

Austin Independent School District

2022 Long-range Plan



*Plan approved by Long-range Plan Committees: January 2023
Board Resolution approved: April 2023*



Preface

This Long-range Plan (LRP) documents the work completed by seven long-range planning committees representing the following planning categories.

- Academics and Career & Technical Education (CTE)
- Athletics
- Visual and Performing Arts
- Facilities
- Safety, Security and Resiliency
- Transportation, Food Service and Maintenance
- Technology

While efforts were guided by the Equity by Design process (detailed later in this document), each committee operated independently. This LRP acknowledges and embraces the unique needs and starting points for each committee. As such, the specific process followed and recommendations provided by each committee have natural differences in approach and narrative descriptions. This is especially apparent in the Goal Summary Sheets located at the end of the LRP, as each committee developed these through their own unique lens.

This LRP is an iterative plan to be implemented and updated through approximately five-year cycles. Periodic progress updates will be provided to the community, the LRP committee members, and the board.

Table of Contents

[Preface](#)

[Table of Contents](#)

[Overview of 2022 Austin ISD Long-Range Plan](#)

[Why Long-range Plan?](#)

[What Long-range Planning Is](#)

[How this Long-range Plan is different](#)

[Long-range Planning Committees](#)

[Contributing Members](#)

[Community Engagement](#)

[Summary of LRP Process](#)

[Summary of Recommendations](#)

[Bond Recommendations](#)

[Operational Recommendations](#)

[Academics & CTE Summary](#)

[Athletics Summary](#)

[Facilities Summary](#)

[Safety, Security & Resiliency Summary](#)

[Technology Summary](#)

[Transportation, Food Services, and Maintenance Summary](#)

[Visual and Performing Arts Summary](#)

[Collaborative Recommendations](#)

[Long-range Plan Implementation & Update Process](#)

[Portrait of Austin ISD through an Equity-Lens](#)

[Equity By Design for Austin ISD](#)

[Historic Inequity in Austin ISD](#)

[Timeline & Summary](#)

[Identifying Historically Underserved Communities](#)

[Austin ISD Students](#)

[Austin ISD Neighborhoods](#)

[Austin ISD Facilities](#)
[Focused Community Engagement](#)
[Problem Statements](#)
[Root Causes](#)
[Asset Maps](#)

[Defining Strategies and Goals](#)

[Strategy and Goal Creation Process](#)
[Bond Strategies](#)
[Decision-making Framework Part 1: Prioritizing the 'What'](#)
[Decision-making Framework Part 2: Identifying the 'Where'](#)
[Opportunity Index](#)
[High Opportunity Facility Rankings](#)
[Operational Strategies](#)
[Decision-making Framework Part 1: Understanding the Impact](#)
[Decision-making Framework Part 2: Prioritizing the 'When'](#)
[District-level Collaboration](#)

[LRP Recommendations: Goal Summary Sheets](#)

[Academics & CTE Recommendations](#)

[Immediate Goals](#)
[Near Future Goals](#)
[Future Goals](#)

[Athletics Recommendations](#)

[Immediate Goals](#)
[Near Future Goals](#)
[Future Goals](#)

[Facilities Recommendations](#)

[Immediate Goals](#)
[Near Future Goals](#)
[Future Goals](#)

[Safety, Security, & Resiliency Recommendations](#)

[Immediate Goals](#)
[Near Future Goals](#)
[Future Goals](#)

[Technology Recommendations](#)

[Immediate Goals](#)

[Near Future Goals](#)

[Transportation, Food Service, & Maintenance Recommendations](#)

[Immediate Goals](#)

[Near Future Goals](#)

[Visual and Performing Arts Recommendations](#)

[Immediate Goals](#)

[Near Future Goals](#)

[Future Goals](#)

[Shared and Overarching Goals](#)

[Immediate Goals](#)

[Near Future Goals](#)

[**Appendices**](#)

[Contributing Members](#)

[Glossary of Terms and Abbreviations](#) [Focused Engagement Scripts](#)

[Committee Workspaces](#)

[Equity Rubrics](#)

[Bond Strategy Recommendations](#)

[Student Data Analysis](#)

[Neighborhood Data Analysis](#)

[Opportunity Index Methodology](#)

[LRP Background Info](#)

[Goals/PS Incorporated into Shared Goals](#)

[Bond Strategies by Facility](#)

[Bond Strategies Deferred to Future Bonds](#)

[Resolution of Support from AISD Board of Trustees](#)

Overview of 2022 Austin ISD Long-Range Plan



Austin ISD (AISD) took a new approach from past Long-Range Planning processes by working collaboratively throughout the district using a community-driven [Equity by Design](#) model. This approach was used to ensure that historically underserved students and communities were at the forefront of our decision-making, while ultimately benefiting the entire Austin ISD community. Community representatives from most (if not all) school board Trustee districts took part in this more-than-year-long process.

This Equity by Design approach to Long-Range Planning will help to address and overcome some of the social issues in our community. AISD is dedicated to valuing diversity, inclusion and meaningful engagement of all voices as we collaborate to improve the common good.

This overview represents over a year of work and uses terms that committees have learned through this process that may not be immediately familiar to the community at large. These terms and abbreviations are defined in the linked appendix, [Glossary of Terms and Abbreviations](#).

Why Long-range Plan?

As time passes, the needs of students change and facilities continue to age. Long-Range Planning allows for the anticipation of student needs to align resources to better serve students. The ultimate goal is to foster the [Seven Conditions for Student Success](#), as defined by Austin ISD:

- Culturally proficient, experienced teachers and staff
- Recognition and cultivation of gifts, talents and interests
- High expectations and support to meet those high expectations
- Positive relationships with teachers and peers
- A sense of belonging, empowerment, connection and identity safety
- Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities
- Well-maintained facilities that support state of the art instruction and support cultural identities and safety

Historically our planning efforts have centered around buildings, but Long-Range Planning is about much more than that. By embracing the interconnectedness between our vision for academics, fine arts, athletics, facilities, technology, food service, safety and security, and transportation, we can plan more holistically to better address student needs and optimize our resources.

By working in seven committees focused on different topics and following the Equity by Design process, the Long-range Plan (**LRP**) provides recommendations that address facility needs while simultaneously addressing systemic issues. The goal is to disrupt inequitable practices of the past and present while supporting scholastic achievement district-wide.

What Long-range Planning Is

With the [strategic plan](#) and academic vision serving as the foundation, the Long-range Plan charts a course towards an equitable investment of resources, opportunities, and support to insure the success of students at every level of every community. The Long-Range Planning process was built on the principles defined in the eight steps of Equity by Design.

The goal of developing a Long-range Plan through thoughtful and intentional collaboration with our school communities was to:

- create a shared vision;
- identify historic inequities;
- determine current and future needs;
- establish a path of where we want to go; and
- develop strategies for how we want to get there.

This Long-range Plan sets a vision informed by [seven planning categories, explored by individual committees](#) and acts as a road map. The Plan informed which improvements and facilities were included in the 2022 Bond, with recommendations that can inform future bonds. It also identified operational shifts required to achieve academic and affective outcomes desired throughout Austin ISD.

The following questions outline the LRP process and charge:

- **What's the problem?** Understand the issues, especially those of our historically underserved students and communities.
- **Why did it happen?** Identify the root causes by looking at the systems beneath the surface. In order to prevent problems from returning, deeper examination is necessary.
- **What will be done and how?** Develop goals (a vision of a destination) and strategies (a method of how to achieve the goal and address root causes of the problems).
- **How will we make sure the work gets done?** District leadership will be responsible and accountable for implementing strategies that are within their purview and for periodically reporting out publicly on their progress. Additionally, bond projects are monitored by the Community Bond Oversight Committee.
- **How are strategies prioritized?** Develop an equity-based “Decision-making Framework,” to evaluate recommendations providing transparency on how decisions are made.

How this Long-range Plan is different

Throughout this process, the planning team, made up of AISD staff, consultants and the community, acknowledged the past and current harm and trauma inflicted upon our

underserved communities. The district has employed policies dating back decades resulting in inequitable opportunities and outcomes for some of our students. These actions, including the more recent school closures, enabled racist ideals and damaged communities. This LRP process was designed to not just acknowledge these mistakes but also actively work to grow facilities, opportunities, and resources to begin repairing the damage done.

This 'growth mindset' was implemented with the intent to double-down on investments in historically underserved communities, creating the conditions for all students to succeed. There are unmet needs throughout our district and the Long-range Plan includes strategies and investments that benefit students and staff district-wide.

Long-range Planning Committees

The LRP takes a comprehensive look at the educational experience provided in Austin. To do this, seven committees were established, each analyzing a different aspect of our students' education. These Long-range Planning Committees (LPCs) are ad hoc advisory bodies established by the superintendent and are made up of parents, community members, students, educators, and district staff who represent different segments of the community.

The purpose of the Planning Committees was to develop a set of long-range plans including a prioritized list of recommended capital projects and operational strategies in each of the planning categories:

- **Academics & Career and Technical Education (CTE)** - Includes, but is not limited to: Special Education; Advanced Academics; Curriculum; Dyslexia; Early Childhood; Library and Media; Multilingual Education; School, Family and Community Education; and Social and Emotional Learning
- **Athletics** - Includes, but is not limited to: Athletics programming, Pre-Athletics programming for PK-6th, requirements for participation and barriers to access of Athletics and Pre-Athletics programming, Athletics facilities
- **Visual and Performing Arts (VAPA)** - Includes, but is not limited to: VAPA Programming, access to equipment and supports, requirements for participation and barriers to access of VAPA Programming, VAPA facilities
- **Facilities** - Includes, but is not limited to: planning for current and future use of facilities, access for users of all needs and abilities, outdoor spaces and amenities, site access and infrastructure; alignment of facilities, facility condition, and educational vision
- **Safety, Security & Resiliency** - Includes, but is not limited to: physical safety infrastructure at campuses and other AISD facilities, policies and practices for

campus safety, policies and practices to create emotional safety and resiliency, relationship-building between students and safety staff

- **Transportation, Food Service & Maintenance** - Includes, but is not limited to: policies and practices around transportation services and support programs between home and school, access to food during and after school, and maintenance and upkeep of AISD campuses and facilities
- **Technology** - Includes, but is not limited to: policies and practices to support technology literacy for students and families, provision of appropriate and up-to-date teaching and learning technology, policies and practices to increase safety around programs and technology

More detailed information about the LPCs can be found in the [LPC Charter](#).

Contributing Members

The LPCs were composed of a broad cross-section of perspectives, including students (current and former), parents, educators (current and former), campus leaders, community members, partners, and central district staff. One or two individuals in each committee took on the additional commitment of serving as chair or co-chairs for their respective committees. These individuals volunteered their time to help create a better future for the students and families of Austin ISD, and are listed in this [Appendix: Contributing Members](#).

Community Engagement

To practice Equity by Design, the district engaged extensively with community members in a variety of different ways, enabling participation and feedback from a broader cross-section of the community by going directly to these community members.

These efforts included:

- Phone interviews
- School events such as PTA and CAC meetings, principal coffees, staff meetings, field days, etc.
- Neighborhood and community organization meetings
- Online surveys.

Community engagement activities were designed to center the complex needs and interests of Austin ISD's diverse stakeholders. Families and communities within our district reflect broad diversity of race, ethnicity, incomes and needs. To meet the unique interests of these populations, the Long-Range Planning process sought to:

- engage those adversely affected—who we have historically failed to engage

- engage traditionally involved interest groups (e.g. PTA's, CAC's, industry partners, etc.)
- host opportunities to collect paper copies of feedback
- recruit community leaders to serve on Long-Range Planning Committees and to help spread the word about engagement opportunities.

Here is an interactive map of our engagements:

<https://storymaps.arcgis.com/stories/6d3ad6b77162467ea7a17a9e73533572>

Here is a summary of our Phase 1 engagements:

<https://www.austinisd.org/sites/default/files/dept/lpc/docs/Engagement%20Overview%20English.pdf>

Summary of LRP Process

The Long-Range Planning efforts began in the Fall of 2021 with recommendations provided to the board in the Spring of 2023.

The following is a summary of the Equity by Design process, as applied to our Long-Range Planning efforts. This section is intended to provide a high-level overview of the entire process. Each step of the Equity by Design process is further defined and discussed in detail later in this document.

Identify Underserved Groups/Schools

- Student demographic, neighborhood (Social Vulnerability Index), and facilities data was triangulated to determine the most underserved communities and schools within AISD. Twenty-five (25) schools rose to the top with facilities rated as 'average' or 'worse' condition, consisting of a high proportion of underserved students, AND located within neighborhoods ranked as ['high social vulnerability.'](#)

Conduct Focused Community Engagement

- To best identify the problems experienced by students in historically underserved groups and their communities, listening sessions and one-on-one, semi-structured interviews were conducted primarily with people who attended or worked at the 25 historically-underserved schools that were identified.

Generate Problem Statements

- Themes from the focused community engagement insights were used to develop unmet need statements that identified what the underlying need was, who was affected by the lack of each need and where (if applicable) the need was most

prominent. These “unmet need” statements were later refined and referred to as “problem statements.”

Identify Root Causes

- A multi-step root cause analysis was conducted to uncover and define the underlying systemic causes of the identified problems.

Map Assets

- An [LRP committee workshop](#) was facilitated to identify things that were working well within the district (assets). Simultaneously, district data was used to create a [data explorer](#) that identified which programs and resources were currently located at various schools.

Define Goals

- After understanding the key problems facing Austin ISD, as well as the things that were working well for the district (assets), LRP committee members began the process of articulating the desired state of the district in the form of goals. The goal development process encouraged committee members to think through the critical components of the intended outcome, including the desired change anticipated, who is the intended beneficiary, how we might measure the progress, and how the goal links to the Seven Conditions of Student Success. Focus remained on goals which impact historically underserved students and communities.

Define Strategies To Achieve Goals

- First, the committees came to consensus on the ‘what’ (intended outcome/goal), and the ‘who’ (intended beneficiaries), they brainstormed the ‘how’ (strategies). Strategies were then divided into **bond strategies** (i.e. strategies which would require bond funding) and **operational strategies** (i.e. strategies which don’t require funding or would fall into the annual budgeting cycle of district funds). The LPC ran both bond and operational strategies through different versions of a Decision-making Framework (i.e. Equity Rubric) to prioritize which strategies had the most priority based on how much of an impact they would have on historically underserved students and communities. This prioritization was partially informed by an [Opportunity Index](#) developed for the purpose of the LRP.

Equity Reflection:

At the end of the process, the committees reflected on the journey they'd been on. Those reflections are captured in a word cloud:



Summary of Recommendations

The recommendations that emerged from the long-range planning process are a combination of bond-funded recommendations, which were passed to the Bond Steering Committee, and operational recommendations that inform policies, procedures, and practices within the district and at individual campuses.

Bond Recommendations

Bond strategy recommendations included focused project recommendations from each committee, prioritizing “High Opportunity” campuses, based on the developed [Opportunity Index](#). The full set of recommendations was reviewed in a matrix to inform the LRP’s recommendations for full modernizations, also focusing on campuses identified as “High Opportunity.” Individual and joint committee bond recommendations can be found in this link to the [Bond Strategy Recommendations](#).



Above: Image of committee members and district staff working together to find commonalities between goals.

Operational Recommendations

Operational strategies across all committees focused on improving access to resources, programs, and opportunities across a variety of subject areas for historically underserved student groups, communities, and campuses. Student safety and wellness (both physical and psychological) were a large focus across multiple committees. Additionally, multiple committees developed strategies and recommendations that focused on supporting vulnerable and underserved families to enable them to engage in their children's education and advocate for their children's access to opportunities.

Once defined, committees collaborated with Austin ISD chiefs to designate a level of immediacy for each goal to begin (i.e. [Immediate, Near Future, or Future](#)). A summary of each committee's recommendations are provided below. Follow the link to access the complete Goal Summary Sheets for each committee.

Academics & CTE Summary

Academics & Career and Technical Education (CTE) operational strategies focus on ensuring historically underserved students are provided fundamental, easily accessible learning experiences at their home campuses. For many years, AISD has not provided Black and Brown students, students with disabilities, students accessing special education services, emerging bilingual students, and students identifying as economically disadvantaged with these fundamental, baseline learning experiences and corresponding learning environments. The intentional combination of the following efforts work towards a future in which every child has the conditions to be successful at their home campus and in a way that is easy to access for caregivers and families.

1. Programming - Goals and strategies establish and implement baseline programming and support for early childhood and kindergarten, CTE, extra-curriculars, dual language, and the core curriculum.
2. Facility Investment - Space, technology, and/or furniture solutions are recommended to support early childhood and Pre-K programs, educator planning, CTE programming, community partnerships, mental health services. Additional facility recommendations focus on providing meaningful inclusion and the least restrictive environment through universal design.
3. Enrollment - Ensure campuses achieve optimal utilization rates to properly support learning for historically underserved students.
4. Staffing & Support - Implement equitable staffing strategies to better serve students at historically underserved campuses and provide an inclusive learning experience for all.
5. Centering the Historically Underserved - Prioritize the experiences of historically underserved campuses and communities when making decisions, communicating opportunities, supporting staff, and supporting students and their families.

Athletics Summary

Athletics operational strategies focus on reducing barriers to Athletics participation and providing equitable access to Athletics programming, resources, and support.

1. Reducing Barriers - Goals and strategies focus on improving awareness, inclusion, and sense of belonging in Athletics participation opportunities for historically underserved students through improved communication, coach resources and support, equitable Athletics offerings, alignment across grades and vertical teams, and academic and emotional support resources.
2. Resources, Goods & Equipment - Multiple goals and strategies focus on pursuing additional funding streams to support equitable access to programs, goods, and equipment needed for athletics participation.

3. Early Athletics - Increase access to early athletics for Pre-K through 6th grade students, with a focus on those who are economically disadvantaged, to prepare them with the skills and knowledge to participate in middle and high school Athletics.

Facilities Summary

Facilities strategies focus on providing historically underserved communities with the infrastructure around and within campuses to ensure all individual needs and experiences are met.

1. Functional Buildings - Prioritize historically underserved students and campuses to address non-functional building systems and overreliance on portables.
2. Support All Users - Prioritize ADA compliance, the addition of universal design elements, and multilingual signage at campuses.
3. Outdoor Learning and Common Spaces - Prioritize the addition or further improvement of outdoor learning spaces, common spaces, and other spaces that can house a variety of educational programs.

Safety, Security & Resiliency Summary

Safety, Security, & Resiliency operational strategies focus on supporting bond strategies which will provide spaces that support student/staff well being, curriculum, training, and programs for students/ staff. Strategies support alternatives to disciplinary action and encourage more consistent safety protocols and procedures across the district.

1. Staff Training/Learning - Support curriculum, training, and programs, benefiting students and staff. These focus on self-regulation, alternatives to disciplinary action, increased awareness of bias, and encourage intentional, positive relationship building at the campus level. Building relationships is key to students feeling welcome on a campus.
2. Student Support Spaces & Programs - Support bond strategies that include physical spaces to support students, and/or staff well-being by providing the appropriate training to staff (teachers, administration, SROs, etc.) and a clear understanding on the best practices on how to use these spaces correctly.
3. Consistent Safety Protocols/Procedures - Emphasize the need for consistent safety protocols and procedures across the district with support from district leaders on the implementation and accountability at the campus level to help ensure a safer learning environment.

Technology Summary

Technology operational strategies focus on increasing awareness of resources and supports, streamlining access to systems and platforms for all users, and engaging users to ensure change management occurs intentionally as new systems become adopted.

1. Increase Awareness - Revise approach to disseminating IT communications, training, and forthcoming changes to remove unintended gate-keeping through providing "audience specific" communications containing pertinent information to the intended audience.
2. Streamline Access - Provision of on-site IT training interventions to educate users on new or changed systems/platforms and the creation of an online "One-Stop-Shop" where all AISD users can solicit on-demand training, submit support requests, and access IT announcements.
3. Intentional Change Management - Retool the change management process to include all affected parties (such as academics, administration, etc.) in the decision-making process, solicit end-user feedback, and inform users of forthcoming changes in addition to training for new systems.

Transportation, Food Services, and Maintenance Summary

Transportation operational strategies focus on improving safety and access both to bussing and alternative-to-bus transportation methods, improving safety of students and staff both on buses and at terminals, and providing systems to ensure safe site circulation for all users and visitors to a campus.

1. Safe Passage - Ensuring safety of students from their door to school grounds and safety of all users from school grounds into the building.
2. Access to Alternative Transportation - Communicating with families about partnerships and resources for alternative transportation while also exploring how to expand access to bus services, especially for historically underserved communities.
3. Safety - Improving safety of students and staff both on buses and at terminals.

Food Services operational strategies focus on ensuring students have the appropriate amount of time to eat, improving the quality and appeal of food service offerings, and improving food access for food-insecure students and families both day-to-day and during times of crisis.

1. Time to Eat - Ensure students have the appropriate amount of time to eat and digest their food to be healthy and prepared to learn (Note: the highest impact will be on students who access Free and Reduced meal services, but will ultimately impact everyone).

2. Improve Food Access - Increase collaboration and infrastructure to support food access for food-insecure families both day-to-day as well as during times of crisis.
3. Appealing Offerings - Improve quality and appeal of food service offerings through infrastructure replacement and intentional menu testing and sampling.

Maintenance operational strategies focus on improving facility conditions through infrastructure replacement, instilling confidence from families through more transparent communication methods, and providing support for professional learning to maintenance teams to improve their ability to ensure safe, warm, dry schools for students.

1. Improving Facility Infrastructure - Increase collaboration between the Facilities Maintenance and Construction Management departments for improved budgeting, selection, and maintenance of facility systems needed to keep students and staff warm, safe, and dry.
2. Transparent Communication - Improve communication around work orders and resource donation processes with parents and community members to improve relations and ensure appropriate maintenance of all parts of campuses.
3. Professional Development - Provide professional development to maintenance teams to improve retention and timeliness of repairs and work on campuses.

Visual and Performing Arts Summary

Visual and Performing Arts (VAPA) operational strategies focus on providing equitable access to VAPA programs across all cohort levels that match or exceed the quality of programs offered by surrounding districts, ensuring appropriate staffing to support program access, and providing all resources and supports required for successful VAPA programs and experiences.

1. Access - Many of the goals and strategies for VAPA focus on the inequities around access to fine arts programs across all cohort levels. Strategies call for increased district-wide investment to adequately and equitably staff new and/or struggling programs, while also promoting and supporting improvement of established programs.
2. Staffing - Many of the access issues tie back to the root cause of staffing and staffing policy. Multiple goals and strategies aim to address this at a district-wide level by addressing the staffing formula and its impact on VAPA course offerings, providing more professional development for Fine Arts specific staff, and ensuring there is enough district-level administrative support for Fine Arts courses and programs.
3. Supports for Fine Arts - VAPA goals and strategies focused on ensuring all the supporting elements for a VAPA program to be successful are provided. This

includes equipment, classroom/rehearsal/performance spaces, transportation, leadership support, and scheduling.

Collaborative Recommendations

A set of shared goals and strategies were developed through collaborations between two or more committees. The challenges and problems these aim to solve require approaches from multiple perspectives and avenues. The shared recommendations focus on six areas that include corresponding goals:

1. Centering equity in district-wide decision-making moving forward ([Equity in Decision-making](#));
2. Providing after-school care and enrichment to alleviate the childcare burden from historically underserved students and families and increase access to enrichment programs ([After School Care](#) and [After School Enrichment](#));
3. Ensuring students can get safely between their homes and schools on a daily basis ([Safe Site Circulation](#) and [Safely Getting to School](#));
4. Rebuilding community trust in the district ([Campus Climate & Community Relationships](#));
5. Balancing enrollment to support program access and appropriate class sizes ([Balanced Enrollment](#)); and,
6. Ensuring students have access to the equipment, resources, and food needed to engage in a variety of programs ([Food Service Support](#) and [Supplemental Funding for Equipment and Program Needs](#)).

Long-range Plan Implementation & Update Process

The specific strategies for the 2022 Long-range Plan will be implemented according to the timelines identified in the [Goal Summary Sheets](#), ranging from “Immediate” (start years 1-2), “Near Future” (start years 3-5), to “Future” (start years 6-10). Oversight and accountability of this process will be led by a dedicated Implementation and Communications Team. These are new staff positions in the department of Planning and Asset Management to ensure implementation of both bond and operational strategies. They will report to the Chief of Operations. Their specific tasks will include, but are not limited to the following:

- Interface with Campus Architectural Teams during the planning and design process, alleviating burden on campus principals;
- Coordinate with assigned departments accountable to LRP goals to track progress of success metrics for the strategies; and,

- Provide regular communications to the Long-Range Planning Committee, teachers and staff, community, and the board of trustees on the status of the implementation.

After the success metrics have been analyzed for at least two years to determine the progress of the immediate goals, updates to the Long-range Plan will occur.

Identifying our underserved communities and focused outreach will be the first step of the update process. This would start prior to the establishment of the Long-Range Planning Committee to facilitate more streamlined and informed conversations with the committees regarding needs. This was a key lesson learned from the 2022 LRP process.

This committee will reflect on the success metrics outlined in this current LRP and discuss any updates to goals being actively pursued. They will also discuss the implementation of strategies for “Near Future” and “Future” Goals, where applicable.

Lessons Learned:

The following are recommended changes to future LRP processes based on the experience of the 2022 LRP.

1. Improved engagement of underserved communities. It is important to integrate flexibility and time into the schedule to allow LRP committees to intentionally meet communities where they are, literally and figuratively, to ensure authentic engagement.
2. Incorporate engagement around the Immediate goals and strategies being implemented from the 2022 LRP to provide data points on their efficacy and impact to the intended stakeholder groups.
3. Begin the LRP process with focused outreach and data collection to allow committee members to respond to facts immediately and have key questions answered to make more informed recommendations.

Portrait of Austin ISD through an Equity-Lens



Equity By Design for Austin ISD

Equity by Design for Austin ISD is an approach to planning, communication, and engagement that promotes the active involvement of communities who are underserved by the school district. Equity by Design began in 2016 as a part of work led by Dr. Stephanie Hawley alongside higher education students, community members, organizers, and leaders with the Mayor’s Taskforce on Institutional Racism. In 2019, when Dr. Hawley joined Austin ISD as the first Equity Officer, she adapted and customized the Equity by Design approach with AISD students, staff, and educators, resulting in the Equity by Design for Austin ISD that was used to guide the LRP work.

This customized approach requires the engagement of caregivers, community members and students as agents in the decision-making process who can provide their perspectives and potential solutions to address current and historic systemic problems. While it appears to be linear, it is important to revisit previous work to build upon progress and address identified gaps in the process. Below are the concurrent activities of Equity by Design for Austin ISD that guided the LRP process.



Historic Inequity in Austin ISD

Timeline & Summary

In order to best follow the Equity by Design process, it was important to understand the history which created the inequities experienced today. The following is a brief summary of Austin ISD history ([follow this link for a broader, more detailed timeline](#)).

Austin's public schools began like many others around the country in the mid-1800s: separate and unequal. When Black students were finally granted free public schooling, it took place in separate schools. Black teachers eventually organized and fought for quality education, a fight that would continue throughout the late 1800s and to some extent, into the present – extending from elementary classrooms to Austin's early private and public universities. Latino students would also face a segregated public school education. Navigating federal laws, Supreme Court rulings and community forces, past moves by both Austin ISD and the City of Austin seemed to inadvertently work against one another. Not long after the district hired its first Hispanic teacher, Austin created a “Master Plan” to force its primarily Black residents, and other ethnic and racial minorities to work and live in East Austin. Over three decades later, when civil rights progress and federal legislation should have informed more equitable advancement, the I-35 interstate highway deliberately dissected the city.

The demarcation between East and West Austin cast a long-standing pall over Austin's ongoing attempts to desegregate. In the succeeding years, however, both community and district leaders grew to look more like the communities they represented, coming together to confront inequity questions arising from issues like state-mandated classroom testing, public education funding, special education, dual language programs, and equitable classroom and school opportunities. To help address its ongoing challenges, the district hired its first Equity Officer in 2019 and implemented the Long-Range Planning efforts discussed in this document, using an Equity by Design model, with an eye to how their decisions would impact the next seven generations of Austin students and their families. Part of this effort resulted in the passage of a \$2.44 billion bond package in 2022, which signified the district's commitment, in large part, to modernizing historically underserved schools.

To explore a compiled history of education in Austin ISD since 1876, please visit this webpage: <https://adisaclaritydata.com/aisdhistory/>

To understand LRP events specific to this topic, please view [this recording](#).

Identifying Historically Underserved Communities

Underserved communities were identified as a starting point for community engagement in the LRP process. Their identification helped AISD prioritize its focused outreach efforts to further understand their needs. This step is important to Equity by Design and requires the utilization of disaggregated data to ensure that the right people and groups are included in conversations. To identify our underserved communities, we looked at data about students, neighborhoods, and facilities. By looking at students and neighborhoods first, we were able to prioritize engagement with groups that have been historically underserved by systems both in and outside of the district. Below, we outline how each of these data points were utilized.

Austin ISD Students

The AISD Equity Office collaborated with community stakeholders to develop an evolving list of historically underserved student groups. Below is the list of student groups which informed the LRP.

- African American/Black Students
- Asian & Asian American Students
- Deaf and Hard of Hearing Students
- Emerging Bilingual Students
- Hispanic/Latinx Students
- Immigrant Students
- Indigenous Students
- Girls/Young Women
- Students who are identified with mental, cognitive & physical disabilities
- Refugee Students
- Students who identify as LGBTQIA+
- Students identified as Economically Disadvantaged
- Students who access Special Education Services
- Students who are experiencing Homelessness and/or are in Foster Care

Brief descriptions of why these student groups were identified are included in the [Austin ISD Equity Action Plan](#). We chose to use federally reported race/ethnicity data, but not self-reported; this is congruent with neighborhood data collected by the federal government and was the district's standard at the time of analysis. Data from the following groups was not available consistently at a district-level, and thus were not incorporated into our analysis:

- Students who are identified with mental, cognitive & physical disabilities
- Students who identify as LGBTQIA+
- Deaf and Hard of Hearing Students

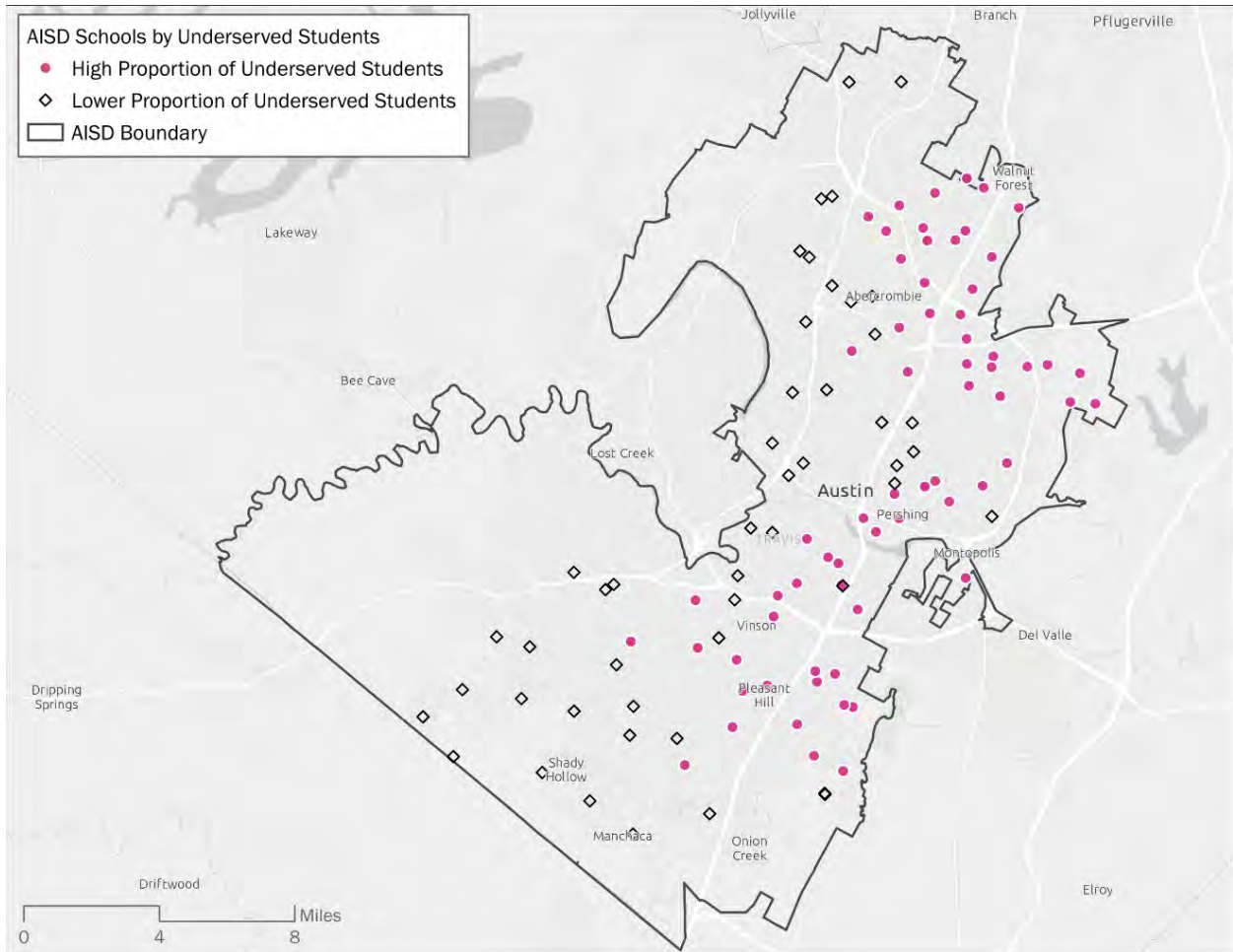
Aside from the two all-girls/women schools, there was very limited variation in the percentage of Girls/Young Women across co-ed schools. Thus, this underserved group was also not incorporated into our analysis.

The final list of underserved student groups utilized included:

- Students of Color,
 - African American/Black Students
 - Asian & Asian American Students
 - Hispanic/Latinx Students
 - Indigenous Students
- Emerging Bilingual Students,
- Immigrant Students,
- Refugee Students,
- Students identified as Economically Disadvantaged,
- Students who access Special Education Services, and
- Students who are experiencing Homelessness and/or are in Foster Care.

See the [Appendix](#) for more detail regarding our Student Data analysis process.

As indicated in the map below, there are 114 schools with students enrolled in the district. The 68 schools with high proportions of historically underserved students are located mostly in the 'Eastern Crescent' of the district. The term, '[Eastern Crescent](#)' refers to a historically underserved but rapidly changing geographic arc in Austin that stretches from East Austin to the eastern edges of North and South Austin, including the St. John's neighborhood in the Northeast and Montopolis south of the Colorado River. These schools have high proportions of at least one historically underserved student group enrolled. Some schools have high proportions of up to five or six groups.

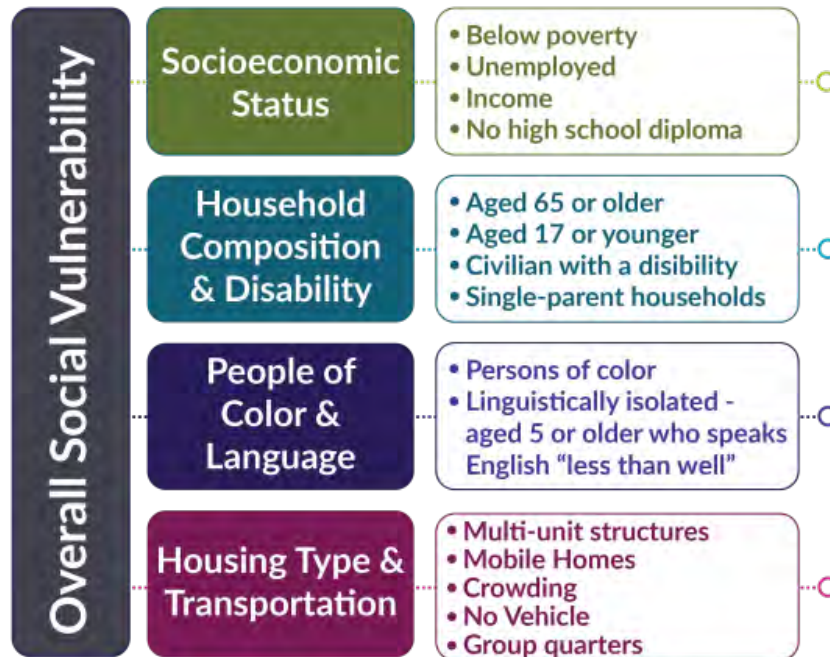


Above: Image of GIS Map indicating AISD campuses with a high proportion of historically underserved students.

Austin ISD Neighborhoods

Neighborhoods in Austin ISD were analyzed using the Social Vulnerability Index (SVI) from the Centers for Disease Control (CDC). The [Social Vulnerability Index](#), developed by the [CDC](#) identifies the level of support a neighborhood needs during times of crisis. It uses both demographic data and information about resources in a neighborhood to determine the level of vulnerability. The index is divided into four areas:

- Socioeconomic Status,
- Household Composition and Disability,
- People of Color and Language, and
- Housing Type and Transportation.

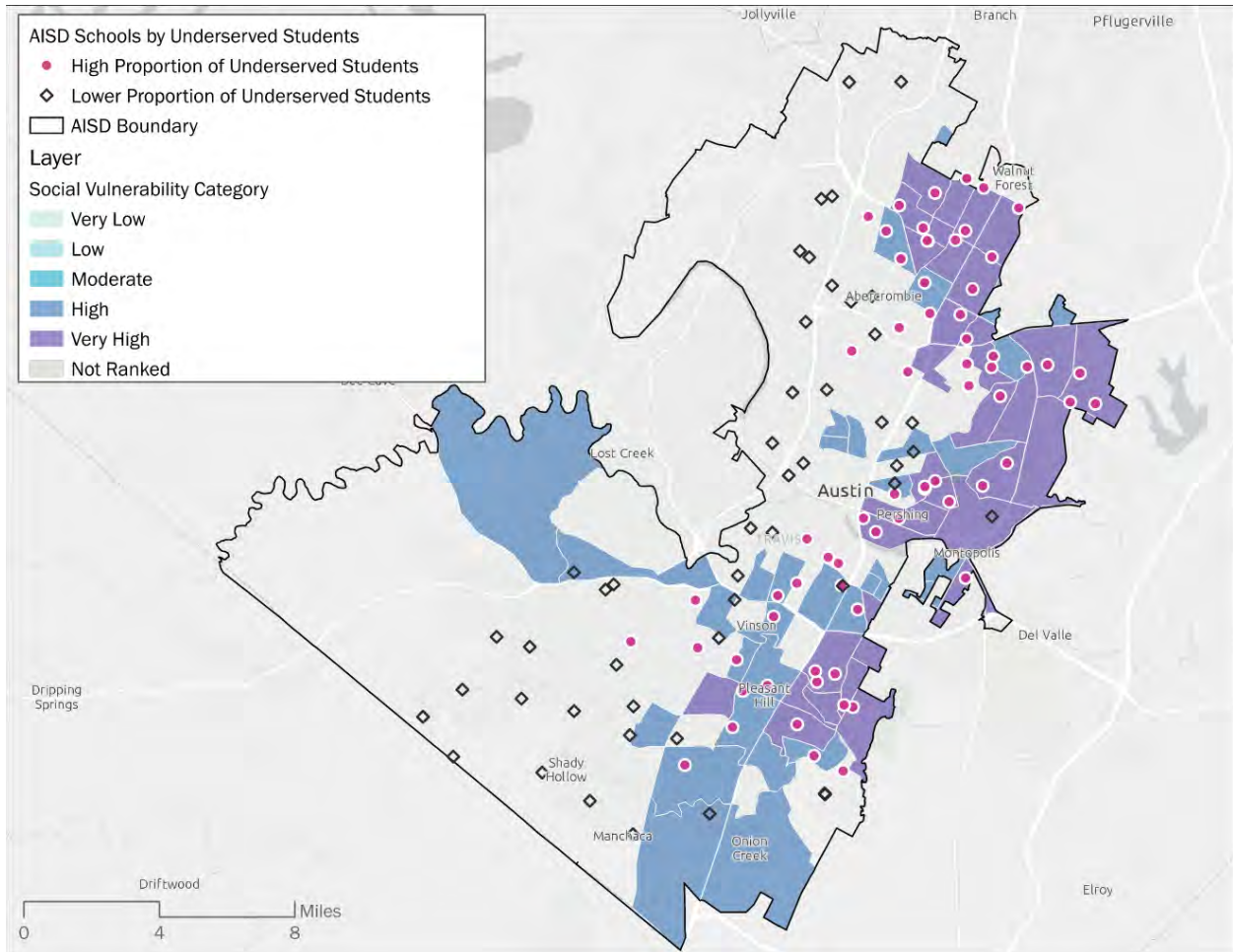


Census tracts were used as the unit of analysis when looking at social vulnerability. Census tracts are small subdivisions of a county, similar to neighborhoods, that usually include about 4,000 people. There are 181 census tracts within the district.

AISD contains some of the state’s most vulnerable neighborhoods and some of the least vulnerable ones. Utilizing comparative state data versus comparative Austin data provides a more realistic lens of the disparities seen throughout the district and better highlights inequities. Twelve census tracts in the district were categorized as very high vulnerability within the entire state of Texas (See [Story Map](#) for specific data).

Census tracts within the district were also compared. Neighborhoods were identified as having high social vulnerability by comparing to other census tracts in the district. Census tracts with SVI scores in the top 40% district-wide were considered high vulnerability. The 71 census tracts with high social vulnerability were concentrated in the ‘Eastern Crescent’ of the district. 52 of the 68 schools with high proportions of underserved students were in socially vulnerable neighborhoods.

See the [Appendix](#) for more detail regarding our Neighborhood Data analysis process and a full list of the vulnerability by facility used for the 2022 LRP.



Above: Image of GIS Map indicating AISD campuses with a high proportion of historically underserved students and social vulnerability of neighborhoods by census tract.

Community Reactions to the Data

When presented with the data in their LPC Meeting, committee members were not surprised, as traditionally, the ‘Eastern Crescent’ of Austin has the most marginalized populations, receiving the least amount of resources from Austin ISD. Frustration with the fact that Austin’s history of segregation has not changed but has rather intensified in many ways was voiced. While there are schools in all parts of Austin ISD in need of repairs, the inequities in supplemental resources highlights the need to include underserved students and neighborhoods in the planning process.

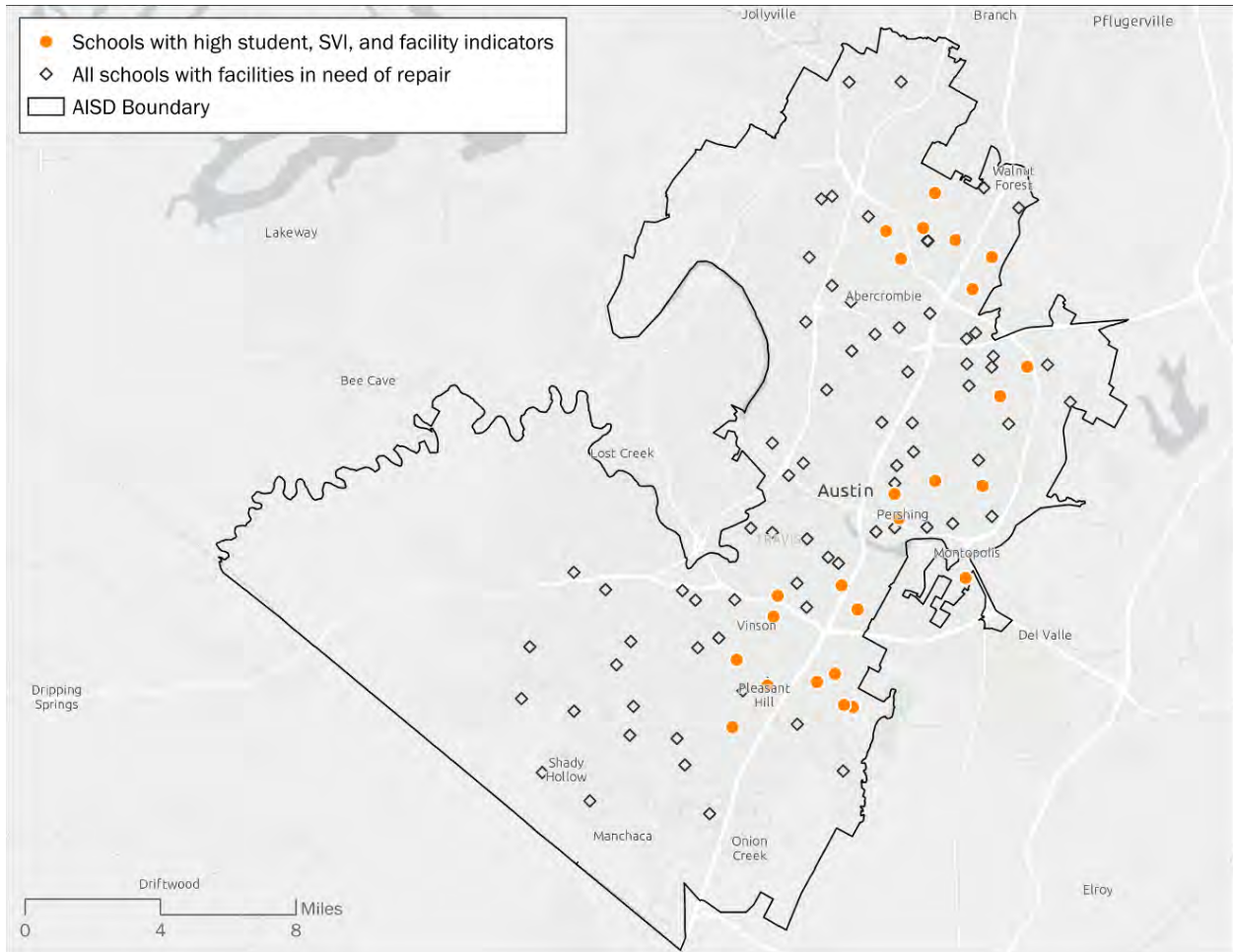
Austin ISD Facilities

The condition of the schools and facilities and how well they support learning was investigated. Research shows that quality educational environments help students reach their full potential. Improving facility conditions and educational environments helps all students, especially those who are underserved. One of AISD's [Seven Conditions for Student Success](#) emphasizes well maintained facilities that support state-of-the-art instruction and support cultural identities and safety.

[Facility condition](#) (FCA) measures the physical condition of a building including the systems that are broken, aging, and in need of repairs. Each building is given a Facility Condition Assessment score (FCA) that is used to benchmark its condition against all AISD buildings.. The FCA is derived by dividing the total repair cost, site-related repairs, by the total replacement cost and subtracting it from 100. A facility with a lower FCA percentage has more need, or higher priority, than a facility with a lower FCAS.

[Educational suitability](#) (ESA) evaluates how well a building supports teaching and learning using the district's Educational Specifications as the standard. The ESA score is calculated by rating several features of a school. The individual scores are combined to determine the overall score, with 100 being the maximum score and indicating total alignment between a building and the Educational Specifications. Data used in this analysis was collected in 2021.

Upon analysis in 2021, sixty-five (65) schools were found to have a facility condition that is average or worse and/or an educational suitability score that is unsatisfactory or worse. These schools were scattered across the district. Thirty-eight (38) schools had average or worse facilities AND a high proportion of historically underserved students. There were twenty-five (25) schools that have average or worse facilities, a high proportion of underserved students, AND high neighborhood social vulnerability (See [Story Map](#) for specific data)



Above: Image of GIS Map indicating AISD campuses with a high proportion of historically underserved students, located in socially vulnerable neighborhoods, with poor facility condition indicators.

Data shows that there is no strong pattern to the location of facilities in most need of repair. There were 12 in high vulnerability neighborhoods and 12 in low vulnerability neighborhoods.

Similarly, there were five schools with poor educational suitability in high vulnerability neighborhoods and three in low vulnerability ones.



Above: Image of a committee member on a tour at Allison Elementary.

Experiencing Austin ISD Facilities

In addition to analyzing data on Austin ISD facilities, members of the LPC were invited to tour several Austin ISD campuses. Tours provided committee members with the opportunity to see facilities around the district. The tours included a variety of facilities that showcased different cohorts, varying conditions, and different learning spaces. Some inequities were immediately apparent, while others came to light in discussion with the gracious principals and administrators who toured the committee through their facilities.

The tours enabled the grounding and contextualization of the lived experiences expressed by community members in order to better connect community feedback to the LRP process. It was made evident that AISD educators go to great lengths to make their spaces work for their students and provide the best learning environments they can, regardless of the condition, age of the facility, or availability of resources.

Focused Community Engagement

Once underserved communities were identified using triangulated data about student demographics, neighborhoods, and facilities, LRP representatives from the district and consultant teams set out to directly engage with those underserved communities. In traditional planning and engagement, decisions are made based on the feedback of those who show up. The AISD LRP process went directly to the people that, data showed, the district has failed to both engage and support.

