



AUSTIN ISD BOARD MONITORING REPORT

CPM 1.2-Exclusionary Discipline

Board Meeting Date: December 11, 2025

REPORTING PERIOD: August 20, 2024-May 29, 2025

Constraint 1 Underserved Students	The superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support economically disadvantaged students and students receiving special education services.
CPM 1.2 Exclusionary Discipline	The discretionary, exclusionary discipline actions (ISS, OSS, other removal) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease from 79.2% in August 2024 to 67.0% in August 2029.
Initiative Alignment	Early Learning, Middle Years Forward, Post Secondary Success
Evaluation of Progress	This is the first update on the retooled Constraint Progress Measure for Exclusionary Discipline. Goal reporting provides evidence that the District is ON TRACK to meet the new discretionary, exclusionary Discipline Constraint Progress Measure (CPM) for students identified as economically disadvantaged. Currently, students identified as economically disadvantaged compose 73.12% of all the exclusionary discipline for discretionary offenses. The current data meets this year's target and suggests that the collaborative efforts to reduce exclusionary discipline are improving student outcomes. Next steps include reformatting secondary campus discipline action plans to align with the new CPM target focus, adjusting the frequently monitored watchlist to reflect the new target group, and increasing discipline data sharing with pertinent departments. Continued growth in this new CPM is expected.

The discretionary, exclusionary discipline CPM is new, focusing on students identified as economically disadvantaged and expanding reporting to multiple student groups. The District's exclusionary discipline rate for economically disadvantaged students has improved when comparing the first eleven weeks of the SY 24/25 to the same period in the current school year. Results provide early evidence that the District is on track to meet our multi-year goal of decreasing the exclusionary discipline rate for economically disadvantaged. Results also identify the need to increase the focus and support for this target group. Looking ahead, the District plans to:

- Continue the secondary campus discipline action plans that will be reformatted to align with the new CPM target group of economically disadvantaged.
- Continue the exclusionary discipline watchlist that will be reformatted to reflect the new CPM target group.
- Increase discipline data sharing with pertinent departments to expand the collaborative and coordinated support for campuses.



CONSTRAINT 1: Underserved Students

Austin ISD's Board Constraint 1 states that the superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support economically disadvantaged students and students receiving special education services. This board constraint is designed to ensure that all students, especially those who are economically disadvantaged or receiving special education services, are treated equitably and supported effectively within campus systems.

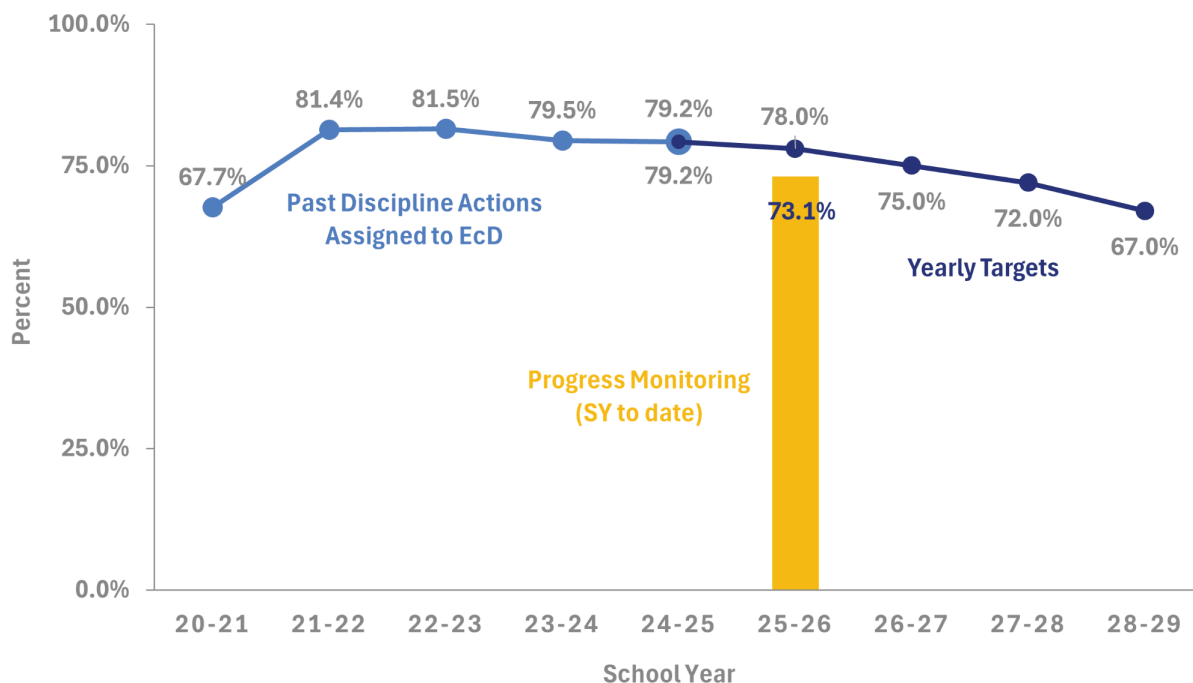
The discretionary, exclusionary Discipline Constraint Progress Measure focuses on decreasing the disproportionate impact of exclusionary discipline (in school suspension, home suspension, and removal to Disciplinary Alternative Education Program) for discretionary offenses assigned to students identified as economically disadvantaged. Discretionary discipline is defined as an offense that does not require a mandatory discipline action per the Texas Education Code Chapter 37. The District aims to keep more students in class; so they can stay connected to instruction, feel a stronger sense of belonging, and remain on track academically. Annual targets focus on steadily lowering discipline rates for all groups to become more proportional with their enrollment percentages.

