smaller percentage of students have received 1-2 discretionary removals by the middle of the year. The number of enrolled African American students has slightly decreased between school years (4,325 in 2023-24 school year to 4,267 in the 2024-25 school year). However, the percentage of students receiving 1-2 discretionary removals has been similar to past middle-year numbers. For both groups, the proportion of students experiencing three or more removals is around 1% of the student group's enrollment.