To best identify the problems experienced by students in underserved groups and their communities, listening sessions and one-on-one, semi-structured interviews were conducted primarily with people who attend or work at the twenty-five (25) historically-underserved schools that were identified (this process is discussed in [Identifying Historically Underserved Communities](#)). Members from AISD and consultant teams conducted interviews and listening sessions with Parent Support Specialists (PSS), parents of students who have been identified as underserved, Campus Advisory Committee (CAC) and Parent-Teacher Association (PTA) members, community organizations, educators and non-teaching staff, and district subject matter experts. More than 580 individuals were engaged through these efforts.

Individuals were asked about their experiences within the district, the greatest opportunities for improvement or growth, what things were missing or did not work well, and what was working well. Insights from these engagements were then categorized based on which committee the comments were associated with and then further grouped into themes.

Here is an interactive map of our engagements:

<https://storymaps.arcgis.com/stories/6d3ad6b77162467ea7a17a9e73533572>

Here is a summary of our Phase 1 engagements:

<https://www.austinisd.org/sites/default/files/dept/lpc/docs/Engagement%20Overview%20English.pdf>

Equity Reflection

Listening to the voices of the adversely affected is a key step in the Equity by Design process. When connecting with families and listening to their lived experiences, it allowed the district to have a better understanding of the multitude of challenges that many of these communities encounter. While many engagement opportunities were created and ample data collected, there are still improvements needed in how we can better reach out to historically and currently underserved communities who are often left out in the decision-making process. There is always an opportunity to improve future Long-Range Planning efforts. One way in which future processes will improve is beginning with an intentional and focused outreach prior to the establishment of a Long-Range Planning Committee. This step will help the district expand better opportunities to implement a timeline that allows for more thoughtful engagement and conversations with multiple stakeholder groups. Additionally, building on that foundation will establish better practices where the LRP is informed and connected to the process from the beginning.

Problem Statements

Once themes were identified from the focused engagement insights (i.e. community comments), each committee reviewed the comments from each theme. The committees then developed unmet need statements that identified ‘what’ the underlying need was, ‘who’ was affected by the lack of each need and ‘where’ (if applicable) the need was most prominent. The development of these unmet need statements was an important step because the statements served as the foundation for the rest of the process.

Some problems were identified that did not fit squarely into one committee’s work. These were classified as “collaborative problems,” meaning more than one committee’s perspective would be relevant in investigating causes and developing strategies to address them.

Equity Reflection:

During the creation of unmet need statements, there was a moment of reflection and iteration that led to two major changes in the process:

- 1. The initial instructions used to write unmet need statements resulted in language that put students and communities in the position of being “needy” instead of placing responsibility for existing problems on the district and its systems. In order to address this, committee members made updates to the wording of each statement.*
- 2. As a result of the change in the overall language of the statements it became clear that rather than calling them “Unmet Need Statements” the process would be better served if they were referred to as “Problem Statements.”*

Once the problem statements were developed, committees reviewed their respective statements and then prioritized and grouped problem statements according to feasibility:

- **High feasibility:** factors easy to implement within the district considering time, funding, resources, staff etc.
- **Medium feasibility:** factors that are more difficult to implement but remain within the district’s ability to control.
- **Low feasibility:** factors difficult to implement within the district given forces outside of the district’s locus of control and/or considering level of resources needed, timespan, policy etc.

Follow to view all the [Problem Statements and associated Background Information](#).

Follow to view all the [working documents behind the creation of problem statements](#).

This information fed into the next step of Equity by Design: conducting a root cause analysis.

Root Causes

Identifying and understanding root causes is crucial to the Equity by Design process. Once problems have been identified, it is imperative that we understand why those problems exist and persist. In a traditional planning process, planning teams jump straight from

problem identification to solution. The root cause step allows a planning team to dive deeper into the underlying systemic causes of the problems and how we might start to disrupt harmful institutional systems and ensure the work of the Long-range Plan is resolving the identified problems for both current students and generations moving forward.

In order to incorporate a variety of voices and viewpoints, the root cause analysis was conducted in multiple steps:

Using the 'Fishbone Protocol', committees were asked to brainstorm and group potential causes, both external to AISD (e.g. state or federal policies, city infrastructure) and internal to AISD (e.g. district practices or policies), for each problem statement ([link to Committee Fishbones](#)). In order to provide time for the depth of discussion and exploration necessary, committees focused on their highest priority problem statements (top three), while AISD LRP project managers and other staff worked through the initial root cause work for the remaining problem statements.

While committees were brainstorming, the broader Austin ISD community-at-large was invited to provide their thoughts on causes for the top three priority problem statements. All responses were read and incorporated onto the Root Cause Fishbones for each committee.

Committee working groups were then asked to review the root cause fishbones and identify causal relationships between potential root causes by asking '5 Why's' ([link to 5 Why Workspaces](#)).

This work became the starting point of a two-day 'Root Cause Mapping' exercise, in which project managers, Parent Support Specialists, and district staff gathered to physically map causes from all problem statement Fishbones into a single map, per committee, and understand self-perpetuating cycles that can be interrupted to prevent problems from reoccurring ([link to Root Cause Mapping Photos](#)). Those key root causes were used to help committees determine how to most effectively develop strategies that will have lasting impacts and informed the Decision-making Framework process.



Above: Image of district staff working on the root causes for the Athletics Committee.

To view all the working documents behind the identification of root causes, see this [link to each committee's Root Cause Background Data](#).

Asset Maps

The next phase of Equity by Design is Asset Mapping with the community. To best understand what was already working in the community, committee members identified various assets in categories aligning with DLR Group's Healthy Communities Framework. This framework and associated categories are based on the work of the Kaiser Family Foundation and their identified [Social Determinants of Health](#). These categories include:

- Economic Support and Resources
- Neighborhood and Community Environment
- Community Education
- Food
- Health and Well-being AISD assets.

The committees considered these assets through the lens of Service/Programs, Physical Resources and Infrastructure, and Tools. This helped to identify what is already working well within the district or in the school communities ([link to Asset Mapping Workspaces](#)).

Simultaneously, district data was used to create a [District Data Explorer](#) that identified which programs and resources are located at various schools. Data was selected based on the themes and challenges heard in community engagement, staff and expert interviews, and committee workshops and was intended to provide context to the various problems perceived. Looking at data at the campus level, like academic programs, transportation, and family supports, helped committees identify gaps in access and find opportunities for improvement. This data is now available to assist in district implementation of recommended strategies

Lessons Learned: Asset Mapping Utilization

Asset Mapping is an important part of the Equity by Design process. However, the timing and lack of initial clarity about how it would fit into the process resulted in a lack of integration of this step fully into the Equity by Design process. While the asset maps did not directly impact the strategies and recommendations, they are now available to assist in district implementation of recommended strategies. Committees were also encouraged to discuss and highlight assets they know from their own lived experiences in framing their recommendations.

Defining Strategies and Goals



Strategy and Goal Creation Process

After understanding the key problems facing Austin ISD, LRP committee members began the process of articulating the desired state of the district. The goal development process encouraged committee members to think through the critical components of the intended outcome, including the desired change anticipated, who is the intended beneficiary, how we might measure the progress, and how the goal links to the seven conditions of student success ([follow this link to view the Goal Development Workspaces](#)).

After the committees came to consensus on the **WHAT (intended outcome)**, and the **WHO (intended beneficiaries)**, they brainstormed the **HOW (strategies)**. Committee members were first encouraged to brainstorm freely, thinking about infrastructural and operational solutions, layering these with any strategies currently underway with similar goals in mind. Across multiple meetings, committee members continued identifying and refining strategies.

In May of 2022, strategies were divided into **bond strategies** (i.e. strategies which would require bond funding) and **operational strategies** (i.e. strategies which don't require funding or would fall into the annual budgeting cycle of district funds). Due to the urgency of compiling recommendations in time to call a November bond, the operational strategy process was put on hold until the fall of 2022 in order to focus on developing bond strategies further.

Committees prioritized their strategies and recommendations using a **Decision-making Framework (DMF)**. A Decision-making Framework is a tool with set questions and prompts aimed at supporting equitable decision making through the consideration and weighting of factors that support equitable outcomes. Development of each Decision-making Framework is discussed in conjunction with the strategies it was used to prioritize.

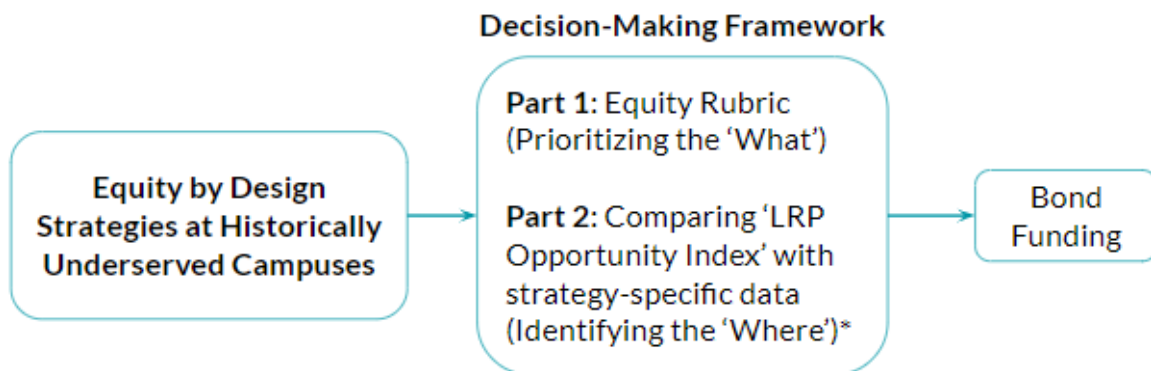
Additionally, committees identified that many bond strategies had synergies and overlaps. They were organized into broad themes and committees came together in a collaborative setting to discuss these overlaps and potential elements requiring more intentional cross-committee discussions. Strategies deemed similar were assigned to one committee to take on for the future decision-making effort so that the strategy only needed to be fully explored once. For example, several committees had strategies that involved ADA improvements. It was determined that the facilities committee would spearhead the strategy through the Decision-making Framework. Nonetheless, it was decided that each committee's respective ADA-related strategy will still be included in the final plan document, as desired and where applicable.

The remainder of this section is divided into bond strategies and operational strategies and their respective refinement.

Bond Strategies

The LPCs gathered multiple times across three weeks to run proposed strategies through the Decision-making Framework. These strategies and recommended facilities for modernization were submitted to the Bond Steering Committee for their consideration for bond funding (see [LRP Background Information](#)).

The Decision-making Framework for Bond Strategies consisted of two parts. Part 1 was the completion of an [Equity Rubric](#), in which each committee discussed the identified Problem Statements and their associated Bond Strategies to help prioritize which strategies would have the most significant impact on bridging equity gaps in the district. Part 2 utilized data to identify and prioritize [which campuses should receive each strategy](#).



Note: Bond funding will prioritize underserved communities except in the case of critical facility/safety deficiencies (identified by Very Unsatisfactory and Unsatisfactory FCA and/or Unsatisfactory ESA or other life/safety data).

*with some exceptions

Decision-making Framework Part 1: Prioritizing the ‘What’

A workgroup was established to support the creation of a Decision-making Framework (DMF) to guide the prioritization process. This DMF Workgroup identified Guiding Pillars (informed by the [Equity-Focused Decision-making](#)) to guide the conversation and prioritize strategies. Each committee answered the following questions:

- Which problem statements were informed by diverse people and perspectives ([Engagement](#))?
 - Committees identified who identified the problem being discussed, prioritizing those informed by multiple stakeholder types and those directly impacted. Some problems were identified by the committee itself and thus, members were challenged to discuss their own diversity and experiences.

- Which problem statements address predictable and systemic harm on students and staff from underserved communities (**Harm**)?
 - Committees discussed direct and indirect harm that is caused by the problem identified, centering the conversation on the experience of those impacted.
- Which strategies directly address root causes (**Root Causes**)?
 - Committees reflected back on the root causes (see [Background Information](#)) in order to ensure strategies appropriately disrupt the causes for current inequities and aim for systemic change.
- Which strategies impact learners as often as possible (**Frequency**)?
 - Committees evaluated strategies for the frequency of impact a strategy would have on the intended stakeholders. For example, a furniture solution may be interacted with on an ‘hourly’ basis while some space types may only be accessed ‘weekly’ or less. This served as an additional data point to potentially highlight strategies which would provide more frequent benefits.
- Which strategies are based on supporting evidence (**Evidence**)?
 - Committees discussed their confidence in the success of proposed strategies based on existing evidence. Evidence in this discussion was defined in numerous ways. Evidence considered included formal, academic research studies, case studies from another district, or something that AISD has implemented elsewhere. The goal was to discuss any examples that would speak to likely success of bridging equity gaps.

Each of the aforementioned questions were data points available to the committee when making their prioritization. Narrative is provided in the [Background Information](#) for each committee, summarizing the conversations and the anticipated impact the strategy will have on reducing equity gaps. The full commentary documented in the Part 1 Equity Rubric can be found in the [Appendix](#).

Note: Strategies were not prioritized across committees. Rather, each committee submitted their own recommendations and priorities for capital projects for the Bond Steering Committee to consider.

Decision-making Framework Part 2: Identifying the ‘Where’

For the purposes of bond funding, strategies were first categorized as “Facility” or “Undesignated” strategies.

A Facility-based strategy is one in which bond funds will be allocated to a specific campus for a specific type of project (e.g. updated Visual and Performing Arts spaces at X, Y, Z campuses). This is possible when we have data that can tell us deficiencies which align with the strategy (i.e. the ESA and FCA).

An Undesignated strategy is one in which a project will impact all campuses or data isn't available to designate specific campuses (ex: security fencing or roofing improvements). In these cases, a certain dollar amount of funds can be allocated to campuses after the bond is passed. These strategies did not need to be evaluated against specific data points. Oftentimes committees did want to ensure that certain criteria be utilized when the bond funding is ultimately allocated (e.g. prioritize campuses with enrollment less than 30% and those with X, Y, Z programs). These requirements were shared with the Bond Steering Committee.

Opportunity Index

To ensure we were reaching historically underserved students and not furthering the inequities caused by previous methods of decision-making, the LRP prioritized implementing projects at “High Opportunity” facilities as defined through the LRP Opportunity Index, as defined below. A designation of “High Opportunity” means that there is a larger opportunity at that campus to improve equity within the district. These campuses are ones which serve the largest proportions of underserved students and were identified based on neighborhood vulnerability and/or attributes of their student enrollment.

Specifically, a facility was listed as "High Opportunity" if one of the following conditions were met:

- If the school enrollment had a high number of historically underserved students in the highest quintile (top 20%) AND had a high neighborhood vulnerability (using the CDC’s social vulnerability index, calculated by averaging the SVI of each census tract in its attendance area - refer to [Austin ISD Neighborhood Data Analysis](#) for more information), or
- If there were three or more identified groups of underserved students (refer to [Austin ISD Student Data Analysis](#) for more information) in the top two quintiles (top 40%), regardless of neighborhood vulnerability, or
- If it was a central or district-wide facility that was in a census tract that had a high neighborhood vulnerability

The schools/facilities identified as high opportunity for the 2022 LRP are below. See the [Appendix](#) for the specific methodology for the rankings indicated.

High Opportunity Facility Rankings

- | | | |
|----------------------------------|--|---------------------------------------|
| 1. Garcia YMLA | 23. Sanchez Elementary | Elementary |
| 2. Wooldridge Elementary | 24. Brown Elementary | 43. Widen Elementary |
| 3. Hart Elementary | 25. Travis Early College High | 44. Jordan Elementary |
| 4. Barrington Elementary | 26. Galindo Elementary | 45. Ortega Elementary |
| 5. Dobie Middle | 27. Overton Elementary | 46. Palm Elementary |
| 6. Webb Middle | 28. Rodriguez Elementary | 47. Winn Elementary |
| 7. Northeast Early College High | 29. Padron Elementary | 48. St. Elmo Elementary |
| 8. Andrews Elementary | 30. Govalle Elementary | 49. Odom Elementary |
| 9. Burnet Middle | 31. Houston Elementary | 50. Pleasant Hill Elementary |
| 10. Guerrero Thompson Elementary | 32. Oak Springs Elementary | 51. Lively Middle |
| 11. Sadler Means YWLA | 33. Pecan Springs Elementary | 52. Reilly Elementary |
| 12. Pickle Elementary | 34. LBJ Early College High | 53. Travis Heights Elementary |
| 13. Mendez Middle | 35. Cook Elementary | 54. Zavala Elementary |
| 14. McBee Elementary | 36. Allison Elementary | 55. Alternative Learning Center |
| 15. Langford Elementary | 37. Perez Elementary | 56. Southeast Bus Terminal |
| 16. Navarro Early College High | 38. Walnut Creek Elementary | 57. Clifton Career Development School |
| 17. International High | 39. Graham Elementary | 58. Nelson Bus Terminal |
| 18. Martin Middle | 40. Uphaus Early Childhood Center | 59. Nelson Field |
| 19. Linder Elementary | 41. Graduation Preparatory Academy at Navarro ECHS | 60. Delco Center |
| 20. Eastside Early College High | 42. Norman-Sims | 61. Noack Sports Complex |
| 21. Harris Elementary | | 62. Service Center |
| 22. Wooten Elementary | | |

Being designated as “High Opportunity” and the associated ranking were two of multiple data points utilized in determining bond funding recommendations and identifying/prioritizing where other LRP strategies should be applied. Additional data points such as facility condition, educational suitability, program availability, among others, were utilized and the final recommendations were not limited solely to “High Opportunity” facilities. The decision of which data to utilize was made individually for each strategy, for each committee. Each strategy was listed in combination with the data and method utilized to identify and prioritize campuses and/or facilities. The full recommendations presented to the Bond Steering Committee can be found in the [Appendix](#).

Operational Strategies

Committees resumed their work on their operational strategies in the Fall of 2022, giving them an opportunity to use the space for reflection provided by the summer break to re-evaluate their work with a critical eye. Committees reviewed the strategies they had brainstormed through the following key questions to either eliminate or revise ineffective or redundant strategies:

1. Does this strategy address the goal components identified by our committee? Does this strategy solve the problem statement for historically underserved students and communities?
2. Is there more than one strategy proposing the same or similar action(s)?

Through these efforts, committees revised and strengthened their operational strategies. While refining their strategies, committees also organized them thematically to support cross-committee strategy collaborations. Due to the interconnected nature of the LRP work, many committees analyzed similar problems from different perspectives.

Strategies across committees that were thematically similar were organized into a [singular workspace](#). Committees reviewed the list in order and shared their strategies and the context behind it. Project Managers and Subject Matter Experts from the district were invited to provide additional data, practices, policies, and insight as committees collaborated to develop shared goals and strategies. Shared goals were not owned or led by any one committee, but consisted of strategies that combined the work of all related committees around that subject area. Multiple shared goals emerged from these cross-committee strategy collaborations. Similarly, a few goals were identified that did not align with a specific committee and were designated as “collaborative” goals.

Decision-making Framework Part 1: Understanding the Impact

Committees used a simplified version of the Decision-making Framework (i.e. [Equity Rubric](#)) to prioritize goals that had associated operational strategies. This Decision-making Framework, informed by the DMF Workgroup, was an adaptation of the same key questions in the Equity Rubric utilized for Bond Strategies. The questions supported a facilitated conversation with committee members, eventually resulting in the prioritization of overall goals.

The Decision-making Framework required committees to discuss the following questions:

- Which goal(s) could have the most impact on root causes?
 - Committees reflected back on the root causes in order to ensure that goals (and their operational strategies) appropriately disrupt the root causes for current inequities and aim for systemic change.

- Which goal(s) have the most impact on historically underserved students and/or communities?
 - Committees reviewed all of the categories of underserved communities/students (as defined by AISD and included in the LRP analysis ([link to Operational Equity Rubrics](#)) and identified how many of those groups would be impacted by each individual goal.
- Which goal(s) are most likely to disrupt inequity based on existing evidence?
 - Committees discussed their confidence in the success of proposed strategies based on existing evidence. Evidence in this discussion was defined in numerous ways. This could be a formal, academic research study, a case study from another district, or something that Austin ISD has already implemented elsewhere. The goal was to discuss any examples that would speak to likely success of bridging equity gaps.
- Which problem statement(s) were informed by the most diverse perspectives?
 - Much of this information was not generated during this workshop, but rather pre-populated from the previous Equity Rubric for the committee's reference. Committees expanded upon their previous discussion in context of the full goal and identified operational strategies and ensured that problem statements not discussed previously due to not having an associated bond strategy were incorporated.

Decision-making Framework Part 2: Prioritizing the 'When'

Following the [Equity Rubric](#) discussion, individual committee members independently categorized each goal in regards to immediacy. Full committees then came together to reach consensus on one of three goal start times that would be recommended to the chiefs:

- Immediate (start years 1-2),
- Near Future (start years 3-5), or
- Future (start years 6-10).

Operational strategies were then organized into "[Goal Summary Sheets](#)" which include a summary of the goal, associated problem statements, links to relevant background information (e.g. root causes, data utilized, etc.), and applicable bond and operational strategies. Committee members also designated when a strategy should begin.

Accountability for both the overall goal and the individual strategies was assigned to a specific Chief position in the district along with identified 'Necessary Collaborators.'

District-level Collaboration

In order to ensure the feasibility of LRP recommendations, intentional collaborations between LPC and the district were organized. To prepare for these 'Chief Collaboration' sessions, each Chief was asked to review all of the [Goal Summary Sheets](#), particularly vetting the immediate goals and strategies assigned to them. Chiefs were asked to review, comment, and add clarifying questions to the work the committee had produced. This work was a significant amount of effort for Chiefs and for department leaders working under them, but it was critical to the success of the collaboration sessions.



Above: Image of district staff and the Visual and Performing Arts Committee discussing goals and strategies.

The Chief Collaboration sessions took place in November 2022 and were an opportunity for Chiefs, any subject area experts from departments under them, and committee members to collaborate on how to move the goals and strategies proposed by the committees forward. Chiefs or their designated representatives engaged in a dialogue with each committee to understand the intent and desired outcomes from the LPC and community perspective, while honestly and openly bringing up concerns they had in operationalizing the recommendations. Additionally, Chiefs provided ideas and solutions that committees may not have identified to collaboratively solve the problems and move the work of the LRP forward. The committee members had the opportunity to convey their highest priorities, and why, to help Chiefs and other district staff strategize how the Long-range Plan can begin to be implemented according to its intent by the LRP committee members.

Following these collaborative worksessions, the LPC continued to meet bi-weekly (or more as needed) to refine their [Goal Summary Sheets](#).

Lessons Learned: Overarching Goals

Some problem statements identified in the LRP process did not explicitly link to any of the seven planning categories. These were labeled as ‘overarching’ with the intent to be developed further in collaboration with relevant departments. However, since the process was focused on committee work, time did not allow for these goals and associated strategies to be as fully vetted as committee-specific or shared goals and strategies. While they are still included in the LRP, they require further review by accountable chiefs and relevant departments. If refinements are suggested, district staff will communicate those changes to the co-chairs of the LPC.

LRP Recommendations: Goal Summary Sheets



The recommendations from the LRP were developed in the form of Goal Summary Sheets: a digital, collaborative space that condensed the intense work from the LRP process into concise, actionable information. Goal Summary Sheets contain the goal that is to be achieved, key implementation information (i.e., success metrics, accountability, and goal start timeline), which problem the goal is trying to solve, and the associated Bond Strategies and Operational Strategies that the committees are proposing to achieve that goal.

The Goal Summary Sheets for Individual Committees, Shared Goals (developed in collaboration between two or more committees), and Overarching Goals (identified as important but not aligned with any of the seven planning categories) are on the following pages. Each committee has their own set of Goal Summary Sheets. While each set follows similar formatting, the committees operated independently and were encouraged to embrace their own unique needs and starting points. As such, the various Goal Summary Sheets have natural differences in approach and narrative descriptions.

This LRP is an iterative plan to be implemented and updated through approximately five-year cycles. Periodic progress updates will be provided to the community, the LRP committee members, and the board.

- [Academics & CTE Goal Summary Sheets](#)
- [Athletics Goal Summary Sheets](#)
- [Facilities Goal Summary Sheets](#)
- [Safety, Security, & Resiliency Goal Summary Sheets](#)
- [Technology Goal Summary Sheets](#)
- [Transportation, Food Services, & Maintenance Goal Summary Sheets](#)
- [Visual and Performing Arts Goal Summary Sheets](#)
- [Shared and Overarching Goals](#)

Academics & CTE Recommendations

Immediate Goals:

- [Early Childhood and Kinder Readiness](#)
- [CTE Access and Advisement](#)
- [Equitable Staffing Practices](#)
- [Supports for Instruction and Extra-Curriculars](#)
- [Multilingual: Second Language Acquisition](#)
- [Baseline Programming](#)
- [Inclusion: Equity for Specialized Instruction](#)
- [Supports for Decisions](#)
- [Anti-Racist and Inclusive Education](#)

Near Future Goals:

- [Dual Language: Family Support](#)
- [International: Student and Family Support](#)
- [Inclusion: Instructor Access](#)
- [Supports for Transitions](#)
- [Supports for Progress](#)

Future Goals:

- [Supports for Home and School Balance](#)
- [Inclusion: Dignity Accommodations](#)

Shared Goals:

- [Balanced Enrollment](#)

Note: Some Near Future and Future goals have associated Bond Strategies that were approved in the 2022 bond. These will be addressed during its implementation.

Immediate Goals

Early Childhood and Kinder Readiness

Goal:

Provide historically underserved students with support to fully participate in PK and K.

Goal Start: Immediate

Success Metrics:

- [CLi CIRCLE Progress Monitoring for Pre-K3 and Pre-K4](#) - this metric is in development, and will utilize the CIRCLE Progress Monitoring for Pre-K3 and PreK4 as a guide.
- [TX KEA - Kindergarten Readiness](#) - The percentage of students showing readiness for Kindergarten will increase 20% from BOY to EOY.

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Human Capital, Chief of Finance, Chief of School Leadership

Identified Problem:

Deaf and hard of hearing students, emerging bilingual students, immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and students who are experiencing homelessness and/or are in foster care, at Title 1 campuses are not given access to PK and K structures that support social and emotional development and kinder-readiness. (ACTE PS-16)

[Link to background data](#)

Bond Strategies:

1. **ACTE-23: Expand Pre-K3 and Pre-K 4:** Evaluate existing facilities to determine appropriate and inclusive spaces to serve expanded/new Pre-K3 and Pre-K4.
Note: A bond funded study needs to occur. Next bond cycle would determine where and what to build.

Deferred for Future Bonds

2. **ACTE-24: Facilities for Existing Pre-K Programs:** Provide appropriate facilities, furniture, fixture, and equipment (not portables) for existing Pre-K buildings/program offerings that also support extended daycare opportunities, specifically for teachers and underserved communities.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **ACTE-25: Facilities for Infants and Toddlers:** Provide appropriate facilities to support infants and toddlers that meet licensed daycare facility requirements specifically in neighborhoods with underserved communities, Title 1 schools, and campuses that have the highest concentration of socioeconomically disadvantaged populations. In addition, consider expanding offerings at schools with high percentages of student parents.

Deferred for Future Bonds

Operational Strategies:

BASELINE

1. Define and expand the baseline for high-quality Pre-Kindergarten.
 - a. CLI Engage Progress Monitoring Overview:
 - i. The CIRCLE Progress Monitoring System provides teachers immediate feedback that shows children’s progress in the following document:
<https://www.google.com/url?q=https://docs.google.com/document/d/1Rpyjv9iN6SS74rFJRamIHjirZCPrZ3OhfG0jHcPyU0/edit&sa=D&source=docs&ust=1676481945478605&usg=AOvVaw312tOSTp6eiJEYBE4YiDFF>

- b. Provide full-day, tuition-free Pre-K3 and Pre-K4 in general education classrooms for students with disabilities. Develop a framework to support sustained inclusion from the start.
- c. Design co-taught classrooms/structures to ensure all students have access to meaningful inclusion. Develop systems to support ongoing support so that the least restrictive environment is provided to all students.
- d. Expand Pre-K3 and Pre-K4 to all elementary campuses and increase enrollment among historically underserved groups. Prioritize expansion for specific campuses using the opportunity index (*from notes: we should recommend that this expansion be centered in equity*).
 - i. Currently we have 45 Campuses with PreK3, 20 of which offer Full Day PreK3 through a variety of funding sources
 - ii. Currently we have 73 Campuses with Full Day PreK4
- e. Review and enforce common standards (Kinder Readiness) across campuses.

Accountable Division-Department: Academics-Multilingual Ed and Student Programs (incl. Early learning)

Necessary Collaborators: None

- 2. Ensure smaller class sizes for Pre-K weighted to the number of underserved students.

Accountable Division-Department: Academics-Multilingual Ed and Student Programs (incl. Early Learning)

Necessary Collaborators: Human Capital-Systems and Finance-Financial Services

ACCESS TO EARLY LEARNING OPPORTUNITIES

- 3. Provide earlier transition from home to public school (Start earlier).
 - a. Provide daycare at schools to easily transition students to Pre-K. Provide parent education for kids birth-three years old through daycare to support Pre-K readiness.

*Accountable Division-Department: Academics-Multilingual Ed and Student Programs
(incl. Early learning)*

Necessary Collaborators: None

4. Enhance and expand communications.
 - a. Broaden forms of communication to reach more caregivers and families through different technology applications and inclusive mediums.
 - b. Use a secure platform that enables caregivers and families to co-create communication and involvement in their campuses-specific community.
 - c. Communicate regular updates on each child's day at Pre-K.
 - d. Ensure consistent forms of communication at all campuses through the use of a common AISD website template.
 - e. Provide access to asset mapping to understand what services are offered across communities.

*Accountable Division-Department: Academics-Multilingual Ed and Student Programs
(incl. Early learning)*

Necessary Collaborators: Communication and Community Engagement and Campuses

5. Support parent participation in their student's academic life.
 - a. Establish school policies that allow and invite caregivers and families to participate in day-to-day activities. Explore alternative ways for caregivers and families to be involved without background check being required

Note: The process of displaying your ID for a background check is intimidating for certain parent populations.

- b. Provide caregivers and families with defined roles and activities in the classroom to make involvement easier.
- c. Provide caregivers and families with defined goals and activities for home learning.
- d. Create and implement a parent education curriculum which includes the following: provide parent training on how to engage teachers/administration, provide teacher training on how to engage caregivers and families, and explore pre-existing community resources and organizations that already offer these services.

- e. Keep students enrolled in their home schools whenever possible to allow caregivers and families easy access to these resources and events

Accountable Division-Department: Academics-Multilingual Ed and Student Programs (incl. Early learning)

Necessary Collaborators: School Leadership- Elementary and secondary schools, Campuses

- 6. Expand enrollment of underserved student groups.
 - a. Improve systems of processing Pre-K applications.
 - b. Increase Pre-K enrollment by addressing known obstacles to Pre-K enrollment, discover Austin-specific obstacles, and improve communications on Pre-K options.
 - c. Explore options for sliding-scale tuition for Pre-K.
 - d. Develop partnerships with pediatricians to communicate options for Pre-K to caregivers and families.
 - e. Continue to expand Pre-K partnerships to dually enroll Pre-K students at private, charter, and childcare centers.

Accountable Division-Department: Academics-Multilingual Ed and Student Programs (incl. Early learning)

Necessary Collaborators: Technology-Student Enrollment and Attendance

- 7. Increase literacy access in home space (both physical and digital books).
 - a. Partner with nonprofits to provide books to give to students.

Note: Often these partnerships like BookSpring are funded by private fundraising. Not all schools have a PTA. The district should designate funds for this purpose.

- b. Expand EPIC subscription on school devices through the summer. Ensure students at high opportunity campuses have access to devices through summer.
- c. Do book drives across the district for outgrown books that would otherwise be donated or sold, publicize the *Libraries for All* program to ensure students and families have access to a variety of dual language books.

Accountable Division-Department: Academics- Multilingual Ed and Student Programs (incl. Early learning)

Necessary Collaborators: Technology, Chief of Staff-Office of Innovation and Development

QUALITY OF EARLY LEARNING OPPORTUNITIES, SUPPORT FOR STUDENTS

8. Ensure Pre-K teachers are trained to support Social Emotional Learning (SEL) early in the school year.
 - a. Prioritize SEL training for Pre-K teachers. Consider prioritizing certain campuses based on the proportion of historically underserved students impacted by this goal.
 - b. Ensure comprehensive, cyclical, and on-going training.
 - c. Provide appropriate time for professional learning within and throughout the school year.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Human Capital-Employee Development and Sustainability

9. Provide materials and training for sensory and emotional regulation.
 - a. Utilize existing professionals within the district to train teachers (*example: district occupational therapists providing strategies*).

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Academics-Special Education

10. Align special education and bilingual services from Pre-K through 5th grade.

Accountable Division-Department: Academics-Multilingual Ed and Student Programs (incl. Early learning)

Necessary Collaborators: Academics-Special Education and Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

ADDRESS TENSIONS PLACED ON CAREGIVERS AND FAMILIES

11. Provide parent support to address ongoing challenges outside of school.
 - a. Increase central support for parent support specialists (PSS) and principals to improve PSS retention and minimize turnover (consistent and targeted professional development, increased salaries, updated job description, funding for position).

Accountable Division-Department: School Leadership-CTE

Necessary Collaborators: Campuses

Notes:

None

Additional Considerations:

None

CTE Access and Advisement

Goal:

Provide access to Career and Technology Education (CTE) offerings for historically underserved students that support a variety of career pathways and certifications.

Goal Start: Immediate ¹

Success Metrics:

- Maintain at least three CTE offerings at each middle school. Offer “Investigating Careers” at 6th and at least two other offerings for 7th and 8th.
- CTE offerings are aligned with student choice, as measured by course selection.

Goal Accountability:

Accountable Chief: School Leadership-CTE

Necessary Collaborators: Campuses

Identified Problem:

Historically underserved students are not advised regarding or given access to CTE offerings that support a variety of career pathways and certifications that ensure success after high school. (ACTE-PS05)

[Link to background data](#)

Bond Strategies:

1. **ACTE-15:** Create regional CTE hubs covering clusters taking into consideration traffic routes, available real estate, transfer policies, current CTE offerings, protocols for access, and professional development so all students can access.

Deferred for Future Bonds

2. **ACTE-16:** Modernize and renovate all CTE spaces to industry standards at all high school campuses (Universal Design and ADA). Renovations and modernizations need to be accessible.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **ACTE-17: Vertical Alignment of MS CTE Program Facilities:** Ensure vertical alignment at middle schools leads into the programs at the high schools.

Deferred for Future Bonds

Operational Strategies:

ACCESS TO CTE LEARNING OPPORTUNITIES IN HIGH SCHOOL

1. Define how access to CTE learning opportunities will occur for specific student groups:
 - a. Provide accommodations for students with disabilities including exit/entry exams (e.g., ACT/SAT), goal setting planning, transition planning, internships, mentorships, and field experiences

Accountable Division-Department: School Leadership-CTE

Necessary Collaborators: Academics-Special Education

2. Provide universal choice sheets at all secondary schools, including CTE learning opportunities.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: School Leadership-CTE

3. Expand communication of CTE learning opportunities in secondary schools.
 - a. Develop clear, accessible, media rich, and student-centered communication that captures the breadth of CTE offerings.
 - b. Ensure that communication reaches historically underserved student groups.

Accountable Division-Department: School Leadership-CTE

Necessary Collaborators: Communication and Community Engagement

4. Standardize and improve the student sharing process for CTE programs across the district.
 - a. Identify when and who makes the decision to offer available seat opportunities to participating campuses
 - b. Improve communication around student sharing opportunities.
 - c. Ensure access and space is available for students to continue and complete coursework.
 - d. Use a neutral point person to decide where students are placed.

Accountable Division-Department: School Leadership-CTE

Necessary Collaborators: Campuses

ACCESS TO CTE LEARNING OPPORTUNITIES IN MIDDLE SCHOOL

5. Ensure vertical alignment of CTE learning opportunities from middle school through high school.
 - a. Standardize and expand CTE learning opportunities in middle school so that students are informed and prepared when they enter high school.
 - b. Develop Project Lead the Way (PLTW) gateway courses at middle schools to ensure vertical alignment with high schools.

Accountable Division-Department: School Leadership-CTE

Necessary Collaborators: None

6. Increase awareness of CTE learning opportunities in middle schools.

- a. Provide time for middle and high school CTE teachers to collaborate and intentionally educate students around opportunities, including elementary staff.
- b. Revise the “Investigating Careers” course in sixth grade to preview all CTE program offerings district-wide.

Accountable Division-Department: School Leadership-CTE

Necessary Collaborators: Campuses

QUALITY OF CTE LEARNING OPPORTUNITIES

- 7. When considering CTE options:
 - a. Focus on career pathways that will grow in the future, both in salary and demand, and revisit the career pathways with limited growth potential, so that students have careers that pay them enough to enjoy lifelong success and growth.
 - b. Study the pathways that students are interested in, passionate about, and want to pursue.
 - c. Emphasize hands-on learning opportunities for engineering and other CTE courses.

Accountable Division-Department : School Leadership-CTE

Necessary Collaborators: None

- 8. Improve robust person-centered transition practices to support students’ post-secondary success through training for middle school and high school staff. [See Supports for Transitions \(ACTE PS-09\).](#)
 - a. Provide clarity on transition practices

Accountable Division-Department: School Leadership-CTE

Necessary Collaborators: None

Notes:

- 1 This goal was on the border between immediate and near future when the committee was determining the timeline.

Additional Considerations:

None

Equitable Staffing Practices

Goal:

Historically underserved students will have their needs met in an equitable way in their classroom and on their campuses.

Goal Start: Immediate

Success Metrics:

- 2021-22 Scorecard Goals 1, 2, 3, 4 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: Chief of Human Capital

Necessary Collaborators: None

Identified Problem:

Historically ignored students (economically disadvantaged, experiencing homeless/foster care, students accessing SPED services, emerging bilingual, immigrant and struggling learners) suffer from inequitable staffing practices that do not support student and campuses needs.(ACTE-PS01)

[Link to background data](#)

Bond Strategies:

1. **ACTE-1: Community Partner Spaces:** Provide community-partner spaces in all future constructions that can be accessed during the day and are right-sized given the level of use.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **ACTE-2: Mental Health Spaces:** Provide dedicated spaces, with appropriate security technology, for student mental health support professionals in all existing buildings.¹

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **ACTE-3: Security Technology in Mental Health Support Spaces:** Provide dedicated spaces, with appropriate security technology, for student mental health support professionals in all future construction.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

STAFFING METHOD

1. The staffing method must respond holistically to student needs. A simple formula or one-size-fits-all approach to staffing harms the historically underserved student groups listed in this problem statement. A dynamic, responsive staffing method should:
 - a. Account for programmatic needs (*example:* CTE should be different from academics).
 - b. Prioritize campuses with high student support needs (*example:* eco dis weighted formula).
 - c. Equitably distribute personnel (*example:* a rubric that identifies and addresses staffing gaps).
 - d. Equitably staff smaller campuses.
 - e. Allow subjective adjustments based on equity.

Accountable Division-Department: Human Capital- Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: None

2. The district should establish equitable guidelines for baseline staffing that ensure small campuses have access to the entire full-time employees (FTEs) rather than split positions. The district should minimize assigning employees to more than one campus and use shared staff as a last resort. Staffing at high needs campuses should be sustained.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: None

3. To support the staffing method, the district should:
 - a. Develop a method to accurately measure needed student support.
 - b. Provide training and continuous support for school leaders.
 - c. Establish teacher retention goals that avoid overloaded schedules.
 - d. Create smaller classes.
 - e. Prioritize core classes in staffing ²
 - f. Ensure baseline courses are adequately and effectively staffed (See [Baseline Programming](#)).
 - g. Create small school staffing parameters.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Human Capital-Employee Development and Sustainability and Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

4. The district should maintain a higher threshold for designating schools as Title I to ensure schools with the most students identified as economically disadvantaged have sufficient funds for staff.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Finance-Student Programs

5. The district should tie funding to the number of student supports that are needed on a campus. Funding that is tied to student outcomes/performance harms the historically underserved student groups identified in this problem statement. Measures of need should include: number of students utilizing wrap-around services, responses to intervention score, SPED percentages as well as IEP minutes, attendance, special programs and number of units at each campus, Dual Language programming and immigrant bilingual students, at-risk learners; and high turnover rates for staff and high mobility rates for students, among other relevant indicators of increased student need.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Finance-Student Programs

6. Principals should be supported in creating a positive environment for students, staff, and families. A better system for accountability should be in place to address issues when they arise.
 - a. Support principals and campus leadership to implement strategies 1 and 2.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

7. The district should strategically consider special populations such as those economically disadvantaged, experiencing homeless/foster care, accessing SPED services, identifying as emerging bilingual, immigrant, etc. when master scheduling decisions are made at the district-level. Training and/or accountability should be in place to ensure this is done equitably.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Human Capital-Employee Development and Sustainability

8. The district should end the practice of double blocking for remediation unless it is a last resort option. It is a poor use of teachers' time. See [Baseline Programming](#) for strategies to improve core instruction.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

HIRING AND RETENTION

9. The district should invest in a culturally competent and diverse teacher force that better reflects the student population.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Human Capital-Employee Development and Sustainability

10. The district should increase pay for teachers and teacher assistants.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Finance-Financial Services

11. The district should incentivize staff to work at schools receiving Title I funds through non-monetary means such as increased planning time, smaller student-teacher ratios, mentoring, extra paid staffing days, allocated campus subs to ensure coverage in hard to staff schools, and other things that will increase retention.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Finance-Financial Services

12. The district should develop a long-term strategy to address special education teaching vacancies.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Academics-Special Education, Campuses

13. The district should develop a leadership pathway program that supports internal leadership development for educators who seek district-level professional roles outside of administration.

Notes:

- 1 Aligns with Bond Strategy [SSR-9: Discrete designated counselor spaces](#)
- 2 This sub-strategy conflicts with VAPA's strategy to allow students access to VAPA courses and limit double blocking. The district will need to work with both parties to resolve.

Additional Considerations:

None

Supports for Instruction and Extra-Curriculars

Goal:

Historically underserved learners will receive all necessary instructional and extra-curricular support, enrichments, and resources, during and before/after school hours.

Goal Start: Immediate

Success Metrics:

- Asset map by campus detailing instructional, extracurricular, enrichment and resources that ALL students have access to and increase participation
 - Identify the baseline for historically underserved students participating in extracurricular, instructional and enrichment programs across all schools. For those below baseline, increase enrollment numbers for historically underserved student groups by 2027-2028.
- Increase of student participation in extracurricular activities
 - Identify the baseline for historically underserved students participating in extracurricular, instructional and enrichment programs across all schools. For those below baseline, increase enrollment numbers for historically underserved student groups by 2027-2028.
- Students accessing special education are participating in summer enrichment with full SPED supports

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of School Leadership, Campus, Chief Financial Officer and Chief of Communications and Community Engagement

Identified Problem:

Learners in underserved communities are not provided with necessary additional curricular and extra-curricular instructional support, enrichments, and resources, during and before/after school hours. (ACTE-PS08)

[Link to background data](#)

Bond Strategies:

None

Operational Strategies:

OTHER

1. Students who receive special education (SPED) services should have equitable access to inclusive summer enrichment.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Finance-Student Programs

2. The district should increase accommodations for inclusion in extracurricular activities.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

3. Schools should not restrict student access to enrichment and extracurricular involvement based on grades, behavior, and/or implementation of Individualized Education Plan (IEP) accommodations.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Campuses

FUNDING

4. The district should increase funding for AVID courses and support campuses to increase access, recruit students, and train teachers.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Finance-Financial Services

5. The equity allotment should be replaced by a budget for extracurricular and curricular enrichment to support equitable distribution across all schools. The district should support campuses by providing coordination and choices in several categories, for example athletics, arts, music, STEM. There should be transparency in how these funds are spent.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Finance-Financial Services and Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

6. The district should ensure that all classrooms have the resources they need and that teachers are not paying for essential items out of pocket. When possible, increase partnerships to obtain supplies from partners.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Finance-Financial Services and Chief of Staff-Office of Innovation and Development

PARTNERSHIPS

7. The district should coordinate and provide equitable mentoring, tutoring services, and curricular/extracurricular supports. This will ensure that teachers and staff are available to provide extracurricular leadership.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: None

8. The district should coordinate support for external partnerships and sustainability of those partnerships.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: None

COMMUNICATION

9. Campus websites should be managed, maintained, and updated at the district level in order to make resources and opportunities easily accessible. Additionally, the district website should be kept up-to-date, especially landing pages.

Accountable Division-Department: Communications and Community Engagement

Necessary Collaborators: Campuses

10. Create an asset map for the district that shows extracurricular activities at each campus.
 - a. Add to [Baseline Programming: Strategy#5.](#)

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Finance-Student Programs

11. Increase access to online curricular resources in order for students to have program access throughout summer, access to previous school year's resources, and a management system for schools to request additional online resources.

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: Campuses

Notes:

None

Additional Considerations:

None

Multilingual: Second Language Acquisition

Goal:

Increase the number of Brown and Black students, and students who require special education services (identified and not yet identified), who participate in advanced language opportunities from PreK through high school and earn recognition for their achievements, such as a performance acknowledgement or seal of biliteracy.

Goal Start: Immediate

Success Metrics:

- Increase the number of Brown and Black students, and students who require special education services (identified and not yet identified), graduating with the seal of biliteracy until we reach an equitable distribution of achievement across all student groups.
 - Enrollment numbers during transition, Prek, Kinder, and 5th.
- Increase the percentage of Brown and Black students, and students who require special education services (identified and not yet identified), graduating with the performance acknowledgement in bilingualism and biliteracy.
 - Enrollment numbers during transition, 6th and 9th grade.

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: None

Identified Problem:

The district does not properly support second language acquisition for Brown and Black students, and students who require special education services (identified and not yet identified). (ACTE-PS04)

[Link to background data](#)

Bond Strategies:

N/A

Operational Strategies:

ACCESS

1. Access to Dual Language should be equitably offered to Brown and Black students, regardless of home languages. To do so, the district must:
 - a. Move from a one-way to a two-way model so that Black and Brown students have the pathway to biliteracy.
 - b. Provide broader access to Dual Language programming at schools with these populations.
 - c. Ensure that vertical alignment for Dual Language continues through middle and high schools.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Academics-Multilingual Ed & Student Programs (incl. Early learning)

2. Access to introductory and expanded LOTE classes should be equitably offered to Brown and Black students and students receiving special education services at all secondary campuses.
 - a. Establish a baseline of minimum offerings.
 - b. Resolve lack of access to electives caused by double blocking scheduling for students receiving special education services.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Academic-Special Education

3. Create LOTE independent study courses and virtual options at middle and high school to expand access and provide continuity of study.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Human Capital-Student Programs, Academics-Multilingual Education and Student Programs

4. Improve equitable access to Dual Language programming by creating a publically accessible asset map of currently offered LOTE courses and Dual Language programs (this should be easy to understand and kept up to date annually) and targeting direct communication with underrepresented student groups and their families about DL opportunities.
 - a. Connect to strategy [Baseline Programming: Strategy #5](#).

Accountable Division-Department: Academics-Multilingual Education and Student Programs (incl. Early learning)

Necessary Collaborators: None

5. Improve bilingual education and special education service alignment to ensure students have continuous access to both bilingual and inclusive services at their home campus.
 - a. Identify misalignments
 - b. Make necessary staffing and service changes to ensure continuity exists for these students
 - c. Communicate programming opportunities to families

Accountable Division-Department: Academics-Multilingual Education and Student Programs (incl. Early learning)

Necessary Collaborators: Academics-Special Education

IMPLEMENTATION

6. Incorporate recommendations from the Dual Language Evaluation Executive Summary into the Dual Language Strategic Plan.

Accountable Division-Department: Academics–Multilingual Education and Student Programs (incl. Early learning)

Necessary Collaborators: None

7. Provide adequate staffing as required to eliminate mixed-grade classrooms in Dual Language schools, and adequate training for administrators on staffing strategies used to accomplish continuity of instruction.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Campuses and Academics-Multilingual Ed & Student Programs (incl. Early learning)

8. Support and incentivize bilingual certification of teachers, including special education teachers.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Academics-Special Education, Academics-Multilingual Ed & Student Programs (incl. Early learning)

9. Address unique staffing challenges facing bilingual special education.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Academics-Special Education, and Academics-Multilingual Ed & Student Programs (incl. Early learning)

10. Provide an adequate number of curriculum support staff. This includes curriculum specialists focusing on curriculum in addition to instructional coaches providing support at the campus level.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

11. Coordinate, support, define expectations, and develop metrics for accountability from the School Leadership Office to ensure fidelity of Dual Language instructional implementation.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

12. The administration should embrace a culture of Dual Language education, from the superintendent to teachers and staff. Training and support in Dual Language should be provided to administration to ensure inclusive bilingualism is a founding pillar of AISD.