This CPM is measured by tracking the total number of discretionary offenses resulting in exclusionary discipline and then identifying how many of those actions involve students identified as economically disadvantaged. A group's discipline rate is the percentage of the total exclusionary discipline actions.

CONSTRAINT PROGRESS MEASURE 1.2: Exclusionary Discipline

The proportion of discretionary, exclusionary discipline actions assigned to students identified as economically disadvantaged

Data includes the number of discretionary, exclusionary discipline actions assigned to students identified as economically disadvantaged over the total number of discretionary, exclusionary discipline actions per year between 2020-21 to 2024-25 along with yearly targets (5,496 cumulative discipline actions 2024-25). The yellow bar provides progress monitoring for the same data (1,311 actions August 20-November 3, 2025).





The proportion of discretionary, exclusionary discipline actions assigned to individual student groups

Data includes the number of discretionary, exclusionary discipline actions assigned to a student group over the total number of discretionary, exclusionary discipline actions.

Group	Past % Disciplinary Actions					Update	% Yearly Targets				
	20 21	21 22	22 23	23 24	24 25	Nov 3, 2025	24 25	25 26	26 27	28 29	28 29
Economic Disadvantaged	67.7	81.4	81.5	79.5	79.2	73.1	79.2	78.0	75.0	72.0	67.0
American Indian	0.4	0.1	0.0	0.3	0.1	0.1	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
Asian	0.4	1.1	1.5	1.6	1.6	2.5	1.6	1.5	≤2.0	≤2.0	≤2.0
Black/African American	17.1	18.1	17.0	18.3	15.3	17.8	15.3	15.0	14.0	13.0	12.0
Hispanic	51.0	67.1	66.9	63.3	65.4	64.3	65.4	64.0	61.0	59.0	58.0
Pacific Islander	0.0	0.1	0.0	0.1	0.1	0.2	≤1.0	≤1.0	≤1.0	≤1.0	≤1.0
Two or More	4.4	1.7	2.5	2.5	3.5	1.9	3.5	≤4.0	≤4.0	≤4.0	≤4.0
White	26.7	11.8	12.0	13.9	14.0	13.2	14.0	≤13.0	≤13.0	≤13.0	≤13.0
Emergent Bilingual	16.3	34.2	32.8	33.5	34.1	35.6	34.1	34.0	34.0	33.0	33.0
Special Education	41.0	31.2	30.2	35.2	39.6	38.3	39.6	38.0	36.0	34.0	30.0

DATA ANALYSIS

- This is the first update on CPM 1.2. The exclusionary discipline portion of the Superintendent's Scorecard was retooled to focus on the discipline rate for each student group with a primary focus on students identified as economically disadvantaged.
- The discipline rate for multiple student groups increased post-pandemic (economically disadvantaged, Asian, Black/African American, Hispanic, Pacific Islander, and Emergent Bilingual).
- The discipline rate for students identified as economically disadvantaged consistently hovers at approximately 80% of all discretionary discipline actions for each school year post-pandemic.
- Student populations demonstrate variability when comparing year to year.
 - Discipline rates for some student groups increased significantly post-pandemic (Economically Disadvantaged, Hispanic, and Emergent Bilingual).
- In SY 24/25, 79.2% of all discretionary, exclusionary discipline actions were issued to economically disadvantaged students. Currently, 73.1% of all discretionary, exclusionary discipline actions were issued to economically disadvantaged students.
- Some student groups are demonstrating discipline rate improvement when comparing SY 24/25 to current data (Economically Disadvantaged, American Indian, Hispanic, Pacific Islander, Two or More, White, and Special Education).
- The District is on track to meet the yearly discipline rate targets for some student groups (Economically Disadvantaged, American Indian, Pacific Islander, and Two or More).
- The District is not yet on track to meet the yearly discipline rate targets for some student groups (Asian, African American, Hispanic, White, Emergent Bilingual, and Special Education).