Accountable Division-Department: Superintendent

Necessary Collaborators: Human Capital-Employee Development and Sustainability and Academics-Multilingual Education and Student Programs

13. The district should support Dual Language teachers by: providing a stipend for DL training; offering additional paid professional development for DL; supporting teachers with accessible DL specific instructional coaching; and delivering training that addresses differential learning in bilingual education.

Accountable Division-Department: Academics-Multilingual Education and Student Programs (incl. Early learning)

Necessary Collaborators: Human Capital-Employee Development and Sustainability

Notes:

None

Additional Considerations:

None

Baseline Programming

Goal:

Austin ISD will have a consistent standard of fidelity in the quality of instruction across the core curriculum, instructional models, and skills to produce successful students.

Goal Start: Immediate

Success Metrics:

- Academic success and improvements as measured by student outcomes by the district scorecard.
- 2021-22 Scorecard Goals 1, 2, 3, 4 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Human Capital

Identified Problem:

Students with disabilities, students of color, emerging bilingual and immigrant students, economically disadvantaged students, students in alternative placement, and students in segregated special education settings lack access to proven, baseline, fundamental, and necessary academic programming. (ACTE-PS02)

[Link to background data](#)

Bond Strategies:

1. **ACTE-4: New Educator Planning Spaces:** Provide at least four (but more if appropriate) educator planning/instructional design spaces per campus, where educators can collaborate (at every major renovation or new construction).

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **ACTE-6: Modernize existing campus staff gathering spaces:** Modernize/update technology and infrastructure of all current spaces where entire campus staff gathers, to ensure they can be properly utilized for PD/large-group facilitation needs

Deferred for Future Bonds

3. **ACTE-8 and ACTE-14: Furnishings and equipment for sensory and emotional regulation and PD for furnishings/equipment:**

- a. **ACTE-8:** Provide professional development/training related to specialized furniture and equipment to AISD staff and teachers who interact with any student who requires access to these aforementioned items (sensory regulation, emotional regulation, etc.).
- b. **ACTE-14:** Provide furnishings and equipment for sensory and emotional regulation for all Pre-K spaces.

Deferred for Future Bonds

Operational Strategies:

CURRICULUM

1. The district should define what baseline and fundamental means to AISD, including expected goals for each grade level, quality of instruction that is vertically aligned, with a focus on literacy and developing writing skills.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

2. Increase collaborative/hands-on/interactive learning activities and field trips for underserved students. Consider a district coordinator for field trips.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

3. Provide options for advanced classes for underserved students (e.g. students with disabilities, students of color, emerging bilingual and immigrant students, economically disadvantaged students, students in alternative placement, and students in segregated special education settings) to meet different students' ability and interest levels.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Academics – Academics-Multilingual Education and Student Programs (incl. Early learning)

4. Improve curriculum for all students, either through purchase of curriculum or a third party evaluation of AISD's in-house curriculum followed by targeted improvement.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

5. The district must equitably resource and fund programs. Programs should be implemented with fidelity.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, and Counseling)

Necessary Collaborators: Finance-Financial Services

ASSET MAP

6. Map programs, program resources, and deficiencies, and make it publically accessible and easily navigable. Map equipment, instructional materials, augmentative communication devices, and assistive technology for internal use to ensure equitable access.
 - a. Create a clear method for teachers and campuses to communicate needs and request resources
 - b. Explore a lending library model
 - c. Provide training for teachers to use these materials (could go in another PS)

- d. The district should use the asset map of partner programs to aid students experiencing homelessness in getting the services needed.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

INCLUSION

7. Ensure all classrooms follow best practices for differentiated and inclusive instruction, starting with: Gradual Release of Responsibility, Universal Design for Learning, differentiating and scaffolds for all, and accommodations.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling) Academics -Special Education

Necessary Collaborators: None

SCHEDULE

8. Master schedules should be more transparent across schools in the district, leaders should receive training on structuring schedules, and the district should follow strategies in the Long-range Plan that discuss baseline offerings, and staffing models that are responsive to student needs.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Academics- Special Education

9. Ensure students receiving special education services have access to universal course sheets.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

TRAINING AND SUPPORT

10. Provide instructional coaching for teachers that is ongoing and supports effective instructional delivery.
 - a. It is the district's responsibility to train teachers to implement best practice learning strategies.

Accountable Division-Department: Human Capital-Employee Development and Sustainability

Necessary Collaborators: None

Notes:

None

Additional Considerations:

None

Inclusion: Equity for Specialized Instruction

Goal:

Every staff member in Austin ISD will be equipped to provide high quality, inclusive instruction.

Goal Start: Immediate

Success Metrics:

- 2021-22 Scorecard Goal 1 meeting target attainment ([Link to Scorecard](#))
- Completion and tracking of professional learning hours

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Human Capital, Chief of School Leadership

Identified Problem:

Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction, and related services, at their home campus. (ACTE-PS03)

[Link to background data](#)

Bond Strategies:

UNIVERSAL DESIGN (MEANINGFUL INCLUSION)

1. **ACTE-10:** Any Universal Design (UD) elements not prohibitively expensive should be implemented at all existing campuses. (e.g.: wider doorways, bathrooms throughout the facility, security measures). Class bells/emergency bells/buzzer systems are not useful for a person who is deaf: both auditory and visual components are needed.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **ACTE-20:** All facilities should follow Universal Design with options for flexibility.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **ACTE-21:** Ensure all facility emergency plans/escape routes are ADA compliant and supportive of students with special needs.

Deferred for Future Bonds

4. **ACTE-11: Climate Controlled Storage:** Provide climate controlled spaces for storage at the campus, that are sufficient to store items across programs and provide appropriate inventory management technology (devices and software) - CTE, SPED, 504, OT, PT, Band etc.

Deferred for Future Bonds

5. **ACTE-12: Lending Libraries:** Create lending libraries (potentially at various centralized locations, if not one) of flexible seating/sensory items/materials/equipment/ communication devices with appropriate technology for centralized equipment management (devices and software).

Deferred for Future Bonds

6. **ACTE-13: Video / Hybrid Conferencing Supports:** Provide equipment, hot spots for families, and appropriate space to allow for video/hybrid conferencing and translation services for Admission, Review and Dismissal (ARDs), communication with immigrant families, parent conferences, etc. at every campus.

Deferred for Future Bonds

Operational Strategies:

POLICY

1. The district should adopt policies and practices to ensure campus environments are inclusive for all students and families. This includes sensory overload/sound pollution, communication differences, and auditory or visual impairments, among other things.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

CURRICULUM

2. Determination of placements and provision of services should be data driven rather than diagnosis driven.
 - a. Ensure ARD committee decisions are made using the Continuum of Services to ensure students are served in the Least Restrictive Environment (LRE).
 - b. Reduce over-reliance on specialized units: SCORES, PPCD, pull-outs, etc.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

3. Improve implementation of district-approved tiered academic interventions across grade levels and campuses.
 - a. Create shared responsibility.
 - b. Better define tiers.
 - c. Appropriately staff to provide this.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

ACCOUNTABILITY

4. The district should create a culture of shared responsibility. This begins with the administration and extends through all staff.

Accountable Division-Department: Superintendent

Necessary Collaborators: All departments

5. There should be a framework and protocols that ensure campuses serve students receiving special education services; this decision should not be held by principals alone.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

6. The staffing model should have more flexibility close to the start of the school year to account for changes and varying student needs. See [Equitable Staffing Practices](#).

Accountable Division-Department: Human Capital- Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: None

INCLUSION

7. Establish a baseline of what meaningful inclusion is and create a shared definition earlier in the special education process.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

8. Establish a common expectation for the quality of instruction both in an inclusive classroom and separate special education settings.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

9. Students receiving special education services in more restrictive settings should have access to social and academic experiences in settings commensurate with non-disabled peers. Campuses should adopt intentional practices to foster meaningful relationships across segregated settings.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

10. Support the fidelity of implementation of inclusion models with training for general education and special education teachers, campus support staff, and administration.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

11. Expand inclusion in CTE, 18 and over programs, and other transition services.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: School Leadership-Secondary Schools

TRAINING AND SUPPORT

12. The district should offer Job Alike training and collaboration.
 - a. Don't separate general education and special education teachers. Collaboration is key.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

13. To facilitate meaningful inclusion and a high quality of services for students receiving special education services, the district should provide ongoing staff training on differentiated lesson planning, accommodations and modifications, ARD facilitation, and documentation systems used in ARD facilitation.

- a. District-level staff will attend [CAST](#) UDL training modules and incorporate the UDL approach when designing curriculum, coaching, and providing professional learning.
- b. Professional learning will include opportunities for teachers to develop an understanding and application of UDL.
- c. The special education Department will collaborate with district departments to train teachers in the area of UDL and differentiated instructional strategies.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Human Capital-Employee Development & Sustainability

14. Special education training should be meaningful, impactful, and scaffolded based on staff experience and need; proactive instead of reactionary; compensated at the same rate as general education professional development; continuous; and available to all staff.
- a. Required training should be reimbursed.
 - b. Support implementation of training through shadowing, mentoring, co-teaching, follow up sessions, and other means to encourage sustainability.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Human Capital-Employee Development & Sustainability

15. The district should support teachers with technical assistance for digital records management.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Technology-Network Support Systems

16. Explore the addition of ARD facilitators and 504 coordinators at underserved campuses.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Finance-Financial Services

17. Provide a district SPED-specific ombudsman for all parents to access.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

Notes:

None

Additional Considerations:

- Policy changes to require professional learning
- Continue with Ed Austin consultation agreement on PLED hours

Supports for Decisions

Goal:

Austin ISD will provide the supports necessary for communities of students of color or with disabilities/learning struggles or at Title 1 campuses to make informed decisions in regards to how to best meet their student's specific needs.

Goal Start: Immediate¹

Success Metrics:

- 2021-22 Scorecard Goals 1, 2, 3, 4, 5, 6, 7, 8 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Communications and Community Engagement

Identified Problem:

Communities of students of color or with disabilities/learning struggles (identified and not yet identified), at Title 1 campuses, are not consistently or appropriately provided the support necessary to make informed decisions regarding how to best meet their student's specific needs. (ACTE-PS12)

[Link to background data](#)

Bond Strategies:

None

Operational Strategies:

1. Expand support for families of students identified in the goal to make informed decisions about their students.
 - a. Identify barriers to informed decision-making through targeted engagement with families.
 - b. Build on the recommendations in the Stetson Evaluation Report (2022).
 - c. Provide caregivers and families with more information on parental rights, procedures for transfers, 504 and IEP meetings, and other big decisions.
 - d. Provide information in multiple languages online and in hard copy format (pamphlet) to make parent resources more accessible.
 - e. Provide procedural safeguards and parental guidance to ARD in caregivers' and families' native language.
 - f. Expand parent training and make it available on multiple platforms with flexible timing (i.e., recorded).
 - g. Provide families with equipment, hot spots, and appropriate space for video/hybrid conferencing and translation services for ARDs, communication with immigrant families, and parent conferences at every campus.
 - h. Support parent participation. See [Early childhood and kinder-readiness: Strategy #5](#).

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

2. Expand training for administrators and staff on how to guide caregivers and families in making informed decisions and in receiving support services for their students.
 - a. Require mandatory best practices training for staff assigned to be Local Education Agency (LEA) representatives in ARD meetings and for 504 coordinators.
 - b. Establish uniform expectations of the SPED process across the district, including identifying the appropriate personnel and providing caregivers with a single, clear point of contact.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

3. Expand support for staff to implement student-centered practices for student success

Note: also impacts [Inclusion: Equity for Specialized Instruction](#)).

- a. Identify and address barriers to staff awareness of student-centered practices. Examples include: insufficient training, lack of knowledge-base, unsustainable workload, and lack of understanding of the impact of disability.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

4. Center the district's decision-making process on the IDEA Framework and ensure district practices are data-informed and student-centered.

- a. Practices include: free, appropriate public education, appropriate evaluation, individualized education plan, least restrictive environment, parent participation, and procedural safeguards.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

Notes:

- 1 This goal was on the border between immediate and near future when it was deliberated by the committee.

Additional Considerations:

None

Anti-Racist and Inclusive Education

Goal:

AISD will ensure equally high outcomes for Black and Brown students, families, and caregivers by disrupting inequitable practices, examining biases, and creating inclusive multicultural school environments for adults and children. These outcomes will be actualized at every level, through operational strategies focused on:

- District decision-making
- District vision implementation
- District and campus leadership
- Support for staff
- Campus support and accountability
- Policy advocacy
- Access to the conditions for student success
- Support for caregivers and families
- Student well-being

Goal Start: Immediate

Success Metrics:

- 2021-22 Scorecard Goals 1, 2, 3, 4, 11, 13 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of School Leadership

Identified Problem:

Black and Brown students are disproportionately impacted by AISD policies, decisions, and practices that are rooted in systemic racism, colorism, sexism, and ableism. (ACTE-PS17)¹

Overarching Problem Statement 2: Campus Climate and Culture

Students and families of color do not feel heard, welcomed, or valued in their schools and neighborhood.

[Link to background data](#)

Bond Strategies:

None

Operational Strategies:

DISTRICT VISION, LEADERSHIP, AND DECISION-MAKING

1. Make decisions through an Equity by Design lens (with those impacted, not for those impacted) at all levels, from board of trustees, superintendent, and district leaders to campus leaders and staff.

Accountable Division-Department: Board of Trustees and Intergovernmental Relations & Board Services

Necessary Collaborators: Board of Trustees and Superintendent-Equity Office

2. Take a clear district-wide stance on anti-racism so there is continuity between campuses and central office as well as across campuses.
 - a. Create a mission and vision statement that names anti-racism.
Note: Mission and Vision of the district originates from the Board of Trustees and Superintendent as a team.
 - b. Establish anti-racist practices and policy within AISD.

Accountable Division-Department: Superintendent

Necessary Collaborators: Superintendent-Equity Office and Intergovernmental Relations & Board Services

3. Create and communicate district-wide accountability measures focused on eliminating disparities in access and outcomes for Black and Brown students.

Accountable Division-Department: Intergovernmental Relations & Board Services

Necessary Collaborators: Superintendent-Equity Office

SUPPORT FOR STAFF

4. Provide continuous professional learning and support implementation and practices for staff at all levels, from board of trustees, superintendent, and district leaders to campus leaders and staff, to actively disrupt systemic racism, colorism, sexism, and ableism.
 - a. Implement “continuous education,” such as annual training, so that learning is not a “one and done” experience.
 - b. Support and expand training to include trauma-informed approaches, anti-racist training, and unconscious bias training.
 - c. Integrate “Equity by Design” in all decision-making processes (a ‘looped’ approach).
 - d. Ensure that training is the most current and appropriate.

Accountable Division-Department: Superintendent

Necessary Collaborators: Human Capital-Employee Development and Sustainability

ACCESSIBILITY TO CONDITIONS FOR STUDENT SUCCESS

5. Develop culturally relevant and sustaining anti-racist curriculum.
 - a. Ensure classroom materials are culturally relevant and sustaining.
 - b. Develop capacity within academics to engage and solicit feedback from Black and Brown communities in the curriculum development process.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Superintendent-Equity Office

6. Develop a plan to increase Black and Brown student enrollment in high quality and rigorous educational programs, including gifted and talented and specialized/magnet school programs.
 - a. Assess district-wide access to baseline, advanced, and extracurricular programs for Black and Brown students.
 - b. Create district-wide accountability measures focused on eliminating disparities in access and outcomes.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Superintendent-Equity Office and Technology-Student Enrollment & Attendance

7. Hire and retain diverse and culturally proficient staff.
 - a. Assess and revise district hiring practices.
 - b. Provide hiring leaders with PD to implement equitable hiring practices.
 - c. Improve and sustain an inclusive work culture and climate for Black and Brown teachers and staff.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Superintendent-Equity Office

8. Collaborate with Black and Brown community leaders to center their lived experiences in working towards strategies 5, 6, and 7.

Accountable Division-Department: Superintendent-Equity Office

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling), School Leadership-Elementary and Secondary Schools, and Human Capital-Systems (staffing, compensation, benefits, etc.)

SUPPORT FOR CAREGIVERS AND FAMILIES

9. Create a clear path for families and caregivers to escalate issues at the campus level through a third-party ombudsman.

Accountable Division-Department: Superintendent-Equity Office

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

10. Develop a district-wide plan to increase community engagement with Black and Brown caregivers and families.
 - a. Uplift culturally competent staff who help caregivers and families navigate the AISD system.

- b. Develop a protocol to share district decision-making processes with caregivers and families.
- c. Communicate district-wide accountability measures focused on eliminating disparities in access and outcomes.

Accountable Division-Department: Communications and Community Engagement

Necessary Collaborator: Superintendent-Equity Office

STUDENT WELL-BEING

- 11. Support and expand district-wide Culturally Responsive Restorative Practices with dedicated staff to eliminate racial disparities in discipline and punishment in AISD.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: None

- 12. Expand programs and practices to prevent bullying.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

CAMPUS SUPPORT AND ACCOUNTABILITY

- 13. Develop an action plan(s) that has built-in checks and triggers for more campus support, with shared responsibility and mutual ownership for growth and improvement (not punishments or cover ups).
 - a. Provide campuses with a system for reporting that leads to additional support, not punishment.
 - b. Develop an “early warning system” dashboard of data for campuses to view and act on.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

14. Ensure vertical alignment of curriculum and support for students, caregivers/families, teachers and staff (programming, transition services, advanced academics, etc).

- a. See [Baseline Programming](#).

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

POLICY ADVOCACY

15. With the approval of the Board of Trustees' Intergovernmental Relations Committee AISD should advocate at a state level for cultural appropriate testing (example: questions that students understand and relate to).

Accountable Division-Department: Intergovernmental Relations and Board Services

Necessary Collaborators: None

Notes:

- 1 *Original problem statement:* Black and Latinx students are impacted by an ineffective education on colorism, racism, and inclusivity.

Additional Considerations:

None

Near Future Goals

Dual Language: Family Support

Goal:

Families of students enrolled in Dual Language programs have an understanding of the program model/ benefits and feel prepared to support their learners' participation.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- 2021-22 Scorecard Goals 2 and 3 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief Financial Officer, Chief of Communications and Community Engagement

Identified Problem:

Families of students in Dual Language programs are not provided the necessary structures and tools to support their childrens' language acquisition. (ACTE-PS07)

[Link to background data](#)

Bond Strategies:

None

Operational Strategies:

1. Utilize partners to provide language classes at high opportunity schools for families of students participating in Dual Language programming. This should include Spanish classes for English speakers from underserved communities.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

2. Support families of students in Dual Language programming by: 1) clearly communicating the program model, the benefits of the program, and what caregivers and families should be seeing in the classroom annually; 2) providing an orientation and "DL handbook" with ongoing resources on how to support students at home; and 3) providing access to cohort communities for group support.
 - a. Create a district-wide handbook/tool kit.
 - b. Leverage parent support specialists and DL teachers to disseminate information and resources to caregivers and families.
 - c. Create a better flow of information from DL teachers to caregivers and families about what's happening in the classroom (Seesaw, video, posts, etc.)
 - d. Provide examples of Dual Language classroom work.
 - e. Ensure website usefulness and ease of navigation.
 - f. Ensure communication is easily understood.
 - g. Provide reading resources for home use in the target languages and home languages.

Accountable Division-Department: Academics–Multilingual Ed and Student Programs (incl. Early learning)

Necessary Collaborators: Communications and Community Engagement

3. All family engagement events and communication should be bilingual without exception. Provide bilingual inclusion support for all meetings and events.

Accountable Division-Department: Communications and Community Engagement

Necessary Collaborators: None

Notes:

None

Additional Considerations:

None

International: Student and Family Support

Goal:

Ensure newly-arrived and international students and families transition seamlessly into their new schools and community.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Improved graduation rates for emergent bilingual students
- Increased opportunities for families to receive wrap around services through the newly restructured International Welcome Center

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Human Capital

Identified Problem:

Newly-arrived and international students and families in AISD are not given additional and district-wide instructional, social, and emotional support to assist with transitions into their individual schools, their community, and the United States. (ACTE-PS15)

[Link to background data](#)

Bond Strategies:

1. **ACTE-26: International Welcome Center:** Centralize the International Welcome Center, Refugee Family Support Office, and International High School on one campus (Northeast Early College High School) for accessibility, potential growth, and access to supports.

Included in 2022 Bond-relocation of International High School with improvements to Northeast ECHS (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

ACCESS

1. Expand social and emotional learning and special education offerings at International High School.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Academics-Special Education

2. Staffing at International High School should account for the unique needs of newcomer and refugee students, including the mobility of the community and the higher needs of the population

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: None

3. The staffing model must account for the higher needs of newcomer and refugee students.
 - a. Connects to [Equitable Staffing Practices: Strategy #1](#).

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: None

4. Provide non-traditional school hours or flexible schedules for working newcomers.
 - a. Consider virtual options for specialized classes
 - b. Expand Alternative Learning Center offerings for working newcomers.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

STUDENT AND FAMILY SUPPORTS

5. Expand services for refugee families across the district.
 - a. Engage refugee families to understand desired services and offerings.
 - b. Prioritize rollout for high opportunity campuses serving refugee families.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

6. Expand the system of support for newcomer and refugee students at secondary campuses.
 - a. Consider expanding parent support specialists to all secondary campuses.

Comment from Technology-Student Enrollment and Attendance: Parent support specialists are funded by City of Austin grants and report to campuses directly. There is no guarantee of funding.

Accountable Division-Department: Technology-Student Enrollment and Attendance

Necessary Collaborators: Academics-Multilingual Education and Student Programs (incl. Early learning)

7. Provide additional support for students transitioning from International High School to home campus to ensure social, emotional, and academic needs are met.
 - a. Evaluate student outcomes for students that transition from International High School to their home campus to determine if gaps exist that need to be addressed in the support system.
 - b. Explore alternative pathways to finish high school within AISD.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Academics-Multilingual Education and Student Programs (incl. Early learning)

Notes:

None

Additional Considerations:

None

Inclusion: Instructor Access

Goal:

All students with disabilities will have access to instructors that share responsibility for their development and instruction.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- 2021-22 Scorecard Goal 1 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Human Capital and Chief of Schools

Identified Problem:

Students with disabilities, identified and yet unidentified, lack access to instructors that share responsibility for their development and instruction. (ACTE-PS06)

[Link to background data](#)

Bond Strategies:

None

Operational Strategies:

1. Special education teachers should be incorporated in the PLC process alongside general education teachers. If co-planning during grade level/content specific PLC time is not feasible, additional planning time must be set aside. If this time is after normal duty hours, supplemental pay should be available.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Campuses

2. Administration should model expectations by being more involved in ensuring inclusion is implemented with fidelity.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Campuses and School Leadership-Elementary and Secondary schools

3. Create overarching strategy for UDL training.
 - a. District-level staff will attend CAST UDL training modules and incorporate the UDL approach when designing curriculum, coaching, and providing professional learning.
 - b. Professional learning will include opportunities for teachers to develop an understanding and application of UDL.
 - c. The special education department will collaborate with district departments to train teachers in the area of UDL and differentiated instructional strategies.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Human Capital-Employee Development and Sustainability

Notes:

None

Additional Considerations:

None

Supports for Transitions

Goal:

Austin ISD will provide a continuum of services to holistically support milestone transitions.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- 2021-22 Scorecard Goal 5 (post-secondary employment follow-up)
- 2021-22 Scorecard Goal 6 (participation in co-curricular activities—at least one)

[Link to Scorecard](#)

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Schools

Identified Problem:

Deaf and hard of hearing students, emerging bilingual students, immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and students who are experiencing homelessness and/or are in foster care are not given access to a continuum of services to help them with milestone transitions. (ACTE-PS09)

[Link to background data](#)

Bond Strategies:

None

Operational Strategies:

1. Develop robust transition planning.
 - a. Include Futures Planning and develop person-centered planning.
Note: Continue to provide person-centered training for students and parents. Train SPED in person-centered planning.
 - b. Include campus administrators, special education teachers, general education teachers, and CTE teachers in the process. Develop role and expectations document for these staff members with regard to transition and futures planning.
 - c. Build capacity with special education case managers to support more effective transition planning. Develop guidance documents for SPED case managers and all SPED staff.
 - d. Ensure CTE courses are available to support future growth. Ensure innovative courses are made available to students receiving special education services and improve their participation in CTE courses
 - e. Ensure transition planning aligns with [IDEA Framework](#)
 - f. Invest in transition planning materials. Develop training materials for a variety of student interests and preferences.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: None

2. Provide additional paid days for 504 coordinators to ensure transitions are smooth.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

3. Build a tiered support system for all underserved students, specifically deaf and hard of hearing students, emerging bilingual students, immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and students who are experiencing homelessness and/or are in foster care.

- a. Build capacity internally to support students instead of relying exclusively on outside entities.
- b. Ensure transition opportunities are communicated to students, guardians, and/or families across the district. Expand communication and outreach to include transition opportunities, including but not limited to:
 - i. Transition coordinator meets with parents;
 - ii. Parent Power Hour to include guardianship and the waiver programs;
 - iii. Summer sessions on a variety of transition topics; and,
 - iv. Participation in the Central Texas Fair.
- c. Identify additional support for transitions with underserved students and families.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Campuses

Notes:

None

Additional Considerations:

None

Supports for Progress

Goal:

Austin ISD will provide consistent structures and supports to allow students to academically and emotionally progress, regardless of external (home) support.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- 2021-22 Scorecard Goals 1, 2, 3, 4, 5, 6, 7, 8 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: None

Identified Problem:

Deaf and hard of hearing students, emerging bilinguals students, immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and students who are experiencing homelessness and/or are in foster care lack access to consistent structures and supports that allow them to academically and emotionally progress, regardless of external (home) support. (ACTE-PS11)

[Link to background data](#)

Bond Strategies:

1. ACTE-27 SPED Cameras:

Install cameras in all eligible special education spaces as defined by the law (TEC 29.022 and Board Policy EHBAF (legal)) and expand to additional spaces as classrooms become eligible, working towards safety for all students.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. Ensure students identified in the goal have sufficient time during the school day to collaborate, complete work, and study in non-segregated settings.
 - a. Provide in-class study time instead of homework. Ensure student accommodations are implemented with assignments.
 - b. Provide dedicated collaboration time during the schedule instead of advisory periods.
 - c. Provide a free period for break/nap/recess/study for secondary schools.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

2. Expand enrichment activities to ensure consistency across the district ¹
 - a. Identify gaps in offerings and provide equal access to enrichment activities for students identified in the goal.
 - b. Ensure all students are able to access offerings regardless of outside support.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: None

3. Ensure teachers have coaching, time and space for professional development, and mental-health support to support the well-being of every student.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Campuses

4. Ensure appropriate staffing for mental health spaces at high opportunity campuses.
 - a. Establish policy and practices to ensure spaces are used therapeutically, never for isolation.
 - b. Identify protocols for use that ensure the safety of vulnerable students and adult providers.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Campuses

Notes:

- 1 Connects to [Supports for Instruction and Extra-Curriculars](#).

Additional Considerations:

- Ensure CTE vertical alignment. See [CTE Access and Advisement: Strategy #5](#).
- Ensure UDL best practices. See [Baseline Programming: Strategy #7](#).
- Provide instructional coaching. See [Baseline Programming: Strategy #10](#).

Future Goals

Supports for Home and School Balance

Goal:

Austin ISD will provide the proper support for students identifying as economically disadvantaged/ students at Title 1 campuses to balance their educational responsibilities with home/family circumstances.

Goal Start: Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- 2021-22 Scorecard Goals 2, 3, 4 ([Link to Scorecard](#))

Goal Accountability:

Accountable Chief: *Chief of Schools*

Necessary Collaborator: *Chief of Finance*

Identified Problem:

Students identified as economically disadvantaged, students at Title 1 campuses, and staff, aren't given the proper support to balance their educational responsibilities with home/family circumstances. (ACTE-PS14)

[Link to background data](#)

Bond Strategies:

1. **ACTE-23: Expand Pre-K 3 and 4:** Evaluate existing facilities to determine appropriate and inclusive spaces to serve expanded/new Pre-K3 and Pre-K4. Note: A bond funded study needs to occur. Next bond cycle will determine where and what to build.

Deferred for Future Bonds

2. **ACTE-24: Facilities for Existing Pre-K Programs:** Provide appropriate facilities, furniture, fixtures, and equipment (not portables) for existing Pre-K buildings/program offerings that also support extended daycare opportunities specifically for teachers and underserved communities.

Included for 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **ACTE-25: Facilities for Infants and Toddlers:** Provide appropriate facilities to support infants and toddlers that meet licensed daycare facility requirements specifically in neighborhoods with underserved communities, Title 1 schools, and campuses that have the highest concentration of socioeconomically disadvantaged populations. In addition, consider expanding offerings at schools with high percentages of student parents.

Deferred for Future Bonds

Operational Strategies:

DAYCARE

1. The district should expand daycare services, beginning with centers at high opportunity schools. They should be affordable for caregivers and families, and discounted for staff as an incentive. The district should explore partnerships to accomplish this, so long as the affordability and discount for staff is maintained.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: None

SCHEDULE

2. The district should explore a C-day schedule for Fridays at high schools.
3. Caregivers and families of elementary students often have to miss work when regular school-day classes are canceled or shortened.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Campuses

FLEXIBILITY

4. Provide expanded virtual learning opportunities or offerings during non-traditional school hours.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Human Capital-Employee Development and Sustainability

5. Every secondary campus should have a minimum of one multipurpose, and secured mother's room accessible to students.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Campuses

Notes:

None

Additional Considerations:

None

Inclusion: Dignity Accommodations

Goal:

Students with disabilities, students who access SPED services, students who are experiencing homelessness and/or are in foster care, students who identify as LGBTQIA+, students who are parents, and students who menstruate will be able to access supplies, privacy, and resources at their home campuses to ensure their specific needs are met.

Goal Start: Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- 2021-22 Scorecard Goal 1 ([Link to Scorecard](#))
- Ensure student ARD documents indicate personal care needs and other student specific needs, such as related services.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Chief Financial Officer, Chief of Academics, and Chief of School Leadership

Identified Problem:

Students with disabilities, students who access SPED services, Students who are experiencing homelessness and/or are in foster care, students who identify as LGBTQIA+, students who are parents, and students who menstruate are not given equitable access to appropriate accommodations that ensure that their dignity is maintained and that specific needs are met at home campuses. (ACTE-PS13)

[Link to background data](#)

Bond Strategies:

1. **ACTE-18: Private Toilet Rooms:** Every campus should have private restrooms and changing tables accessible to students somewhere near general restrooms (one per learning community, grade, etc.)

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **ACTE-19: Mothers Rooms:** Every campus should have a minimum of one multi-purpose, and secured mothers’ room accessible to students, in a student area.

Deferred for Future Bonds

Operational Strategies:

1. Update AISD’s Educational Specifications (Ed Specs) to provide all gender bathrooms that are easily accessible and located throughout a campus.

Accountable Division-Department: Operations-Planning and Asset Management

Necessary Collaborators: None

2. Update AISD’s Ed Specs to provide accessible bathrooms, including changing tables for all ages, that are easily accessible and located throughout a campus.

Accountable Division-Department: Operations-Planning and Asset Management

Necessary Collaborators: None

3. Ensure student dignity during moments of dysregulation.
 - a. Evaluate the use of less open spaces for moments of dysregulation.

Accountable Division-Department: Operations-Planning & Asset Management

Necessary Collaborators: Academics-Special Education

4. Continue and expand partnerships that provide students with hygiene supplies and supplies to meet their basic needs.
 - a. Explore access to washer/dryers for students.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Campuses

5. Conduct a district-wide needs assessment of students who are experiencing homelessness and/or are in foster care.
 - a. Find and work with partners to address these needs.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Campuses

6. There should be more coordination between the parent support specialists, special education support specialists, counselors, and the designee of the McKinney Vento Act in each of the schools.

Accountable Division-Department: Finance- Student Programs

Necessary Collaborators: Campuses

7. The district should ensure that playground equipment is accessible and adaptive PE has needed equipment.

Accountable Division-Department: Academics-Special Education

Necessary Collaborators: Academics-Athletics

Notes:

None

Additional Considerations:

None

Athletics Recommendations

Immediate Goals:

- [Remove Cultural and Economic Barriers to Athletics Participation](#)
- [Pre-athletics Access](#)

Near Future Goals:

- [Athletic Facilities](#)
- [Athletics Uniforms, Equipment and Resources](#)

Future Goals:

- [Athletics Participation for Students Accessing SPED Services](#)

Shared Goals:

- [Supplemental Funding for Equipment and Program Needs](#)
- [Food Service Support](#)

Note: Some Near Future and Future goals have associated Bond Strategies that were approved in the 2022 bond. These will be addressed during its implementation.

Immediate Goals

Remove Cultural and Economic Barriers to Athletics Participation

Goal:

Increase awareness, inclusion, and sense of belonging in athletics participation opportunities for historically underserved students and families across language, gender, culture, race, disability, and economic status.

Goal Start: Immediate

Success Metrics:

- Increase participation of underserved student groups in athletics.
 - Establish the baseline participation rate for each underserved student group: Black students, Asian students, Indigenous students, Hispanic/Latinx students, students of two or more races, socioeconomically disadvantaged students, immigrant and refugee students, students receiving special education services, emerging bilingual students.
 - Increase the number of students across underserved student groups participating in athletics each year by a percentage to be determined (using baseline data), focusing on groups who are under-represented.

Note: the groups above would be changed to target only groups who are under-represented based on their overall enrollment in AISD. Need baseline data first.
- Increase access to free or reduced physicals for student athletes.
 - Establish a baseline number of students receiving health screening in 2023-24
 - Increase the number of student opportunities for receiving free or reduced price physicals required for athletics participation by SY 2024-2025.

Applies to Strategy 11: Health Screenings

Note: Athletics department tracks number of students accessing free and reduced price physicals and can provide a baseline.

- Increase the percentage of student athletes meeting requirements to participate in athletics.
 - Establish a baseline number of students meeting eligibility requirements
 - Increase the number of student athletes meeting eligibility requirements (e.g. passing classes and able to participate) by less than the amount of overall District decline percentage each year, focusing on groups who are under-represented

Applies to Strategy 9: Academic Support

Note: Athletics Department tracks the number of students not meeting eligibility requirements and can provide a baseline.

- Increase coach retention at campuses with a high proportion of historically underserved students enrolled.
 - Track and determine the average number of years coaches stay in their positions across AISD campuses and sports.
 - Increase the average number of years coaches stay in their positions at campuses with a high proportion of historically underserved students by providing coaches with more support.

Applies to Coach and Staff Support section, including Strategy 1: Coach Support, Strategy 2: Additional Staff, Strategy 3: Professional Dues, Strategy 4: Professional Development.

Note: Human Capital currently tracks teacher and teacher assistant retention.

- Increase student comfortability in participating in athletics.
 - Add a question to the annual Student Climate Survey regarding students' level of comfortability participating in athletics.
 - Based on results, focus increases or changes on student groups who have lower comfortability participating.

Goal Accountability:

Accountable Chief: Chief of School Leadership

Necessary Collaborators: Chief of Communications and Community Engagement, Chief of Human Capital, Chief of Finance, and Chief of Academics

Identified Problem:

Historically underserved students and families at middle and high school campuses across the district face cultural and economic barriers to athletics participation (e.g., health screenings, meeting academic requirements) (ATH PS-2)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

COACH AND STAFF SUPPORT

1. Coach Support: Provide administrative support, resources, and communication assistance to coaches to help advertise athletics offerings, participation requirements, etc. in the channels that will reach underserved communities and students (including in multiple languages).

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: Communications & Community Engagement

2. Additional Staff: Increase athletics coaching staff and support to ensure students athletic and academic needs are met.
 - a. Investigate hiring retirees as part-time temporary hourly coaching support staff and/or teaching assistants.

Note: This would only apply to those NOT already employed full-time with the district.

- b. Create processes that require principals to consider coaching positions linked to vacant teaching positions when hiring.
 - i. Human Capital will communicate with principals to reinforce collaboration with athletics for vacant positions tied to coaching positions.
 - ii. When coaching units are lost but teacher counts remain the same, the finance department will reinforce with principals that coaching stipends are still available to allow existing teachers a coaching position.

- c. Investigate AISD and UIL policies to allow for more paid, part-time coaching positions.

Note: Existing UIL policy requires coaches to teach academic periods.

- d. Hire additional trainers at our 5A schools to support athlete safety and health.

Note: These schools currently only have one trainer to support student athletes.

- i. 9 additional FTE trainers ²

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators : Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

- 3. Professional Dues: Provide funding for coach membership to professional organizations that will allow student athletes to be nominated for recognition and awards. ³

Accountable Division-Department: Finance-Financial Services

Necessary Collaborators: School Leadership-Athletics

- 4. Professional Development: Increase funding to support coach professional development for all athletics coaches and trainers. Includes:
 - a. State-required coach certification and training
 - b. Required continuing education for athletics trainers with costs covered
 - c. Other professional development and coaching clinics, including participation fees and travel costs
 - d. Dedicated, paid professional development days/time for coaches
 - e. Potential observation and partnerships with college teams
 - f. Other opportunities as needed

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: Finance-Financial Services

ATHLETICS OFFERINGS

5. Middle and High School Athletics Offerings: Improve coordination, communication, and consistency across athletic vertical teams between middle and high school athletics programs. Includes:
- Provide consistent access to athletics periods across all high schools and middle schools by standardizing master schedules (wide gap in middle school, some gaps in high school)
 - Provide **universal choice sheets** for during and after school athletics offerings, ensuring students are allowed to self-select athletics programs they would like to be involved with on their campus.
Note: Athletics offerings list to include all sports offered through [UIL](#) as well as non-UIL sports currently offered within AISD.
 - Support coaches visiting campuses in their vertical team during athletics periods to communicate athletics offerings (e.g. high school coaches visiting middle schools, and middle school coaches visiting elementary schools)
 - Investigate impacts of double blocking on staffing and teaching for academic courses during the day

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

6. Communicate Athletics Offerings: Communicate athletics offerings in multiple mediums to reach underserved communities who may face barriers to receiving information about athletics ¹
- Leverage course catalog videos, which can be translated into any language, to communicate athletics offerings consistently across all campuses
 - Communicate all sports offered, and include both male and female athletes
 - Use course catalog to make students and families aware of resources and free programs related to athletics
 - Educate historically underserved communities on the benefits of athletics participation, including physical, mental, emotional, and social.
 - Consider course catalog and communication options for families with limited access to or familiarity with technology

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: School Leadership-Elementary and Secondary Schools and Communications and Community Engagement

7. Scoreboard Announcements: Utilize scoreboard technology to increase awareness about athletic offerings and programs. Academic benefits of athletics participation will also be included.

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: Operations-Facilities Maintenance

STUDENT AND FAMILY SUPPORT

8. Emotional Support: Provide students with the training and support needed to navigate the emotional barriers they face (such as self-doubt, injury).
 - a. Hire sports psychologists to support student athletes
 - b. Partner with existing AISD resources, such as social emotional learning & cultural proficiency & inclusiveness specialists, and restorative practices coordinators, at middle and high schools to provide mindfulness and mental health training to student athletes
 - c. Train coaches on identifying trauma-informed practices
 - d. Create a space for students to participate in mindfulness and self-regulation strategies.
 - e. Connect with professional school counselors to work with student athletes with a whole child approach.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.) and Finance-Financial Services

9. Academic Support: Provide free tutoring services to current and potential student athletes and others participating in extracurricular activities who are struggling academically, to enable continued participation.
 - a. Leverage ESSER III funding to hire additional tutors to support student athletes
 - b. Provide tutoring at no cost to students⁴
 - c. Schedule dedicated time for tutoring before school, during double-blocked athletic periods, and/or after practices/rehearsals to enable participation
 - d. Communicate with coaches and athletic coordinators the available tutoring options and funding streams, including small group and virtual tutoring

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators-Finance-State, Federal & Private Accountability and Finance-Student Programs

10. Targeted Opportunities For Students With Disabilities: Provide opportunities for students with disabilities to participate in athletics, including transportation to/from activities when applicable.

- a. Engage students with disabilities to identify and address potential barriers to participation in athletics.
- b. Send a Principal's Weekly newsletter from the transportation department annually before the school year begins as a reminder that a wheelchair-accessible bus must be requested for activities with this need.

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: Operations-Transportation

11. Health Screenings: Increase access to and availability of free health screenings to underserved students.

- a. Offer multiple screening dates throughout the year, spring and fall, to accommodate student commitments
- b. Offer screenings at times that work better for students (e.g. during school day, weekends, etc.) to improve access for students with after school commitments
- c. Communicate health screenings in multiple languages (beyond English and Spanish) and multiple mediums to reach those with limited technology and populations that may speak other languages (especially refugees) who are currently missing information
- d. Leverage parent support specialists (PSS) relationships to reach students and families who may need access to the health screenings and physicals
- e. Continue collaborating with the transportation department to provide transportation to and from health screenings
- f. Investigate discrepancy between AISD and UIL policy
Note: UIL requires physicals every 2 years, and AISD requires they be completed annually
- g. Leverage Health Services fund, which covers uninsured students, to compensate doctors who are willing to provide free physicals
- h. Use course catalog to notify students of requirements for participation, including health screening requirements and offerings, when UIL Athletic is selected

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Communications & Community Engagement, Operations-Transportation, and School Leadership-Athletics

12. Transportation: Increase access to AISD transportation to/from school activities, including games and practices that occur before and after school.
- a. Evaluate the number of needed routes that are not currently covered by AISD transportation during peak and off-peak athletics seasons
 - i. Football needs 1-2 buses per team
 - ii. Basketball teams can sometimes use an activity bus, sometimes require a larger vehicle
 - iii. Peak season occurs when basketball, soccer, baseball, softball, and wrestling overlap. Consider transitioning some from winter to spring sports.
 - b. Add 15 evening bus drivers willing/available to drive between 3:00-5:30 pm for traveling teams
 - i. Currently the 4:45 pm games for junior varsity teams do not have transportation
 - ii. Potentially investigate hiring retired city bus drivers for evening routes
 - c. Provide transportation home from practice and games to reduce safety risks and increase participation for students without transportation options
 - d. Support coaches in obtaining a commercial driver's license as an interim solution to increase driver availability
 - i. Offer activity bus training at AISD facilities during the weekdays with substitutes and/or on professional development days provided to coaches. This will allow more coaches to take advantage of this opportunity.

Accountable Division-Department: Operations-Transportation

Necessary Collaborators: School Leadership-Athletics

13. Food Access: This strategy has been incorporated into [Shared Goal: Food Service Support](#).

14. Nutrition And Hydration Education: Identify partners and community avenues (e.g. parent support specialists, booster club meetings, coffee with principals) to educate students and their families about how healthy dietary choices impact student well-being, athletic performance, etc.
- a. Leverage partnerships with outside organizations and nonprofits to improve student athlete nutrition and access to healthy food

- b. Work with the existing AISD dietitian to communicate nutrition and hydration to coaches, students athletes, and their families⁵
- c. Hire additional district dietitians who specialize in sports nutrition and hydration

Accountable Division: Finance- Student Programs

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling), Human Capital-Systems (staffing, compensation, benefits, etc.), Operations-Food Service & Warehouse Operations, and Chief of Staff-Innovation and Development

15. Neighborhood And Family Support:

- a. Continue building personal relationships with families attending underserved campuses to understand their needs and their unique barriers to athletics participation
- b. Fund additional family support resources at underserved campuses to integrate new families transferring to schools with high mobility, and help them meet basic needs outside of school (such as food, rent, utilities, transportation).
 - i. Partner with parent support specialists and family engagement support specialists to disseminate information to parents about athletics and support services.

Accountable Division-Department: Technology- Student Enrollment and Attendance

Necessary Collaborators: Finance-Financial Services and Communications & Community Engagement

Notes:

- 1 Academics has confirmed that the new course catalog will be implemented in SY 2023-2024, and that this will be included.
- 2 Trainer positions are being added to priorities for FY24 budget season
- 3 Finance will work with athletics department on this during FY24 budget cycle
- 4 (Per Finance) ESSER III funding can be used for this strategy. Finance can work with the academics and state, federal, and private accountability

departments both this year and next year to hire needed tutors. Teachers can be paid supplemental pay for tutoring.

5 Food Services has confirmed that a food service dietitian is able to speak to the athletics department.

Additional Considerations:

Athletics and Food Services developed a [joint goal and solution for Food Service Support](#) to address access to after school meals and meal support for student athletes.

Pre-athletics Access¹

Goal:

Provide universal access to multiple pre-athletics opportunities for socio-economically disadvantaged students in PK-6 to help prepare them with the skills and knowledge to participate in UIL athletics.

Goal Start: Immediate

Success Metrics:

- Hire a pre-athletics coordinator.
 - Hire a pre-athletics coordinator by the start of SY 2024-25.
- Increase pre-athletics opportunities offered to socioeconomically disadvantaged PK-6th graders.
 - Conduct inventory of existing pre-athletics opportunities offered in after school enrichment and care programs to determine baseline.
 - Create teams for PK-6 and/or athletic competitions at four campuses with a high proportion of economically disadvantaged students by the end of SY 2024-25, when staffed appropriately.
 - Create teams for PK-6 and/or athletic competitions at all campuses with a high proportion of economically disadvantaged students by 2026-27 given appropriate staff to run these programs..
- Increase participation in pre-athletics opportunities for socioeconomically disadvantaged PK-6th graders.
 - Increase the number of underserved student groups participating in pre-athletics opportunities for socioeconomically disadvantaged PK-6th graders each year by a percentage to be determined (using baseline data).
- Increase the number of socioeconomically disadvantaged students who try out for and participate in athletics starting in 7th grade.
 - Establish current number of socioeconomically disadvantaged students who try out for athletics teams in 7-12th grade.
 - Track rates of try outs and participation in athletics teams for middle and high schools in vertical teams where pre-athletics has been added; increase participation rates in underserved student athletic group athletic try-outs and teams each year by a percentage to be determined (using baseline data).

Goal Accountability:

Accountable Chief: Chief of School Leadership

Necessary Collaborators: Chief of Finance and Chief of Human Capital

Identified Problem:

Elementary/6th grade students from socioeconomically disadvantaged households have limited access to organized athletics opportunities that prepare them with the skills and knowledge to participate in UIL athletics. (ATH PS-3)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. PE And Athletics Alignment: Increase alignment and coordination between elementary and middle school physical education (PE) teachers/Texas Essential Knowledge and Skills (TEKS) PE curriculum and athletics offerings at the middle and high school levels; incorporate PE curriculum that aligns with athletics offerings.
 - a. Coordinate with the director of health & physical education to ensure that all students taking PE classes receive conditioning training to build skills around health-related fitness and skill-related fitness to support athletics participation.
 - b. Ensure consistent conditioning access in middle school, with improved coordination across vertical teams.

Note: Some middle schools do not have weight rooms.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

2. Pre-Athletics Coordinator: Hire a staff member within the athletics department to coordinate pre-athletics offerings and create a more consistent pre-athletics experience²
 - a. Coordinate across after school enrichment programs, PE curriculums, and community programs
 - b. Collaborate with the district communications department to communicate pre-athletics offerings to elementary and middle school families
 - c. Assist families with seeking additional funding for participation fees ([see Supplemental Funding goal](#))

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: Finance- Student Programs, Finance-Financial Services, Human Capital-Systems (staffing, compensation, benefits, etc.), and Communication and Community Engagement

3. Expanded Pre-Athletics Programs: Provide earlier access/exposure to athletics programming and opportunities through expanded PE and after-school athletic programming for socioeconomically disadvantaged students 6th grade and below. Includes:
 - a. Collaborate with existing after-school partners to expand pre-athletics offerings during the school year for socioeconomically disadvantaged 6th grade students and below.
 - b. Offer consistent, free and/or low-cost open gym summer programs for socioeconomically disadvantaged 6th grade students and below.
 - c. Offer tuition support to socioeconomically disadvantaged students to participate in existing and future athletics-focused after school programs.
 - d. Align pre-athletics offerings with middle and high school athletics programs.
 - e. Investigate precedents in other school districts for offering early athletics and integration with middle and high school programs.
 - i. Potential for competition between after-school enrichment athletics programs at high school facilities on weekends, with high school students officiating.
 - f. Investigate potential partnerships with high school student athletes, middle and high school coaches to staff and support athletics-focused after-school programs
 - g. Investigate opportunities for student teaching from college programs to support pre-athletics at the campus level.
 - h. Leverage parent volunteers and retired teachers to coordinate and facilitate pre-athletics programs at the campus level.

- i. Add a pre-athletics course during the school day offered to 6th graders at all middle schools.

Accountable Division-Department: School Leadership-Athletics

*Necessary Collaborators: Finance- Student Programs and Human Capital-Systems
(staffing, compensation, benefits, etc.)*

Notes:

- 1 Pre-athletics in this case refers to PK-6.
- 2 Finance and human capital have added this full-time employee (FTE) request to their list for discussion during FY24 budget development. Potential to leverage ESSER funding for the position.

Additional Considerations:

None

Near Future Goals

Athletic Facilities

Goal:

Create a safer, richer, and more enjoyable athletic experience for students, families, and coaches by increasing access for historically underserved students and families to state of the art athletics facilities at or near their home campuses to support access to programs of interest.

Goal Start: Near Future

Success Metrics:

- Install lights, fields, and supporting infrastructure at all high schools.
 - Install all-weather turf fields, lighting, seating, restrooms, concessions, scoreboards, and resurfaced tracks at all high school football/soccer/track fields by the end of the 2022 bond program.
 - Install lights at all high school baseball and softball fields by the end of the 2022 bond program.
- Increase athletic competitions on high school campus fields.
 - Multiple feeder middle school and sub-varsity football and soccer games are hosted at each high school campus once their competition field is complete; all fields should be in active use by the end of the 2022 bond program.

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Increase community access to/use of AISD fields.
 - Increase community-based Facilitron reservations of AISD athletic fields.

Note: If possible - track informal community use of fields. A methodology would need to be established.

- Increase community involvement, attendance, and sense of pride in AISD athletics.
 - Increase the number of events hosted in the community (at the campus level) by 10%.

Goal Accountability:

Accountable Chief : Chief of School Leadership

Necessary Collaborators: Chief of Operations

Identified Problem:

All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention. (ATH PS-1)

[Link to Background Data](#)

Bond Strategies:

1. **ATH-1: On-Campus Football/Soccer Fields + Tracks:** Construct state of the art turf fields for soccer/football/lacrosse games and practices at all high school campuses to meet UIL standards, starting with high opportunity campuses.
Facilities to include:
 - a. Regulation size turf playfield
 - b. Lighting for all fields (not just main football field, but all outdoor athletic fields at campuses)
 - c. Scoreboards
 - d. Seating with ADA requirements
 - e. Restroom/locker room amenities
 - f. Resurface existing poor-condition tracks at high school campuses (as needed). Note: Full track should also include space for field sports (e.g. shot put, discus, long jump, high jump, triple jump, pole vault)
 - g. Pressbox at Yellow Jacket Stadium (attached to Eastside ECHS)

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **ATH-2: Middle School Track Improvements:** Resurface/improve middle school tracks to reduce safety hazards. For all middle schools where needed/feasible: increase track size to UIL regulation 400m. Bring field events up to UIL standards or add if not already provided.

Deferred for Future Bonds

3. **ATH-3: On-Campus Baseball/Softball Facilities:** Provide improved campus baseball and softball fields to UIL standards at high schools in underserved communities to increase access to baseball/softball programs for those communities. Facilities to include:
 - a. Lights
 - b. Seating
 - c. Scoreboards
 - d. Concessions
 - e. Restrooms
 - f. Turf baseball/softball infields
 - g. Potential for turf outfields, if budget allows

Deferred for Future Bonds, only lighting included in 2022 bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

4. **ATH-4: Tennis Courts:** Improve or construct on-campus tennis courts in underserved communities to create greater access to tennis programs for underserved students and greater community access to tennis facilities after hours. Includes:
 - a. Court resurfacing (NOTE: approved in ATH-7 ongoing maintenance)
 - b. Lighting
 - c. Seating where feasible
 - d. Restroom/locker room amenities
 - e. Backstop replacement/repair

Deferred for Future Bonds

5. **ATH-5: Central Baseball/Softball Facilities:** Upgrade existing central baseball/softball fields at Nelson, Burger, and Noack to enable safety and competition. Includes (where needed):
 - a. Turf infields/outfields
 - b. Seating
 - c. Lighting
 - d. Restroom/locker room amenities
 - e. Scoreboards
 - f. Concessions

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

6. **ATH-6: Central Stadiums (Football/Soccer/Track):** Improve existing central stadiums to enable athletic programming, competition, and community pride. Includes:
- a. Locker room improvements to provide individual restroom stalls and showers at Nelson Field, House Park, Yellow Jacket Stadium
 - b. Pressbox modernizations to allow for proper access, temperature control, electrical outlets, acoustic privacy at Nelson, Burger, Yellow Jacket Stadium, House Park
 - c. Turf replacement at (Nelson), Burger, House Park, Yellow Jacket Stadium
 - d. Update tracks to meet competition standards (8 lanes) at Nelson Field and Yellow Jacket Field
 - e. Upgrades to concessions, restrooms, seating options at all stadiums
- Note: Once upgrades begin, additional levels of ADA compliance and upgrades will be triggered.

Deferred for Future Bonds, Nelson Field included in 2022 Bond (see strategy 11).

7. **ATH-7: Ongoing Athletics Facility Maintenance:** Provide ongoing maintenance at all athletics facilities across middle and high schools. Includes:
- a. Replacement and resurfacing for tennis courts
 - b. Provide funding for maintenance of upgraded and new facilities
 - c. Continued funding to resurface and re-wax flooring at all gyms with out of date flooring as they reach end of life (currently not part of general operations fund, in-house staff not prepared to perform task)
 - d. Field maintenance
 - e. Track resurfacing
 - f. Any other needed basic/unforeseen repairs

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

8. **ATH-8 & ATH-9: Gyms and Locker Rooms:** Fully modernize and/or replace gyms/locker rooms at middle and high schools to meet UIL regulation standards and enable competition. No gym/locker room modernizations have taken place for 40, 50, 60 years. Includes:
- a. UIL regulation size main and secondary gyms to host competitions
 - b. Updated locker rooms to support all athletics programs
 - c. Sufficient, flexible seating in main gym and auxiliary gyms
 - d. Resurfaced floors

- e. Scoreboards and scorer's tables
- f. Flexibility for cross-functional activities (e.g. fine arts programming, emergency shelter)
- g. Coaches offices & furnishings
- h. Storage for athletics equipment
- i. Updated PA & AV equipment to support cross-functional activities

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

9. **ATH-10: Weight Rooms:** Renovate or construct adequately sized weight rooms at middle and high schools. Includes:
- a. Construct weight rooms where missing
 - b. Renovate existing weight rooms where in poor condition or undersized
 - c. Update weight equipment

Deferred for Future Bonds

10. **ATH-13: On-Campus Scoreboards:** Purchase/replace any remaining, outdated scoreboards for on-campus athletic facilities such as turf fields, gymnasiums (including secondary and tertiary gyms), softball, and baseball fields.
NOTE: Applies to all athletic facilities not being addressed in the 2022 bond.

Deferred for Future Bonds

11. **ATH-NEW1: Central Stadiums: Nelson Complex:** Provide for a transformative community investment in the underserved neighborhood/outdated facility by constructing a new, updated Nelson facility (stadium, associated baseball facilities, and community/CTE spaces) in conjunction with the Nelson bus terminal. This will support student and community access, additional CTE program needs, logistics and operations for both field and terminal, and transportation staff needs.
 Includes:

- a. Shared locker rooms
- b. Turf field
- c. Goals
- d. Lights
- e. Football field
- f. Track
- g. Press box
- h. Concessions
- i. Restrooms

- j. Multi-purpose support space(s)
Aligns with [TFSM 1b: Nelson Bus Terminal Rebuild](#)

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

12. **ATH-NEW2: Delco Kitchen Upgrades For Possible Culinary Arts and Other CTE Programs:** Upgrade existing concession stands to kitchens in order to allow for catering from the Clifton and Rosedale culinary arts programs; provide more work opportunities to students and staff in concession stands at Delco (stand alone proposed bond seating 1000+).
 - a. Upgrade floor conditions (fault line causing cracks in foundation and floor slab)
 - b. Upgrade current concession stand to a modernized kitchen
 - c. Add new multi-purpose rooms (for storage, UIL meetings, hospitality room, disaster location, etc.)
 - d. ADA upgrades

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. **Track and Field Shared Use Policy:** Create a policy for shared track and field use that honors community relationships, balances community and AISD use, and mitigates potential overuse, wear, and tear. Collaborate with the district police department to support safety during community use.

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: AISD Police and Operations-Planning and Asset Management

2. **Legislative Advocacy around Recapture:** Advocate for legislative action to amend the recapture policy that diverts funding from the district so that AISD has more funding available to maintain facilities.

Accountable Division-Department: Intergovernmental Relations & Board Services

Necessary Collaborators: None

3. **Athletic Facilities Maintenance Plans:** Collaborate with the maintenance department to develop improved, long-term maintenance plans for athletics facilities.

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: Operations-Facilities Maintenance

4. Communicate Community Use: Communicate the availability of AISD athletic fields and facilities for community use and events.

Accountable Division-Department: School Leadership-Athletics

Necessary Collaborators: Communications & Community Engagement

Notes:

None

Additional Considerations:

None

Athletics Uniforms, Equipment and Resources

Goal:

Austin ISD will provide all students and families who identify as socioeconomically disadvantaged the needed goods, equipment, and resources to participate in athletic opportunities and increase participation.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Increase provision of athletics goods and equipment to socioeconomically disadvantaged students and teams.
 - Inventory existing equipment and uniforms annually across teams to determine unmet needs.
 - Provide \$100K per year to purchase needed athletics goods and equipment for socioeconomically disadvantaged students.
- Increase athletics participation for socioeconomically disadvantaged students.
- Hire one additional staff member to support athletics fundraising and partnerships.

Goal Accountability:

Accountable Chief: Chief of School Leadership

Necessary Collaborators: Chief of Finance and Chief of Human Capital

Identified Problem:

Students from socio-economically disadvantaged neighborhoods and/or under-enrolled campuses lack access to the uniforms, equipment, and goods/resources that make athletics possible. (ATH PS-4)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. Additional Staff: Expand staffing focused on fundraising and partnerships for athletics to provide support to already overburdened existing staff

Accountable Division/Department: School Leadership-Athletics

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.) and Chief of Staff-Innovation and Development

2. Athletics Marketing and Branding Team: Create a centralized athletics group responsible for district-wide athletics branding, marketing, and sponsorships; this will support more equitable fundraising and elevate AISD's athletics offerings in the competitive educational environment.

Accountable Division/Department: School Leadership-Athletics

Necessary Collaborators: Chief of Staff- Innovation and Development and Communications & Community Engagement

Notes:

None

Additional Considerations:

The majority of strategies that address this goal are located in the shared goal [Supplemental Funding for Equipment and Program Needs](#).

Future Goals

Athletics Participation for Students Accessing SPED Services

Goal:

Provide equitable experiences in PE and athletics programs for students who are identified with disabilities.

Goal Start: Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Increase the number of students identified with disabilities participating in athletics

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Staff

Identified Problem:

Students who are identified with disabilities lack access to an equitable athletics participation experience. (ATH PS-5)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. Training for Educators: Provide training for staff, educators, and coaches on how to engage students identified with disabilities in athletic activities.

Accountable Division/Department: School Leadership-Athletics

Necessary Collaborators: Academics-Special Education and Human Capital-Employee Development & Sustainability

2. Accessible Equipment: Purchase and maintain accessible and age-appropriate athletic equipment.

Accountable Division/Department: School Leadership-Athletics

Necessary Collaborators: Chief of Staff-Office of Innovation & Development

3. Coordination for Specialized Programs: Identify key leaders of various programs offered to students identified with disabilities (Special Olympics, Unified Bowling, any other programs) to improve coordination and collaboration.

Accountable Division/Department: Academics-Special Education Programs

Necessary Collaborators: None

4. Scoreboard Highlights: Use scoreboard technology to highlight and celebrate student athletes identified with disabilities at athletic events.

Accountable Division/Department: Operations-Facilities Maintenance

Necessary Collaborators: Academics-Special Education and Communications & Community Engagement

Notes:

- 1 Coaches will continue to include students in their programs that try out and make the team and will continue to provide all of the necessary support for kids with disabilities to be included on their teams. Additional monetary resources may be needed if there is an increase in the number of students participating with disabilities.

Additional Considerations:

None

Facilities Recommendations

Immediate Goals:

- [Supporting Individual Space Needs for Students and Educational Programs](#)
- [Outdoor Campus Spaces](#)
- [Outdated and/or Non-functional Building Systems](#)
- [ADA Compliance](#)
- [Immediate Strategies](#)

Near Future Goals:

- [Community-Specific Common Spaces at Campuses](#)

Future Goals:

- [Portable Reduction and Management](#)

Shared Goals:

- [Balanced Enrollment](#)
- [Safe Site Circulation](#)
- [Safely Getting to School](#)

Notes:

1. Some problem statements are not linked to a goal above but instead incorporated into shared goals or assigned to other committees. See this [Appendix](#) for these statements.
2. Some Near Future and Future goals have associated Bond Strategies that were approved in the 2022 bond. These will be addressed during its implementation.

Immediate Goals

Supporting Individual Space Needs for Students and Educational Programs

Goal:

Provide historically underserved students and their educators with spaces that support the individual needs of students and with a variety of educational programs.

Goal Start: Immediate

Success Metrics:

- Provide all spaces as required in the Educational Specifications for campuses receiving partial or full modernization projects with the 2022 bond program (refer to [Appendix: Strategies by Facilities](#) for list of campuses).
 - Track Educational Specifications deviations and agreements (where appropriate).
- Campuses constructed post 2017 Ed Specs are utilizing spaces effectively for all students, including collaboration areas, small group rooms, and outdoor learning areas.
 - Analyze the post-occupancy evaluation of the 2017 and 2022 modernized campuses to determine the effectiveness of the trainings focused on current best practices on utilizing modernized campus spaces.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Historically underserved students and their educators are disproportionately impacted by facilities that lack spaces that support the individual needs of students and a variety of educational programs.

[Link to Background Data](#)

Bond Strategies:

1. **FAC-1: Appropriate/Missing Space Types:** Prioritize, modernizing partial or whole school facilities to support the individual needs of students and a variety of educational programs for historically underserved student populations.

*Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses).
Additional projects deferred for future bonds.*

2. **FAC-2: Furniture, Fixtures, and Equipment:** Provide flexible/modernized furniture and equipment in learning spaces, prioritizing campuses with historically underserved student populations.

*Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses).
Additional projects deferred for future bonds.*

3. **FAC-3: Furniture, Fixtures, and Equipment for Maker Spaces:** Provide flexible/modernized furniture and equipment in existing spaces to support maker spaces activities, prioritizing campuses with historically underserved student populations.

Deferred for future bonds

4. **FAC-4: All-learner Restrooms/General Improvements:** Provide a minimum of one grouping of all-learner (non-gendered) restrooms for existing elementary campuses to support the individual needs of students for historically underserved student populations. For existing secondary campuses, provide a minimum of one grouping of all-learner restrooms and multiple groupings of all-learner restrooms as practical for building layout. For existing non-school facilities, provide a minimum of one grouping of all-learner(non-gendered) restrooms and multiple groupings of all-learner restrooms as practical for building layout. Improvements to all other restrooms (that are not being renovated to all-learner) at high opportunity schools.

Deferred for future bonds

Operational Strategies:

1. Ensure the various spaces within the campuses are adequately staffed to support the individual needs of students prioritizing our underserved campuses.

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

2. Ensure staff are supported and trained in current best practices for utilizing new campus spaces in addition to providing staff at existing campuses support to best use spaces for programmatic needs.
 - a. Provide professional development training to staff on how to use campus spaces to support students.
 - i. The required professional training should be done periodically.
 - ii. Training at modernized campuses should be facilitated at first by the Independent Representative Compliance Architect in conjunction with Human Capital, followed by ongoing training by the district.
 - iii. Training at existing campuses that receive furniture or space improvements should be supported by Human Capital.
 - iv. Support at existing campuses that require/request space planning services to best utilize their educational spaces.
 - b. Conduct surveys on how spaces are being used to ensure that they are supporting the individual needs of the campus and make adjustments to space planning as needed.
 - i. Conduct post occupancy surveys annually with different user groups (teachers, students, staff, and community partners) for three consecutive years, to understand issues/needs at campuses constructed through the 2017 and 2022 bond programs. Based on this information evaluate Educational Specifications for future revisions.
 - ii. Use data collected during the annual Utilization Survey to inform the master schedule process with the goal of better

- utilizing educational spaces for campuses constructed prior to 2017.
- iii. Collect feedback from a selection of campuses annually to assess how the educational spaces are functioning for staff, prioritizing historically underserved campuses, with the goal of reaching every campus in five years. This information should be used to inform updates of the educational suitability assessment, educational specifications, and improvements to space planning.
- iv. Use information from the data collected in sub-bullets i, ii, and iii referenced above to ensure additional campus training is tailored to the needs of the campus.
- c. Collect feedback on training to ensure future training is effective for the needs of the campus.

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: Operations-Construction Management, Operations-Planning and Asset Management, School Leadership-Elementary and Secondary Schools, and Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

3. Develop a plan during the design process for campuses that will not have the minimum required spaces, as described in the Educational Specifications, to have prioritized access to equivalent spaces in the district. The following actions should be taken:
 - a. The AISD Department responsible for the deviation in the Ed Specs must develop the plan in cooperation with the Campus Architectural Team.
 - b. Create an implementation and milestone plan to engage the school community regarding the proposed deviation from the Ed Specs and the solution to providing that space.
 - c. Leverage and develop the Facilitron system to support campus-to-campus reservation of spaces; including improving internal usability/user experience of the platform for reserving spaces across schools.
 - d. An agreement between the campus and the district facility or outside entity providing these spaces must be drafted prior to commencement of construction.

- e. The executed agreement must be made available to the Campus Architectural Team and campus leadership.

Accountable Division-Department: Operations - Planning & Asset Management

Necessary Collaborators: Operations-Construction Management, and School Leadership-Elementary and Secondary Schools

Timeline: Immediate (supports bond strategies)

- 4. Inform the community how bond funding can provide facilities that support the individual needs of students and a variety of educational programs. The following actions should be taken:
 - a. Provide ongoing community education around historic inequities of the distribution of bond funds within the district.
 - b. Consider utilizing a constant loop of communication through short videos, historical facts, and interviews.

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: Operations-Planning and Asset Management, Communications and Community Engagement

Notes:

None

Additional Considerations:

None

Outdoor Campus Spaces

Goal:

Provide historically underserved students, and their staff, and community with well-maintained, safe outdoor campus spaces for learning, dining, recreation, and athletic activities.

Goal Start: Immediate

Success Metrics:

- Increase the number of campuses utilizing outdoor learning spaces.
 - Determine the baseline of how many campuses utilize outdoor spaces for learning, through the annual utilization survey, and increase the number of campuses by School Year 2025-2026.

Note: need to determine the percent increase once the baseline is known (refer to [Appendix: Strategies by Facilities](#) for list of campuses).

- All campuses shall have completed Care Plans for the maintenance of outdoor spaces by School Year 2025-2026.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Campuses

Identified Problem:

Historically underserved students, and their staff, and community are impacted by the lack of well-maintained, safe outdoor campus spaces for learning, dining, recreation, and athletic activities. (FAC PS-4)

[Link to Background Data](#)

Bond Strategies:

1. **FAC-PS4.S1: Outdoor Spaces:** Prioritize modernization and stabilization projects to provide upgraded outdoor spaces for learning, dining, recreation and playgrounds, prioritizing campuses with historically underserved students. **Aligns**

with [SSR-6: Outdoor Spaces](#)

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. Explore opportunities to fully support and utilize outdoor spaces for learning, dining, recreation and athletics.
 - a. Provide education to staff/parents around the value of outdoor learning and identify an outdoor learning advocate for each campus (e.g. community member, campus staff, parent).
 - b. Explore funding sources (beyond district funding) to implement desired outdoor spaces.
 - c. Develop a framework for volunteer matching to assist campuses that require support.
 - d. Partner with outside entities to support outdoor activities.
 - e. Existing campuses should utilize their campus advisory councils to develop a "care plan" based on best practices to maintain the different types of outdoor spaces; while new campuses should develop these plans with the campus architectural teams.
 - i. These plans should be communicated with the entire campus, PTAs and the district's service center.
 - ii. These care plans should have a plan for continued maintenance.
 - f. Utilize an improved work order system as referenced in [TFSM Strategy: Evaluate Work Order System](#) to report safety issues for perimeter fencing, playground elements, athletic/PE areas, and other outdoor areas and have these items repaired in a timely manner.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Operations-Sustainability and Operations-Facilities Maintenance

2. Include a requirement for "covered walkways between buildings" in the updated Educational Specifications.

Accountable Division-Department: Operations-Planning & Asset Management

Necessary Collaborators: Operations-Construction Management

3. Review, publicly communicate, and enforce policies around community uses of outdoor areas outside of school hours.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Operations-Facilities Maintenance, Operations-Emergency Management, and Campuses

4. Determine campus needs for outdoor spaces to support learning, dining, recreation or athletics.
 - a. Prioritize campus engagement with underserved communities.
 - b. Conduct check-ins with the campus community to ensure outdoor spaces are supporting their needs.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Operations-Sustainability and Communications and Community Engagement

Notes:

None

Additional Considerations:

None

Outdated and/or Non-functional Building Systems

Goal:

Provide historically underserved students and their educators with up to date and/or functional building systems.

Goal Start: Immediate

Success Metrics:

- Refer to [Reduced Work Order Response Time](#) success metric

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Historically underserved students and their educators are disproportionately impacted by facilities with outdated and/or non-functional building systems. (FAC PS-6)

[Link to Background Data](#)

Bond Strategies:

1. **FAC-PS6.S1: Building Systems:** Facilities that serve historically underserved communities should be considered for preventative maintenance, equipment replacement, and/or modernization.

Deferred for Future Bonds

2. **FAC-PS6.S2: Mission Critical Building Systems:** Facilities with mission critical building systems issues should be prioritized above all other projects to resolve those specific issues and prioritize student health, safety, & welfare.

**Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)*

Operational Strategies:

1. Prioritize historically underserved students and campuses to repair non-functional building systems when they do not serve the needs of the campus community.¹

Accountable Division-Department: Operations - Facilities Maintenance

Necessary Collaborators: None

Notes:

- 1 Strategies related to work order system improvement are addressed in [TFSM Goal: Evaluate Work Order System](#).

Additional Considerations:

None

ADA Compliance

Goal:

Provide students, staff, and visitors who have varying physical abilities with equal access on campuses.

Goal Start: Immediate

Success Metrics:

- Improve ADA compliance and universal design elements at campuses with the highest number of students receiving life skills services.
 - Using student data files (Frontline SIS), identify the campuses with the largest number of students receiving life skills services and prioritize the improvements to ADA compliance/Universal Design elements identified in the study funded by the 2022 bond program.
 - Analyze the post-occupancy survey of the 2022 modernized campuses to determine the effectiveness of the universal design standards (refer to [Appendix: Strategies by Facilities](#) for list of campuses).

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Students, staff, and visitors who have varying physical abilities do not have equal access on campus sites and within facilities that are not ADA compliant. (FAC PS-7a)

[Link to Background Data](#)

Bond Strategies:

1. **FAC-PS7a.S1: ADA Compliance Report:** Procure consultant to update ADA Compliance Report and include a Universal Design assessment prior to next bond cycle. *See additional considerations.*

Included in 2022 Bond.

2. **FAC-PS7a.S2: ADA Compliance/Universal Design:** Facilities with ADA Compliance issues should be resolved especially schools identified in 2008 ADA Compliance Report, with an eye towards Universal Design improvements.

Deferred for Future Bonds

3. **FAC-PS7a.S3: SPED Accessible Restrooms and Changing Rooms:** Provide accessible restrooms and changing rooms readily available to specialty SPED spaces.

Deferred for Future Bonds

Operational Strategies:

1. Ensure that students receiving any specialized education outside of the general education setting are served in close proximity to their grade-level nondisabled peers to minimize time lost during transition, maximize opportunities for collaboration, and facilitate inclusion. All students should have access to an ADA compliant restroom in their grade-level/department area.¹

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Campuses

2. Prioritize ADA compliance and the addition of universal design elements at campuses with the highest number of life skills and those that are historically underserved.
 - a. Utilize best practices around universal design in PK-12 educational settings.
 - b. Conduct post-occupancy surveys around universal design elements.

Accountable Division-Department: Operations - Planning and Asset Management

Necessary Collaborators: Operations - Construction Management

Timeline: Immediate 2a (supports bond strategies)

3. Conduct ADA compliance reports approximately every five years, separate from the Facility Condition Assessment reports, in preparation for bond investments.

Accountable Division-Department: Operations-Planning and Asset Management

Necessary Collaborators: Operations-Construction Management

Timeline: Immediate (supports bond strategy)

Notes:

- 1 This strategy should be considered in conjunction with [Strategy #2](#) under [FAC-PS01: Supporting Individual Space Needs for Students and Educational Programs](#) for implementation

Additional Considerations:

None

Immediate Strategies:

The following Operational Strategies, while supporting goals designated as Near Future or Future, are categorized as Immediate and will begin accordingly.

- [Community-Specific Common Spaces](#)

Near Future Goals

Community-Specific Common Spaces at Campuses

Goal:

Provide historically underserved students and communities with appropriate, well-maintained, culturally and campus specific common spaces for educational programs, campus and community partnerships.

Goal Start: Near Future

Success Metrics:

Operational Strategy 2c (Immediate)

- Culturally significant design elements of the campus community spaces to be recorded and approved by Campus Architectural Team members through design and construction documentation.

Bond Strategy 2:

- Common spaces at modernized campuses support educational programs and community partnerships.
 - Survey school leadership through the annual campus utilization survey and/or Facilitron to determine if common spaces of the 2022 modernized campuses are supporting educational programs and community partnerships.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Campus Architectural Team, Campuses

Identified Problem:

Historically underserved students and communities are disproportionately impacted by schools that lack appropriate, well-maintained, culturally and campus specific, common spaces for educational programs, campus and community partnerships. (FAC PS-2)

[Link to Background Data](#)

Bond Strategies:

1. **FAC-PS2.S1: Improve Large Gathering Spaces:** Provide or improve large gathering spaces, for example: dining commons, media resources, and/or gym spaces to be appropriate for campus and community-use, prioritizing maximizing benefit for campuses that serve historically underserved students.

Deferred for Future Bonds

2. **FAC-PS2.S2: Provide Community Room/Partner Space:** Prioritize additional/enlarged community room and community partner spaces at campuses that serve historically underserved students in conjunction with community engagement. **Aligns with SSR-16b: New Building Standards - Community Room (greater community resiliency & support).**

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. Provide opportunities at campuses for partnerships to support students and communities. The following actions should be taken:
 - a. Create an Asset Map showing location of partnerships
 - b. Develop a district-wide publicly accessible, web-based system to track existing community partnerships by campus.
 - c. Research and implement best-practices for engagement of historically underserved communities to understand needed community partnerships. This engagement should include in-person, campus surveys to understand specific campus needs.
 - d. Develop a strategy to provide needed services.
 - e. Communicate/promote community resources available at each school.
 - f. Develop a tiered system for revenue generation split for campuses.
 - g. Conduct campus education and provide district-level coaching on how to generate revenue and utilize Facilitron for rental analysis.
 - h. Explore Facilitron development for booking spaces that are full and shifting them to campuses that are available.

Accountable Division-Department: Finance - Student Programs

Necessary Collaborators: Operations-Planning and Asset Management

2. Ensure common spaces are appropriately sized, maintained, and culturally appropriate to support educational programs and campus and community partnerships:
 - a. Document and compare existing square footage of common spaces (library media center, gymnasiums, and cafeteria) with current Educational Specifications.
 - b. Consider expansion of significantly undersized spaces for future bond programs.
 - c. Collaborate and document with the school community to understand their history to create common spaces that reflect their cultural identities and community specific needs.

Accountable Division-Department: Operations-Planning & Asset Management

Necessary Collaborators: Operations-Construction Management

Timeline: Immediate 2c (supports bond strategies)

Notes:

None

Additional Considerations:

None

Future Goals

Portable Reduction and Management

Goal:

Reduce the number of portables on campuses by 25% (from 502 to 377) by 2027.

Goal Start: Future

Success Metrics:

The following success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Reduce AISD's portable building inventory
 - Reduce the number of portables on campuses through the modernization of campuses and the evaluation of portables that are beyond their useful life throughout the district

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Chief of School Leadership

Identified Problem:

Historically underserved students and their educators at schools that are not within the optimal utilization (85-110% of operational capacity) are learning and teaching in substandard spaces (portables) and common space that do not support the number of students and lack proper support for student learning. (FAC PS-3b) ¹

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. Remove portables from a campus when the following conditions are met:
 - a. Additional permanent capacity for student instruction is available due to
 - i. New construction;
 - ii. A utilization rate below 85% of operational capacity due to:
 - A decline in enrollment
 - An increase in the number of students taking courses offered offsite or through virtual learning;
 - b. Loss of a community program results in a vacant portable;
 - c. Condition of the portable is failing, or;
 - d. A major investment is required for repair (cost-benefit analysis).

Accountable Division-Department: Operations - Construction Management

Necessary Collaborators: Finance-Financial Services

2. Establish and administer portable management and use guidelines including the following considerations:
 - a. Develop a district committee with representatives from construction management, school leadership, student enrollment & attendance departments to develop use guidelines. Consider the following circumstances for acceptable uses of portables:
 - i. Portables should only be placed on campuses temporarily to:
 - To address emergency situations (flood, fire, etc.)
 - To provide swing space when a campus is being renovated or modernized with removal within the end of the school year following construction completion.
 - ii. Portables that are currently located on campuses could be used to:
 - Provide space for approved campus and community resources that do not have secure community spaces. This should only be considered if campus and district safety and security protocols are maintained.
 - b. Explore options to sell or remove surplus portables from campuses where they are not needed.

Accountable Division-Department: Operations - Construction Management

Necessary Collaborators: Operations-Planning & Asset Management

Notes:

- 1 This problem statement is also addressed by the [Balanced Enrollment](#) shared goal with Academics/CTE.

Additional Considerations:

Evaluate integration/evaluation of space use with master scheduling.

Safety, Security, & Resiliency Recommendations

Immediate Goals:

- [Behavior Supports at Secondary Campuses](#)
- [Support for Emotional Resiliency, Mental Health and Psychological Safety in Learning Environments](#)
- [Barriers for Black Students' Emotional Resiliency, Mental Health and Psychological Safety](#)

Near Future Goals:

- [AISD Resiliency Definition](#)
- [Safety Protocols, Op Safety and Security Features/Plans](#)
- [Safe and Secure Buildings](#)

Future Goals:

- [AISD PD Presence](#)

Shared Goals:

- [Safely Getting to School](#)

Notes:

1. Some problem statements are not linked to a goal above but instead incorporated into shared goals or assigned to other committees. See this [Appendix](#) for these statements.
2. Some Near Future and Future goals have associated Bond Strategies that were approved in the 2022 bond. These will be addressed during its implementation.

Immediate Goals

Behavior supports at Secondary Campuses

Goal:

Create physically and emotionally safe learning and transportation environments, benefitting all students, especially those who are disproportionately represented in disciplinary referrals (SPED, Black, Brown, LGBTQIA+, etc.) and exclusion practices (in-school suspension, out-of-school suspension, etc.)

Goal Start: Immediate

Success Metrics:

- Decrease the number of disciplinary referrals and classroom exclusions of students.
 - Using Frontline data, determine the baseline of how many disciplinary referrals and classroom exclusions of students in underserved demographic groups.
 - Decrease the number of disciplinary referrals and classroom exclusions of students in underserved demographic groups by a percentage to be determined (using baseline data) by the School Year 2025-2026.
- Improve scores of school climate surveys.
 - The satisfaction of students in underserved demographic groups as measured by the School Climate survey section will increase to 80% by August 2026. (This metric is from [Scorecard](#) Goal 13)
- Decrease Absenteeism
 - Identify baseline/cut-off percentage for “high” absenteeism using data from Frontline (SIS). Analyze by underserved demographic groups and by AISD campus. Consider overall baseline as well as campus specific serving a high percentage of underserved students. At the district level, chronic absenteeism will be reduced by 10% by

SY 2026-27. For each campus, the reduction will be determined based on longitudinal data.

- Analyze the post-occupancy evaluation of the 2022 modernized campuses to determine the effectiveness of the wellness spaces.
- Increase the number of teachers of color.
 - Determine the baseline of the number of teachers of color across the district and increase by 15% by School Year 2025-2026.

Goal Accountability:

Accountable Chief: Chief of Finance

Necessary Collaborators: None

Identified Problem:

Staff, students, and educators at secondary campuses and on buses are impacted by unaddressed disruptive behavior creating an unsafe learning environment. (SSR PS-01)

[Link to Background Data](#)

Bond Strategies:

1. **SSR-1, SSR-4, SSR-8: Counseling and Restorative Spaces** Provide space on campuses for people to sit and offer restorative support to students and staff. (Not all campuses have these spaces or have small spaces for counselors).

Provide cool-down/wellness spaces of different scales and varieties so students can relax, calm down, process feelings and limit conflict. Not all campuses have spaces for this.

Provide these spaces and/or craft outdoor spaces to support students and staff restorative practices, need to keep confidentiality and privacy in consideration.

Deferred for Future Bonds

2. **SSR-2: Maintenance of current [security] physical measures** Maintenance of existing physical security measures on campuses such as fencing, cameras, access control, etc. to keep students and staff safe.

Deferred for Future Bonds

3. **SSR-3: Passive supervision** Provide monitoring/passive supervision in common areas and corridors. Provide new or re-design spaces for visibility between rooms (classroom to corridor, views down corridors, minimize blindspots, etc) or cameras.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

4. **SSR-5: Card Key Access Control** Provide Access control at all commonly used exterior doors; Provide access that allow students from portables to buzz into the building so they don't get locked out.

Deferred for Future Bonds

Operational Strategies:

1. **Student education & resources on self regulation:** Develop and implement curriculum and professional learning that addresses root causes of behavior issues (self-control and regulation, ethics, relationship building, positive outlets for expression, etc).

- a. Provide support and training for staff and teachers to successfully execute the curriculum.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Human Capital-Employee Development & Sustainability

2. **Teachers of Color:** Increase the number of teachers of color across the district, and specifically at campuses that serve students of color, to allow campus staff to better reflect the student groups they serve. ([Education Next](#)) ([Promising Practice](#))

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: None

3. **Prevention and De-escalation for Behavior:** Limit out-of-class suspensions to focus on prevention and de-escalation. Review district discipline policy and consider the elimination of out-of-school suspensions and other discipline policies that remove students from a learning environment. ¹

Comments from Finance-Student Programs: 1) The district needs to identify necessary resources (e.g. programs, training, and staff) to support students who would be suspended, but would now remain on campus. 2) The district must follow legal guidance (*Education Code, Chapter 37*) regarding the mandatory removal of students to alternative learning centers.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: None

4. Wellness Spaces: Provide cool-down/wellness spaces of different scales and varieties for students to relax/calm down and limit conflict.
 - a. Provide training for campus staff to ensure that spaces are being used correctly, and not as an 'isolation room' to punish students.²

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: Operations-Planning and Asset Management and Human Capital-Employee Development & Sustainability

5. Student and Staff Support: Determine root causes and create a proactive approach by building relationships between students and teachers/staff/school resource officers/etc., to reduce unsafe behaviors.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Human Capital-Employee Development & Sustainability

6. Mental Health Positions: Provide better/higher/more competitive pay and benefits to mental health positions within the district to help increase the number of these positions and reduce the amount of turnover at the campus level of these positions.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

7. Discipline Referral Statistics: Use statistical breakdowns of discipline referrals and classroom exclusions to identify potential bias and disproportionate disciplinary

action for certain student groups. Use this information to direct funds/training /additional support appropriately.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: School Leadership-Elementary and Secondary Schools and Superintendent-Equity Office

Notes

- 1 Removing students from learning creates larger, long-lasting impacts on those students and creates additional struggles for those students. ([Ohio example in Education Week, 2018](#)) ([Promising Practice](#)). Need to be specific about the strategy. Disruptive students may need to be removed from the regular classroom, but suspensions that remove the student from learning are not productive to the student.
- 2 Training strategy is in alignment with [Facilities PS-1: Strategy #2](#).

Additional Considerations:

None

Support for Emotional Resiliency, Mental Health and Psychological Safety in Learning Environments

Goal:

Foster learning environments that support historically underserved students, communities, and staff in developing emotional resilience, mental and psychologically safe environments

Goal Start: Immediate

Success Metrics:

- Increase the number of multilingual counselors throughout the district.
 - Determine the baseline of multilingual counselors throughout the district and increase the number of multilingual counselors throughout the district by 15% by School Year 2025-2026.
- Increased enrollment (or at least a slower decline in enrollment)
 - Slow the decline in district-wide enrollment from 1.75% to 0.5% in SY 2023-24, and maintain the decline in enrollment of less than 0.5% each year through SY 2027-28.
- Improve student responses on school climate surveys
 - The satisfaction of students in underserved demographic groups as measured by the School Climate survey section will increase to 80% by August 2026. *(This metric is from [Scorecard](#) Goal 13)*
- Decrease Absenteeism using data from Frontline(SIS)
 - Identify baseline/cut-off percentage for “high” absenteeism using data from Frontline (SIS). Analyze by underserved demographic groups and by AISD campus. Consider overall baseline as well as campus specific serving a high percentage of underserved students. At the district level, chronic absenteeism will be reduced by 10% by SY 2026-27. For each campus, the reduction will be determined based on longitudinal data.
- Creation/increase of access to curriculum and training around acceptance and support to better equip students and staff to be more understanding of cultural differences, self-awareness of biases, relationship building, etc.
 - Determine the baseline of curriculum and training access and increase access by a percentage to be determined (using baseline data) by School Year 2025-2026.

- Use AISD PD key performance indicators for the reduction in racial disparities for African American and Latinx students being sent to ISS/discipline.

Goal Accountability :

Accountable Chief: Chief of Academics

Necessary Collaborators: None

Identified Problem:

Marginalized students, their families and staff across AISD face barriers to learning environments that support their emotional resiliency, mental health, and psychological safety. (PS-2)

[Link to Background Data](#)

Bond Strategies:

1. [Counseling and Restorative Spaces](#)
 - Training strategy is in alignment with [Facilities PS-1: Strategy #2.](#)
2. **SSR-6: Outdoor Spaces:** Provide outdoor restorative (SEL focused) spaces for campuses that do not have outdoor spaces with adequate shade to function for the campus. Correct ADA/TAS deficiencies at campuses. **Aligns with [Facilities PS-4: Strategy #1.](#)**

Included in 2022 Bond Proposal (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **SSR-7: ADA/TAS Corrections:** Correct ADA/Texas Accessibility Standards deficiencies at campuses.

Deferred for Future Bonds

4. **SSR-9: Discrete designated counselor spaces:** Campuses needing renovations to achieve more discrete locations (so students are not seen and stigmatized for

seeking help) or provide new/additional spaces for counselors. **Aligns with [A-2: Mental Health Spaces](#)**

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. **Bi- and/or Multi-lingual Counselors:** Provide more bi- and/or multi-lingual counselors throughout the district to better serve students who are deaf, hard of hearing, emerging bilingual, refugee, immigrant, and other non-English speaking students. Placement based on language needs of a campus.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

2. **Family Mental Health Education:** Develop a proactive approach to provide more education to families regarding children's mental health and development.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

3. **Vertical Team Student Communication:** Create a standardized procedure which allows for better communication among teachers and future and past campuses of their students. Using this communication as students rise in grade to proactively support them and prevent the students from falling through the cracks.¹

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

4. **Mental Health Staff:** Have more trained staff to identify and assist both staff and students with mental health and other challenges; offer more support to staff and students with emotional resilience, mental health, and psychological safety.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Human Capital-Employee Development & Sustainability

5. Acceptance and Support: Develop and invest in stronger programs, curriculum, and training around acceptance and support. Better equip students and staff to be more understanding of cultural differences, self-awareness of biases, relationship building, etc. ²

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

6. SEAD Implementation: Evaluate for the potential for future Implementation of a Social, Emotional, and Academic Development (SEAD) Strategy ([Aspen Institute, 2018, p. 4-6](#)) (Promising Practice)

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

7. Mutual Respect: Adults should be respectful of students/not talk down to them to create an environment of mutual respect. Teachers need to get to know students better to provide sufficient support.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

8. SRO Bias Training: Provide School Resource Officers better training in recognizing their own biases.

Accountable Division-Department: AISD Police

Necessary Collaborators: Human Capital-Employee Development & Sustainability

9. Counselor Accessibility: Make counselors/counseling services more accessible and in more discreet locations so students are not seen (and stigmatized) for seeking help.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Operations-Construction Management

10. Staff Transitions: Address all staff leveling within the first 4 weeks of school. Provide adequate transition time to teachers so students are less disrupted. ³

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: None

11. Equitable Distribution of Services: More social emotional learning (SEL) and other programs available to students and staff - more equitable distribution of services across campuses.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

12. Mental Health Bus: Provide a mobile mental health bus to support campuses which have greater needs.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

13. De-escalation Training: Provide training for School Resource Officers, security guards, teachers and staff for de-escalating fights.

Accountable Division-Department: AISD Police

Necessary Collaborators: Human Capital-Employee Development & Sustainability and School Leadership-Elementary and Secondary Schools

Notes

- 1 This strategy must also consider how campuses can be notified about student history and build on positive relationships.
- 2 SEL is implemented district-wide
- 3 This strategy must also consider what factors make predicting enrollment challenging now.

Additional Considerations:

None

Barriers for Black Students' Emotional Resiliency, Mental Health and Psychological Safety

Goal:

Create learning environments for black students and staff that support their emotional resiliency, mental health and psychological safety.

Goal Start: Immediate

Success Metrics:

- Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 18.8% to =%pop by August 2026. (source: PEIMS) (This metric is from [Scorecard Goal 7](#))
- Percent of Black students' satisfaction measured by the School Climate survey section will increase to 80% by August 2026. (This metric is from [Scorecard Goal 13](#))
- Decrease the number of disciplinary referrals and classroom exclusions of black students.
 - Using Frontline data, determine the baseline of how many disciplinary referrals and classroom exclusions of black students and decrease the number of disciplinary referrals and classroom exclusions of black students by a percentage to be determined (using baseline data) by the School Year 2025-2026.

Goal Accountability :

Accountable Chief: Chief of Academics

Necessary Collaborators: Professional Learning, Equity Office, and Chief of Human Capital

Identified Problem:

AISD creates barriers to learning environments for Black students and staff that do not support their emotional resiliency, mental health, and psychological safety. (PS-9)¹

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. Climate Surveys: Revise district 'climate surveys' (for staff, students, parents, etc) with questions written in a more open and bias free language. Add more opportunities to provide comments. Consider a 3rd party expert on the activity to write the survey, research best practices and industry standards on the topic.

Note: AISD Board of Trustees approved a third party vendor for surveys who ensure that bias language is removed

Accountable Division-Department: Intergovernmental Relations & Board Services and Human Capital-Employee Development & Sustainability

Necessary Collaborators: Superintendent-Equity Office and Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

2. Supporting Black Students: Use more data driven methods to identify the needs of Black students and find ways to support them.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Superintendent-Equity Office and School Leadership-Elementary and Secondary Schools

3. Year-round Celebrations: Highlighting the contributions of Black people in the world year-round (not just February). Provide inspirational role models outside of sports. Build respect for the accomplishments of non-whites.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

4. Curriculum: Provide a supplemental curriculum to address gaps and deficiencies in required textbooks.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

5. Lived Experiences and Perspectives: Incorporate more discussions of lived experiences and perspectives of Black people. Inclusion of students, staff, parents without them feeling 'called out'. (it is not the responsibility of black students to represent the whole black community)

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Communications & Community Engagement

6. Training on Lived Experiences: More staff training to understand others' experiences and perspectives.

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: None

7. Training on Supporting Black Students: Provide annual training on better ways to engage with Black students and provide support without singling them out (1 on 1 conversations, encourage engagement, etc) ²

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: Superintendent-Office of Equity, Academics - SEL, School Leadership-Elementary and Secondary Schools

8. SRO Bias Training - Black Students Specific: Provide School Resource Officers sustained and relevant training in recognizing their own biases towards Black students specifically.

Accountable Division-Department: AISD Police

Necessary Collaborators: Superintendent-Office of Equity, Human Capital-Employee Development & Sustainability

9. Counselor Discussions: Facilitate small groups discussions with counselors to encourage engagement and dispel stigmas around seeking counseling services.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

10. Black Business Owner Engagement: Facilitate engagement and speaking opportunities with Black business owners in the community to showcase successful individuals (more than just sports figures) to broaden the understanding of what is possible.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Finance-Historically Underutilized Businesses

11. Referral and Exclusions Data and Training: Use statistical breakdowns of discipline referrals and classroom exclusions to make campuses aware of potential bias towards Black students. Use this information to direct funds/training appropriately

Accountable Division-Department: Finance- Student Programs

Necessary Collaborators: None

12. HBCU Inclusion: Ensure inclusion of Historically Black Colleges and Universities in college prep activities, events, and information materials

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

Notes

- 1 Formerly Strategy#1; This problem is resulting in Black students leaving the district disproportionately compared to other races/demographics - strategies will be targeted to helping Black students and staff.
- 2 Student Strategy: "Teachers need to get to know students better to provide sufficient support." There is a need to adjust classroom/ campus expectations to include deliberate effort to build supportive relationships with students.

Additional Considerations:

None

Near Future Goals

AISD Resiliency Definition

Goal:

Develop AISD definition of resiliency so that students, families and communities in high SVI locations and climate vulnerable locations are better supported.

Goal Start: Near Future

Success Metrics:

- Metrics will be created when the goal transitions to “Immediate”.

Goal Accountability :

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term. (PS-3)

[Link to Background Data](#)

Bond Strategies:

1. **SSR-7: ADA/TAS Corrections:** Correct ADA/Texas Accessibility Standards deficiencies at campuses.

Deferred for Future Bonds

2. **SSR-12: Communications kiosk equipped with computers for messaging and communications by visitors and staff:** Provide Information and communications

more easily and more effectively to a broader range of families and provide alternative ways for families to receive communications if they do not have internet access at home.

Deferred for Future Bonds

3. **SSR-13, SSR-17: Warming/Cooling Centers:** Warming/Cooling Day Use Center(s) - acquire or use property on Austin Energy essential grid with accessibility during a disaster (relevant to site selection) with resilient power source (generator, solar + battery storage, etc.), public transit routes.

Deferred for Future Bonds

4. **SSR-14: Supply distribution building:** Food/water/supply distribution building with Exterior power outlets and charging stations/plugs and Exterior water spigots, spigots on the cisterns, shaded areas, etc. (what other items does this facility need in order to function?)

Deferred for Future Bonds

5. **SSR-15: Irrigation Community:** Provide irrigation or irrigation tie-ins to support onsite food production partnerships managed by partners like Urban Roots and local farmers in need of land.

Deferred for Future Bonds

6. **SSR-16a: New Building Standards (greater physical resiliency):** Implementing new building standards across the district to existing campuses to allow for greater resiliency, in the physical structure of our existing facilities.

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

7. **SSR-16b: New Building Standards (greater community resiliency & support):** Implement new building standards across the district to provide community support spaces (Food Pantry, Community Room, PSS Offices, etc). Provide funds to retrofit and implement the new building standards at non-modernized campuses (Would like to see these and other community support spaces added to the PDM and included in future facilities, especially campuses in high SVI locations).

Community Room Aligns with [FAC-PS2.S2: Provide Community Room/Partner Space](#). Food Pantry Aligns with [TFSM9: Community Pantry](#)

Included in 2022 Bond (Community Room & Food Pantry) (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. Defining Resilience: Identify a definition as a district which encompasses both physical and emotional resilience.

Note: Could have multiple definitions. Collaboration with Emergency Management and Office of Sustainability for physical building/grounds resiliency. SEL, Cultural Proficiency & Inclusiveness, Counseling Services, etc. for personal/people/community or emotional resiliency.

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

2. Leveraging Existing Resources: Build off of existing resources and tools: <https://mcr2030.undrr.org/disaster-resilience-scorecard-cities>

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: None

3. Proactive Emergency Response: Have a proactive system for deploying resources prior to an expected disaster. ¹

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: None

4. Resilient Buildings: Have more clear design criteria for new buildings to result in more resilient and environmentally friendly buildings. ²

Accountable Division-Department: Operations-Planning & Asset Management

Necessary Collaborators: None

5. Staff Retention and Support: Increase support staff for teachers and administrators on all campuses; have a better plan for teacher retention (for stability and consistency for students)³

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

6. Resiliency Goals Taskforce: Create an AISD community task force to create appropriate targeted resiliency goals for the district.⁴

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: None

7. School-level Resiliency Teams: Create school-level resiliency teams ([PACE](#)) (Promising Practice)

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

8. Resiliency Curriculum: Implement resilience curriculum ([Ijadi-Maghsoodi et al, 2017](#)) (Promising Practice)

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

Notes

1 The City and County need to help with this. Needs to be combined with proactive communication on what to do when there is a need after a disaster and not during the event. safe distributed storage near neighborhoods most likely to need those resources.