ROOT CAUSE ANALYSIS

- **Heavy reliance on suspensions as a primary tool to control discretionary offenses is a persistent challenge.** Administrators and staff often have limited time and training to explore and implement effective alternatives to suspension. This approach disproportionately affects students identified as economically disadvantaged where currently 73.1% of all exclusionary discipline actions are assigned to this group. Data indicates this is the right group and issue to increase District focus. The Discipline Office collaborates with campus Principals, the Office of School Leadership, Multi-Tiered Systems of Support (MTSS), Restorative Practices, Counseling, Licensed Mental Health Professionals (LMHPs), and Special Education to better pinpoint factors behind discretionary and exclusionary discipline and work to implement targeted support.
- **A key barrier in goal success for the new CPM is having a reliable reporting system** that in real time clearly identifies students with an economically disadvantaged indicator, exclusionary discipline actions, and the location of the actions. This barrier can impact timely identification and initiation of support for campuses demonstrating need. The refinement of reliable data reporting systems is critical to consistent data sharing and subsequent strategy implementation and monitoring. Collaborative efforts between the Discipline Office, Data Analytics and Reporting, and Information Technology are working towards refining a system that identifies the frequency of exclusionary discipline actions, location of the actions, and most importantly the students identified as economically disadvantaged.

OBSERVATIONS FROM OUTLIER SUMMARY

- Campus practices that define success are those that emphasize MTSS (Multi-Tiered Systems of Support), use effective alternatives to suspension, and strengthen trust between students and administrators. Webb Middle School and Bailey Middle School stand as early examples of success in reducing discipline rates for students identified as economically disadvantaged. Both campuses have decreased exclusionary discipline actions when compared to SY 24/25. In addition, both campuses have lower discipline rates for students identified as economically disadvantaged than other campuses with similar enrollment profiles.

NEXT STEPS

In the first year of CPM implementation, reducing the discipline rate for students identified as economically disadvantaged is challenging as necessary data systems and subsequent strategy implementation is still in its early stages. Historically, this student group has experienced disproportionate exclusionary discipline with limited strategic intervention. Because the “economically disadvantaged” indicator spans all student groups, the disproportionality impacts the District broadly. Current data confirms a long-standing pattern in which students with this indicator experience higher rates of exclusionary, discipline practices.

This new CPM focus highlights the urgent need to more intentionally recognize, address, and monitor exclusionary discipline trends for this target group. The CPM has prompted stronger cross-department collaboration. The Discipline Office, Campus Principals, Restorative Practices, MTSS, Counselors, LMHPs, Special Education, and the Office of School Leadership are engaging more in ongoing data sharing and implementing strategic support. These efforts have led to increased and clear data sharing with campus and district leaders for the new CPM. The Discipline Office is committed to:

- Continued partnering with secondary campus Principals in implementation and monitoring of



secondary campus discipline action plans.

- Discipline action plans focus on specific behaviors, staff, and students most impacted by the exclusionary discipline data. Campus administrators compose and implement strategic support plans based on this data.
- Each discipline action plan tracks the previous plan's progress and provides current data to refine strategic support as needed.
- Collaboration with the Office of Counseling and LMHPs (Licensed Mental Health Professionals) in identifying and supporting secondary campuses with increased discipline rate data.
 - Regular collaborative meetings consist of a review of the scorecard objective and students most impacted by the exclusionary discipline data. Students with an increased number of suspensions within a designated timeframe are identified and campus counselors and LMHPs are notified.
 - The identified students subsequently receive increased counselor support and LMHP support where appropriate.
- The Discipline, Restorative Practices, and MTSS Offices are in the beginning stages of prioritizing and strategically supporting campuses with increased discipline rate data.
 - Collaborative meetings consist of the Office of MTSS and Restorative Practices reviewing campuses with increased discipline rates and work toward identifying data trends.
 - Findings will be used to create suggested recommendations, including professional learning opportunities. The suggested recommendations will be shared with the Office of School Leadership Assistant Superintendents, Executive Directors and Campus Principals.
- Partnering with the Office of Special Education to increase clear, concise data sharing and implementing strategic support.
 - Monthly data reports are provided to the Office of Special Education detailing the discipline offense and actions for every student receiving special education services.
 - Monthly data tracking is provided to the Office of Special Education detailing district and individual campus discipline rates. This data tracker is used to inform coaching conversations between special education coordinators and Campus Principals.
- Continue providing initial and ongoing professional learning for administrators and campus staff.
 - Frequent professional learning opportunities for Restorative Practices are provided.
 - Professional learning recommendations and opportunities based on data trends are provided.

GLOSSARY

- Exclusionary Discipline—discipline actions that require a student to miss regularly scheduled instruction with their assigned teacher such as: in-school suspension, out of school/home suspension, and removal to the Alternative Learning Center
- Discretionary Offenses—offenses that Chapter 37 does not require a particular discipline action (Examples: cutting class, fights, etc)
- Discipline Rate—a student group's percentage of the District's total exclusionary discipline actions
- LMHP—Licensed Mental Health Professional
- MTSS—Multi-Tiered Systems of Support
- ISS—In school suspension
- OSS—Out of school suspension/home suspension
- DAEP—Discipline Alternative Education Program
- ALC—Alternative Learning Center (this is the name of Austin ISD's DAEP)