2 Relates to Ed Specs, PDM, Building Codes. Will happen gradually over time, [AISD Resiliency Definition: Strategy #1](#) could impact PDM requirements

3 Connects to student resilience but could be better connected to other committees (Academics, VAPA, etc)

- 4 City Task Force exists already, first step is a seat on that task force

Additional Considerations:

- Ties to [TFSM PS06 - Food Access and Support in Crisis](#)

Safety Protocols, Op Safety and Security Features/Plans

Goal:

Standardize and implement safety protocols and practices, operational safety and security features across the district.

Goal Start: Near Future

Success Metrics:

- Metrics will be created when the goal transitions to Immediate.

Goal Accountability :

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Students and staff across the district are impacted by a lack of standardized and consistently implemented safety protocols, operational safety, and security features and plans. (PS 4 & 5)

[Link to Background Data](#)

Bond Strategies:

1. **SSR-18: Upgraded fire alarm systems and panels:** Provide upgraded fire alarm systems with emergency voice evacuation system and mass notification. Redundant phone/network based system if alarm system is not available.

Deferred for Future Bonds

2. **SSR-19: Perimeter Fencing Installation and Repair:** Remove all barbed wire fencing, repair and provide fencing at all campuses at appropriate locations

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **SSR-20, SSR-22, SSR-23, SSR-25: Physical Security Improvements:** Provide retrofitting to existing campuses to meet current PDM Safety Standards:
 - replace old cameras and provide new cameras where needed
 - provide blackout lockdown shades
 - provide intrusion resistant film
 - increase exterior lighting in parking and field areas
 - replace PA systems, provide voice evacuation and various color strobe fire alarm systems

Provide a wheelchair on all campuses for moving injured students and staff easily, and provide evacuation sleds/chairs at campuses as alternatives to elevators in an emergency at multi-story campuses.

Deferred for Future Bonds

Operational Strategies:

1. **District Standardization:** Develop and implement standardized protocols and procedures for all drills and emergency action plans across the district (and not a campus based approach).

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: None

2. **Emergency Management:** Increase the size of the Emergency Management team. Visit all sites regularly to observe drills and give guidance on how to implement improvements.

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

3. **Proactive Risk Assessment:** The district should have a proactive risk assessment process (instead of reactive); develop curriculum to teach students about safety.

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

4. Safety Week: Celebrate safety week to highlight the importance of safety protocols and procedures.

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: None

5. Building Floor Plan Access: Provide a centralized location for all building plans to be located for all departments that need access to have the most current files.

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: Operations-Construction Management

6. PA Systems: Installation of PA systems which reach to all students and staff on campus (to be alerted of an emergency).

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: Operations-Construction Management

Notes

None

Additional Considerations:

None

Safe and Secure Buildings

Goal:

Provide safe and secure buildings across the district for all students, parents and staff.

Goal Start: Near Future

Success Metrics:

- Metrics will be created when the goal transitions to Immediate.

Goal Accountability :

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Students, parents, and staff across the district are impacted by a lack of safe and secure buildings. (PS-7)

[Link to Background Data](#)

Bond Strategies:

1. [Physical Security Improvements](#)

Deferred for Future Bonds

2. **SSR-21: Provide Secure Vestibules:** Secure vestibules at campuses without them, apply security upgrades retroactively to campuses.

Included in 2022 Bond Proposal (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **SSR-24: Parking Stalls:** Provide more parking stalls than code minimums if the number of staff and visitors is higher - ensure ADA/TAS stalls meet current code standards and safe access to building entry.

Deferred for Future Bonds

Operational Strategies:

1. **Common Area Supervision:** Provide monitoring/passive supervision in common areas and corridors. ¹

Accountable Division-Department: Operations-Construction Management (cameras portion)

Necessary Collaborators: Campuses

2. **Hall Passes:** Provide hall passes that allow students from portables to buzz into the building (they get locked out). ²

Note: This strategy as written is not accepted by the Chief of Police. Hall passes for students to travel from the portable to buildings are not secure and pose a safety risk. AISD Police are willing to discuss an alternative solution.

Accountable Division-Department: AISD Police

Necessary Collaborators: None

3. **Security Research:** Research the effectiveness of metal detectors and security monitors in other districts. ³

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: None

4. **Secure Entries:** Improve entry security/procedures. ⁴

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: None

Notes

- 1 Add/Upgrade cameras on campuses, increase visibility between spaces
- 2 Digital 'hall passes' exist in the district, card readers were included in bond scope recommendations
- 3 Only the Alternative Learning Center has metal detectors currently, equipment and staff may need to be considered separately as they may invoke different feelings, need more data on preventive results of these items, would like more input from students to both topics
- 4 Perimeter fencing and secure vestibules are included in Bond scope, more uniform SOP for entry procedures and visitors - work with security experts to establish best practices, establish/refine an accountability system for these procedures

Additional Considerations:

None

Future Goals

AISD PD Presence

Goal:

Increase in positive (non-disciplinary) interactions with students who have been grouped into the “disciplinary problem” category.

Goal Start: Future

Success Metrics:

- Metrics will be created when the goal transitions to Immediate.

Goal Accountability :

Accountable Chief: Chief of Police

Necessary Collaborators: None

Identified Problem:

Students at secondary campuses are impacted by the lack of AISD PD presence to build positive relationships. (PS-6)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. SRO Placement: Evaluate the number of School Resource Officers throughout the district and the placement of them (both in location and time of day) to be the most beneficial to campuses.

Accountable Division-Department: AISD Police

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

2. Student Police Presentations: Have police officers conduct presentations to students on an annual basis with consistency across the district.¹

Accountable Division-Department: AISD Police

Necessary Collaborators: None

3. SRO Interactions: School Resource Officers should be more visible throughout the campus; have more 'social' interactions between students and officers outside of a 'lecture style' presentation

Accountable Division-Department: AISD Police

Necessary Collaborators: None

4. Student Relationships: Intentionally planned interactions with students and Austin ISD Police to build relationships (1-on-1 and small groups).

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: AISD Police, Campuses

Notes

- 1 Ensure execution happens, student feedback does not support that this is happening. Consider the following:
*What are the presentations about? Who creates and approves content for presentations?
Why is this needed? What does it address?*

Additional Considerations:

None

Technology Recommendations

Immediate Goals:

- [Standardized Communication, Training & Functioning Devices for Faculty/Staff](#)
- [Standardized Communication, Instructions & Functioning Devices for Parents/Caretakers](#)
- [Technology Use for Unique Needs, Recently Migrated & Unfamiliar](#)
- [Technology Supports for Changing Learning Environments](#)

Near Future Goals:

- [Curricula Planning & Technology Integration](#)
- [Accessibility Software for SPED Needs](#)
- [Student Safety Software](#)

Future Goals:

None

Shared Goals:

- [Balanced Enrollment](#)

Note: Some Near Future and Future goals have associated Bond Strategies that were approved in the 2022 bond. These will be addressed during its implementation.

Immediate Goals

Standardized Communication, Training & Functioning Devices for Faculty/Staff

Goal:

Provide on-demand access to relevant training and procedures for all AISD staff.

Goal Start: Immediate

Success Metrics:

- Resolve support tickets within two business/school days of receiving them through Service Now.
- Reach a minimum score of 3.75/5 on a survey to determine whether teachers and staff (end-users) feel they understand the technology that has been provided to them.
- Track the full life-cycle of an asset with the goal of a 95% device retention/return rate.

Goal Accountability:

Accountable Chief: Chief of Human Capital

Necessary Collaborators: Chief of Technology, Chief of Academics, and Chief of School Leadership

Identified Problem:

Faculty and staff that interface with technology are not effectively supplied with standardized communication, relevant training, consistently functioning hardware, and roll-out procedures to raise awareness of existing resources and forthcoming changes. (PS-1a)

[Link to Background Data](#)

Bond Strategies:

1. **TECH-1b: Undesignated Tech:** Devices for Staff

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. Improve the existing change management process to collaborate with appropriate stakeholders to consider user feedback in order to provide a comprehensive change management process to ensure that the end users are informed and trained in new processes/systems prior to implementation.

Accountable Division-Department: Superintendent

Necessary Collaborators: Technology–Network Support Systems

2. Collaborate with the professional learning team, academics, technology, and any other appropriate organization to create standardized, pre-scheduled, on-site training seminars for faculty requiring additional assistance/training and effectively communicate with campuses to maximize attendance.¹
 - a. Implement a technology-focused pilot program for newly introduced software platforms/systems as well as existing platforms/systems in historically underserved vertical track(s) using Equity by Design determinations and involve key community partners / school stakeholders in the process.

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling), Technology–Network Support Systems, and School Leadership-Elementary and Secondary Schools

Notes

- 1 Coordination between campuses is required to occur in both the context of campus-specific and district-wide master schedules.

Additional Considerations:

None

Standardized Communication, Instructions & Functioning Devices for Parents/Caretakers

Goal:

Increase the ability and confidence level while accessing technology from the district for parents and caretakers of AISD students.

Goal Start: Immediate

Success Metrics:

- A minimum of 70% parent access and activity of parent accounts, balancing campus autonomy and district-wide software platforms, as reported on dashboards.
- Track the full life-cycle of an asset with a goal of a 95% device retention/return rate.
- Provide technology content/mentions in both the Staff Weekly and the Weekly Message from the Superintendent at least once per quarter.

Goal Accountability:

Accountable Chief: Chief of Technology

Necessary Collaborators: Chief of Academics, Chief of School Leadership, and Chief of Communications and Community Engagement

Identified Problem:

Parents, guardians, and caretakers of AISD students are not effectively supplied with standardized communication, instructions for use, consistently functioning hardware, expectations of pertinent software platforms, and their role in the education process. (PS-1b)

[Link to Background Data](#)

Bond Strategies:

1. **TECH-1a: Undesignated Tech:** 1 to1 devices and peripherals for students

Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. Collaborate with academics and communication departments to create "program appropriate" (High/Middle/Elementary/CTE/etc.) technology resource guides and other modalities such as instructional videos to be distributed to families.

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: Communications & Community Engagement and Academics-Academics (Fine Arts, PE, Health, STEM, and Humanities, SEL, CLI, & Counseling)

2. Collaborate with the communications and community engagement department to include the "audience appropriate" technology updates in all variations of the weekly AISD newsletter.

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: Communications & Community Engagement

3. Analyze IT HelpDesk ticket requests to identify questions / issues where the creation of targeted training videos or other targeted support resources would resolve a certain minimum percent threshold of all district IT HelpDesk tickets.¹

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: None

4. Collaborate with communications and community engagement departments, third party marketing/communications vendors, and parent support specialists to develop and implement a widespread community engagement and communication campaign.

Accountable Division-Department: Communications & Community Engagement

Necessary Collaborators: Technology–Network Support Systems and Technology-Student Enrollment & Attendance

Notes

- 1 Use this data in addition to data collected in other manners to determine resources needed - do not only rely on Service Now.

Additional Considerations:

None

Technology Use for Unique Needs, Recently Migrated & Unfamiliar

Goal:

Enhanced autonomy of individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies who interact with AISD in digital formats.

Goal Start: Immediate

Success Metrics:

- Resolve support tickets within two business/school days of receiving them through Service Now.
- A minimum of 90% of families new to Austin ISD will receive baseline technology competency training via completion of / engagement with the EveryOne:1 Blend Course or through on-campus training.

Goal Accountability:

Accountable Chief: Chief of Technology

Necessary Collaborators: Chief of Academics and Chief of School Leadership

Identified Problem:

Individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose. (PS-2)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. Conduct a district-wide assessment of facilities to determine which campuses are equipped with the necessary technology and electrical infrastructure to support the delivery of a contemporary educational experience and to catalog out-of-date and end-of-life technology hardware for removal. ¹
 - a. Collaborate with the Maintenance Department to develop and implement a plan for removal of outdated hardware.

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: Operations–Construction Management and Operations-Facilities Maintenance

2. Collaborate with the professional learning team, academics, and any other appropriate organization to catalog existing technology training resources provided by AISD, community partnerships, and technology vendors in contractual relationships with AISD to provide a streamlined interface with multilingual capability that is personalized per role for teachers, parents, students, and any other unique role necessary. ²
 - a. Integrate IT HelpDesk requests and other relevant technology support to provide a one-stop-shop for technology assistance (request information, request services, ask for help / enter incidents, seek training resources, etc).

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: Communications & Community Engagement and Human Capital-Employee Development & Sustainability

Notes:

- 1
 - 1) These audits should happen regularly– five years is standard practice.
 - 2) Expand the audit to encompass how well equipped technology is to effectively deliver content per the Project Development Manual .
 - 3) Ensure infrastructure is configured to handle necessary internet access loads. Utilize [existing resources](#) for reference.
 - 4) Consider AISD software platforms and their requirements which may increase baseline bandwidth requirements.
- 2
 - 1) Consider utilization of “The Portal” as it is an existing resource. Consider expanding The Portal for other users, as well as the IT helpdesk integration.
 - 2) Focus on "AISD First" training needs.
 - 3) Consider how AISD students/parents/teachers need to interface w/ AISD technology.

- 4) Collaborate with individual campuses to provide in-person training/support for campus-relevant resources at the right time.
- 5) Implement campus-based in-person assistance.

Additional Considerations:

- Consider creation of a Digital Equity Committee with the intent to collaborate with internal AISD and external partners to address digital equity issues including digital literacy, devices, and connectivity.
 - Potential External Partners: Travis County Office of Broadband & Digital Equity, Austin Community Tech Network, and Austin Free-Net.

Technology Supports for Changing Learning Environments

Goal:

Provide training, resources, and purposeful technology for staff who perform multiple roles in the learning environment.

Goal Start: Immediate

Success Metrics:

- Resolve support tickets within two business/school days of receiving them through Service Now.
- Reach a minimum score of 3.75/5 on a survey to determine whether teachers and staff (end-users) feel they understand the technology that has been provided to them.
- Training will be provided (in-person or through the online one-stop-shop) when new software platforms are introduced. These new software platforms will also be introduced in the Staff Weekly and the Weekly Message from the superintendent.

Goal Accountability:

Accountable Chief: Chief of Technology

Necessary Collaborators: Chief of Academics, Chief of School Leadership, and Chief of Human Capital

Identified Problem:

Students in schools where faculty are needed to perform multiple, disparate roles lack training and resources to employ current, purposeful technology that support the constantly changing learning environment. (PS-5)

[Link to Background Data](#)

Bond Strategies:

1. **TECH-1c: Undesignated Tech:** Classroom display technologies
Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **TECH-1d: Communications Infrastructure:** Communications infrastructure at campuses (wired to support wifi and other)
Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **TECH-1h: Undesignated Tech:** Data Centers at campuses and remote locations - support and funding
Deferred for Future Bonds

4. **TECH-1i: Undesignated Tech:** Hybrid Cloud Technologies
Deferred for Future Bonds

5. **TECH-1j: Undesignated Tech:** Room scheduling and space controls (lighting, HVAC, A/V, etc.)
Deferred for Future Bonds

6. **TECH-1m: Multi-Device Charging Stations for Student Devices:** Multi-device charging stations for student devices
Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

7. **TECH-1n: Undesignated Tech:** Peripherals and Accessories
Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

8. **TECH-2: SaaS:** Modernize existing hardware and continue to invest in comprehensive software service providers and cloud technologies to host, maintain, support, enhance accessibility and allow the ability to to configure accessibility based on user needs of software as a service (SaaS). This

modernization will allow AISD Technology staff to provide enhanced support for end users such as students, teachers and administrators. Additionally, third-party service providers will have 24/7 support for end-users and AISD to troubleshoot issues that arise. Ensure compatibility with existing systems and specialized programming including but not limited to CTE, VAPA, and Athletics. Seek opportunities to expand access to the campus and overall community beyond the school walls.

- a. Allows AISD technology staff to refocus time, resources, and effort to support teachers and ultimately students instead of supporting critical issues with district-wide technology infrastructure.

Deferred for Future Bonds

- 9. **TECH-3: Student Device SingleOS:** For “Everyone:1” student devices, utilize a single operating system (which has not been predetermined) for Pre-K - 12 to streamline back-end support, technical support, repair/warranties, professional learning, training resources for all, and provide a seamless technology experience. Enhances the ability for AISD to implement new softwares via SaaS on a district-wide scale. Additional benefits in economies of scale / purchasing with a single operating system.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

- 1. **TECH-1e: Undesignated Tech:** Costing Framework (Total cost of Ownership)

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: None

Notes:

None

Additional Considerations:

None

Near Future Goals

Curricula Planning & Technology Integration

Goal:

Streamline curricula planning time and professional development sessions for a standardized district-wide suite of technology tools.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Track submission of lesson planning, with a minimum of 85% submission rate, in Austin ISD supported software platforms to track integration of technology into academic curricula.
- Analyze student performance in technology courses at elementary, middle and high schools to determine technological proficiency of a student with a minimum rate of 70% in final course grade.

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Chief of Technology, Chief of School Leadership, and Chief of Human Capital

Identified Problem:

Campuses that are financially challenged or with overburdened personnel lack curricula planning to more effectively integrate technologies to ensure that students have meaningful experience with the latest tools used in the modern world. (PS-3)

[Link to Background Data](#)

Bond Strategies:

1. **TECH-1g: CTE Tech:** Tech to support CTE courses (this may be funded through capital funding).

Deferred for Future Bonds

2. **TECH-1l: Audio Visual/Sound System Upgrades:** Upgrade and standardize audio visual and public announcement systems for indoor and outdoor facilities (such as gyms, cafeterias, theaters, outdoor sports venues, etc.)

Deferred for Future Bonds

Operational Strategies:

1. Collaborate with academics to create a culturally inclusive, multi-lingual, and technology-integrated curriculum, designed only for district-issued devices and software, to prepare and effectively support campus based Austin ISD staff to educate students with contemporary tools in all learning environments (in-person, hybrid, and remote).¹

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Technology-Network Support Systems, Human Capital-Employee Development & Sustainability, and School Leadership-Elementary and Secondary Schools

Notes:

- 1 1) Need to integrate technology into the learning curriculum, but it is not possible to integrate ALL technology into ALL curriculum.

- 2) Non-standardized devices and software in the classroom can present privacy issues/concerns.
- 3) Consider how the pending decision on Bring Your Own Device (BYOD) and PTA/non-district funded software can affect this strategy.
- 4) AISD Tech Support does not provide support for any BYOD which could disrupt class time if there are non-supported device issues.
- 5) Include a review of an evidence-based framework to guide technology integration.
- 6) Collaborate with the educational teams who "own" the tools to create review processes which consider positive influence on academic student growth.
- 7) Directly engage with teachers and classroom faculty for feedback from the source.

Additional Considerations:

Curriculum planning will require multiple sub-divisions, if not all, of Academics, as noted in Operational Strategy 1.

Accessibility Software for SPED Needs

Goal:

Provide enhanced accessibility software for Special Education students with unique accessibility needs as identified by IEP documentation and Admission, Review & Dismissal (ARD) committee.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Achieve a minimum of 85% completion rate of assigned digital coursework for SPED students.
- A minimum attendance rate of 90% will be achieved for digital accessibility training for faculty who support students receiving special education services.
- Staff will reply to parent feedback comments within two school days of receipt.

Goal Accountability:

Accountable Chief: Chief of Technology

Necessary Collaborators: Chief of Academics, Chief of School Leadership, and Chief of Human Capital

Identified Problem:

Students with unique accessibility needs at school facilities with SPED programming lack vetted and tested accessibility software. (PS-4a)

[Link to Background Data](#)

Bond Strategies:

1. **TECH-1f: SPED Tech:** SPED Assistive and Augmentative/ Alternative Communication Technology Improvements:
 - **Assistive Tech:** Adapted Switches, Magnifiers, Adaptive Peripherals, Talking Devices, Braille Displays, Screen Reading Software, Reading Pen, Text-To-Speech Systems, Word Prediction Software, Electronic Resources/Books, Accessibility Options within Other Software, Tablets (with Communication Apps)
 - **Augmentative / Alternative Communication Devices:** Single Message Communicators, Sequential Message Communicators, Communication Books, Simple Speech Generating Devices, Dynamic Screen Devices, Eye Gaze Devices

Deferred for Future Bonds

Operational Strategies:

1. Improve the existing non-enterprise software review process to collaborate with Academics, Administration, and any other necessary organizations to consider user feedback in order to provide a comprehensive software review process to ensure that the digital accessibility needs of end users are equitably supported and new software systems integrate into existing AISD administration, learning management, and professional development systems prior to roll out.¹

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling), School Leadership-Elementary and Secondary Schools, and Academics-Special Education

Notes:

- 1 Software must be compatible with current district-provided devices. Clarify types of software between campus specific and enterprise software.

Additional Considerations:

None

Student Safety Software

Goal:

Enhanced student safety.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Resolve any support requests to address digital safety vulnerabilities in a maximum of two business/school days.
- Reduce service outages during school hours to a maximum of 5% downtime.

Goal Accountability:

Accountable Chief: Chief of Technology

Necessary Collaborators: Chief of Academics and Chief of School Leadership

Identified Problem:

AISD students lack vetted and tested safety software. (PS-4b)

[Link to Background Data](#)

Bond Strategies:

1. **TECH-1k: Undesignated Tech:** Network Security Requirements

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. Research and contract with a third party provider capable of delivering 24/7 cloud-based safety and security for AISD user information, data systems and district-owned/maintained devices.

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: None

Notes:

None

Additional Considerations:

None

Transportation, Food Service, & Maintenance Recommendations

Immediate Goals:

- [Time to Eat & Food Portions](#)
- [Food Deserts & Food Insecurity](#)
- [Maintenance Department Support](#)
- [Nelson Terminal](#)
- [AISD Transportation Service Center Working Spaces](#)
- [Immediate Strategies](#)

Near Future Goals:

- [FCA Score of Average or Worse](#)
- [Appealing and Familiar Food Offerings](#)
- [Food Access and Support in Crisis](#)
- [Resource Donation](#)

Future Goals:

None

Shared Goals:

- [Food Service Support](#)
- [Safe Site Circulation](#)
- [Safely Getting to School](#)

Notes:

1. Some problem statements are not linked to a goal above but instead incorporated into shared goals or assigned to other committees. See this [Appendix](#) for these statements.
2. Some Near Future and Future goals have associated Bond Strategies that were approved in the 2022 bond. These will be addressed during its implementation.

Immediate Goals

Time to Eat & Food Portions

Goal:

Students who rely on school meals for the majority of the food they eat are satiated and ready to focus and engage in learning, leading to better academic performances.

Goal Start: Immediate

Success Metrics:

- Participation Rate Matches or Exceeds Benefits
 - The participation rate (measured by total meals served/total enrollment) at a school is greater than or equal to the percentage of students who receive food benefits (includes CEP (Community Eligibility Provision) and FAR (Free and Reduced Meal Program)).
- Decrease in time spent in serving lines
 - Using supervision/observation by food service administrative staff, ensure that all students are seated and eating within the first 8-10 minutes of lunch start, or within a time that is 30% of the scheduled lunch time. Ensure the master schedule accounts for this time (tied specifically to [Master Schedule Revision](#)).
- Master Schedule Revisions
 - 100% of campus master schedules are changed to allow for a minimum of 20 minutes² eating time (not including time spent in line or time spent getting to/from the cafeteria).

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Chief of School Leadership

Identified Problem:

All students at all AISD campuses lack sufficient time to eat and sufficient food portions for breakfast, lunch, and snack/dinner. (PS-1)

[Link to Background Data](#)

Bond Strategies:

1. **TFSM-7: Dispersed Dining (Secondary Campuses) (FS)**: Think of ways to serve students food in non-traditional ways/innovative ways to quickly get food to students. Grab-and-go food service via vending (unstaffed) or stations (staffed) for faster access or access to food outside of traditional meal times. Purchase equipment/plan for space accordingly.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **TFSM-6 & TFSM 10: Kitchen and Serving Equipment (FS)**:
 - (6) Replace outdated kitchen/cooking equipment to facilitate faster serving.
 - (10) Replace aging or obsolete food service equipment (steamers, hot boxes, ovens and serving lines), regardless of dining/kitchen rebuild.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. **Master Schedule Revision**: Assess and work with campus principals to revise master schedules to ensure that a minimum of 20 minutes² are provided for all students to sit and eat. This time is distinct and separate from time spent traveling to/from dining commons or time spent in serving lines to receive food.¹
 - a. Prioritize implementation at campuses that have 70% FAR meal enrollment first, before rolling out to all campuses at all cohorts (elementary/middle/high levels) for alignment district-wide.
 - b. Implement these revisions as part of the annual master schedule reviews. Provide principals with clear parameters and outline time spent eating as a non-negotiable, in collaboration with Food Services (cafeteria manager/supervisor) to provide support in meeting these requirements.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Operations - Operations-Food Services and Operations - Facilities

2. **Improve Communications for Portion Access:** Improved Food Services communications to campuses: ³
 - a. Improve communications process to encourage students to take all items in different food categories allowable. ⁶
 - b. Increase communications around what kids can take if they don't finish it (regular, consistent messaging to manage campus turnover).
 - c. Provide class-management best-practices/policy during lunch to not impact students not utilizing the lunch line (focused on elementary students)
 - d. Engage with families/campuses to understand why this problem is happening (is it the lunch room configuration, staffing, etc)
 - e. Improve signage.

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: Communications & Community Engagement and School Leadership-Elementary and Secondary Schools

3. **Lunch Monitors:** Provide lunch monitors at elementary campuses so that teachers are not having to do double duty during lunch periods. ⁴
 - a. Focus on campuses where families cannot volunteer during the daytime or campuses that don't have PTAs to fund this position.
 - b. Develop messaging to the community at large as to why not everyone is getting this position funded by the district.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Finance-Financial Services and School Leadership-Elementary and Secondary Schools

Strategy Start: Near Future⁵

Notes:

1 This is one of our highest priority/most important ones (mission critical). Anecdotally, AISD is hearing from parents that kids are not having enough time, regardless of if they are purchasing or bringing food from home. At MS and HS, many don't come in the cafeteria (if lines are REALLY long or they utilize

dispersed); MS students often skip lunch if they're allowed outside the lunch room if they're allowed to socialize. There are also different experiential variables that make this a case-by-case solution for each cohort (elementary vs middle vs high).

2 Studies show that less than 20 minutes to eat results in reduced consumption of entrees (grains and protein), fruits, vegetables, and dairy food items critical to healthy bodies that are prepared and able to learn. This results in a nutritional imbalance for students reliant on the district for the majority of their meals.

3 A la carte purchasing options are already happening to improve portion access. The true need is to get better at communicating to all students what components they can take; many take the minimum of 3 instead of the full 7 that is reimbursable (communications around what can be taken). Lunch staff can't legally TELL students to take fruits or vegetables, can only encourage them - this is both Texas and Federal law.

4 When educators are managing the whole class and keeping everyone together, or if there aren't enough volunteers, then even if the kids bring lunch they may not eat until the whole class is seated; in the past, lunch monitors were a district-funded position, legislation currently allows PTA to fund these roles.

5 This is a near future strategy, to prioritize current challenges around compensating and retaining existing staff, thus allowing chiefs of Finance and Human Capital time to create more positions.

6 Technically it's not offerings, but it's dependent on what the child *takes* - USDA controls number of things a child can take (can't take 5 slices of pizza, but can take a fruit, vegetable, grain, milk, protein); kids can take 3-7 components, but they typically don't take more; kids are trained and they know what they can and can't take - it's mostly parents' understanding

Additional Considerations:

- [Additional shared goals and strategies](#) regarding after hours food access for extracurriculars have been created in collaboration with members of both the Transportation, Food Services, and Maintenance Committee and the Athletics Committee.

Food Deserts & Food Insecurity

Goal:

AISD families that are economically disadvantaged and living in food deserts have access to affordable and accessible food resources within their communities from a variety of organizations/supports.

Goal Start: Immediate

Success Metrics:

- Complete Food Pantry Construction
 - Construct 100% of food pantries funded by the 2022 Bond Program and are in high SVI neighborhoods.
- Increase Food Partnerships
 - Increase partnerships with mobile food services or programs to serve 100% of campuses serving communities in [food deserts](#).
- Participation Rate Matches or Exceeds Benefits
 - The participation rate (measured by total meals served/total enrollment) at a school is greater than or equal to the percentage of students who receive food benefits (includes CEP (Community Eligibility Provision) and FAR (Free and Reduced Meal Program)).

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Finance- Student Programs

Identified Problem:

Economically disadvantaged families living in food deserts in Austin are suffering from food insecurity. (TFSM PS-4)

[Link to Background Data](#)

Bond Strategies:

1. **TFSM-9: Community Pantry (FS)**: Provide a campus-based food pantry in the community room/suite to facilitate distribution for food received by existing partners.

*(Aligns with FAC-4)

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **TFSM-11: Modernized Regional Kitchen (FS)**: Expand kitchen at modernization/new build campuses in vulnerable neighborhoods to include packaging equipment and cold storage for production and storage of unitized meals.

Deferred for Future Bonds

3. **TFSM-12: Repurposed Regional Kitchen (FS)**: Repurpose/reuse a closed school with a functioning kitchen, expand as needed, and make that a regional kitchen to support grab and go and after school food services as needed. Renovate the space to serve other shared use purposes (parking for school buses, CTE/multipurpose spaces).

Deferred for Future Bonds

Operational Strategies:

1. **Increase Access to FAR Meal Application Process**: Improve access to paperwork/applications for free and reduced meals participation by incorporating it into parent portals (BLEND), a [one-stop shop](#) portal for parent support needs, and one-click links. ¹

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: Communications & Community Engagement and Technology-Network Support Systems

2. **Collaborate on Food Resources**: Communicate with other district resource departments to see how we can collaborate together to bring more food resources to our AISD families. Work with known city food partners, like Keep Austin Fed, and other food pantries for families living near Austin Food deserts.

- a. AISD is actively/currently forming a new partnership with Central Texas Food Bank for food pantries schools in food deserts in neighborhoods in Austin (community at large, not just students and families).
- b. Improve communication between campuses and district departments to improve community access to food resources.

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: Finance- Student Programs and Communications & Community Engagement

Notes:

1 Most of it is online, and PSS's provide paper applications for families unable to do it online; both online and printed are provided in multiple languages. Feedback shows paperwork and red tape in processes reduces access to programs and supports (talking to more than one department or agency discourages people from access). AISD has two specific people in the Food Service department who process applications to streamline and make the process easier for families.

Committee has discussed and explored if there is a way to combine the timelines for different paperwork processes to allow one big push for *all* services, making it easier on families. The big barrier to achieving this is that each agency/program is external to AISD's control/influence and has its own timeline, which increases the number of times families are registering for supports/services.

Additional Considerations:

- [Additional shared goals and strategies](#) regarding after hours food access for extracurriculars have been created in collaboration with members of both the Transportation, Food Services, and Maintenance Committee and the Athletics Committee.

Maintenance Department Support

Goal:

Maintenance staff have the appropriate professional support to be able to do faster repairs and preventative maintenance on new AISD equipment at older campuses.

Goal Start: Immediate

Success Metrics:

- Professional Development Days
 - Provide 30 days of annual mandatory, paid professional development/training for all maintenance staff.
- Reduced Work Order Response Time
 - Using work order data tracked and collected by the Facilities Maintenance department, there should be a reduction in the number of equipment-related work orders that take more than 10 working days to complete by 30%.
- Preventative Maintenance vs. Reactive Maintenance
 - To ensure the long-term operation of facility systems, develop a method to track maintenance hours spent on preventative maintenance vs. reactive maintenance.
 - 25% of maintenance hours will be spent performing preventative maintenance, and 75% of maintenance hours spent performing reactive maintenance and responding to work orders (not just building systems, but everyday issues like toilets and locks).

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Chief of Human Capital

Identified Problem:

Maintenance department staff lack support to keep up with the maintenance challenges of newly installed equipment. (TFSM PS-8)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. **Dedicated Maintenance Training:** Allocate dedicated professional development time for the maintenance department.
 - a. Provide access to training programs for maintenance PD
 - b. Annual budget reflects funds for factory and on-site training (ie PD) for maintenance staff.

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: Human Capital-Employee Development & Sustainability

2. **New Equipment Training:** Incorporate into RFP and contracts, on-site, hands-on, and factory training within the warranty period new equipment (before AISD Maintenance staff is entirely responsible for repairs).
 - a. This would apply as new equipment is brought on.
 - b. This training would both support refresher training for experienced staff and for newer technicians/staff.
 - c. Partnering with vendors or manufacturers for active/ongoing training.
 - d. Incorporate acceptable manufacturers as part of PDM reviews and incorporate trade managers into those conversations.

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: None

Notes:

None

Additional Considerations:

None

Nelson Terminal

Goal:

Nelson Terminal will be appropriately sized for the staff there and equipped with the resources needed to serve all the vehicles and employees.

Goal Start: Immediate (Bond Only)

Success Metrics:

- Improved FCA Score
 - Satisfactory or Very Satisfactory FCA score for Nelson Terminal (due to reconstruction in 2022 Bond)
- Improved Employee Morale
 - Improvement in employee morale at Nelson Terminal, as measured in employee surveys (pre- and post-bond construction) about their working environment.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Nelson Terminal, which predominantly serves all routes north of the river, is undersized and insufficient for the employees that provide transportation services for students. (TFSM PS-9a)

[Link to Background Data](#)

Bond Strategies:

1. **TFSM-1b: Nelson Bus Terminal Rebuild (T):** Demolish the existing Nelson Terminal and rebuild the terminal on-site as soon as possible.¹

Aligns with ATH-NEW1: Central Stadiums, Nelson Complex

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

None

Notes:

1. Ideally, we would rebuild Nelson Field and associated baseball facilities to work in conjunction with Bus Terminal to support student and community access, logistics and operations for both field and terminal, and transportation staff needs.

Additional Considerations:

None

AISD Transportation Service Center Working Spaces

Goal:

AISD transportation employees have access to safer working spaces (both terminals and buses) and are able to provide a safer bussing experience to students.

Goal Start: Immediate

Success Metrics:

- Complete 2022 Bond Program Investments
 - Complete fencing/security/lighting upgrades at bus terminals.
 - Complete purchase of low-emissions buses.
- Eliminate Terminal Theft
 - Elimination of incidents (i.e. zero incidents) of equipment theft from buses or bus terminals, measured by district police reports.
- Improved Employee Morale
 - Improvement in employee morale at bus terminals, as measured in employee surveys (pre- and post-bond construction) about their working environment.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

AISD Transportation Service Center employees lack safe, up-to-date, and efficient working spaces. (TFSM PS-9b)

[Link to Background Data](#)

Bond Strategies:

1. **TFSM-1b: Nelson Bus Terminal Rebuild (T)**: Demolish the existing Nelson Terminal and rebuild the terminal on-site as soon as possible.¹

Aligns with [ATH-NEW1: Central Stadiums, Nelson Complex](#)

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **TFSM-2a: All Bus Terminals Security (Fencing, Lighting, Cameras) (T):**

Upgrade security at all bus terminals:

- a. Provide secure fencing around Nelson and Saegert Terminal to meet Homeland standards for bus terminal security.
- b. Provide and upgrade security cameras at all terminals.
- c. Provide and upgrade site lighting and motion detectors

Part a. Included in 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses). Part b. & c. deferred for Future Bonds

3. **TFSM-2b: Saegert Maintenance Facility Rebuild(T):** Rebuild and relocate all-inclusive maintenance service center (incorporate Parts and Tire Shops into the new building) on-site at Saegert Bus Terminal.

- a. Evaluate site environmental conditions prior to any re-paving or site improvements (replacing asphalt with concrete).
- b. Model new Service Center off of Southeast Terminal.

Partially Included in 2022 Bond - improvements not full rebuild. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

- 1. **Patrol Bus Terminals:** Improve terminal security by providing security staff or patrols:
 - a. Increase patrols from AISD Police
 - b. Collaborate with Human Capital to hire security staff or outsource a security company under the Transportation Department for terminal security.
 - c. Partner with City of Austin police or Sunset Valley police to include terminal security in their patrol routes.

Accountable Division-Department: Police-District Police

Necessary Collaborators: Operations-Transportation, Operations-Facilities Maintenance, and Human Capital-Systems (staffing, compensation, benefits, etc.)

2. **Vertical Team Yellow Bus Fleet:** Provide a fleet of yellow activity buses² (with training, maintenance support, etc.) to support transportation needs for programs and activities.
 - a. Each vertical team will share the fleet for use by all campuses in that team.
 - b. Ensure a certain number of staff at campuses are trained to operate these vehicles safely.

Accountable Division-Department: Operations-Transportation

Necessary Collaborators: None

Strategy Start: Near Future

3. **Additional Staffing on Buses:** Hire bus monitors to support bus drivers and create a safer bus environment on all general education routes.³
 - a. Communicate that parents are allowed to support behavior management on buses during field trips, provided they're checked in the Raptr system.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Operations-Transportation

Strategy Start: Near Future⁴

Notes:

1. Ideally, we would rebuild Nelson Field and associated baseball facilities to work in conjunction with Bus Terminal to support student and community access, logistics and operations for both field and terminal, and transportation staff needs.
2. Activity buses are operable without a commercial license and are used regularly on weekends for extracurricular programming. Increasing access and utilization at the campus level would allow for more smaller outings/field trips to enrich the learning experience for a variety of programs while avoiding conflicts with bell time (arrival/dismissal) bussing needs.
3. Special Education buses are already staffed with monitors for student safety. Providing for ALL General Education routes ensures safety across all buses and will make parents and students feel more comfortable with bus safety, while

avoiding singling out certain campuses or routes as perceived “trouble” buses. This will also allow the bus driver to better focus on driving instead of driving and managing student behavior on the bus. Highest impact will be at elementary, then middle schools.

4 During our Chief Collaboration Meeting, Chiefs Hosack and Ramos mentioned that this strategy specifically needs a few years to be resolved as the district levels out compensation and focuses on filling critical staffing gaps. Our committee agreed that this strategy could wait to be started until years 3-5 in favor of prioritizing efforts for other, more impactful strategies for this goal.

Additional Considerations:

None

Immediate Strategies

The following Operational Strategies, while supporting goals designated as Near Future or Future, are categorized as Immediate and will begin accordingly.

- [Campus/Parent Portal for Work Orders:](#)

Near Future Goals

FCA Score of Average or Worse

Goal:

AISD schools are desired places to be and support student safety and wellness to benefit students, teachers, staff (including those performing the maintenance), parents, and the community around the school.

Goal Start: Near Future

Success Metrics:

- Reduced Work Order Response Time (Immediate Strategy)
 - Using work order data tracked and collected by the Facilities Maintenance department, complete 90-95% of work orders within 10 working days, once needed parts are available.
 - Complete all equipment related work orders within 30 days. If equipment needs to be replaced, rental equipment will be provided.

The following success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- FCA Improvements
 - FCAs conducted at the end of the 2022 Bond Program should document an increase in FCA scores for HVAC, plumbing, and electrical equipment and infrastructure for campuses receiving modernizations and stabilization projects.
- Qualitative Feedback on stabilization projects
 - Using the annual Staff Climate Surveys and Parent Surveys, solicit qualitative feedback from users of the condition/maintenance of their school facility. Use language along the lines of "I am satisfied with the physical condition of my/my child's school...."
- Preventative Maintenance vs. Reactive Maintenance
 - To ensure the long-term operation of facility systems, develop a method to track maintenance hours spent on preventative maintenance vs. reactive maintenance.

- 25% of maintenance hours are spent performing preventative maintenance with 75% of maintenance hours spent performing reactive maintenance and responding to work orders (not just building systems, but everyday issues like toilets and locks).

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Students, educators, and staff in facilities that have an FCA score of average or worse do not have safe, usable, and well-maintained facilities, equipment, and grounds. (TFSM PS-2)

[Link to Background Data](#)

Bond Strategies:

1. **TFSM-13: Critical Infrastructure Replacement (M)**: Replace equipment at end of life, failing, or soon to fail to ensure student and staff health, safety, and welfare. Prioritize underserved communities and campuses with very low FCAs first.

Deferred for Future Bonds

Operational Strategies:

1. **Improved Maintenance Funding Formulas**: Ensure proposed budgets are realistically responding to both equipment needs and market forces.
 - a. Evaluate through this bond cycle how well this responds to the needs of schools to better inform future bonds and keep this as an ongoing practice.
 - b. Involve trade managers with CMD in equipment replacements and modernizations to ensure that equipment purchased is reflective of positive performance.

Accountable Division-Department: Finance-Financial Services

Necessary Collaborators: Operations-Construction Management Department

2. **Maintenance Record for Bond Criteria:** Add equipment maintenance records to criteria to decide whether campuses need full modernization/replacements or targeted infrastructure improvements to inform bond planning.¹
 - a. Specifically, thinking about maintenance time and dollars spent in reactively band-aiding a campus instead of performing planned preventative maintenance at other campuses. Kicking the can down the road at one campus' impacts other campuses.
 - b. Be transparent with campus communities about why they do/don't need a full modernization, while learning from them what elements of their campus are part of the community history or historic elements (i.e. things that should not be demolished or lost in the modernization or replacement process).

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: Operations-Facilities Maintenance

3. **Campus/Parent Portal for Work Orders:** Provide transparency of the work order process through a public, read-only portal so parents, educators, staff, and principals can see basic status information of work orders for their campus.²
 - a. Portal should provide clarity and transparency around the status of the work order with an estimated completion timeline, as well as transparency around reasons for delay (awaiting parts, etc).
 - b. Communicate or provide access to this portal on an AISD webpage, modeled after the [Energy Management Dashboard](#), so that interested parents can track issues of concern. Provide a link to the dashboard from individual campus websites for easy parent/community access.
 - c. Include a calendar of mowing schedules in the dashboard for easy access for campus and community.

Accountable Division-Department: Operations-Facilities Maintenance

Necessary Collaborators: Technology-Network Support Systems

Strategy Start: Immediate

4. **Evaluate Work Order System:** Research best practices on facilities and maintenance work order systems and evaluate our current system to verify it is meeting best practices. If the current work order system is not meeting best practices, consider the following in selecting an improved system:
 - a. A simplified process to submit a work order to limit user error.
 - b. A prioritization process based on safety, urgency, and other factors including the equitable distribution of resources. The quantity of reported issues should not be a driving factor in prioritization.
 - c. A place to document when a project is not complete due to lack of funding to ensure it is considered for a future bond.
 - d. Ensure accountability when multiple departments are required for the resolution of the request.

Accountable Division-Department: Operations-Facilities Maintenance

Necessary Collaborators: None

Notes:

- 1 When it comes to maintenance, if you're spending more money to maintain something than you would to replace it, you need to modernize or replace it. We can't have schools around for 50+yrs and bandaid it.
- 2 Sometimes the information provided is not clear/specific when the work order is submitted, causing delays that are not clear or known to educators, students, and families (often delegated to front office staff). The intent of a portal is to not create more work for principals, while giving campuses a single location for any updates on maintenance issues for their campuses.

Additional Considerations:

- In the current re-organization/system, principals have a single point of contact for any maintenance issues that are taking longer than anticipated/hoped for (main liaison for each campus).
- A strategy from Facilities, FAC-PS05-09 has been transferred and incorporated into two separate strategies under TFSM: TFSM-PS02-06 and TFSM-PS02-07.

Appealing and Familiar Food Offerings

Goal:

Economically disadvantaged students with limited food access, as well as emerging bilingual, refugee, immigrant students who are not familiar with American foods have access to a variety of appropriately prepared and served cultural food offerings.

Goal Start: Near Future

Success Metrics:

- Reduce outdated equipment
 - Reduce old/outdated Food Service/serving equipment, measured based on replacements during 2022 Bond Program.
 - Incorporate kitchen equipment assessment into the next FCA for future bond planning.

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Participation Rate Matches or Exceeds Benefits
 - The participation rate (measured by total meals served/total enrollment) at a school is greater than or equal to the percentage of students who receive food benefits (includes CEP (Community Eligibility Provision) and FAR (Free and Reduced Meal Program)).
- Increased Parent Satisfaction with Food Services
 - Measure parent satisfaction utilizing existing questions in the annual AISD Family Survey.
 - Maintain or achieve an 85% response rate for “strongly agree” with quality of satisfaction at elementary campuses.
 - Maintain a minimum of 75% response rate for “strongly agree” with quality of satisfaction, with the long term goal of 85% satisfied, at secondary campuses.
- Diversify representation and feedback at active food sampling¹
 - AISD Food Services will conduct no less than 3-4 active food sampling opportunities per academic year.

- At secondary campuses, active food sampling participants should include 50% representation from the identified historically underserved groups (emerging bilingual, refugee, immigrant students).
- Reduced waste from targeted plate waste studies
 - Conduct twice-annual plate waste studies to gauge appealingness of food being served.
 - Plate waste studies will be conducted at two CEP-participating and two non-CEP-participating (for comparison) campuses at each cohort.
 - The results will evaluate presentation, serving and appeal of food for both students who choose AISD food offerings and those who don't have a choice. Results of plate waste studies should show no more than 30% of food waste.⁷

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Students who rely on AISD Food Services for meals lack access to appealing and familiar food offerings. (TFSM PS-5)

[Link to Background Data](#)

Bond Strategies:

1. **TFSM-6 & 10 Combined: Kitchen and Serving Equipment (FS)**: Replace aging or obsolete food service equipment (steamers, hot boxes, ovens and serving lines), regardless of dining/kitchen rebuild.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. **Add Kitchen Equipment to FCA:** Incorporate condition of kitchen equipment into the FCA as equipment that is integral to the functioning of a facility. Measure age, functionality, and compatibility with other building systems in evaluation of kitchen equipment to determine safety and urgency of replacement needs. ²

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: None

2. **Active Food Sampling:** Restart/increase active food sampling opportunities with most impacted groups (kids taste, learn about the food, and have opportunity to learn and respond). ^{1,3}
 - a. At secondary campuses, frame active food sampling as a student focus group to gather specific feedback from identified historically underserved groups (emerging bilingual, refugee, immigrant students).

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: Campuses

3. **Vendor Partnerships:** Explore vendor partnerships that are SMART food compliant to increase variety of food offerings at AISD campuses. ⁴

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: None

4. **Microwave Access:** Provide access to microwaves at the high school level so students can heat up their own food. ⁵
 - a. In modernizations, access to the demo kitchen can serve this purpose.
 - b. In other campuses, an examination of safe electrical loading should be done by the Maintenance department prior to installing any microwave equipment.

Accountable Division-Department: Operations-Facilities Maintenance

Necessary Collaborators: None

5. **Popsicles and Ice Cream:** Offer popsicles/ice creams through the menuing program (a la carte items offered to all students, regardless of meal program)

seasonally/twice a year. (These items would have to be compliant with the safety and health requirements of AISD'S Food Services.)⁶

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: None

Notes:

- 1 This measure and strategy ties into ongoing efforts to increase international flavor offerings/serving lines at middle/high.
- 2 This is one of the overall highest priority strategies from this committee.
- 3 Practice was discontinued during COVID due to safety limitations. As of Fall 2022, the practice has started back up.
- 4 Any foods provided either by Food Services or by vendors paid by Food Services must be compliant with nutrition requirements to be paid for by federal support funds. (Actively being explored by Food Services).
- 5 At this time, this strategy is a low priority.
- 6 Popsicles and ice cream are already available for purchase, but are not covered as a "food group" under the reimbursable meals program (i.e. students using FaR or CEP benefits cannot include these items as part of their free meal). AISD Food Service remedies this by offering a "menuing program" twice a month for students to try additional food items - at cost to AISD Food Services - as part of their free and reduced meal to provide some equity of access to treats or other non reimbursable food and drink items. AISD Food Services is currently exploring how to do this.
- 7 This metric is based on [research studies](#) on nutrient absorption and student health in relation to plate waste studies.

Additional Considerations:

- Most strategies under this problem statement are derived from students, however most students and families are unaware of the strict requirements around food service offerings in order to qualify for reimbursement through the National School Lunch Program (NSLP) of which AISD is a part.
- All free and reduced lunches, which are offered to economically disadvantaged families, must meet the requirements of the NSLP.
- Existing practice: Monitoring and adjusting production records to produce appropriate amounts of different offerings (reduces waste on district side and responds to student preferences) - year-to-year based on student demographics.

Food Access and Support in Crisis

Goal:

Economically disadvantaged families and families living in high vulnerability neighborhoods have knowledge of, and access to shelter and food/water distribution sites, prior to and during times of crisis.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Increase distribution points
 - Increase the number of distribution points (identified and communicated prior to crisis) for food and water resources. ¹
- Community check of resource distribution
 - Conduct a survey of families living in high vulnerability neighborhoods/census tracts after a crisis to gauge perception and efficacy of resource distribution and support efforts.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Economically disadvantaged and underserved families in neighborhoods that become heavily impacted (may vary based on crisis) suffer from a lack of food access and support during crisis events. (TFSM PS-6)

[Link to Background Data](#)

Bond Strategies:

1. **TFSM-9: Community Pantry (FS)**: Provide a campus-based food pantry in the community room/suite to facilitate distribution for food received by existing partners.

*(Aligns with FAC-4)

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **TFSM-11: Modernized Regional Kitchen (FS)**: Expand kitchen at modernization/new build campuses in vulnerable neighborhoods to include packaging equipment and cold storage for production and storage of unitized meals.

Deferred for Future Bonds

3. **TFSM-12: Repurposed Regional Kitchen (FS)**: Repurpose/reuse a closed school with a functioning kitchen, expand as needed, and make that a regional kitchen to support grab and go and after school food services as needed. Renovate the space to serve other shared use purposes (parking for school buses, CTE/multipurpose spaces).

Deferred for Future Bonds

Operational Strategies:

1. **CoA Collaboration on Resources**: Coordinate with the City to provide support from a localized point to provide resources for student learning and wellbeing. Ensure the City and the State step up and help pay Austin ISD for any resources provided.²
 - a. Inform the public around coordination so communities are aware this is happening with both the city AND the district (consistent information).

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: City of Austin

2. **Plan for Resource Distribution**: Develop a targeted strategy, in collaboration with the City of Austin and other parties engaged in City Emergency Strategy Meetings, to ensure access to resources like food and water for communities without vehicular access.³

- a. In cases of heavy resources like food and water, ensure that resources are able to be brought to vulnerable families without vehicular access, since walking and carrying resources is not a viable solution.
- b. Ensure resource accessibility for families or students with disabilities.

Accountable Division-Department: Operations-Emergency Management

Necessary Collaborators: City of Austin

Notes:

- 1 Links to SSR Committee's [AISD Resiliency Definition](#) goal
- 2 In the past, AISD has purchased and distributed emergency resources but is not always reimbursed by the City of Austin. Purchase of emergency water/supplies is no longer paid out of the Food Services budget, but the district's Emergency Management budget.
- 3 AISD now participates in meetings with the city (Resilient + Network, City of Austin, AISD, Travis County). AISD leadership is actively bringing up this concern.

Additional Considerations:

None

Resource Donation

Goal:

Students and staff at campuses with limited resources have safe and well-maintained donated resources through well-communicated and understood practices.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Increased use of [Schoolyard Improvements Projects](#) form
 - The Schoolyards Improvements Projects process is used for 100% of resources/spaces provided by donors.
 - Increase the quantity of requests for donor improvements using the official Schoolyards Improvement Projects process by 30%.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problem:

Campuses and community members that donate resources need consistent and clear processes and procedures around donated resources so all campuses have equitable access to safe and well-maintained resources. (TFSM PS-7)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. **Schoolyard Improvement Communication:** Schoolyard Improvements Process is properly and effectively communicated to campuses. Principals are able to communicate it with families and community members.¹
 - a. Update SIP page on AISD website to clarify responsibility around ongoing supplies for amenities (dirt for gardens, feed for chickens, etc).
 - b. Engage with donors and community members to figure out where the gap is.

Accountable Division-Department: Operations-Facilities Maintenance

Necessary Collaborators: Communications & Community Engagement and School Leadership-Elementary and Secondary Schools

2. **Scheduled Maintenance for Donated Items:** Checking state of donated amenities is part of the standard operating procedure for facility inspections. (Scheduled maintenance for donated items in facilities and on grounds).
 - a. Food Services is brought in for any campuses participating in the Garden to Cafe program.

Accountable Division-Department: Operations-Facilities Maintenance

Necessary Collaborators: Operations-Food Service

Notes:

- 1 Ensuring the maintenance department is involved in the coordination of donated spaces, equipment, or resources is critical to making sure that well-intended supports are provided and installed in a way that's safe and does not compromise the welfare of students or facilities.

Additional Considerations:

None

Visual and Performing Arts Recommendations

Immediate Goals:

- [Fine Arts Program Access & Resources](#)
- [Equitable Fine Arts Staffing Minimums](#)
- [Increased District-Level Fine Arts Administrators](#)

Near Future Goals:

- [Safe, Maintained & Modernized Fine Arts Facilities](#)
- [Inclusive Fine Arts Programming for All Needs/Abilities](#)

Future Goals:

- [Consistent Fine Arts Professional Development](#)

Shared Goals:

- [Supplemental Funding for Equipment and Program Needs](#)

Note: Some Near Future and Future goals have associated Bond Strategies that were approved in the 2022 bond. These will be addressed during its implementation.

Immediate Goals

Fine Arts Program Access & Resources

Goal:

Provide access and resources to Fine Arts programming for historically underserved students.

Goal Start: Immediate

Success Metrics:

- Increase the number of historically underserved students in Fine Arts programs.
 - Identify the baseline for historically underserved students participating in Fine Arts programs across all schools. For those below baseline, increase enrollment numbers in Fine Arts for historically underserved student groups by 5% by 2027-2028.
- Increase staffing for Fine Arts programs at high opportunity schools by hiring new faculty to meet Fine Arts staffing minimums as recommended by district Fine Arts administration.
 - Identify the baseline staffing numbers for Fine Arts programs at all schools within our district. Compare this baseline data to that found at our schools sorted by the high opportunity index. Hire new staff to increase faculty numbers and meet Fine Arts staffing minimums recommended by district Fine Arts administration.
- Increase Fine Arts course offerings to meet new district standards at all AISD campuses.
 - Using AISD course data, increase course offerings at high opportunity schools where the minimum expectations are not being met.

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: Campuses

Identified Problem:

Students who are historically underserved lack access to Fine Arts programming and opportunities. (PS-01)

[Link to Background Data](#)

Bond Strategies:

1. **VAPA-1: Equipment, Tech, and Instruments:** Purchase and refresh equipment, technology, and instruments for dance, choir, art, theater, band, graphic arts, guitar, mariachi, orchestra, etc. at all levels (K-12) where these items are missing, outdated, or in disrepair to have the greatest positive impact on students, especially historically underserved students.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **VAPA-2: Uniforms and Costumes:** Provide, refresh, and maintain all Fine Arts uniforms and costumes.

Deferred for Future Bonds

Operational Strategies:

1. **All Programs. All Campuses:** Offer all Fine Arts programs* taught by a certified specialist in the content area at each campus to ensure an equitable approach to providing Fine Arts programs.¹

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

2. **Ed Spec Revision:** Revise Ed Specs to include specific space and support for each Fine Arts program, addressing each program's specific needs.²

Accountable Division-Department: Operations-Planning and Asset Management

Necessary Collaborators: Operations-Construction Management

3. **UIL Truck Fleet:** Revise budget to include the purchase of insured box truck fleet and tractors for transporting band equipment for University Interscholastic League (UIL) Marching events and UIL One-Act Play.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Finance-Financial Services

Strategy Start: Deferred for Near Future due to other strategies that need to be started first.

4. **Universal Choice Sheets:** Implement universal choice sheets with minimum programs of: art, band, choir, dance, guitar, orchestra, and theater.
 - a. Create a universal district-wide timeline of choice sheets distribution to ensure students on all middle and high school campuses can choose from all Fine Arts programs.
 - b. Program offerings should be scheduled prior to enrollment to ensure students are aware of offerings and to allow for the programs to grow.
 - c. Invest in smaller programs and provide time for programs to grow; allow three years for growth before cutting position to half-time.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

5. **Program Communications:** Establish proper communication with students to inform them about how their choices will impact future program decisions, such as when one should start a program in order to take it at the high school level.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

6. **Period Access & Experience Levels:** Expand inclusive scheduling options to require more than one period of a program's experience level at a campus. (For example, if a band is only offered during the sixth period, it might not be accessible to all students.)

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

7. **Recapture Advocacy:** Practice legislative advocacy through the Fine Arts parent coalition in concert with district efforts to address and change recapture.

Accountable Division-Department: Intergovernmental Relations & Board Services

Necessary Collaborators: Finance-Financial Services

8. **Double-blocking:** Avoid eliminating options from Fine Arts courses by double-blocking academics for remediation purposes, particularly at underserved campuses.³

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

9. **Mandatory 6th grade Fine Arts Courses:** Require all 6th grade students to enroll in a Fine Arts course.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: School Leadership-Elementary and Secondary Schools

10. **6th Grade Traveling Performance:** Create opportunities for 6th grade to travel and perform more.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Department: Finance-Financial Service

11. **Relevant Coursework:** Ensure more student voice is included in course content, embracing the new generation and fostering students' interests and passions.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

Notes:

1 All Fine Arts programs:music and art in elementary schools; band, choir, art, orchestra, theater, guitar, and dance in middle schools; band, choir, art, orchestra, theater, guitar, dance, and colorguard in High Schools

2 Guitar program spaces need additional dedicated spaces in middle and high schools.

3 This strategy conflicts with ACTE’s strategy to allow students access to VAPA courses and limit double blocking. The district will need to work with both parties to resolve.

4 The minimum has reduced by 20% in the last year as compared to previous years. Consult with the Fine Arts Department when determining the appropriate “minimum”.

Additional Considerations:

Cheerleading currently does not fall within any single department and there are no current goals or strategies in the plan because of this. It is recommended that the district designate a responsible department for cheerleading prior to the next long-range plan update. Additionally, cheerleading should be purposefully considered in the next long-range planning process.

Equitable Fine Arts Staffing Minimums

Goal:

Provide adequate, equitable staffing minimums for Fine Arts at elementary, middle, and high school levels for historically underserved students.

Goal Start: Immediate

Success Metrics:

- Add new faculty to increase staffing for campus Fine Arts programs, especially at high opportunity schools, to meet the minimum Fine Arts staffing requirements as recommended by district Fine Arts administration.
- Increase the number of students who continue in Fine Arts programming from middle to high school.
 - Using year-to-year student data, determine the baseline for all student groups and their participation in Fine Arts as they transition from middle to high school. Increase the number of historically underserved students by 5% who continue Fine Arts programming from middle school to high school.

Goal Accountability:

Accountable Chief: Chief of Human Capital

Necessary Collaborators: Chief of Academics

Identified Problem:

A lack of Fine Arts staffing minimums (roles) disproportionately negatively affects students who are historically underserved. (re: staffing minimums specific to Fine Arts. There are guidelines but no direction if you have to have a band director.) (PS-02a)

[Link to Background Data](#)

Bond Strategies:

1. **VAPA-3: ES Flex for 6th Grade Fine Arts Spaces:** Elementary schools have sufficient Fine Arts flexible spaces to accommodate the varied programs with appropriate materials and to match educational specifications for secondary school spaces.

Deferred for Future Bonds

Operational Strategies:

1. **Campus Collaboration for Fine Arts Teachers:** Increase Fine Arts Department collaboration with campus principals for teacher recruitment, retention, and job assignments.

Accountable Division-Department: Human Capital-Systems

Necessary Collaborators: School Leadership-Elementary and Secondary Schools, Academics-Fine Arts, and Campuses

2. **Fine Arts Course Preview:** Expose students to choir, band, orchestra, theater, art, guitar, and dance through performances, open houses, and individual meetings with faculty and provide clear communication regarding Fine Arts courses.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: School Leadership-Elementary and Secondary Schools and Campuses

3. **Minimum Fine Arts staffing operating procedure/guideline:** Institute district operating procedures outlining the minimum number of staff for each Fine Arts specialty at each campus, considering student population, equitable access, and choice in collaboration with the Fine Arts Department.

Accountable Division-Department: Human Capital-Systems (staffing, compensation, benefits, etc.)

Necessary Collaborators: Academics-Fine Arts and Finance-Financial Services

Notes:

None

Additional Considerations:

None

Increased District-Level Fine Arts Administrators

Goal:

Increase in district-level Fine Arts administrators, specifically campus leads and content-specific coordinators so that all teachers and students, particularly those who are underserved, see an increase in campus and classroom visits.

Goal Start: Immediate

Success Metrics:

- Increase campus and classroom visits by Fine Arts administrators.
 - Using existing Fine Arts data, increase campus and classroom visits (instructional walk-throughs) by 10% by SY 2027-2028.
- Fill teacher leader facilitator roles by SY 2025-2026 school year.
- Increase Fine Arts Departmental staff.
 - Using year-to-year Fine Arts staffing data, see an increase of Fine Arts Departmental staff by 100% by SY 2025-2026.

Goal Accountability:

Accountable Chief: Chief of Human Capital

Necessary Collaborators: None

Identified Problem:

Lack of district-level Fine Arts administrators negatively affects all Fine Arts programs. (PS-02c)

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. **Clerical Tasks:** Leverage technology and human capital to develop a streamlined system to automate and optimize Fine Arts-related clerical tasks. Need a dedicated resource (material or manpower) to optimize all Fine Arts related clerical tasks.
 - a. Give considerations for bus scheduling for high school games.

Comment from Technology–Network Support Systems: This needs further discussion including details on technology specific supports or expectations.

Accountable Division-Department: Technology–Network Support Systems

Necessary Collaborators: Finance-Financial Systems

2. **Teacher Leader Facilitators:** Develop and implement the teacher leader facilitator position for each content area to increase regular communication to content teachers. Facilitate the organization of events and lead personnel. Develop and curate resources for content teachers. Improve professional development. Increase access to district-sponsored Fine Arts events. Organize logistics in conjunction with faculty to vet curriculum content for representation, relevance, inclusive language, and culture.
 - a. Develop a stipend agreement with detailed descriptions of each position (20 total) needed to implement teacher leader facilitators for the district that is equitable with other districts.
 - i. One mariachi facilitator for the district
 - ii. One high school level band, dance, orchestra, guitar, theater, art, choir facilitator
 - iii. One middle school level band, dance, orchestra, guitar, theater, art, choir facilitator
 - iv. Two elementary school level facilitators for music
 - v. Two elementary school level facilitators for art
 - vi. One art display facilitator for the district

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: Finance-Financial Services

3. **Increased Fine Arts Departmental Staff:** Increase number of staff in the Fine Arts Department who oversee disciplines separately, with one teacher leader per discipline per level (elementary, middle and high school level) and with each teacher leader having an administrator.
 - a. One Fine Arts curriculum specialist per elementary, middle and high school level per discipline (19 total). Each teacher leader would have an administrator.

Accountable Division-Department: Finance-Financial Services

Necessary Collaborators: Human Capital-Systems (staffing, compensation, benefits, etc.)

4. **Incorporation of Piano in Curriculum:** Facilitate conversation around piano with the Academics Department. Determine what this looks like and how it fits into the department plan.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Finance-Financial Services

Notes:

None

Additional Considerations:

None

Near Future Goals

Safe, Maintained & Modernized Fine Arts Facilities

Goal:

Provide safe, maintained, and modernized Fine Arts facilities for all students, particularly those who are historically underserved, by ensuring spaces meet the district educational specifications and all students have access.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Eliminate identified deficiencies
 - Using current facility condition assessments and maintenance data, eliminate Fine Arts deficiencies at high opportunity schools by 10%
- Increase the number of campus-hosted performances/exhibitions/competitions
 - Using current performance/exhibition/competitions data, increase the number of performances hosted on a campus by 10%

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Chief Financial Officer and Campuses

Identified Problem:

Lack of safe, maintained, and modernized Fine Arts facilities or no facility affects all students, staff, parents, and communities. (PS-03)

[Link to Background Data](#)

Bond Strategies:

1. **VAPA-5: Add/Update Missing Facilities for VAPA:** Replace, update, refresh, add, maintain missing/lacking facilities and components of existing facilities at each campus prioritizing underserved student groups including all items identified in the Ed Specs for Fine Arts spaces, flex spaces, gathering, and storage.

Included in 2022 Bond Proposal (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **VAPA-6: Add/Update Performance Spaces:** Provide updated, acoustically treated theater/performance auditoriums at (elementary, middle, high) campuses.

Included in 2022 Bond Proposal (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

3. **VAPA-7: Upgrade Facilities Equipment (Rigging, Lights, Etc.):** Utilize bond funds for operations, technology and facilities to maintain Fine Arts dedicated spaces district-wide. (Note: there have been no funds for this in the past, left up to campus budget/program budget)

- a. Light system
- b. Sound system
- c. Microphone replacement
- d. Counterweight and rigging system
- e. Rigging inspection
- f. Shop equipment
- g. Drapes/curtain cleaning or replacement
- h. Seat and carpet cleaning
- i. House lights
- j. Stage floors

Deferred for Future Bonds

4. **VAPA-8: Climate Controlled Storage Spaces:** Provide climate controlled spaces for Fine Arts storage at the campus, particularly for summer storage.

Deferred for Future Bonds

Operational Strategies:

1. **Fine Arts Facilities Needs Inventory**: Have a facilities needs inventory up to date to help aid in ensuring facilities are available for Fine Arts programs.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Finance-Financial Systems

2. **Op Funds for Maintenance**: Request operational funds for maintenance at school Fine Arts facilities.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Finance-Financial Systems

3. **ESA Score Usability**: Create a centralized system to access Educational Suitability Assessment (ESA) scores, disaggregate data, and share with the Fine Arts Department.

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: Operations-Planning and Asset Management

4. **Bond-Funded Project Support**: Ensure that bond-funded projects have appropriate equipment, furniture, and support to meet Fine Arts facilities' needs by providing communication regarding when projects are occurring and training for new equipment.

Accountable Division-Department: Operations-Construction Management

Necessary Collaborators: None

5. **Day-to-Day Equipment**: Discover and model process for day-to-day Fine Arts equipment in order to properly maintain equipment and appropriately allocate the budget.

- a. Evaluate Athletics' process for this to determine if adequate precedent.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Finance-Financial Systems

Notes:

None

Additional Considerations:

As part of the current budgeting process, the district will review and analyze Fine Arts funding on a campus and department level. Decisions will be made on creating a district budget in Academics-Fine Arts to address some of the yearly maintenance and equipment needs.

Inclusive Fine Arts Programming for All Needs/Abilities

Goal:

Provide inclusive Fine Arts programming for underserved student groups, particularly students with disabilities and those accessing SPED services, resulting in an equitable increase in enrollment and meaningful participation district-wide.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Increase interest in Fine Arts, as indicated on choice sheets, for each student group across schools and vertical teams of the district measured by a 5% increase in the disaggregated data.

Goal Accountability:

Accountable Chief: Chief of Academics

Necessary Collaborators: None

Identified Problem:

Historically underserved learners of all needs and abilities lack access to inclusive Fine Arts programming (PS-6).

[Link to Background Data](#)

Bond Strategies:

None

Operational Strategies:

1. **Special Ed Collaboration**: Create a structure for support of students with special needs around Fine Arts courses, including opportunities at all levels to collaborate with their peers without the pressure of competition.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Academics-Special Education

2. **Fine Arts & Universal Design**: Incorporate best practices of Universal Design for Learning (UDL) into the Fine Arts curriculum, including:
 - a. Identify time needed to develop UDL curriculum
 - b. Stipends needed for teachers to develop the curriculum
 - c. Professional development for educators
 - d. Coordination with facilities and Educational Specifications for compliant Universal Design spaces to support curriculum

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Operations-Planning and Asset Management

3. **Reduce Scheduling Conflicts**: Reduce barriers to Fine Arts course access for students through strategic scheduling.
 - a. Identify schools or programs who do this well and talk with principals and counselors who understand the bigger picture.
 - b. Revise guidelines for scheduling.
 - c. Eliminate double-blocking as a remedial measure and identify best practices for double-blocking.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Campuses and School Leadership-Elementary and Secondary Schools

4. **Varied Course Levels**: Add staff to provide Fine Arts courses at varying levels (beginner, intermediate, advanced) to challenge students and support their ongoing growth and development.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

Notes:

None

Additional Considerations:

None

Future Goals

Consistent Fine Arts Professional Development

Goal:

Provide consistent and dedicated Fine Arts professional development learning opportunities with allocated time and budget for all Fine Arts teachers, particularly those who work in historically underserved schools.

Goal Start: Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- Increase Fine Arts content-specific learning opportunities
 - Using Fine Arts professional development data as a baseline, increase content-specific learning opportunities by 50%

Goal Accountability:

Accountable Chief: Chief of Human Capital

Necessary Collaborators: Chief of Academics

Identified Problem:

Lack of specific Fine Arts professional development negatively affects Fine Arts teachers and their programs. (PS-02b)

[Link to Background Data](#)

Bond Strategies:

1. **VAPA-4: PD Tech:** Provide technology needed to sustain hybrid meetings, boosting collaboration, and increasing professional development access at campuses in the Fine Arts spaces.

Included in the 2022 Bond (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

1. **Job-alike Fine Arts PD:** Host and make time for professional learning opportunities for Fine Arts educators district-wide in a “job-alike” format.
 - a. Gain buy-in from school principals on expanded Fine Arts-specific professional learning opportunities
 - b. One full-day per semester

Comment from Human Capital-Employee Development & Sustainability:
Strategy accepted if the training takes place on a designated spring professional development date, as approved on the district’s calendar, and would therefore not need substitutes.

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling), School Leadership-Elementary and Secondary Schools, and Finance-Financial Services

2. **Vertical Fine Arts Team Meeting:** Enable more time for professional development and vertical teams to meet.

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

3. **Strategic Collaboration District-wide:** Facilitate district-led strategic collaboration across most-resourced and less-resourced schools to enable the flow of institutional knowledge to aid parent support groups for growing Fine Arts programs, taking pressure off faculty.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: None

4. **Paid Fine Arts PD**: Allocate more paid time, opportunities, and resources specific to Fine Arts, including educators conference funding, based on the needs of campuses and funding substitutes to enable teachers to attend, especially for schools with underserved communities that typically cannot provide the same resources.
 - a. Allocate district budget for Fine Arts to include travel and registration stipends; particularly for campuses that do not have the support of booster clubs.

Accountable Division-Department: Finance-Financial Services

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Notes:

None

Additional Considerations:

None

Shared and Overarching Goals

Immediate Goals:

- [Equity in Decision-making \(Overarching\)](#)
- [After-School Care \(Overarching\)](#)
- [After-School Enrichment \(Overarching\)](#)
- [Campus Climate & Community Relationships \(Overarching\)](#)
- [Balanced Enrollment \(Shared by ACTE, FAC, and TECH\)](#)
- [Safe Site Circulation \(Shared by FAC and TFMS\)](#)
- [Safely Getting to School \(Shared by FAC, SSR, and TFMS\)](#)
- [Supplemental Funding for Equipment and Program Needs \(Shared by ATH and VAPA\)](#)

Near Future Goals:

- [Food Service Support \(Shared by ATH and TFMS\)](#)

Future Goals:

None

Immediate Goals

Equity in Decision-making

Goal:

Ensure Austin ISD centers equity in all of its decision making, planning, and processes. This goal includes strategies to be implemented across the Board of Trustees and all departments in Austin ISD to aid in their own decision-making efforts.

Continue using the Equity by Design for Austin ISD approach to planning and decision-making, including [the equity focused level one decision making guide](#), and the [Decision-making Framework structure](#) developed by the Long-Range Planning Committees for all major and significant decisions made regarding the Long-range Plan, resource allocation, bond surplus, and bond projects where specific campuses are undesignated. These tools, among others used during the LRP process, may be updated as needed, aligning with the iterative nature of equity work. Should Equity by Design for Austin ISD, the equity focused level one decision making guide, and the LPC Decision-Making Framework not be suitable for certain decisions, another evidence-based tool/approach that centers equity and the lived experiences of historically underserved students should be used instead.

Committee Note: It is as critical to the work found in the Long-Range Plan, as it is to Equity work in general, that it be understood as iterative work. The work does not reach a static point of completion but rather the strategies and goals found here seek to lay the tracks towards operationalizing systemic equity. To that end, we hope that this strategy is seen as a tool, among many, towards centering district decisions on the marginalized and underserved communities around us.

Goal Start: Immediate

Goal Accountability:

Accountable Chief: Superintendent

Necessary Collaborators: All Departmental Chiefs

Identified Problem:

While the majority of the goals referenced in this document directly respond to one or more problem statements, this goal is unique in that it arose from the process itself and the palpable value the Equity by Design process had on the ultimate outcome of the LRP. During conversations with both the joint committees and the decision-making framework work group, there was an expressed desire to ensure future decisions benefit from an equity-based decision-making process and that lack of such a process is partially to blame for the current inequities throughout Austin ISD.

Bond Strategies:

None

Operational Strategies:

1. Require Board of Trustees to attend professional development on Equity by Design for AISD and equity focused decision-making yearly.
2. Use equity focused level one decision-making guide for board decisions
3. Require staff use equity based tools to inform their recommendations and planning.
4. Require staff use and present data disaggregated including, but not limited to ability, race, income, and dominant language for decision-making.
5. Utilize the Opportunity Index, first developed in the 2022 Long Range Plan, as a tool in identifying and centering equitable decision making.
6. Update the High Opportunity Index with current data before using the Equity by Design tools for new long-range planning decisions.

Notes:

None

Additional Considerations:

Department Chiefs, District Staff and Committees that are appointed by District Trustees must utilize the tools developed by the 2022 Long-range Planning Committee. These tools include the Office of Equity's Equity by Design Process for AISD to obtain input from historically [underserved](#)

[communities](#) First, understanding the root cause of the problem that is to be solved, developing a Strategy and using the Decision-Making Framework to prioritize historically underserved communities.

A key component would be to utilize a continually updated Opportunity Index (CDC's Social Vulnerability Index and AISD's student groups) as created for the decision making framework used by the LPC. This index allows for decision makers to give priority to historically underserved communities, creating a way for district staff to equitably prioritize needs in our communities. Use of these tools does not disclude facilities with critical life and safety deficiencies from receiving bond or operational funding.

After-School Care

The following goal and strategies require further review by accountable chiefs and relevant departments. If refinements are suggested, district staff will communicate those changes to the co-chairs of the LPC.

Goal:

Provide sufficient after-school care at each campus to meet the needs of historically underserved students: Black and Brown students, deaf and hard of hearing students, emerging bilingual students, immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and students who are experiencing homelessness and/or are in foster care.

Goal Start: Immediate

Success Metrics:

- Under development

Goal Accountability:

Accountable Chief: Chief Financial Officer

Necessary Collaborators: Chief of Operations

Identified Problems:

Overarching Problem Statement 5: Lack of access to quality and affordable after-school programs disproportionately negatively affects students of PK-12 families who are historically underserved

**This problem statement is broken into two separate goals, one focused on [after-school enrichment](#) and one focused on after-school care.*

Bond Strategies:

None

Operational Strategies:

1. Identify campuses that do not have after-school care or do not have sufficient staff to support after-school care demand.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Finance-Financial Services

2. Begin phasing in a district operated child care program, starting with schools where there are no after-school child care options.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Finance-Financial Services

3. Brainstorm ideas for parents to combine after-school care and after-school enrichment programs and at a discounted cost.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Finance-Financial Services

4. Ensure a venue exists to connect after-school care programs looking to engage with potential interested schools.

After-School Enrichment

The following goal and strategies require further review by accountable chiefs and relevant departments. If refinements are suggested, district staff will communicate those changes to the co-chairs of the LPC.

Goal:

Provide a variety of after-school enrichment offerings for historically underserved students: Black and Brown students, deaf and hard of hearing students, emerging bilingual students, immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and students who are experiencing homelessness and/or are in foster care.

Goal Start: Immediate

Success Metrics:

- Under development.

Goal Accountability:

Accountable Chief: Chief Financial Officer

Necessary Collaborators: None

Identified Problem:

Overarching Problem Statement 5: Lack of access to quality and affordable after-school programs disproportionately negatively affects students of PK-12 families who are historically underserved.

**This problem statement is broken into two separate goals, one focused on after-school enrichment and one focused on [after-school care](#).*

Bond Strategies:

None

Operational Strategies:

1. Connecting Schools with Providers: Create a centralized group to better coordinate and connect interested schools with interested enrichment providers.
 - a. Conduct an analysis of which programs are at which schools.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Finance-Financial Services

2. Parent Input on Enrichment: Provide a venue for parents to provide input on types of enrichment programs for their kids, such as a survey that includes a list of programming that was available at each campus the previous year, so at the start of a new school year, parents have an opportunity to express interest in a program that their school may not have had.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Campuses

3. Discounted Cost Opportunities: Brainstorm ideas for funding that would provide a sliding scale for enrichment costs at every Title 1 elementary.
 - a. This would require that enrichment opportunities at every campus be managed by the same district department.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Finance-Financial Services

4. Task Force: Create a task force to address the challenges and inequities around after-school enrichment including:
 - a. Decisions are left up to each campus to determine what they can provide; this leads to inequities based on what PTAs and principals can support or provide.

- b. Many students/families are unaware of offerings and/or how to enroll in enrichment programs.
- c. Transportation for students who would like to join after-school programs can be a challenge; many students are unable to join due to lack of transportation
- d. Financial barriers to participation exist for many families: tuition, uniforms, fees, supplies, etc.
- e. Staffing to teach the enrichment programs and finding subs to cover when the program leader is unavailable
- f. Not every after-school partner can provide programs at every campus.

Accountable Division-Department: Finance-Student Programs

Necessary Collaborators: Operations-Transportation, Human Capital-Systems (staffing, compensation, benefits, etc.), and Finance-Financial Services

Notes:

None

Additional Considerations:

Refer to strategies in Athletics' [Pre-Athletics Access](#) strategies [03: Expanded Pre-Athletics Programs](#).

Campus Climate & Community Relationships

The following goal and strategies require further review by accountable chiefs and relevant departments. If refinements are suggested, district staff will communicate those changes to the co-chairs of the LPC.

Goal:

Create trust with the underserved AISD community.

Goal Start: Immediate

Success Metrics:

- Under development

Goal Accountability:

Accountable Chief: Chief of Technology

Necessary Collaborators: Chief of Communications and Community Engagement and Chief of Human Capital, Chief of Schools, Chief of Academics, Equity Officer

Identified Problem:

Portions of the AISD community that have been underserved by the District have a lack of trust in AISD.

Bond Strategies:

None

Operational Strategies:

1. Conduct bi-annual trainings for principals, campus staff, and central staff on campus climate and community relationships that considers:
 - a. Building relationships with campus families and visitors
 - b. Campus climate survey results to help tailor to campus needs

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: School Leadership-Elementary and Secondary Schools and Campuses

2. Create a hub/toolbox to provide campuses and Parent Support Specialists resources to tackle issues that arise on campus.

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Campuses

3. Create resource fairs for the community at campuses and local neighborhood spaces that are relevant to the families.

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Campuses

4. Create training opportunities for parents for building relationships within the community and campus leadership

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Campuses

5. Provide parents with culturally appropriate information about the process of becoming a mentor, volunteer or chaperone.

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Campuses and Communications and Community Engagement

6. Engage in empathy interviews to hear from underserved community members and/or those who have shared a lack of trust in the district.

Accountable Division-Department: Communications & Community Engagement

Necessary Collaborators: Superintendent-Equity Office and Technology-Student Enrollment & Attendance

7. Create pathways for a stronger relationships between campuses and central office, considering two-way communication, and less of a top-down approach to build positive relationships

Accountable Division-Department: Human Capital-Employee Development & Sustainability

Necessary Collaborators: Campuses

8. Collaborate with the campus community to determine resource gaps:
 - a. Create asset maps that show resources for families to help bridge the gap between the campus and the community.
 - b. Develop partnerships to support underserved campuses that reflect the needs of the community.

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Finance-Student Programs and Campuses

Notes:

None

Additional Considerations:

None

Balanced Enrollment

Shared Goal:

Provide all students and their educators with schools that operate within the optimal utilization range of 80-95% (to be approved by the board of trustees and based on functional capacity*) to support learning for historically underserved students within the permanent structure and with common spaces sized for enrollment.

Goal Start: Immediate

Success Metrics:

- Percentage of campuses that operate within the optimal utilization range (established by the board of trustees) will increase by a percentage to be determined once the range is established.
- Reduction of the number of attendance areas that split into multiple feeder patterns, and evaluation of academic performance and enrollment data.
- Conduct an analysis of disaggregated student data over time to discover factors for students transferring:
 - in and out of AISD schools (inter-district), and
 - within the district (intra-district).

Goal Accountability:

Accountable Chief: Chief Technology Officer

Necessary Collaborators: None

Identified Problem:

Facilities Problem Statement 3a: Historically underserved students and their educators at schools that are not within the current optimal utilization (85-110% of operational capacity) are learning and teaching in substandard spaces (portables) and common space that do not support the number of students and lack proper support for student learning.

[Link to Background Data](#)¹

Academics & CTE Problem Statement 1: Historically ignored students (economically disadvantaged, experiencing homeless/foster care, students accessing SPED services,

emerging bilingual, immigrant) and struggling learners suffer from inequitable staffing practices that don't support student and campus needs.

[Link to Background Data](#)

[Link to Collaboration Workspace](#)

Bond Strategies:

1. **(FAC-PS3.S1): Low-Enrollment Investments:** Assign resources to campuses that have low enrollment and a high transfer out, to ensure equitable access to modernized, quality schools distributed throughout the school district.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

2. **(FAC-PS3.S2): Land Acquisition:** In areas of new home construction, where boundary adjustments cannot alleviate overcrowding, consider land purchase for future school site(s).

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

Note strategies #1, 2, and 3 below are aligned with the [approved recommendations](#) from the Equity Advisory Committee. The EAC Subcommittee Recommendations were approved on September 6th, 2022.

1. Create a board policy that establishes a review cycle of AISD attendance areas when a school is under- or over-enrolled based on the school's functional capacity* for two consecutive years, or at a minimum, every two years that considers the following:
 - a. Implementation of the review cycle should begin at Board adoption of the policy and consider the past two years of enrollment.
 - b. Identification of root causes of unbalanced enrollment, which could include attendance area boundaries, campus culture & climate, course offerings, staffing, extracurricular offerings, district policies, special education programs and other root causes already identified in the Long-range Plan prior to developing a strategy. Root causes should be identified using the

- equity by design process and engaging with the campus, and our underserved communities, and leveraging outcome based data.
- c. Identification of both over- and under- enrolled schools to determine if attendance area adjustments, or other methods, would bring a school into optimal utilization based on the school’s functional capacity*.
 - d. Improvements to feeder pattern alignments that:
 - i. Reduces the number of “split” school assignments and aligns feeder patterns above and below the level of change.
 - ii. Provides placements for students at their home schools for special education services.
 - e. Protocols that allow students enrolled at the time of any boundary change and their siblings *with overlapping enrollments*** to remain at their current campus through graduation from their school to minimize disruption of currently enrolled students.
 - i. ***When establishing policy, the Board should consider whether all siblings should be allowed to enroll in the school where the older sibling attended, or only siblings with overlapping enrollments.*
 - f. Engagement that prioritizes the historically underserved communities by:
 - i. Intentionally seeking out input from underserved students and communities.
 - ii. Amplifying and prioritizing underserved voices and input from underserved students and communities.
 - iii. Closing the feedback loop so that ideas are checked back to the community prior to implementation.
 - iv. Providing historical context for the changes that acknowledge the historic inequities being addressed.
 - v. Providing training for staff to improve engagement with underserved communities.

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Intergovernmental Relations & Board Services and School Leadership-Elementary and Secondary Schools

2. Create an equity-centered Enrollment Management Plan for calculating and enforcing enrollment caps and managing enrollment fluctuations so that 1) no school becomes over-enrolled, and 2) under-enrollment is minimized. The following should be included in this plan:

- a. Analysis of data, and creation of data where needed, to evaluate over- and under-enrolled schools including:
 - i. Attendance area population and campus enrollment.
 - ii. Transfers, both to and from, including intra-district; out-of-district; special education placements; dual language; and other elective special programs.
 - iii. Presence of, or lack of, application-based programs and enrollment in those programs, including, but not limited to magnets, academies, dual language, student sharing, and other application-based programs.
 - iv. Presence of or lack of campus program offerings including but not limited to , extra-curriculars, athletics, electives, after-school care/enrichment, special education supports.
- b. As outlined in Item #1 above, evaluate potential changes to attendance areas within the next review cycle if a school becomes over-enrolled by its population.
- c. An equity-centered policy outlining the method for enforcing enrollment caps.
- d. Updates to the methodology used to calculate campus capacity to include:
 - i. Operational capacity- the total number of students a school can hold with a reduction in capacity for spaces that are utilized to support students receiving special education or PK-3 services.
 - ii. *Functional capacity - based on the operational capacity, with a further reduction based on the needs of the campus community This could include classrooms that are used by campus partners that support students and/or families or specialized academic programs and should be determined in consultation with the campus.
 1. Modernized schools will include community partner suites for this purpose.
- e. A Target Utilization Plan should be developed for over- and under-enrolled schools based on their functional capacity*. The board should be empowered to adjust the optimal utilization range through an equity lens for schools based on a number of factors, including the functional capacity of the building, school program and student needs and in consultation with school leadership and our underserved communities.

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Operations-Planning & Asset Management

3. Research best practices and create a board policy that centers equity on alternate placement strategies to address over-enrollment at a campus when the attendance area enrollment is above the optimal utilization range where a boundary change is not feasible or effective. The new policy could include:
 - a. Alternate assignment(s) based on availability, proximity to residence, and maintaining feeder patterns.
 - b. Any policy created would center outcomes for historically underserved students.

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: Intergovernmental Relations & Board Services

4. Develop a new enrollment system that standardizes and simplifies enrollment processes to support the Enrollment Management Plan that will reduce barriers and ensure equity in all district enrollment for students and families across campuses and programs.
 - a. Policies and procedures developed from Strategies 1, 2, and 3 as identified above should be integrated into this system.
 - b. Ensure information on campus assets is easily accessible in multiple languages and families are supported in navigating information. Assets include academic programs, special education programs, after school care/enrichment, child care, transportation, and other services and programs. Reference [Support for Decisions: Strategy 1](#), [Baseline Programming: Strategy 5](#), and [Dual Language: Family Support: Strategy 2](#).

Accountable Division-Department: Technology-Student Enrollment & Attendance

Necessary Collaborators: None

Notes

- 1 This problem statement is also addressed by the Facilities Committee [Portable Reduction and Management](#) goal.

Additional Considerations:

None.

Safe Site Circulation

Shared Goal:

All students, families, staff, and visitors that access and visit AISD campuses, particularly non-English speakers or those with disabilities, should be able to safely and easily navigate from arrival on site to the front door, regardless of ability, familiarity with campuses, background, or dominant language.

Goal Start: Immediate

Success Metrics:

- FCA/ESA Improvements
 - Reduction in Very Unsatisfactory and Unsatisfactory FCA/ESA scores (per most recent assessment) for pavement and site circulation categories.
- Wayfinding Improvements
 - All campuses have standardized wayfinding signage to locate visitor parking, entrance and main office by SY 2025-2026.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: AISD Police

Identified Problems:

Facilities Problem Statement 8: Students, families, community, and staff at campuses and neighborhoods that were not designed for the current amount and type of transportation lack safe and adequate site infrastructure to access the campus.

Facilities Problem Statement 7b: Visitors to campuses, especially refugees and/or non-English speakers, may not feel welcomed because there is not a clearly identifiable entrance and/or multilingual signage.

TFSM Problem Statement 10: Staff, families, and students at campuses with insufficient or outdated site access are unable to arrive or leave school safely. (Connected with SSR-8:

Students and families at campuses in underserved neighborhoods are impacted by unsafe routes to school)

[Link to Background Data](#)

[Link to Collaboration Workspace](#)

Bond Strategies:

1. **TFSM 4: Circulation Solution Fund (T)** Include in bond funding a solution fund that can be used to address safe arrival, departure, and circulation while on campus on an as-needed basis:
 - a. Painting, striping, signage as needed.
 - b. On-campus sidewalk or bike path signage/ improvements
 - c. Parking lot striping, drive symbols, speed bumps
 - d. Site fencing

Note: **combined with FAC-13

Deferred to Future Bonds

2. **TFSM 5: Campus Site Circulation (T)** Redesign and construct pick up/drop off locations at schools with dangerous/unsafe site access.
 - a. Do not build new school pick up/ drop off access on major roadways and separate parent and bus loops and their access points.
 - b. Locate loops away from classrooms so that when parents idle in their cars 30 min before pickup, exhaust is not impacting student air quality in learning spaces.
 - c. Alternate strategy - expand visitor parking to support “parking lot pick up” where parents can park, wait in the community room, and then exit once they’ve found their kid.
 - d. Redesign site circulation so campuses have separate access points on different streets for bus and parent traffic.

Note: ** combined with FAC-12, FAC-13, FAC-14, SSR-24

Included in 2022 Bond Proposal (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Shared Operational Strategies:

1. Thoughtful Planning Around Sites: Improve design requirements (PDM and Ed Specs) for intentional safe site circulation both prior to acquiring sites and during modernization/new construction projects:
 - a. During design, study how populations are currently and in future anticipated to arrive on campus to plan accordingly.
 - b. Plan for a distinct entry for clear and safe wayfinding by all visitors.
 - c. Incorporate clear visual and nonvisual indicators and security technology on site for visitors and users of all needs (deaf, blind, hard of hearing, etc) for clear and safe access to drop off and pick up by all families.
 - d. Examine transportation/connectivity and traffic to/from school as a criteria for selection of new sites/properties or repurposing of existing AISD sites.
 - e. Design sites through a universal design lens for all users' safety and accessibility.
 - f. Conduct retrospectives on recent construction projects to ensure various issues that actively compromise site circulation are considered for all future bond projects and site improvements.
 - g. Hire a designated traffic safety liaison to connect principals and different departments to address traffic/site-safety related concerns (signage, painting, etc) with a designated budget from bond funding. This person should be in charge of coordinating with the City of Austin (go to person), and may manage more than just site/traffic coordination.

Accountable Department-Division: Operations–Construction Management

Necessary Collaborators: Operations-Facilities Maintenance, Campuses, Operations-Transportation, and Operations-Planning & Asset Management

2. Site and Campus Signage: Standardize signage across the district to improve safety and wayfinding (identification, procedural, informational, directional, and regulatory) while representing the languages of the campus community and utilizing standard symbols as much as possible.¹
 - a. Revise the Project Development Manual to standardize site and building signage requirements across the district.
 - b. Revise the Educational Suitability Assessment to include the review of standardized campus signage.
 - c. Work with communities to determine appropriate languages for signage at each campus.

- d. Engage communities to figure out the best methods to use for signage (language and symbols) to support all aged users.

Accountable Department-Division: Operations–Construction Management

Necessary Collaborators: Operations-Facilities Maintenance, Campuses, and Operations-Planning & Asset Management

Facilities Operational Strategies:

The following strategies align with the shared goal, but have been developed solely by the Facilities Committee:

All have been incorporated into a shared goal.

TFSM Operational Strategies:

The following strategies align with the shared goal, but have been developed solely by the Transportation, Food Services, and Maintenance Committee:

All have been incorporated into a shared goal.

Notes

- 1 The committee feels that while the overall goal is immediate, this strategy is particularly pressing and must be addressed as soon as possible to support incorporation into and implementation in the 2022 Bond Program.

Additional Considerations:

None

Safely Getting to School

Shared Goal:

Safe and reliable ways to and from school will result in better attendance for students who need to get to school independently/without caregiver support, and a better student and family experience with AISD.

Goal Start: Immediate

Success Metrics:

- Tracking Safe Routes Improvements
 - Improvements in the number of sidewalks and or bike lanes surrounding campuses to reduce barriers as measured by:
 - [Safe Routes data tracking](#)
 - [City of Austin Mobility Plan data tracking](#)
- Improved Family Feedback
 - Incorporate question about getting to school, disaggregated by mode of transportation, into existing annual AISD Parent Survey.
 - Track improvement in parent responses at campuses receiving modernizations or site improvements.
- Improved Site Circulation FCA/ESA Scores
 - Reduction in Very Unsatisfactory and Unsatisfactory FCA/ESA scores for pavement/site circulation categories
 - Signage and curb cuts/site access impact whether or not you can safely access and where unsafe off-campus queuing may occur.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: Chief of Police, City of Austin, Chief of Governmental Relations & Board Services

Identified Problems:

Facilities Problem Statement 8: Students, families, community, and staff at campuses and neighborhoods that were not designed for the current amount and type of transportation lack safe and adequate site infrastructure to access the campus.

SSR Problem Statement 8: Unsafe Routes to School: Students and families at campuses in underserved neighborhoods are impacted by unsafe routes to school.

TFSM Problem Statement 3: Safe, Reliable ways to School: Students attending schools in high vulnerability neighborhoods may not have a consistent, reliable, and safe way to get to and from school.[2]

[Link to Background Data](#)

[Link to Collaboration Workspace](#)

Bond Strategies:

1. **TFSM 3: Bus Replacement Plan (T)** Continue with the 12-year bus replacement plan (buses have a 12-15 year shelf life so missing one bond puts us back multiple years). Upgrade buses so AC, and lap-shoulder belts are provided on all buses.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses).

2. **TFSM 4: Circulation Solution Fund (T)** Include in bond funding a solution fund that can be used to address safe arrival, departure, and circulation while on campus on an as-needed basis:
 - Painting, striping, signage as needed.
 - On-campus sidewalk or bike path signage/ improvements
 - Parking lot striping, drive symbols, speed bumps
 - Site fencing

Deferred to Future Bonds

3. **TFSM 5: Campus Site Circulation (T)** Redesign and construct pick up/drop off locations at schools with dangerous/unsafe site access.
 - Do not build new school pick up/ drop off access on major roadways and separate parent and bus loops and their access points.
 - Locate loops away from classrooms so that when parents idle in their cars 30 min before pickup, exhaust is not impacting student air quality in learning spaces.
 - Alternative strategy - expand visitor parking to support “parking lot pick up” where parents can park, wait in the community room, and then exit once they’ve found their kid.
 - Redesign site circulation so campuses have separate access points on

different streets for bus and parent traffic.

Included in 2022 Bond. (refer to [Appendix: Strategies by Facilities](#) for list of campuses)

Operational Strategies:

The following strategies have been jointly developed by Facilities, Safety, Security and Resiliency and Transportation, Food Services and Maintenance

1. Assess and Evaluate Campus Routes Needs - Work with the individual campus and neighborhoods to analyze and understand the needs for safe circulation and transportation to and from school (bus, car, bike, pedestrian traffic.) Prioritize campus improvements to those with high accident rates/highest amount of traffic safety reports. Include Safe Routes in these conversations to collaboratively brainstorm solutions with the community.

Accountable Department-Division: Operations-Transportation

Necessary Collaborators: Campuses, City of Austin, Operations- Emergency Management, and AISD Police

2. Partnership with Safe Routes to School Safe Routes is already a district partner, but this process has revealed that the full scope of their support and resources are not being utilized at a district-wide and individual campus level. Improve engagement and collaboration with Safe Routes to provide increased access to resources and support and improve physical safety of routes to school.
 - a. Coordinate with Safe Routes to ensure all site infrastructure and access is addressed for all modernization projects from project start to finish.
 - b. Request expansion and enhancement of the Safe Routes to provide more infrastructure: sidewalks, crosswalks, bike lanes, etc.
 - c. Improve communication so families and campuses can utilize procedural and practice resources provided by Safe Routes (ex: Walking School Bus, crossing guards, etc).
 - d. The above tactics can be addressed by the Traffic Safety Liaison in [Shared Goal - Safe Site Circulation](#). This role needs to be knowledgeable of all things

impacting a site and aware of all those parties that need to be coordinated with for site safety, site access, and emergency management.

Accountable Division-Department: Operations-Transportation

Necessary Collaborators: City of Austin , Operations-Construction Management, Operations- Emergency Management and AISD Police

3. Creative Partnerships for Safe Transportation Options Explore partnerships that don't yet exist with other organizations to improve access to transportation and the safety of routes to schools where many students are ineligible for bus access.
 - a. Collaborate with City of Austin Police to ensure unsafe or dangerous activities are cleared from walking routes to schools.
 - b. Work with City of Austin in collaboration with rehabilitation centers or homeless coalitions to make areas adjacent to or near AISD campuses safe both while at school and for alternative forms of transportation, including walking and biking to or from school.
 - c. Collaborate with CapMetro and create a campaign, both on AISD and CapMetro sites, to promote AISD K-12 rider access to CapMetro services (buses and rail).
 - i. Utilize principal weeklies to increase family awareness of access and requirements for safe bus use.
 - ii. Communicate safety and reliability to increase use of existing/current routes and family comfort.
 - iii. On-campus communication and hands-on learning campaigns to teach students about CapMetro and how to use CapMetro. Survey students to understand access/ridership among currently enrolled AISD students.
 - d. Partner with Austin PARD (Parks and Recreation Department) to make improvements to city parks near or adjacent to schools to provide a safe zone for students to wait for pick up or walk through.
 - e. Establish a Youth Council in collaboration with City of Austin and Austin area transit authorities to co-create and provide safe transportation options. [Reference Nashville as an example.](#)
 - f. Work with Campus Advisory Councils, community partners, and neighboring businesses to facilitate safer circulation and parking opportunities at campuses with site limitations.

Accountable Division-Department: Operations-Transportation

Necessary Collaborators: Finance-Financial Services, City of Austin Police, City of Austin PARD, CapMetro, City of Austin

4. Improve Equitable Bus Access: Review AISD transportation policies to improve and increase equitable access to bus service. ⁴
 - a. Evaluate bus access for academies, magnets, and other special programs outside of the TEA policy in order to improve access and more routes to these programs. ⁵
 - b. Research how additional transportation services can be provided, while addressing lack of funding, number of available buses and bus driver shortage issues.
 - c. Increase wages of transportation staff to be able to competitively hire more bus drivers to staff all routes. This must happen in coordination with other roles for appropriate compensation across the board.

Accountable Division-Department: Operations-Transportation

Necessary Collaborators: Finance-Financial Services and Human Capital

Facilities Operational Strategies:

All have been incorporated into a shared goal.

SSR Operational Strategies:

The following strategies align with the shared goal, but have been developed solely by the Safety, Security, and Resiliency Committee:

1. (SSR-PS08-07) Increase Local Programs to Reduce Travel: Provide more local or regional access to specialized programs and activities to reduce the need for students to travel across the district for programs they want to attend.

Accountable Division-Department: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Necessary Collaborators: Operations-Transportation

TFSM Operational Strategies:

The following strategies align with the shared goal, but have been developed solely by the Transportation, Food Services, and Maintenance Committee:

1. **Assess Increase in Transportation Services:** Develop an assessment and collect data on attendance and parent/student experience for the 24 schools that the 2-mile policy changed for to verify that shifting the policy for vulnerable or historically underserved campuses (ideally at the end of 22-23 School Year) had a positive impact to inform future policy changes. (TFSM-PS03-01)¹

Accountable Division-Department: Operations-Transportation

Necessary Collaborators: None

2. **Increase Bus Routes:** Utilize District Innovation Plan to fund additional routes/services to get TEA to better support urban districts and increase the number of routes. (TFSM-PS03-02)²

Accountable Division-Department: Operations-Transportation

Necessary Collaborators: Finance-Financial Services

3. **Extended School Day:** Extend the school day to facilitate easier pick up and drop off for working families. (TFSM-PS03-05)³
 - a. Study data on Mendez MS (while under charter management) to see if/how their system works (currently existing program).
 - b. Borrow systems/supports utilized at Mendez MS, after studying data on attendance, to extend school day for flexible pick up/drop off for families.

Accountable Division-Department: School Leadership-Elementary and Secondary Schools

Necessary Collaborators: Operations-Transportation, Operations-Facilities Maintenance and Operations-Construction Management

Notes

- 1 For the 21-22 and 22-23 school years, AISD changed the 2-mile policy for 24 schools to provide bus services from their own funding (not funded/supported

by TEA). The intention of this strategy Intention is to ASSESS efficacy of policy changes to verify if it's achieving the goal for historically underserved schools/communities (is providing buses the answer to improving attendance at historically underserved and under enrolled campuses?)

2 Having state funding for this will communicate to communities that getting to school is valued.

All the funding in the world for bus routes is moot without bus drivers - this is the first priority issue (AISD is currently providing a competitive salary) - this is a nationwide issue; increasing salary would help (but our benefits are more competitive).

We can only pursue this strategy once the bus driver shortage is solved.

3 This school year, Mendez MS is run by an external organization; we can ask them how it's going; they open their doors at 6:30 AM and are open til 5-6 pm to assist families with drop/off pick timing; Can we use their data/learn from them? Another example to examine is Overton ES where after school care is at the rec center (partnership with community entities).

4 AISD has already shifted in 2022-2023 to provide bus service to historically underserved campuses that are struggling with enrollment and are predominantly ineligible for bus service under the TEA 2 mile policy.

5 Currently Kealing, LASA, Lively, Eastside, International, Sadler Means, Garcia, Campbell, Winn Montessori, Ann Richards have bussing services

Additional Considerations:

- We need to organize a committee to look over everything on this since it's interconnected with other departments/committee initiatives.
- TEA funding formula needs to be changed.

Supplemental Funding for Equipment and Program Needs

Shared Goal:

Expand opportunities between Fine Arts, Athletics, and the Austin Ed Fund for fundraising, sponsorships, and partnerships that can support program and equipment needs for socioeconomically disadvantaged students and campuses.

Goal Start: Immediate

Success Metrics:

- Increase annual funding for Athletics and Fine Arts programs to meet the actual/real operational costs.
 - Raise \$100K per year to purchase needed Athletics goods and equipment for socioeconomically disadvantaged students.
 - Raise \$100K per year to purchase needed Fine Arts goods and equipment for socioeconomically disadvantaged students.
 - After baseline needs are established, raise funds to support additional Fine Arts and Athletics needs beyond goods and equipment.
 - After baseline needs are established, raise funds needed to support pre-athletics programming and early elementary and middle Fine Arts programming (e.g. staff, equipment, uniforms, etc.).
 - After baseline needs are established, raise funds needed to support athletics and fine arts programming (e.g. summer programs, facility equipment, storage, uniforms, etc.).
- Increase participation in Athletics and Fine Arts from student groups identified as historically underserved.
 - Establish the baseline participation rate for each underserved student group: Black students, Asian students, Indigenous students, Hispanic/Latinx students, students of 2 or more races, socioeconomically disadvantaged students, immigrant and refugee students, students receiving special education services, and emerging bilingual students.
 - Increase the percentage of students across underserved student groups participating in athletics and fine arts by a percentage to be determined (using baseline data) each year, focusing on groups who are under-represented.

Goal Accountability:

Accountable Chief: Chief of Staff

Necessary Collaborators: Chief of School Leadership, Chief of Academics

Identified Problems:

Athletics Problem Statement 4: Students from socioeconomically disadvantaged neighborhoods and/or under-enrolled campuses lack access to the uniforms, equipment, and goods/resources that make athletics possible,

VAPA Problem Statement 1: Students who are historically underserved lack access to VAPA programming and opportunities.

VAPA Problem Statement 3: Lack of safe, maintained, and modernized VAPA facilities or no facility affects all students, staff, parents, and communities.

[Link to Background Data](#)

[Link to Collaboration Workspace](#)

Bond Strategies:

None

Operational Strategies:

The following strategies have been jointly developed by the athletics and visual and performing arts committees.

1. Review Pilot Funding Initiatives: Review existing partnerships and fundraising initiatives. Explore areas of opportunity and capacity requirements for expansion to grow resources for athletics and fine arts equipment needs and program supports:

- a. Current pilot fine arts fund (launched and piloted SY 2021-22)
- b. Current pilot athletics fund (launch underway in SY 2022-23)
- c. Current fundraising initiatives and campaigns

Accountable Department-Division: Chief of Staff-Office of Innovation and Development

Necessary Collaborators: School Leadership-Athletics, Academics-Fine Arts

2. Expand Partnerships and Fundraising: Develop a plan for expansion of partnerships and fundraising to support fine arts and athletics.

- a. Compile a case for support for athletics and fine arts outlining a vision regarding how grants, donations and partnerships can support students that includes capacity and sustainability considerations.
- b. Identify potential funding sources including internal resources, partnerships, and prospective funders/donors.

Note: see Additional Considerations section for potential funding source ideas.

- c. Engage community members to enhance outreach, serve as ambassadors, and serve as peer to peer fundraisers.
- d. Leverage communication strategies, grants, donations and stewardship protocol established by the Austin Ed Fund and Office of Innovation & Development.
- e. Ensure alignment with AISD strategic direction and Austin Ed Fund Board.

Note: Need to determine if athletics and fine arts should create one or multiple funds.

Accountable Department-Division: Chief of Staff-Office of Innovation & Development

Necessary Collaborators: School Leadership-Athletics, Academics-Fine Arts

3. Funding Allocation Plan: Develop a funding allocation plan that prioritizes baseline needs for athletics and fine arts programs for socioeconomically disadvantaged students first.
 - a. Evaluate and define baseline needs; identify where those needs are not being met for socioeconomically disadvantaged students.
 - b. Provide additional resources, including funding, to campuses with a high proportion of socioeconomically disadvantaged students to support identified baseline equipment and program needs.
 - c. Identify next priorities for funding allocation to provide equitable access to programming and resources for socioeconomically disadvantaged students, after baseline needs are met.

Note: See Additional Considerations section for ideas on prioritization.

Comment provided by Chief of Staff-Innovation & Development: Baseline needs could be defined by athletics, and internal funding considered as a first step.

Then, needs appropriate for philanthropic support can be shared with the Office of Innovation & Development and fundraising strategies developed to meet those needs.

Accountable Department-Division: Chief of Staff-Innovation & Development

Necessary Collaborators: School Leadership-Athletics, Academics-Fine Arts

4. Leverage Lease Rates: Evaluate current lease rates and develop a methodology that distributes those funds to fine arts and athletics programs/departments.
 - a. Define the percentage of funds allocated to campuses, the district, and central funding pools for athletics/fine arts departments.¹
 - b. Increase emphasis on leasing to increase rental revenue.
 - c. Consider staffing costs for facilities rentals.

Accountable Department-Division: Operations-Planning and Asset Management

Necessary Collaborators: Finance-Financial Services

5. Track Participation: Track participation in fine arts and athletics programs annually by class/sport, campus, and student demographic status (race/ethnicity, socioeconomically disadvantaged, English language learner, immigrant, refugee, accessing special education services, foster, and homeless students) to understand who is not participating, establish targets for equitable participation, and program access.

Accountable Department-Division: School Leadership-Athletics

Necessary Collaborators: Academics-Academics (Fine Arts, PE, Health, STEM, Humanities, SEL, CLI, & Counseling)

Notes

- 1 This is Board policy.

Additional Considerations:

- Consider expanding staffing focused on fundraising and partnerships with a focus on fine arts and athletics to provide support to already overburdened existing staff (see Athletics Problem Statement 4, Strategy 2)
- Potential partnerships and fundraising opportunities (see Strategy 2b):
 - Potential consistent revenue stream: point of sale donation partnership for large event venue ticket sale platforms - such as performance venues, stadiums, Austin FC - where ticket buyers are prompted to donate \$1 to AISD athletics/fine arts.
 - Stadium and/or performance venue naming rights in exchange for donations.
 - Scoreboard advertisements at athletics events.
- Ideas for how to allocate and prioritize funds (see Strategy 3: Funding Allocation Plan):
 - Financial support for athletics and fine arts after school programs at the elementary and 6th grade level, where fees create a barrier to participation.
 - Proactive and strategic efforts to fund athletics and fine arts-focused camp and clinic opportunities for students.

Near Future Goals

Food Service Support

Shared Goal:

Increase access to additional food support, including after-school meals, snacks, and breakfast in the classroom, for socioeconomically disadvantaged student athletes.

Goal Start: Near Future

Success Metrics:

The following operational success metrics are draft only (i.e., will not appear on accountability reports) and will be refined when the goal transitions to 'Immediate'.

- After School Food Participation
 - At minimum, 75% of eligible secondary campuses are participating in after school meals for athletics departments.

Goal Accountability:

Accountable Chief: Chief of Operations

Necessary Collaborators: None

Identified Problems:

Athletics Problem Statement 2: Historically underserved students and families at middle and high school campuses across the district face cultural and economic barriers to athletics participation (e.g., health screenings, meeting academic requirements).

TFSM Problem Statement 1: All students at all AISD campuses lack sufficient time to eat and sufficient food portions for breakfast, lunch, and snack/dinner.

[Link to Background Data](#)

[Link to Collaboration Workspace](#)

Related Bond Strategies:

1. **TFSM 11: Modernized Regional Kitchen (FS)** Expand kitchen at modernized/new build campuses in vulnerable neighborhoods to include packaging equipment and cold storage for production and storage of unitized meals.

Deferred for Future Bonds.

2. **TFSM 12: Repurposed Regional Kitchen (FS)** Repurpose/reuse a closed school with a functioning kitchen, expand as needed, and make that a regional kitchen to support grab-and-go and after-school food services as needed. Renovate the space to serve other shared use purposes (parking for school buses, CTE/multipurpose spaces).

Deferred for Future Bonds.

Operational Strategies:

The following strategies have been jointly developed by the Athletics and Transportation, Food Services & Maintenance committees.

1. **Improve Food Services Communication:** Improve communication with eligible campuses and athletic coordinators to increase awareness about after-school meal, snack, and breakfast programs, and how they can apply.
 - a. Create a one-pager to distribute to athletic coordinators across the district about food service support options available and how to apply for them.
 - b. Share a list annually with the athletic director about which schools and athletics coordinators have requested after-school meals, and which have not.¹
 - c. At the in-person yearly kickoff meeting for middle and high school athletic coordinators, host an annual Q&A about the support options available, including food services, health screenings, and transportation offerings with representatives from those departments present.
 - d. Develop and share year-round calendar of key dates for food services and after school programs, including deadline for application for after school meals.

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: School Leadership-Athletics

2. Creative Food Services Funding Source: Identify creative fundings sources to fill the gaps in state and federal funding for after school meals²
 - a. Identify an alternative funding source to support students with the meals they need.³
 - b. Investigate alternatives to provide year-round food service during kitchen closures (e.g. during summer activities, practices that occur over breaks when school is not in session).
 - c. Identify partners or support to provide additional meals for late athletic events/games.⁴

Accountable Division-Department: Operations-Food Services

Necessary Collaborators: None

Notes

1 In 2022, only five or six athletic departments have requested after school meals out of the 20 schools who qualify.

2 Available state and federal funding to support after school meals and additional food does not provide food to all students who need it.

3 Not all students who individually qualify for free and reduced lunch are eligible for after-school meals; they are only eligible if their school as a whole qualifies for the program. Therefore, socioeconomically disadvantaged students enrolled at non-qualifying schools are not able to receive federal or state funding for after school meals.

4 Food services is only legally allowed to provide one after-school meal to eligible schools/students; this is not enough food for student athletes whose games sometimes last until 11:00 pm.

Additional Considerations:

There are a few legal limitations to be considered as these strategies are implemented:

- Based on federal/state funding requirements, Food services cannot provide food that will be taken or consumed off-campus. This does not apply to athletics events; these events are considered an extension of campus.
- All Title I schools are eligible for the funding that supports after school meals, and meals can be offered at all after school programs (including athletics). All but 38 campuses in the district qualify. However, socioeconomically disadvantaged students who attend non-qualifying schools are not eligible for this support

Appendices

[Contributing Members](#)

[Glossary of Terms and Abbreviations](#)

[Focused Engagement Scripts](#)

[Committee Workspaces](#)

[Equity Rubrics](#)

[Bond Strategy Recommendations](#)

[Student Data Analysis](#)

[Neighborhood Data Analysis](#)

[Opportunity Index Methodology](#)

[LRP Background Information](#)

[Academics & CTE](#)

[Athletics](#)

[Facilities](#)

[Safety, Security, & Resiliency](#)

[Technology](#)

[Transportation, Food Services, & Maintenance](#)

[Visual & Performing Arts](#)

[Goals/PS Incorporated into Shared Goals](#)

[Bond Strategies by Facility](#)

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Glossary of Terms and Abbreviations

Abbreviation	Term	Definition
	Ableism	A set of beliefs or practices that devalue and discriminate against people with physical, intellectual, or psychiatric disabilities and often rests on the assumption that disabled people need to be ‘fixed’ in one form or the other. Source
	Absenteeism	Students who are chronically absent—meaning they miss at least 15 days of school in a year. Source
	Active Sampling	An AISD practice of conducting taste tests for new menu items in different campuses, in different parts of town, at the corresponding cohort level, to gather student input before introducing new menu items. This practice gives students the opportunity to try new foods and get exposure to global cuisines in a fun, exploratory way.
ARD	Admission, Review & Dismissal Meeting	A meeting to annually review a student’s special education program that includes an update of the student’s progress, a review of the current individualized education program (IEP), and development of a new IEP for the upcoming year. The ARD Committee also determines a child’s eligibility to receive special education services and determines when the student is eligible for dismissal from special education services. Source
AVID	Advancement Via Individual Determination	A program whose mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. Source
ADA	Americans with Disabilities Act	A federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. The ADA guarantees that people with disabilities have the same opportunities as everyone else to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs. Source

Abbreviation	Term	Definition
	Anti-racism	Anti-racism is the purposeful act of actively addressing systemic racism and systemic inequities personally, professionally, and socially (AISD Cultural Proficiency and Inclusiveness Office, 2020). Racism takes several forms and works most often in tandem with at least one other form to reinforce racist ideas, behaviors, and policies. Different types of racism include individual racism, interpersonal racism, institutional racism, and structural racism.
	Asset mapping	A systematic process of cataloging key services, benefits, and resources within the community, such as individuals' skill sets, organizational resources, physical space, institutions, associations, and elements of the local economy.
	Bond	A method by which school districts finance large capital investments and projects, as authorized by an election. Source
	Bond cycle	The time between the passing of a bond, execution of the bond, and planning for the next bond.
	Bond Steering Committee	An AISD advisory body whose purpose was to utilize the district's long-range plans, bond capacity, and other relevant information, to develop and prioritize a bond package for the November 8, 2022 election. The BSC recommendations were provided to the Superintendent for review. There were 17 members on the committee. Nine members were appointed by the trustees and the seven elected community co-chairs from the Long-range Planning Committee (LPC) served on the BSC. One student member was also elected to serve on the BSC by their student peers serving on the LPC. Source
CAT	Campus Architectural Team	A group of individuals established to drive decisions for the district's major construction and modernization projects. The team includes representation from the school principal, school staff, students, parents and community members.

CAC	Campus Advisory Council	<p>Committees of parents, students, business and community representatives, teachers, principals, and other campus staff. The formation of CACs is required by state law (Texas Education Code, §11.251). Specific functions of CACs include providing review and comment on:</p> <ul style="list-style-type: none"> ● Campus Educational Program ● Campus Performance ● Campus Improvement Plan ● Campus Staff Development Plan ● Campus-Level Waiver Requests to the State ● Campus Budget <p>Source</p>
	Care Plan	<p>A maintenance plan developed by Campus Advisory Councils or Campus Architectural Teams for the care of outdoor spaces that support educational activities. This plan should be re-evaluated bi-annually.</p>
	Census tract	<p>Small, relatively permanent statistical subdivisions of a county or statistically equivalent entity.</p> <p>Source</p>
CDC	Centers for Disease Control	<p>A governmental agency that collaborates to create the expertise, information, and tools that people and communities need to protect their health through health promotion, prevention of disease, injury and disability, and preparedness for new health threats.</p> <p>Source</p>

Abbreviation	Term	Definition
CIRCLE	CIRCLE Progress Monitoring System	<p>A user-friendly, technology-driven tool that enables a teacher to quickly assess a pre-kindergarten child’s progress in a particular skill area. This simple yet reliable data collection prompts teachers to focus on lessons that target their students’ least developed skills.</p> <p>Source</p>
	Colorism	<p>A practice of discrimination by which those with lighter skin are treated more favorably than those with darker skin. This practice is a product of racism in the United States, in that it upholds the white standards of beauty and benefits white people in the institutions of oppression (media, medical world, etc.).</p> <p>Source</p>
CBOC	Community Bond Oversight Committee	<p>A Board of Trustees-appointed committee made up of volunteer citizens whose purpose is to ensure that the bond projects remain faithful to the voter-approved bond program scope of work and to monitor and ensure the bond projects are completed on time, with quality and within budget. Part of the CBOC's role in the implementation of the 2022 Bond Program will be ensuring that any undesignated funding in the bond program aligns with the long-range plan.</p> <p>Source</p>
CEP	Community Eligibility Provision	<p>An alternate meal program in which campuses located in low-income areas offer free meals to all students enrolled at that campus, thus reducing the administrative burden on schools and families.</p> <p>Source</p>
	Continuum of Services	<p>A range of services/settings that include the following as options: external support, accommodations, modifications, in-class support, co-teaching, specialized support, home instruction, and instruction in hospitals or institutions.</p>
	Culture	<p>A set of distinctive spiritual, material, intellectual, and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.</p> <p>Source</p>

Abbreviation	Term	Definition
	Cultural competence	<p>Cultural competence in school communities enhances the teaching and learning process and helps ensure equitable opportunities and supports for each and every student. Cultural competence encompasses:</p> <ul style="list-style-type: none"> • An understanding of one’s own cultural identity, biases, prejudices, and experiences of both privilege and marginalization; • The continuous pursuit of skills, knowledge, and personal growth needed to establish a meaningful connection with people from various cultural backgrounds; and • A lifelong commitment to action that supports equity within each school community. <p>Source</p>
DMF	Decision-making framework	<p>A way to facilitate and enhance decision-making by providing conceptual structures and principles for integrating the economic, social, ecological, and legal/institutional dimensions of decisions. Decision frameworks refer to principles, processes, and practices to proceed from information and desires to choices that inform actions and outcomes. Their application can result in consistent and effective results.</p>
	Disaggregated data	<p>In education, disaggregation refers to the breaking down of student data into smaller groupings, often based on characteristics such as sex, family income, or racial/ethnic group.</p> <p>Source</p>
DL	Dual Language	<p>An AISD program that provides emergent bilinguals with the opportunity to excel academically, strengthen their bilingualism and biliteracy in a way that maintains and fosters connection to community. Emergent bilingual students are able to enter into the dual language bilingual education program at any grade level.</p> <p>AISD’s Dual language program is open to all AISD students who are interested in a multilingual academic experience when entering Pre-K, Kindergarten or within the first 20 days of the beginning of first grade. A language assessment is required for 2nd grade through high school student applicants.</p> <p>Source</p>
ECO-DIS	Economically Disadvantaged	<p>A student who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.</p> <p>Source</p>

Abbreviation	Term	Definition
Ed Specs	Educational Specifications	<p>Design standards and concepts used by school districts to guide new school facility construction and major space renovations to create engaging and effective learning environments. School districts are required by state law to adopt Ed Specs.</p> <p>Source</p>
ESA	Education Suitability Assessment / Educational Suitability	<p>An evaluation of how well a facility supports teaching and learning using the district's Educational Specifications as the standard. It includes items such as the exterior, general building, security, controllability of lighting, furniture, academic and administrative spaces, and technology.</p> <p>The assessment includes interviews with campus leadership and representatives and an onsite evaluation by a team experienced in best school facility practices.</p> <p>Source</p>
ESSER	Elementary and Secondary School Emergency Relief Fund	<p>A federal grant program administered by the Department of Education for the purpose of providing local educational agencies with emergency relief funds to address the impact of COVID-19.</p> <p>Source</p>
EPIC	EPIC Education Foundation	<p>A digital platform using virtual games to engage and inspire students to excel in Science, Technology, Arts, Engineering and Math.</p> <p>Source</p>
	Equity	<p>Recognizing that people are not the same, but deserve access to the same outcomes. Equitable programs may make accommodations for differences so that the outcomes are the same for all individuals. Women and men receive equitable, not equal treatment in regard to parental benefits at work.</p> <p><i>Source: AISD Cultural Proficiency and Inclusiveness Office, 2020</i></p>
	Equity by Design	<p>An approach to planning, communication, and engagement that promotes the active involvement of communities who are underserved by the school district. In 2019, when Dr. Stephanie Hawley joined Austin ISD as the first Equity Officer, she adapted and customized the Equity by Design approach with AISD students, staff, and educators, resulting in the Equity by Design for Austin ISD that was used to guide the long-range planning work.</p> <p>Source</p>

Abbreviation	Term	Definition
	Facilitron	<p>An online facilities management platform and marketplace that streamlines facility scheduling and the rental request process. It is the primary platform the district uses to process all facility use requests.</p> <p>Source</p>
FCA	Facility Condition Assessment	<p>An evaluation of the physical condition of a facility to measure what systems are broken, aging, etc. This includes items such as roofing, heating and air conditioning, plumbing, electrical, site drainage, and parking. Both assessments incorporate data, staff interviews, facility walk-throughs, cost-estimating, and analysis.</p> <p>The process begins with collecting data through construction documents, maintenance logs, etc. Once preliminary data is gathered, an interview is conducted at each school with the principal, maintenance and operation staff and other staff and community members. Next, a team of architects and engineers of various disciplines perform an onsite evaluation at the facility.</p> <p>Source</p>
	Food Desert	<p>Areas where people have limited access to healthful and affordable food within a reasonable distance from their homes.</p> <p>Source</p>
FAR	Free and Reduced Meal Program	<p>A meal program that supports students who are economically disadvantaged and reliant on AISD for meals.</p>
FTE	Full Time Employee	<p>A "full-time employee" is typically defined as an FTE (Full-Time Equivalent) in school districts. Full-time employees work for 100% of an institution's normal work schedule and should be defined as 1.0 FTE. A full time employee is normally scheduled to work at least 40 hours per workweek (Monday – Sunday). Employees working .6 – 1.0 FTE are eligible for full time benefits. Hours and days of work shall be established by the supervisor.</p>
	Futures Planning	<p>A guide for a person with an intellectual or developmental disability (I/DD) to lead a good life as independently as possible. A plan is important throughout all stages of life and especially in the future after the parent or caregiver is no longer able to provide support.</p> <p>Source</p>

Abbreviation	Term	Definition
GRR	Gradual Release of Responsibility Framework	<p>The goal of the Gradual Release of Responsibility Framework is to provide appropriate instruction, moving students towards independence.</p> <p>Importantly, the GRR Framework does not have to be linear. Based on instructional objectives, educators may appropriately choose to begin in any part of the framework. Students move back and forth between each of the components as they master skills, strategies, and standards.</p> <p>Source</p>
	Head Start	<p>A Federal program that promotes the school readiness of children from birth to age five from low-income families by enhancing their cognitive, social, and emotional development. Head Start programs provide a learning environment that supports children's growth in many areas such as language, literacy, and social and emotional development.</p> <p>Source</p>
	Historically underserved students and communities	<p>Refers to students and communities that have been failed in specific ways by AISD and the systems within it, as well as the systems in the city of Austin. Students and communities are underserved not due to their actions or behaviors, but as a response to one or more aspects of their identity, including but not limited to: race, ethnicity, religion, sexual orientation, socio-economic status, ability/disability, etc.</p> <p>Source</p>
	Inclusion - Diversity, Equity & Inclusion	<p>A state of belonging, when persons of different backgrounds and identities are valued, integrated, and welcomed equitably as decision-makers and collaborators. Inclusion involves people being given the opportunity to grow and feel/know they belong. Diversity efforts alone do not create inclusive environments. Inclusion involves a sense of coming as you are and being accepted, rather than feeling the need to assimilate.</p> <p>Source</p>
	Inclusion - Special Education	<p>Although no consensus exists about the definition of inclusion, it is generally considered a movement to merge regular and special education so that all students are educated in general education classrooms.</p> <p>Source</p>

Abbreviation	Term	Definition
IDEA	Individuals with Disabilities Education Act	<p>A law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.</p> <p>The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 7.5 million (as of school year 2020-21) eligible infants, toddlers, children, and youth with disabilities.</p> <p>Source</p>
IEP	Individualized Education Program	<p>A written document that is completed by an Admission, Review, and Dismissal (ARD) committee for every public school child age 3-21 receiving special education services in Texas. The IEP serves as a blueprint for special education supports and services.</p> <p>Source</p>
ISS	In-School Suspension	<p>A form of student discipline used in Texas school districts. Typically, ISS requires a student to report to a designated room on the school campus other than the student's assigned classroom.</p> <p>Source</p>
	Job-alike	<p>Groups facilitated by The Education Cooperative (TEC) to provide colleagues with similar roles and responsibilities the opportunity to discuss common issues, ask questions, determine best practices, and share program ideas among their peers.</p> <p>Source</p>
KPIs	Key Performance Indicators	<p>The critical (key) quantifiable indicators of progress toward an intended result. KPIs provide a focus for strategic and operational improvement, create an analytical basis for decision making and help focus attention on what matters most.</p>
LOTE	Languages Other than English	<p>Any world language other than English, including American Sign Language (ASL), is considered a language other than English. Currently, students may earn credit by taking ASL, Arabic, Chinese, French, German, Hindi, Italian, Japanese, Korean, Latin, Portuguese, Russian, Spanish, Turkish, Urdu, or Vietnamese.</p> <p>In addition, certain computer programming languages can be used to satisfy the LOTE two-credit graduation requirement.</p> <p>Source</p>

Abbreviation	Term	Definition
LRE	Least Restrictive Environment	<p>The requirement in federal and state law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers. Special education students should not be removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily.</p> <p>Source</p>
LPC	Long-range Planning Committees (LPC)	<p>Ad hoc advisory bodies established by the superintendent and are made up of parents, community members, students, educators, and district staff who represent different segments of the community who co-created the Long-range Plan with district staff.</p>
	Modernization	<p>Bringing an existing building up to “like new” conditions consistent with AISD design standards for new construction projects.</p>
NSLP	National School Lunch Program	<p>A federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day.</p> <p>This is the federal meal program that AISD is engaged in. NSLP outlines and determines:</p> <ul style="list-style-type: none"> ● Nutrition requirements for all meals served and provided through this program ● The component elements that can be provided in reimbursed lunches ● Requirements for distributors that the district purchases from ● The quantity of meals served and the time frames with which they can be served <p>Source</p>
	Operational Capacity	<p>The total number of students a building can hold with allowances for spaces that are utilized to support students receiving special education or PK-3 services and/or spaces that are used for special programming. This capacity is only calculated for the permanent structures and does not incorporate classrooms within modular or portable buildings.</p>
	Optimal Utilization	<p>85-110% of a schools’ operational capacity when compared to its enrollment.</p>
OSS	Out-of-School Suspension	<p>A temporary suspension of a student from one or more regular classes, for no more than five (5) days and requiring the student to spend time outside of school.</p>

Abbreviation	Term	Definition
PSS	Parent Support Specialists	<p>Positions charged to identify, develop, and engage parents in their child's education by providing parent and family support, conduct communications and outreach, and create parent leadership opportunities. They are funded 50% by the City of Austin and are placed in Title I schools, schools with student populations from families determined to be of low-income.</p> <p>Source</p>
PTA	Parent-Teacher Association	<p>A campus association to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.</p> <p>Source</p>
	PLTW Gateway	<p>A proprietary, third-party grade 6-8 CTE curriculum that offers explorations of coding and robotics, flight and space, and DNA and crime scene analysis through engagement in hands-on, collaborative problem solving focused on real-world challenges.</p> <p>Source</p>
	Portables	<p>A building designed and built to be movable rather than a permanent structure. A typical portable building in AISD contains two classrooms. While they are intended to be temporary, many portables remain on campuses for multiple years.</p>
POE	Post-occupancy evaluation	<p>An evaluation of a building after completion to find out what worked and what did not work, with the intention to apply lessons learned by continuing to do what worked and avoiding what did not. POEs are conducted via a series of inspections/walk-throughs of the building to investigate elements, systems, and subsystems through observation, recording of performance metrics, and interviews with various building stakeholders.</p> <p>Source</p>
	Pre-athletics	<p>Competitive athletic competitions organized for students in 6th grade and below. The purpose is to prepare students and parents for successful participation in competitive athletic University Interscholastic League (UIL) programs that begin in 7th grade.</p>
	Professional Learning	<p>A comprehensive, sustained approach to improving all employees' effectiveness in supporting the realization of the district's Vision and Strategic Plan. Professional learning is aligned to the district's curriculum, instructional programs, and initiatives, with the ultimate purpose of improving student achievement.</p> <p>Source</p>

Abbreviation	Term	Definition
PLC	Professional Learning Community (ies)	<p>An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.</p> <p>Source</p>
PDM	Project Development Manual	<p>A technical design manual that includes requirements and preferences for district facilities. It is used by consultants when designing and administering the construction of facilities. This document is updated periodically to align with industry standards and preferences of the Austin ISD.</p> <p>Source</p>
	Racism	<p>Racism describes the combination of individual prejudice and individual discrimination, on the one hand, and institutional policies and practices, on the other, that result in the unjustified negative treatment and subordination of members of a racial or ethnic group. By convention, the term racism has been reserved to describe the mistreatment of members of racial and ethnic groups that have experienced a history of discrimination. Prejudice, discrimination, and racism do not require intention.</p> <p>Source</p>
	Remediation	<p>Reteaching content that students did not previously learn/master.. Typically, remediation is a Tier III intervention.</p>
	Root Cause	<p>A root cause has been defined as a an issue that 1) has specific underlying causes, 2) can reasonably be identified, 3) under the control or sphere of influence of leaders, and 4) has potential recommendations for preventing recurrences of associated challenges.</p> <p>Source</p>
	Root Cause Analysis	<p>A systematic investigation of the contributing and foundational (or "root") causes of the problems that organizations or institutions face.¹ In practice, root cause analysis is an approach to problem solving that uses data analysis and discussion to dig deeper than the surface symptoms of a problem to uncover the underlying causes.</p> <p>Source</p>

Abbreviation	Term	Definition
SIP	Schoolyards Improvements Projects	<p>Small-scale projects that enhance outdoor learning opportunities at a campus. AISD has a defined process to approve the location of projects, and to ensure campuses and patrons receive relevant information regarding future site developments, underground utility lines, and potential resources to help safely implement and maintain the project.</p> <p>Source</p>
504	Section 504 Services	<p>Part of a long-standing federal civil rights lawsuit that guarantees certain protections to people with disabilities. Section 504 of the Rehabilitation Act places the responsibility for identifying and locating students with disabilities on the school. The district is required to provide free, appropriate public education and supports to students to meet their learning needs. Learning disabilities, such as ADHD and dyslexia, are covered under Section 504.</p> <p>Source</p>
	Smart Snacks Standards	<p>A set of nutrition requirements, set by the USDA, for all food, beverages, and snacks sold on school campuses (in the lunch line, a la carte, in vending machines, school stores). The district is not allowed to serve and sell foods that do not meet these standards, or risk participation in the NSLP.</p> <p>Source</p>
SEL	Social and Emotional Learning	<p>A process for helping children and adults develop fundamental skills for life effectiveness. SEL teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.</p> <p>Source</p>
SVI	Social Vulnerability Index	<p>An index created by the Center for Disease Control (CDC) that ranks census tracts on 15 social factors, including poverty, lack of vehicle access, and crowded housing. The SVI can help emergency response planners and public health officials identify and map the communities that will most likely need support before, during, and after a hazardous event.</p> <p>Source</p>
SaaS	Software as a Service	<p>A delivery and licensing model in which software is accessed on the web via a subscription rather than installed on local computers.</p> <p>Source</p>

Abbreviation	Term	Definition
SPED	Special Education	<p>A program that serves students with disabilities. Special education programs include special education instructional and related services programs and general education programs using special education support services, supplementary aids, and other special arrangements.</p> <p>Source</p>
	Stakeholder	<p>An individual, group or organization that is impacted by the outcome of a project or who can affect a project's outcome.</p>
SOP	Standard Operating Procedure	<p>Established or prescribed methods to be followed routinely for the performance of designated operations or in designated situations.</p> <p>Source</p>
SRP	Standard Response Protocol	<p>Provides for a consistent, clear, shared language and actions among all students, staff and first responders that can be applied in any emergency.</p> <p>Source</p>
SAFA	State, Federal, Private Accountability	<p>A department within AISD responsible for ensuring the district meets all state and federal compliance standards that provide all students a high quality education. SAFA's mission is to support connecting campus and district initiatives and priorities through ethical, equitable and fiscally responsible management of all district funds entrusted to our department.</p> <p>Source</p>
SRO	Student Resource Officer	<p>Officers that help provide a safe and secure environment for AISD students, employees and visitors by deterring and disrupting criminal activities, enforcing Local and State laws, mentoring students, and providing educational presentations. There are two SROs assigned to each high school campus, and one SRO assigned to each middle school campus. Most SROs are certified mental health officers who provide emergency mental health assessments, and are trained in crisis intervention techniques. All SROs are a vital part of their campus crisis management teams and are responsible for the safety and security of critical incidents occurring on or near their campuses, requiring extensive knowledge of neighboring communities.</p> <p>Source</p>
	Stabilization Projects	<p>Capital investments in AISD campuses that could include improvements to building systems and/or renovations to existing spaces (e.g. athletics, CTE, fine arts, secure entry vestibules).</p>

Abbreviation	Term	Definition
TAS	Texas Accessibility Standards	<p>A state standard for accessibility to sites, facilities, buildings, and elements by individuals with disabilities. The requirements are required by the state to be applied during the design, construction, additions to, and alteration of sites, facilities, buildings, and elements to the extent required by state and local regulations.</p> <p>Source</p>
TX KEA	Texas Kindergarten Entry Assessment	<p>An assessment that provides teachers with a comprehensive understanding of students' learning, enabling them to design differentiated instruction to better meet students' unique needs and share information with families. It is the result of a collaborative effort between the US Department of Education, the Texas Education Agency, and the Children's Learning Institute (CLI) at UTHealth Houston to develop and validate a kindergarten entry assessment that can be reliably administered by kindergarten teachers in Texas at the beginning of the school year. It covers multiple child development domains to provide a holistic understanding of each student and better informs kindergarten teachers about the children in their classes, helping them to design differentiated instruction to meet students' needs and share information with families.</p> <p>Source</p>
	Title I	<p>A designation based on the number of low-income students who are considered at-risk for school achievement. To be considered a Title 1 school, a minimum of 40% of the students must qualify for free or reduced lunch.</p> <p>Source</p>
	Universal Choice Sheet	<p>A list (sheet) of courses from which students can indicate their preferences (choice) that is consistent among all same level (elementary, middle, or high) schools within a district (universal).</p>
	Universal Design (UD)	<p>The design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability or disability. An environment (or any building, product, or service in that environment) should be designed to meet the needs of all people who wish to use it, as a fundamental condition of good design.</p> <p>Source</p>

Abbreviation	Term	Definition
UDL	Universal Design for Learning	<p>A teaching approach that works to accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. This means developing a flexible learning environment in which information is presented in multiple ways, students engage in learning in a variety of ways, and students are provided options when demonstrating their learning.</p> <p>UDL is similar to universal instructional design and universal design for instruction. All three advocate for accessible and inclusive instructional approaches that meet the needs and abilities of all learners.</p> <p>Source</p>
UIL	University Interscholastic League	<p>The University Interscholastic League was created by The University of Texas at Austin to provide leadership and guidance to public school debate and athletic teachers. Since 1910 the UIL has grown into the largest inter-school organization of its kind in the world. The UIL continues to operate as part of the University of Texas, under the auspices of the Vice President for Diversity & Community Engagement.</p> <p>The UIL exists to provide educational extracurricular academic, athletic, and music contests. The initials UIL have come to represent quality educational competition administered by school people on an equitable basis.</p> <p>Source</p>
	Vertical Team	<p>A group of campuses consisting of a high school, middle schools, and elementary schools that are linked together by common programming. They are named after the high school and do not necessarily reflect how students track by assigned attendance boundaries.</p>
	Work order	<p>A documented request for services, specifically in relation to building and facility maintenance and condition, filed by campus or district staff or personnel.</p>

Focused Engagement Scripts



English ▾

Interview Information

INTERVIEW INFORMATION: fill this out before or after the interview is conducted, to maximize time with participants.

Interview medium

- Phone interview
- Virtual interview
- In-person group or individual interview (*please list location below*)

- Other (*please specify*)

Interview date (mm/dd/yyyy)

Date

Number of participants being interviewed (*not including interviewer(s) or listener(s)*)

Interview language

- English
- Spanish
- Other (*please specify*)

Interviewer name

What type of meeting is this (ex. PTA meeting)?

Interview location

Introductions

Note to interviewer: This form is a guide! We trust you as a facilitator to adapt it to your audience, and to move through it as needed.

Goal: Build a relationship

1. How is your child/children doing? How is the school year going for you?



Unmet Needs

UNMET NEEDS

Goal: Understand things that are missing or not working well

Prompts:

1. What do you feel is NOT working for your child(ren)?
 - Can you share an example?
 - Why is that important to you?
2. Tell us more about programs or resources that you wish you had, but don't have today.



UNMET NEEDS

Goal: Probe further into specific categories

Prompts:

1. Is there anything else that isn't working for you that falls under one of these categories?
 - Athletics
 - Academics & CTE
 - Visual & Performing Arts
 - Facilities
 - Safety, Security & Resiliency
 - Transportation, Food Services & Maintenance
 - Technology



Assets

ASSETS

Goal: Understand things that are working well that your participant wants to see more of

Prompts:

1. Can you tell us more about what's working well for your child(ren)?
 - Can you share an example?
 - Why is that important to you?
2. What programs, services, and/or community partners have you used at your school(s) that you want to see more of?
 - Can you tell us more about why these are so important to your child(ren)?



ASSETS

Goal: Probe further into specific categories

Prompts:

- I. Can you tell us more about what is working well for you within any of these categories?
 - Athletics
 - Academics & CTE
 - Visual & Performing Arts
 - Facilities
 - Safety, Security & Resiliency
 - Transportation, Food Services & Maintenance
 - Technology



Participant Information

PARTICIPANT INFORMATION: fill this out either before or after the interview is conducted, to maximize time with participants.

For phone outreach: scribes will have this information ahead of time, so no need to ask the participants. Please fill out yourself.

For small groups and/or in-person: You only need to input the roles of the participants by checking all that apply.

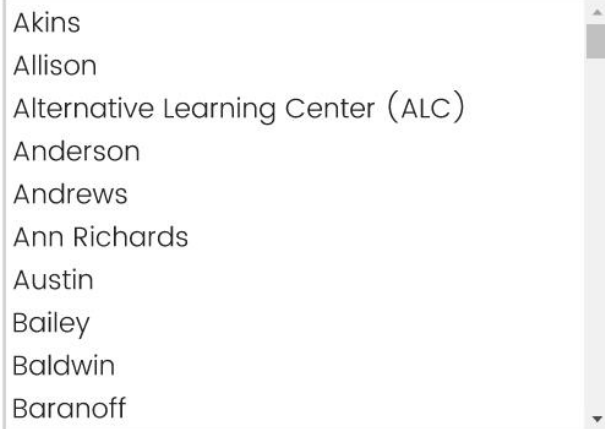
Capturing this information is extremely important to the equity by design process - it will help us make sure that we are reaching the intended voices and perspectives in our engagement process.

Please indicate your participant(s) role(s):
indicate for all participants

- Student
- AISD parent or guardian
- AISD teacher
- Non-teaching AISD staff
- Community member
- Campus partner
- Other (*please specify*)

Which organization(s) are the participants associated with?

Which school(s) are the participants and/or their children associated with? *Use ctrl+click to select multiple options.*



Akins
Allison
Alternative Learning Center (ALC)
Anderson
Andrews
Ann Richards
Austin
Bailey
Baldwin
Baranoff

Which of the following do the children of your participant(s) identify as?

Select all that apply, using the data you received before making the call.

- Asian / Asian American
- Black / African American
- Hispanic / Latino / Latina / Latinx
- Indigenous / Native American
- Middle Eastern
- Pacific Islander
- White
- Other
- Prefer not to respond

Which of the following student groups do the child(ren) of your participant(s) identify as?

Select all that apply, using the data you received before making the call.

- Emerging Bilingual Students
- Immigrant Students
- Refugee Students
- Students identified as Economically Disadvantaged
- Students who access Special Education Services
- Students who are experiencing Homelessness and/or are in Foster Care

Powered by Qualtrics

Committee Workspaces

Each committee worked through specific sets of feedback and challenges from the community in their own individual workspaces. These workspaces were designed to be similarly formatted for all committees, but customized with their conversations and work documented, allowing for focused, but continuous conversations to occur. Committees had specific workspaces for each step in the Equity by Design process - these workspaces are hyperlinked below. Please click on the committee name to access their workspace.

Problem Statements

Community Feedback & First Drafts

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Problem Statements Updates

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Root Causes

Root Cause Background Data

- Academics & CTE Committee - [Priority #1](#), [Priority #2](#), [Priority #3](#)
- Athletics Committee - [Priority #1](#), [Priority #2](#), [Priority #3](#)
- Facilities Committee - [Priority #1](#), [Priority #2](#), [Priority #3](#)
- Safety, Security & Resiliency Committee - [Priority #1](#), [Priority #2](#), [Priority #3](#)
- Technology Committee - [Priority #1](#), [Priority #2](#), [Priority #3](#)
- Transportation, Food Services & Maintenance Committee - [Priority #1](#), [Priority #2](#), [Priority #3](#)

- Visual and Performing Arts Committee - [Priority #1](#), [Priority #2](#), [Priority #3](#)
- [All Committee Background Data](#)

Root Cause Fishbone Analyses

- [Academics & CTE Committee](#)
 - [Academics & CTE Secondary Priority Fishbones](#)
- [Athletics Committee](#)
 - [Athletics Secondary Priority Fishbones](#)
- [Facilities Committee](#)
 - [Facilities Secondary Priority Fishbones](#)
- [Safety, Security & Resiliency Committee](#)
 - [Safety, Security & Resiliency Secondary Priority Fishbones](#)
- [Technology Committee](#)
 - [Technology Secondary Priority Fishbones](#)
- [Transportation, Food Services & Maintenance Committee](#)
 - [Transportation, Food Services & Maintenance Secondary Priority Fishbones](#)
- [Visual and Performing Arts Committee](#)
 - [Visual and Performing Arts Secondary Priority Fishbones](#)

Root Cause 5 Why Deeper Dives

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Root Cause Mapping Workshops

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Asset Mapping

- [Academics & CTE Committee](#)
- [Athletics Committee](#)

- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)
- [Combined Asset Map Idea Board](#)

Goal Development

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Strategy Development

Initial Brainstorm & Strategy First Drafts

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Operational Strategy Development

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Equity Rubrics

Equity Rubrics - Bond Strategies

Each committee utilized an identical equity rubric to evaluate and prioritize bond strategies around maximum impact and potential to resolve current and historical inequities.

- [Academics & CTE](#)
- [Athletics](#)
- [Facilities](#)
- [Safety, Security & Resiliency](#)
- [Technology](#)
- [Transportation, Food Services, and Maintenance](#)
- [Visual and Performing Arts](#)

After bond strategies were prioritized, projects at the campus level were also prioritized to send as recommendations of projects to the Bond Steering Committee.

- [Academics & CTE](#)
- [Athletics](#)
- [Facilities](#)
- [Safety, Security & Resiliency](#)
- [Technology](#)
- [Transportation, Food Services, and Maintenance](#)
- [Visual and Performing Arts](#)

Equity Rubrics - Operational Goals/Strategies

Each committee utilized an identical equity rubric to evaluate and prioritize operational goals and strategies around impact on historically underserved communities and potential to address root causes of current and historical inequities.

- [Academics & CTE](#)
- [Athletics](#)
- [Facilities](#)
- [Safety, Security & Resiliency](#)
- [Technology](#)
- [Transportation, Food Services, and Maintenance](#)
- [Visual and Performing Arts](#)

Bond Strategy Recommendations

The LPC made a Full Modernization recommendation as a joint-committee, which can be found at [this link](#).

Individual committee bond project recommendations are included below:

- [Academics & CTE Committee](#)
- [Athletics Committee](#)
- [Facilities Committee](#)
- [Safety, Security & Resiliency Committee](#)
- [Technology Committee](#)
- [Transportation, Food Services & Maintenance Committee](#)
- [Visual and Performing Arts Committee](#)

Student Data Analysis

Background: Data Incorporated

We are starting with students first because it's AISD's mission to "provide an educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society." We wanted to identify where underserved student groups are located across the district to inform our targeted engagement process.

We built upon work done by the AISD Equity Office with communities. The Equity Office collaborated with community stakeholders and identity group members to develop an evolving list of historically underserved student groups. These groups include:

- African American / Black students
- Asian & Asian American Students
- Hispanic / Latinx Students
- Students who access special education services
- Indigenous students
- Emerging bilingual students
- Students who experience homelessness and/or are in foster care
- Students who identified as economically disadvantaged
- Immigrant students
- Refugee students
- Girls / young women
- Students who are identified with mental, cognitive & physical disabilities
- Students who identify as LGBTQIA+
- Deaf and Hard of Hearing Students

Data Collection & Preparation

After many iterations of incorrect or incongruent student enrollment data, we used the District's individual student enrollment data from the 2021-2022 school year exported directly from the Student Information System consultant's (MIS) database, which included as many of the above groups as were available from a single source and date. This dataset was cleaned to remove duplicate student ID numbers. Student group counts for each school were calculated by aggregating data about individual students in each underserved student group category to create combined counts. We then calculated percentage enrollment for each student group at each school.

Best Practice Insight:

Make sure that student enrollment data comes from the exact same time/date/system across all data points. Due to fluctuations in enrollment, calculations inconsistencies can appear between student enrollment datasets captured from different dates and sources.

Data from the following groups was not available consistently at a district level, and thus was not incorporated into our analysis:

- Students who are identified with mental, cognitive & physical disabilities
- Students who identify as LGBTQIA+
- Deaf and Hard of Hearing Students

We chose to use federally reported race/ethnicity data, but not self-reported; this is congruent with neighborhood data collected by the federal government and was the district's standard at the time of analysis.

Analysis & Process

Our analysis goal was to determine which schools should be targeted for engagement due to having a high proportion of historically undeserved student groups. To determine the overall rank across schools for historically underserved student groups, we analyzed each group's enrollment and tested a series of composite ranks, scores, and inclusion criteria to arrive at a method we felt reflected the lived experience and institutional knowledge of AISD staff and community members.

Analysis

Once the data was cleaned and aggregated by school, we ranked the percentage enrollment of each student group for each school. We also created category descriptors for each student group to provide a qualitative description of the percentages of a group relative to other schools in the district:

Quintile	Category
Quintile 1 (highest 20%)	Very High
Quintile 2	High
Quintile 3	Moderate
Quintile 4	Low
Quintile 5	Very Low

The project team (including consultants and representatives from Facilities and Planning, the Equity Office, Academics, Communications, and Community Engagement) reviewed a series of iterations to arrive at the method most reflective of institutional knowledge and the presence of underserved groups.

Validating the Data

To ensure that the system used aligned with district staff’s institutional knowledge and lived experience about their schools and communities, we created a list of schools to check the ranking results of each method against. This list included schools known to have a high percentage of certain underserved student groups, and schools known to have a low percentage of certain underserved groups. The methods below were vetted using this list, with each school reviewed to compare results.

High Proportion of Underserved Student Groups	Low Proportion of Underserved Student Groups
Oak Springs ES	Kiker ES
Norman-Sims ES	Bear Creek ES
Overton ES	Barton Hills ES
Martin MS	Doss ES
LBJ HS	Bowie ES
	Gorzycki MS
	Anderson HS

METHOD A:

Aggregate equally across all historically underserved student groups

Groups Included:
<ul style="list-style-type: none"> African American/Black Students Asian & Asian American Students Emerging Bilingual Students Hawaiian/Pacific Islander Students Hispanic/Latinx Students Indigenous Students Immigrant Students Refugee Students Students experiencing Homelessness Students identified with disabilities Students identified as Economically Disadvantaged Students in Foster Care Students of two or more races

This method added the ranks of all historically underserved student groups together and then re-ranked the sum. Thus, the school scoring as most underserved would include the highest percentage of students across multiple groups.

This method failed to capture any schools that had a high percentage of one or two groups but low percentage of others. For example, if a school ranked first for the percentage of socioeconomically disadvantaged students but 100th for all other student groups, it would not rank as high overall.

Student groups with relatively low percentages of the student body (Hawaiian/Pacific Islander, Indigenous, Students in foster care, students experiencing homelessness) also skewed the results; because there were relatively few students in each of these groups, treating the ranks equally meant giving these students proportionally more weight than students that were part of a larger group. Even when we removed these groups from the rankings, the overall ranking didn't seem to capture the lived experience of district staff or the schools with high percentages of certain identified groups.

There was concern that the high count of variables used in Method A lessened the weight of all variables.

METHOD B:

Aggregate equally across all groups, with groups that had maximum populations of less than 10 students at any school removed, and combined metric for students of color.

Groups Included:
Students of Color
Students identified with disabilities
Students identified as Economically Disadvantaged
Emerging Bilingual Students

To solve for the issues caused by some of the small populations in the disaggregated race/ethnicity indicators for historically underserved student groups, we summed all of the percentages to create one "Students of Color" field. This field included: African American / Black, Hispanic / Latinx, Asian & Asian American, Indigenous, Hawaiian / Pacific Islander groups. The % Students of Color field was then ranked.

We also removed all remaining student groups that did not meet the population threshold of 10 students or more consistently. This meant testing the implications of removing immigrant and refugee students from the rankings.

We summed the ranks of all remaining indicators and re-ranked the sum to calculate an overall ranking, with a low number (1) indicating highest proportion of underserved student groups, and a high number indicating the lowest proportion. This method still did

not accurately reflect underserved groups based on the lived experience of district staff; certain schools on our vetting list were missing.

METHOD C:

Aggregate equally across groups, with immigrant and refugee students included

Groups Included:
Students of Color Students identified with disabilities Students identified as Economically Disadvantaged Emerging Bilingual Students Immigrant Students Refugee Students

There was concern over excluding immigrant and refugee groups, so we ran Method B again with those groups included. The results still did not align with the lived experience of district staff or the percentages of underserved groups shown for each school; the overall ranking did not include some schools on our vetting list.

METHOD D: Inclusion criteria for any school with "very high" for any group

Groups Included:
Students of Color Students identified with disabilities Students identified as Economically Disadvantaged Emerging Bilingual Students Immigrant Students Refugee Students

We came to the conclusion that a single ranking would not accurately capture the proportion of underserved student groups because it would require multiple groups to rank high. However, we agreed it was important to recognize a school if even one group ranked in the "very high" category. This led us to use an inclusion criteria:

Include any school in the group "high proportion of historically underserved students" if at least one student group ranked "very high" (in the top quintile).

We also created columns summing the number of student groups in the "very high" and "high" categories for each school to understand the magnitude of underserved populations in the schools included in the criteria.

This method much more accurately captured the list of vetted schools, and the lived experience of district staff. However, we noticed there were six schools with no student groups in the "very high" category, but multiple groups in the "high" (second quintile) category that the team felt should be captured.

METHOD E / FINAL METHOD:

Adapted inclusion criteria

To account for the six schools with multiple groups in the "high" category, we also included all schools that had three or more student groups in the "high" category.

This resulted in the final criteria of:

- At least one student group in the "very high" category
- AND/OR at least three student groups in the "high" category

The team felt that this most accurately represented all student groups, included all the schools on the vetting list, and reflected the knowledge and lived experience of district staff. We proceeded with this method.

Aggregation & Inclusion Criteria

Final list of groups included:

Historically Underserved Student Group	Included	Exclusion/Inclusion Notes (if applicable)
African American / Black students	Yes	Aggregated into "students of color"
Asian & Asian American Students	Yes	Aggregated into "students of color"
Hispanic / Latinx Students	Yes	Aggregated into "students of color"
Indigenous students	Yes	Aggregated into "students of color"
Hawaiian / Pacific Islander Students	Yes	Aggregated into "students of color"
Students of 2 or more races	Yes	Aggregated into "students of color"
Students who access special education services	Yes	
Emerging bilingual students	Yes	
Students who identified as economically disadvantaged	Yes	
Immigrant students	Yes	

Historically Underserved Student Group	Included	Exclusion/Inclusion Notes (if applicable)
Refugee students	Yes	
Students who experience homelessness and/or are in foster care	No	Populations of both groups too small compared to other groups - inclusion as an equal criteria would've skewed the data towards these groups. Furthermore, determined that these populations could vary and were not as place-based, whereas other included groups were affected by place-based historical patterns of inequity around where people were allowed to or could afford to live that are likely to continue in those neighborhoods.
Girls / young women	No	Aside from the single all-women school, there was very limited variation in the percentage of Girls/Young Women across co-ed schools.
Students who are identified with mental, cognitive & physical disabilities	No	Limited data available
Students who identify as LGBTQIA+	No	No data available

Final inclusion criteria:

- At least one student group in the "very high" category
- AND/OR at least three student groups in the "high" category

Neighborhood Data Analysis

Background

To understand neighborhoods in the district, we are using the CDC's Social Vulnerability Index (SVI). This index evaluates a neighborhood's level of social vulnerability, or the "potential negative effects on communities caused by external stresses on human health." This could mean things like disasters, disease outbreaks, and unexpected events.

It is divided into four domains (or areas of focus):

- **Socioeconomic status**, which looks at poverty, employment, income, and educational attainment
- **Household composition & disability**, which looks at populations of older folks, younger folks, individuals with disabilities, and single parent households
- **People of Color and Language***, which looks at populations of color and populations that are linguistically isolated
- **Housing Type & Transportation**, which looks at access to vehicles and housing situations like crowding, multi-unit structures, mobile homes, and group quarters

**note: AISD has amended the language of the original index, which uses the term "Minority Status and Language," to align with the Equity Office's terminology; while "minority status" intended to indicate all people of color, people of color are not a global minority.*

The index is designed to determine the level of resources and support communities need before, during, and after times of crisis. It is used by local governments to help inform responses and provide support. It is relevant to AISD's long-range plan because schools ARE supportive infrastructure in communities; any investment we make in a school is also an investment in that community. And we want to prioritize our investment in the places that need it the most.

Analysis & Process

Our analysis used the 2018 release of the Social Vulnerability Index at the state level for Texas, which is based on 5 year ACS data from 2014-2018. State level data means that each census tract is scored against all other census tracts within the state of Texas for each indicator and composite score. This publicly available data was downloaded at the census tract level and brought into GIS software (ArcGIS Pro) for analysis.

All census tracts either fully or partially within the district were selected out and clipped to the district boundary to create the dataset used for AISD's analysis.

This analysis considered both district-level and state-level data. State-level data provides context to the conditions experienced by communities within AISD, while district-level data empowers the district to make decisions within the area they can affect.

State-level data

To make the data more accessible and understandable, census tracts were assigned categories for the overall SVI score and the four domain scores compared to other tracts in the state. Each percentile score was divided into the categories below:

Percentile Score	Category
80.0001-100	Very High
60.0001-80	High
40.0001-60	Moderate
20.0001-40	Low
<=20	Very Low

District-level data

Census tracts within the district were assigned categories for how their scores compared to other tracts within the district. The overall SVI score and domain percentiles were divided into quintiles (with an equal number of tracts within each quintile) based on the values within the district, and assigned categories accordingly:

Quintile	SVI Overall	Socioeconomic status	Household composition & disability	People of color & language	Housing type & transportation	Category
Quintile 1 (highest 20%)	0.612701- 0.9839					Very High
Quintile 2	0.331401 - 0.612700					High
Quintile 3	0.180501 - 0.331400					Moderate
Quintile 4	0.07091 - 0.180500					Low
Quintile 5	0 - 0.0709					Very Low

Intersecting Schools and Neighborhoods

Each school was assigned the Social Vulnerability Index information from the census tract it was within (using a spatial join), including the state and district categories and all sub-indicators.

Assumptions & Limitations

- Assigning SVI Scores to Schools - While all schools were assigned the score of the census tract they were within, we recognize that individuals beyond a given census tract may fall into a school's attendance boundary or attend that school. We did not feel comfortable in the accuracy re-creating the math of the SVI based on the fractions of many census tracts contained within attendance boundaries.
- Data Vintage - While the most current SVI uses 2014-2018 ACS data, we recognize that there may have been changes in communities between 2018 and 2021. It was not possible to recreate the index with more current data, as there is no 5 year ACS from 2017-2021.
- Clipping Census Tracts - Census tracts do not exactly align with the AISD boundary, so census tracts were clipped to this boundary. While percentages can still be reasonably accurate for the sub-indicators of the SVI, counts of various populations are no longer accurate. We did not adjust counts based on the proportion of the census tract within the district. For this reason, we did not use count data for any decision-making, but rather as anecdotal and explanatory support to contextualize overall indicators.

Neighborhood Vulnerability by Campus

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Akins Early College High	Moderate	0.42547	Attendance Area Average
Allison Elementary	High	0.61853	Attendance Area Average
Alternative Learning Center	Very High	0.76020	Census Tract
Anderson High	Very Low	0.14375	Attendance Area Average
Andrews Elementary	Moderate	0.54185	Attendance Area Average
Austin High	Low	0.16720	Attendance Area Average
Bailey Middle	Low	0.16248	Attendance Area Average
Baldwin Elementary	Very Low	0.10158	Attendance Area Average

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Baranoff Elementary	Very Low	0.02620	Attendance Area Average
Barrington Elementary	Very High	0.74210	Attendance Area Average
Barton Hills Elementary	Very Low	0.10114	Attendance Area Average
Bear Creek Elementary	Very Low	0.04050	Attendance Area Average
Becker Elementary	Very Low	0.13360	Attendance Area Average
Bedichek Middle	Moderate	0.39523	Attendance Area Average
Blackshear Elementary	Moderate	0.42280	Attendance Area Average
Blanton Elementary	Moderate	0.46168	Attendance Area Average
Blazier 4-6 Elementary	Moderate	0.36500	Attendance Area Average
Blazier K-3 Elementary	Moderate	0.36500	Attendance Area Average
Boone Elementary	Very Low	0.14453	Attendance Area Average
Bowie High	Very Low	0.07325	Attendance Area Average
Brentwood Elementary	Very Low	0.08590	Attendance Area Average
Brooke (Closed)	High	0.68110	Census Tract
Brown Elementary	High	0.56700	Attendance Area Average
Bryker Woods Elementary	Moderate	0.36233	Attendance Area Average

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Burger Athletic Complex	Low	0.19850	Census Tract
Burnet Middle	Moderate	0.53072	Attendance Area Average
Campbell Elementary	Low	0.25710	Attendance Area Average
Casey Elementary	Moderate	0.37470	Attendance Area Average
Casis Elementary	Very Low	0.01875	Attendance Area Average
Central Office	Moderate	0.42450	Census Tract
Central Warehouse	Moderate	0.42450	Census Tract
Clayton Elementary	Very Low	0.01270	Attendance Area Average
Clifton Career Development School	Very High	0.72770	Census Tract
Cook Elementary	High	0.63630	Attendance Area Average
Covington Middle	Low	0.20880	Attendance Area Average
Cowan Elementary	Low	0.20793	Attendance Area Average
Crockett Early College High	Low	0.29088	Attendance Area Average
Cunningham Elementary	Very Low	0.12430	Attendance Area Average
Davis Elementary	Very Low	0.12480	Attendance Area Average
Dawson Elementary	Low	0.22110	Attendance Area Average

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Delco Center	Very High	0.70680	Census Tract
Dobie (Closed)	Very High	0.85430	Census Tract
Dobie Middle	High	0.60897	Attendance Area Average
Doss Elementary	Low	0.14873	Attendance Area Average
Eastside Early College High	High	0.61639	Attendance Area Average
Future Rosedale	Low	0.16900	Census Tract
Galindo Elementary	Moderate	0.32220	Attendance Area Average
Garcia YMLA	Very High	0.97640	Census Tract
Garza Independence High	Low	0.16030	Census Tract
Gorzycki Middle	Very Low	0.06186	Attendance Area Average
Govalle Elementary	Very High	0.81680	Attendance Area Average
Graduation Preparatory Academy	Moderate	0.42450	Census Tract
Graduation Preparatory Academy at Navarro ECHS	Very High	0.79050	Census Tract
Graham Elementary	Moderate	0.51557	Attendance Area Average
Guerrero Thompson Elementary	Very High	0.93700	Attendance Area Average
Gullett Elementary	Low	0.16900	Attendance Area Average

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Harris Elementary	High	0.60115	Attendance Area Average
Hart Elementary	Very High	0.85430	Attendance Area Average
Highland Park Elementary	Very Low	0.06544	Attendance Area Average
Hill Elementary	Very Low	0.07716	Attendance Area Average
House Park	Low	0.26270	Census Tract
Houston Elementary	Very High	0.76460	Attendance Area Average
International High	High	0.68390	Census Tract
Jordan Elementary	High	0.65593	Attendance Area Average
Joslin Elementary	Low	0.26157	Attendance Area Average
Kealing Middle	Moderate	0.30976	Attendance Area Average
Kiker Elementary	Very Low	0.01270	Attendance Area Average
Kocurek Elementary	Low	0.22850	Attendance Area Average
Lamar Middle	Low	0.18495	Attendance Area Average
Langford Elementary	Very High	0.74230	Attendance Area Average
LASA High	Very High	0.76020	Census Tract
LBJ Early College High	High	0.64193	Attendance Area Average

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Lee Elementary	Low	0.26206	Attendance Area Average
Linder Elementary	High	0.63575	Attendance Area Average
Lively Middle	Moderate	0.35029	Attendance Area Average
Maplewood Elementary	Very Low	0.05340	Attendance Area Average
Martin Middle	High	0.63809	Attendance Area Average
Mathews Elementary	Very Low	0.12590	Attendance Area Average
McBee Elementary	Very High	0.77500	Attendance Area Average
McCallum High	Low	0.15635	Attendance Area Average
Menchaca Elementary	Low	0.24610	Attendance Area Average
Mendez Middle	Very High	0.79220	Attendance Area Average
Metz-Sanchez (Closed)	High	0.66970	Census Tract
Mills Elementary	Very Low	0.05260	Attendance Area Average
Murchison Middle	Very Low	0.11815	Attendance Area Average
Navarro Early College High	Very High	0.70281	Attendance Area Average
Nelson Bus Terminal	Very High	0.72770	Census Tract
Nelson Field	Very High	0.72770	Census Tract

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Noack Sports Complex	Very High	0.70680	Census Tract
Norman-Sims Elementary	High	0.69233	Attendance Area Average
Northeast Early College High	High	0.58540	Attendance Area Average
O. Henry Middle	Low	0.14987	Attendance Area Average
Oak Hill Elementary	Low	0.21124	Attendance Area Average
Oak Springs Elementary	High	0.68390	Attendance Area Average
Odom Elementary	Moderate	0.44375	Attendance Area Average
Ortega Elementary	High	0.61380	Attendance Area Average
Overton Elementary	Very High	0.97640	Attendance Area Average
Padron Elementary	Very High	0.88590	Attendance Area Average
Palm Elementary	High	0.59770	Attendance Area Average
Paredes Middle	Moderate	0.37216	Attendance Area Average
Patton Elementary	Very Low	0.12560	Attendance Area Average
Pease (Closed)	Low	0.18090	Census Tract
Pecan Springs Elementary	High	0.66880	Attendance Area Average
Perez Elementary	High	0.59160	Attendance Area Average

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Performing Arts Center (PAC)	Low	0.24940	Census Tract
Pickle Elementary	Very High	0.79990	Attendance Area Average
Pillow Elementary	Low	0.24616	Attendance Area Average
Pleasant Hill Annex	Moderate	0.37020	Census Tract
Pleasant Hill Elementary	Moderate	0.37020	Attendance Area Average
Reilly Elementary	Moderate	0.32140	Attendance Area Average
Richards SYWL	Very Low	0.13610	Census Tract
Ridgetop Elementary	Very Low	0.08685	Attendance Area Average
Rodriguez Elementary	Very High	0.96540	Attendance Area Average
Rosedale School	Very Low	0.08060	Census Tract
Sadler Means YWLA	Very High	0.87400	Census Tract
Saegart Bus Terminal	Low	0.19850	Census Tract
Sanchez Elementary	High	0.57060	Attendance Area Average
Service Center	High	0.66880	Census Tract
Sims (Closed)	Moderate	0.54920	Census Tract
Small Middle	Low	0.16322	Attendance Area Average

Campus/Facility	NEIGHBORHOOD OPPORTUNITY	SVI State %ile Score (ACS 5-Year Estimate from 2015-2018)	SVI Type
Southeast Bus Terminal	Very High	0.74230	Census Tract
St. Elmo Elementary	Moderate	0.47750	Attendance Area Average
Summitt Elementary	Very Low	0.12670	Attendance Area Average
Sunset Valley Elementary	Moderate	0.39195	Attendance Area Average
Travis Early College High	Moderate	0.45927	Attendance Area Average
Travis Heights Elementary	Low	0.22248	Attendance Area Average
Uphaus Early Childhood Center	Very High	0.97730	Census Tract
Walnut Creek Elementary	High	0.55595	Attendance Area Average
Webb Middle	High	0.58955	Attendance Area Average
Widen Elementary	High	0.67030	Attendance Area Average
Williams Elementary	Moderate	0.39440	Attendance Area Average
Winn Elementary	Moderate	0.51240	Attendance Area Average
Wooldridge Elementary	Very High	0.86060	Attendance Area Average
Wooten Elementary	High	0.58870	Attendance Area Average
Zavala Elementary	High	0.68110	Attendance Area Average
Zilker Elementary	Very Low	0.09230	Attendance Area Average

Opportunity Index Methodology

The Opportunity Index is a combination of neighborhood opportunity and student opportunity, measuring both neighborhood vulnerability and the proportion of underserved student groups enrolled at a given school.

Student opportunity

Student opportunity was calculated by looking at the percentage enrollment of the following student groups at each school:

Historically Underserved Student Group	Included	Exclusion/Inclusion Notes (if applicable)
African American / Black students	Yes	Aggregated into "students of color"
Asian & Asian American Students	Yes	Aggregated into "students of color"
Hispanic / Latinx Students	Yes	Aggregated into "students of color"
Indigenous students	Yes	Aggregated into "students of color"
Hawaiian / Pacific Islander Students	Yes	Aggregated into "students of color"
Students of 2 or more races	Yes	Aggregated into "students of color"
Students who access special education services	Yes	
Emerging bilingual students	Yes	
Students who identified as economically disadvantaged	Yes	
Immigrant students	Yes	
Refugee students	Yes	
Students who experience homelessness and/or are in foster care	No	Populations of both groups too small compared to other groups - inclusion as an equal criteria would've skewed the data towards these groups. Furthermore, determined that these populations could vary and were not as place-based, whereas other included groups were affected by place-based historical patterns of inequity around where people were allowed to or could afford to

Historically Underserved Student Group	Included	Exclusion/Inclusion Notes (if applicable)
		live that are likely to continue in those neighborhoods.
Girls / young women	No	Aside from the single all-women school, there was very limited variation in the percentage of Girls/Young Women across co-ed schools.
Students who are identified with mental, cognitive & physical disabilities	No	Limited data available
Students who identify as LGBTQIA+	No	No data available

For each of these groups, percentages varied across schools. To equalize student group data, the percentage for each historically underserved group at a given school was assigned a quintile compared to other schools. This provided an order of magnitude for each student group (for example,.. Is the percentage of X student group at X school much higher than at other schools? Lower? Somewhere in the middle?)/

Schools with at least one student group in the top quintile (highest 20% for that population in the district based on percentage enrolled), and/or at least 3 groups in the second quintile (between 21-40% compared to other schools in the district) were considered High Opportunity.

Neighborhood opportunity

Defined by the CDC's social vulnerability score, which measures the level of support a neighborhood may need (based on housing & transportation, people of color & language, disability, age, and socioeconomic status) following a disaster or unexpected event. While the CDC's score compares census tracts across the state of Texas, the Neighborhood Opportunity Score refactored census tracts into quintiles based on the total range of values within the district, to better reflect vulnerability relative to other neighborhoods within the district. **If school or facility served a neighborhood that fell within the top 40% most vulnerable neighborhoods of the district, it was considered high opportunity (see [Appendix: Neighborhood Data](#) for a list of all facilities and their associate vulnerability designation used in the 2022 LRP).** The highest quintile ("very high") indicates that the neighborhood a school serves, or a central facility is in, is within the top 20% most vulnerable in the district, while "high" indicates within the 21-40% most vulnerable neighborhoods. To account for the varying span of neighborhoods served by elementary, middle, and high schools, scores were averaged across census tracts within each school's attendance boundary to reach an overall score. Schools or facilities without an

attendance boundary (including specialty schools, central support facilities, transportation facilities, and central athletic facilities) were assigned the score of the census tract they were located within to represent the local community they serve or impact.

Combining student and neighborhood opportunity

To better reflect the lived experiences of district staff and community members, the aggregated opportunity index considers both student and neighborhood opportunity with some nuance.

Criteria used:

Student Opportunity	Neighborhood Opportunity	Overall Opportunity	Justification
High student opportunity (at least 1 historically underserved group in "very high" and/or at least 3 historically underserved groups in "high")	High neighborhood opportunity	High	Intersection of both high neighborhood opportunity and high student opportunity
At least 3 historically underserved student groups in "high" OR "very high"	Moderate or low neighborhood opportunity	High	If a school's population contains a high proportion of multiple historically underserved student groups, it should still be considered high opportunity even if the neighborhood is not high vulnerability; there could be other factors at play such as gentrification or enrollment in private school, but AISD's goal is to support underserved students at their schools even if neighborhoods are changing.
No student enrollment (central/support facility)	High neighborhood opportunity	High	Even if a facility does not have students enrolled, it still serves students and impacts the neighborhood it's located in. Prioritizing investment in facilities in high opportunity neighborhoods will support those neighborhoods economically and provide needed community resources.

Student Opportunity	Neighborhood Opportunity	Overall Opportunity	Justification
At least 1 historically underserved student group "very high" but less than 3 in "high or very high"	Moderate or low neighborhood opportunity	Moderate	School did not reach a critical mass of underserved student groups within the enrolled population, and not located within or serving a high vulnerability neighborhood.
Lower student opportunity (no historically underserved student groups in "very high" and/or 2 or less in "high")	High neighborhood opportunity	Moderate	
Low student opportunity	Low neighborhood opportunity	Low	

To create an overall rank, schools were sorted within the "High" "Moderate" and "Low" categories by the number of student groups in "High" or "Very High."

LRP Background Information

Introduction to this Document

The following pages represent the background information behind the bond and operational strategies that were recommended by the Long-range Planning Committees, including the problem statements that were created, their associated root causes, and links to the goals identified.

This document is NOT the final deliverable from the LRP but meant to provide a window into the iterative Equity by Design Process (See this link for the [2022 AISD Long-range Plan](#)). It is important to the members of the 2022 LRP Committees that the thoughtfulness behind their ultimate recommendations, however messy, is made available. **As such, this is a working document and therefore both imperfect and incomplete** reflecting each committee's approach to the work. While all committees were provided a similar framework, committees prioritized their efforts and paced themselves differently to best respond to the variations in quantity and scope of problems. Regardless of specific route, each committee identified bond and operational strategies that they feel best support reducing historic and current inequities across Austin ISD.

There may be inconsistencies between language found between this document and the [Goal Summary Sheets](#) and [2022 AISD Long-range Plan](#). These inconsistencies reflect the iterative nature of the Equity by Design process, wherein committees referred back to and re-evaluated earlier work in an effort to develop thoughtful and carefully-considered goals and strategies with an evolving equity lens. Language in this document reflects a snapshot of the conversations when they first occurred, while language in the [Goal Summary Sheets](#) and [2022 AISD Long-range Plan](#) reflects the finalized language approved by the LRP Committees.

If you are seeking more 'packaged' recommendations, please see the following [Goal Summary Sheets](#) which document the various Goals of the LRP and their associated Bond and Operational Strategies. Descriptions of the work and processes used to generate this background information can be found in the [2022 AISD Long-range Plan](#).



Academics & CTE

Problem Statements

Note: The Problem Statements below are organized to reflect the order in which they are discussed in the Goal Summary Sheets. The numbers (ex. PS-9) on the sheets do not reflect the order or priority of the final goals.

Problem Statements for Immediate Goals:

- [Early Childhood and Kinder Readiness](#)
- [CTE Access and Advisement](#)
- [Equitable Staffing Practices](#)
- [Supports for Instruction and Extra-Curriculars](#)
- [Multilingual: Second Language Acquisition](#)
- [Baseline Programming](#)
- [Inclusion: Equity for Specialized Instruction](#)
- [Supports for Decisions](#)
- [Anti-Racist and Inclusive Education](#)

Problem Statements for Near Future Goals:

- [Dual Language: Family Support](#)
- [International: Student and Family Support](#)
- [Inclusion: Instructor Access](#)
- [Supports for Transitions](#)
- [Supports for Progress](#)

Problem Statements for Future Goals:

- [Supports for Home and School Balance](#)
- [Inclusion: Dignity Accommodations](#)

Problem Statements incorporated into Shared Goals:

- [Balanced Enrollment](#)

ACADEMICS & CTE

ACTE PS-1: Inequitable Staffing Practices

Historically ignored students (economically disadvantaged, experiencing homeless/foster care, students accessing SPED services, emerging bilingual, immigrant) and struggling learners suffer from inequitable staffing practices that don't support student and campus needs.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • "Teachers don't have enough support in classrooms, is leading to bullying behavior b/c teachers can't manage students." • "There are teachers that don't pay enough attention to individual students. Said teachers are not answering when parent reaches out. One of the daughters has a great attentive teacher while the other has a teacher that is dismissive and passive." • "One issue is that she received an elective class, Spanish AP, but never took Spanish before. Schedule changes were frequent. There was no follow through by the district after the issues with the schedule." • "He's in a really good school but he doesn't enjoy school. He doesn't like the teachers there, it's middle school so they can't hold his hand throughout the day like elementary. He can't go from teacher to teacher to support him, it's not the same because all the teachers are busy. Garcia has good things for him, but the student hates going. Sometimes he gives it his all and sometimes he doesn't. Good days and bad days." 	<p><u>Remote Learning Students not Prepared for Classroom</u></p> <ul style="list-style-type: none"> • Students who were Freshmen during COVID are resistant from group learning and gravitate towards remote learning. • Lost social skills cause kids to have difficult time adapting will have long-term academic & social/emotional repercussions.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation.</i></p>	<p>Teacher Data: Source: 2020-2021 Teacher Data Teacher Demographics:</p>

Who is being harmed?	Is there evidence that indicates harm?
	<ul style="list-style-type: none"> • in 2020-2021 SY, 51% of teachers were white, 37% were Hispanic, 8% were Black, and 3% were Asian. This is compared to 30% white students, 55% Hispanic students, 7% Black students, and 5% Asian students. • Schools with a high proportion of underserved students have a higher percentage of Hispanic and Black teachers. The percentage of Asian teachers stayed consistent across categories. <p><i>Teaching Experience</i></p> <ul style="list-style-type: none"> • The average teaching experience for teachers in the district is 10.46 years, and 8.32 years for TAs • Schools with a higher SVI score have a higher percentage of Hispanic teachers. The percentage of Asian teachers stayed consistent across categories. • In 2020-2021 SY, average years of professional/admin experience for teachers was lower at schools in very high and high vulnerability neighborhoods (9.63 and 9.97 years respectively), compared to an average of 11.58 years of experience in very low vulnerability neighborhoods. There was no significant difference across SVI categories for classified/TA experience. • Teachers in schools with a high proportion of underserved students had a slightly lower average teaching experience (9.8 years compared with 11.1 years for schools that had a lower proportion of underserved students)

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Campus level autonomy

- A. principals ultimately decide what teachers and courses they have on their individual campuses leaving room for inequitable staffing.
- B. What is “appropriate” number of staff is different for administrators/people making formulas than for people in classrooms

Root Cause 2 - Insufficient teacher and staff resources

- A. Insufficient teacher & staff resources, supports (including professional development) & compensation
- B. Funding/budget does not account for appropriate numbers of staff

Root Cause 3 - Flawed staffing formulas

- A. Staffing formulas are innately racist and ableist because they don't give more help to students with more historical and on-going needs. They are based on number of bodies and not complexities of needs/teacher workloads
- B. Staffing formulas allow for oversized classrooms and overloaded teachers

Root Cause 4 - District policy and practices

- A. Feeder patterns create unbalanced enrollments
- B. Lack of district vision around instruction and professional development



- C. Disconnect between people making policies and people affected by policies in the classroom

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Equitable Staffing Practices](#)

[Balanced Enrollment](#)

ACADEMICS & CTE

ACTE PS-2: Baseline Programming

Students with disabilities, students of color, emerging bilingual and immigrant students, economically disadvantaged students, students in alternative placement, and students in segregated special education settings lack access to proven, baseline, fundamental, and necessary academic programming.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • “Need classes that help with education about life in general (help with socially being able to handle school, and home) - not just teaching to pass a test. Need more education on social awareness and other things that can help benefit children outside of school; also, education on manners, mentoring for young boys to learn how to become model young men.” • "He hates the electives all the way around. Only one he likes was home etc. He learned how to cook! My cousin is in the same grade as Ray, in their school they're doing criminal law classes. I was shocked to hear about it. They had to do some skits; she must do an actual case. That would be interesting!" • “No robotics / coding in classes but they DO have them in after school programs.” • “Some charters offer early college credits starting in 6th grade; we need to start our students earlier in early college credits.” • “Son is in the GT program, but has not seen anything progress from it. Need something more challenging - that leads to competitions. The GT program needs to be improved.” 	<p><u>Insufficient funding / staff to support Advanced/AP Courses</u></p> <ul style="list-style-type: none"> • Staff limitations and insufficient physical space are barriers to providing AP courses in underserved communities which forces AISD to be reliant upon local 2-Year colleges. • Students are discouraged from AP courses due to necessity of electing to take college courses before they are prepared to decide if they are pursuing a college degree.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Teacher Data:

Who is being harmed?	Is there evidence that indicates harm?
	<p>Source: 2020-2021 Teacher Data</p> <p>Teacher Demographics:</p> <ul style="list-style-type: none"> in 2020-2021 SY, 51% of teachers were white, 37% were Hispanic, 8% were Black, and 3% were Asian. This is compared to 30% white students, 55% Hispanic students, 7% Black students, and 5% Asian students. Schools with a high proportion of underserved students have a higher percentage of Hispanic and Black teachers. The percentage of Asian teachers stayed consistent across categories. <p>Teaching Experience</p> <ul style="list-style-type: none"> The average teaching experience for teachers in the district is 10.46 years, and 8.32 years for TAs Schools with a higher SVI score have a higher percentage of Hispanic teachers. The percentage of Asian teachers stayed consistent across categories. In 2020-2021 SY, average years of professional/admin experience for teachers was lower at schools in very high and high vulnerability neighborhoods (9.63 and 9.97 years respectively), compared to an average of 11.58 years of experience in very low vulnerability neighborhoods. There was no significant difference across SVI categories for classified/TA experience. Teachers in schools with a high proportion of underserved students had a slightly lower average teaching experience (9.8 years compared with 11.1 years for schools that had a lower proportion of underserved students) <p>Bilingual / ELL / Dual Language</p> <p>Sources: Academics Data Set 2020-2021 Bilingual support for special education students ends formally after elementary school</p> <ul style="list-style-type: none"> 12/17 middle schools offer dual language programs <u>Elementary</u> <ul style="list-style-type: none"> Every elementary school has some form of Bilingual / ESL program 25/78 elementary schools offer 1 way dual language 28/78 elementary schools offer 2 way dual language Of those schools. 7 offer both 1-way and 2-way 1 school (Summit) offers 1-way and 2-way vietnamese 22/78 elementary schools offer ESL 12/78 schools offer Late Exit A few schools only offer programs for certain grade levels (e.g. Zavala has 2-way for PK-1 and Late Exit for grades 3-5) 10/78 elementary schools offer Foreign Language Experience (FLEX) 2 elementary schools offer Foreign Language Immersion (Joslin and Doss which offers Mandarin)

Who is being harmed?	Is there evidence that indicates harm?
	<ul style="list-style-type: none"> ● EXPLANATION OF PROGRAMS: https://www.austinisd.org/dual-language/program-finder <p>High school AP Courses</p> <ul style="list-style-type: none"> ● On average, high schools offer 13 AP courses. ● There are 5 high schools that offer no AP courses (Rosedale School, Clifton Career Development School, GPA at Navarro, GPA, and International High) ● On average, schools in very low vulnerability neighborhoods offer significantly more AP classes than high and very high neighborhoods (25 compared to 12 and 9.9) ● On average, schools with a high proportion of underserved students have access to 1/4 the number of AP classes compared to schools with lower proportions of underserved students <p>Middle School specific</p> <ul style="list-style-type: none"> ● 2 middle schools do not offer transportation for their application-based programs: Small (Green Tech) and Covington (Fine Arts). ● All but three middle schools are accepting transfers. The three that are not: Lamar (audition-based fine arts program), Kealing (application-based advanced academics), and Gorzycki. Applications are also frozen at Murchison for SY21-22. ● 14/19 middle schools offer STEM. ● 6/19 middle schools offer early college prep, and all of them feed into early college high schools (Sadler Means [LBJ ECHS], Paredes [Akins ECHS], Martin [Eastside ECHS], Webb [Northeast ECHS], Garcia [LBJ ECHS], Dobie [feeder: Northeast ECHS]). ● 9/19 middle schools offer geometry ● Every middle school offers fine arts <p>CTE:</p> <ul style="list-style-type: none"> ● All but one middle school offers CTE (School that does not is Covington, an audition-based fine arts academy) ● 6 high schools offer classes in the P-TECH program: Bowie, Crockett ECHS, Navarro ECHS, LBJ ECHS, Northeast ECHS, Travis ECHS). The classes include computer science, construction academy, electric pre-apprenticeship, health science, cybersecurity – IT, entrepreneurship, coding & computational thinking, UX and Design: Computer Programming, and hospitality & tourism management. <p>IB:</p> <ul style="list-style-type: none"> ● Only one middle school (Murchison) offers IB ● Only one high school (Anderson) offers IB – Engineering Pathway <p>Other:</p> <ul style="list-style-type: none"> ● Only 3 high schools provide transportation for their application-based programs ● Transportation is provided for students participating in the P-TECH program

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Flawed site-based management policies/practices

- A. principal autonomy to decide on campus programming/staffing)
- B. Schools are intentionally different due to historical segregation practices
- C. Historical & on-going systemic racism has created/perpetuated resource & opportunity hoarding

Root Cause 2 - Top leadership are not properly and continuously trained in culturally proficient, inclusive practices that affect decision making

Root Cause 3 - state policies

- A. Flawed state policies around curriculum development and implementation
- B. State mandates/assessment requirements don't allow teachers to differentiate instruction
- C. State funding structures/recapture gives away a lot of money that is needed locally for programs and teachers

Root Cause 4 - District Vision and Policies

- A. Lack of district vision around instruction and professional development
- B. Feeder patterns create unbalanced enrollments
- C. Lack of district vision around inclusive instruction and disjointed mentalities/definitions/culture around inclusion and special education populations

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Baseline Programming](#)

ACADEMICS & CTE

ACTE PS 3 - Inclusion: Equity for Specialized Instruction

Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction and related services, at their home campus.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • “Both kids are in life skills. When they go to specials, the teachers could introduce them to the class more and get them more involved, so they don't feel left out or different.” • “Zoom with a kid on special needs is not fun and engaging.” • “Need more gardens and play areas for students and SPED.” • “Need better sensory toys and tools for SPED.” • “Needs better special education services that are more individualized.” • “Had to send autistic son to different school than other son, because she couldn't place him in a dual language program (he only speaks English).” • “Looking for private tutor for autistic son, because group tutoring offered through district doesn't provide the individualized support, he needs to get him up to his grade's reading level.” 	<ul style="list-style-type: none"> • “Short staffing is requiring SPED administrators to step into roles that they are not equipped to perform in due to significant changes in day-to-day role.” • “Lack of space in each school has created need for a centralized SPED facility for faculty sowing confusion among administrators.” • “Lack of training is putting newly hired ill equipped teachers into classrooms which is causing additional barriers to education.” • “Program Administrators do not clearly communicate department and district program expectations to lower level staff which causes confusion for parents and students.”

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> • Students who require specialized instruction (identified and not yet identified) • Students with disabilities • Students who access SPED Services <p>Trends in Urban Schools (Significant Disproportionality in Special Education: Current Trends and Actions for Impact, 2020)</p> <ul style="list-style-type: none"> • Students of color • Students from low-income backgrounds • Students with disabilities 	<p>Looking at schools supporting the highest number of underserved students and most socially vulnerable neighborhoods (AISD Educational Suitability Assessment, 2021)</p> <ul style="list-style-type: none"> • 20 schools out of the 25 included in qualitative ESA analysis had inadequate SPED space <p>Looking at district-wide data (Individual Student Data Set 2020-2021)</p> <ul style="list-style-type: none"> • 30% of students receiving special education services do not attend their neighborhood school

Who is being harmed?	Is there evidence that indicates harm?
	<p>Academics Data Set 2020-2021</p> <ul style="list-style-type: none"> • Every ES/ MS school offers at least one special education service • All but 5 elementary schools provide access to basic resources for students in need of special education services • The most common services offered are Basic Resource, Life Skills, PPCD, and SCORES • Bilingual-specific support programs for special education end after elementary school

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of district vision around inclusive instruction and professional development

- A. Disjointed mentalities / definitions / culture around inclusion and special education populations
- B. Lack of global professional development vision for district, including for professional development related to special populations, inclusion, etc.

Root Cause 2 - SPED Understaffed

- A. SPED department is perpetually understaffed and undertrained
- B. SPED staff not properly compensated and supported (highly trained staff won't stay)
- C. Staffing formulas are innately racist and ableist because they don't give more help to students with more historical and on-going needs. They are based on number of bodies and not complexities of needs/teacher workloads

Root Cause 3- Flawed Practices/Perceptions

- A. Flawed practices (like centralized placements) that perpetuate historical and on-going segregation towards various populations
- B. Lack of personal and individual connection with disabled community members and no info about disabilities in TEKS/ curriculum
- C. Historical and on-going prejudice/assumptions about populations with disabilities and their service providers

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Link to Goal Summary Sheet.](#)

ACADEMICS & CTE

ACTE PS-4: Language Acquisition Support

The district does not properly support second language acquisition for Brown, Black & disabled students.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> "We need teachers who speak other languages, we'd like our kids to learn other languages." <p><i>1 Mention: (1) Group Parent Interview</i></p> <ul style="list-style-type: none"> "It would be kind of cool to have a Spanish program. If you want your child to learn Spanish. The last school he went to had a Spanish program. A dual language program." <p><i>1 Mention: (1) Parent</i></p> <ul style="list-style-type: none"> "Another issue was that during COVID I noticed there were no Spanish classes virtually." <p><i>2 Mentions: (2) Parents</i></p> <ul style="list-style-type: none"> "It would be better to have academic programming that allowed taking Algebra and Dual Program." <p><i>1 Mentions: (1) Group Parent Interview</i></p>	<p>ESL programs staffed based on state compliance, not actual program need - inconsistent</p> <ul style="list-style-type: none"> Content based ESL: four or more of a kid's teachers are ESL certified ESL pull-out: 1 of 8 teachers must be certified Dual language programs only at some schools and only covers 1-2 subjects. Campuses (might) staff ESL teachers based on state compliance, this is not enough to meet student needs Every ESL student needs an ESL teacher in every subject Some campuses have more ESL teachers than others <p>Inequitable access to dual language programs based on principal / teacher support</p> <ul style="list-style-type: none"> Principals and parent advocates... East side memorial has no dual language program when 80% of the school is Hispanic "If I start a dual language program then lose that teacher, it makes it hard to replace a dual language teacher" - principal "There's no rhyme or reason for where our dual language programs are located" - previous superintendent <p>Students not allowed to transfer to a school that meets ESL needs</p> <ul style="list-style-type: none"> Cannot transfer because of desire for more ESL help CAN transfer for more dual language opportunities if not offered in vertical Many parents don't know to ask about dual language programs Even if they were allowed to transfer, transportation not provided <p>Limited incentives offered for a teacher to become ESL certified</p> <ul style="list-style-type: none"> District will pay for certification exam Got rid of stipend for ESL teachers in HS Working at an international HS means more accountability, pressure, and stress, without any real incentives for making that choice

District mentality of "getting kids out of ESL"

- District's goal is not to have students in ESL long term, but get them into all English classes
- In Elementary, not acknowledged that speaking two languages is a benefit

Research says that ESL does not close achievement gaps, but dual language does

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Inclusion: Equity for Specialized Instruction](#)

ACADEMICS & CTE

ACTE PS-5: CTE Offerings and Supports

Historically underserved students are not advised about or given access to CTE offerings that support a variety of career pathways and certifications that ensure success after high school.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • “wish there were more coding classes available. Interest since 3rd grade since took TBS course, but he can't engage now until 7th and 8th grade. Picked MS from which had more coding, but now not even offered yet. Son in Gifted & Talented, chose the school he was still assigned to because more coding.” • “Not everyone is college bound - need to offer more trades certifications at the secondary level.” 	<p><u>District should consider regional CTE Hubs</u></p> <ul style="list-style-type: none"> • To maximize employee expertise and construction funds the District should consider Regional CTE hubs instead of staffing CTE program in each school. • Certified programs require teachers with advanced degrees who cannot support their families on CTE salaries offered by AISD. <p><u>District needs alignment on CTE Pre-requisites for equal opportunities</u></p> <ul style="list-style-type: none"> • Students from certain campuses have barriers to access CTE programs because general academics is not evenly administered across the district to meet CTE pre-requisite requirements.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>CTE offerings/programs can help provide strong pathways to academic success to vulnerable students</p> <p><i>1. Career and Technical Education Program Analysis Scorecard Report (2019-2020)</i> Study information: This report summarizes results of the CTE Program Analysis Scorecard, which focus on three components of program outcomes: (a) program alignment, (b) quality of instruction, and (c) access and equity. Overall, as evidenced by descriptive results in the annual program evaluation, program outcomes reflected high quality.</p> <p><i>2. AISD CTE Postsecondary Enrollment Trends</i> Study information: Surveyed all Class of 2019 graduates who participated in CTE during senior year.</p>

Who is being harmed?	Is there evidence that indicates harm?
	<ul style="list-style-type: none"> • "Despite the challenges with COVID-19, the percentage of certification exams passed increased, with passing rates at 85% in 2019–2020, compared with 77% in 2018–2019 and 76% in 2017–2018, This indicated CTE scholars were prepared and ready to take and pass certification exams.¹ • The current ratings of CTE programs were positive, as 76% of CTE instructors earned distinguished or highly effective ratings.¹ • Economically disadvantaged students who participate in CTE are more likely to enroll in college in comparison with those who do not.² • "Among the 1,081 CTE concentrators who enrolled in postsecondary, 51%(n=539) were economically disadvantaged.²

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of appropriate CTE facilities

- A. Inadequate, antiquated, and not-industry-standard CTE learning spaces
- B. Lack of centralized CTE hubs to serve multiple campuses

Root Cause 2 - Barriers to awareness

- A. Families not informed about choices at their campuses, certifications offered, OR student sharing opportunities
- B. Lack of communication to students and families around feeder patterns and program alignment

Root Cause 3 - District- wide CTEsystem is flawed

- A. Campus autonomy allows principles/administrators to make or break courses
- B. Gatekeeping mindset around programs (“I have it here so I’m not sharing with other campuses”)
- C. Practice of changing offerings instead of resourcing and supporting existing offerings for success

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[CTE Access and Advisement](#)

ACADEMICS & CTE

ACTE PS-6: Inclusion: Instructor Access

Students with disabilities, identified and yet unidentified, lack access to instructors that share responsibility for their development and instruction.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> “District has offered a tutor at the school, but parent is concerned that they won't have enough time to give him needed attention.” “Wish special education was a little more resourceful for the kid. I know they do in-school therapy for 30-45 minutes, wish it was for more days. It's very limited because there are only so many teachers that need to accommodate so many kids.” <p>3 Mentions: (2) Parents, (1) AISD Staff/Educator</p>	<p><u>Insufficient Staffing & Unclear Procedures Undermine Student Support</u></p> <ul style="list-style-type: none"> Disparity between number of students requiring SPED programming and available staff is causing toxic work environment due to burn out. Lack of clear procedures causes confusion for "boots on the ground" administrators and parents. <ul style="list-style-type: none"> I.E. 50 procedural documents are pending approval.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>Unspecified at time of documentation.</p>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

Inclusion: Instructor Access

ACADEMICS & CTE

ACTE PS-7: Dual-Language: Parent Support

Parents of students in two-way dual language programs are not provided the necessary structures and tools to support their childrens’ language acquisition.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	<ul style="list-style-type: none"> Unless a parent is really involved, won't know to ask about transferring for a dual language program <p>Parents unaware of resources/ support available and not able to be vocal about support of ESL programs</p> <ul style="list-style-type: none"> Newcomer parents don't have access to technology to receive communications about programs (limited internet, low-tech phones), and may face literacy challenges in their native language AND English

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

Dual Language: Family Support

ACADEMICS & CTE

ACTE PS-8: Instructional Supports

Learners in underserved communities are not provided with necessary additional curricular and extra-curricular instructional support, enrichments, and resources, during and before/after school hours.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • “Tutoring is going well. Maybe offer more after school, specialized tutoring. Book club, science club or subjects can have specific tutoring.” • "One kid is in Special Ed and one kid has a behavioral problem. They are about to have an IEP. There is supposed to be in CIS program but not sure if there is. That's the program they should be in." • “My child has a hard time writing. They are helping him/her with that. I think everything is fine. The teacher told me that they are going to give him/her more classes. He/She is doing a little better.” 	<ul style="list-style-type: none"> • Extracurriculars are determined by an After-School Program manager. Teachers must issue lesson plans on a weekly basis to obtain funding needed to support the program.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation.</i></p>	<p>Students from backgrounds under-represented in postsecondary institutions benefit from additional curricular and instructional supports</p> <p>1. Early College High School Program Summary Report (2019–2020) Study information: This report describes demographic characteristics and academic outcomes of the students served and provides general recommendations for future program implementation.</p> <ul style="list-style-type: none"> • In 2019–2020, the academic outcomes of ECHS (e Early College High School) implementation were positive. The program provided students from lower socioeconomic backgrounds and minority students the opportunity and support to earn an associate’s degree and industry certifications while working toward and receiving their high school diploma.¹ • Of the 237 ECHS students in 12th grade, 98%

Who is being harmed?	Is there evidence that indicates harm?
	<p>graduated and 30% earned an associate's degree.¹</p> <ul style="list-style-type: none"> ECHS students' graduation rate was higher than AISD's graduation rate (92.3% in 2019) and the statewide graduation rate (90% in 2019).¹ <p>Students of color tend to be less college ready than their white counterparts</p> <p><u>2. College Readiness Summary (2020–2021)</u> Study information: This report provides an overview of the district's college readiness outcomes for seniors in the 2020 and 2021 graduation cohorts.</p> <ul style="list-style-type: none"> In 2020-2021, only 28% of African American students were college ready (in both Math and English), Latin students were at 38%, while white students were at 75%.²

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Supports for Instruction and Extra-Curriculars](#)

ACADEMICS & CTE

ACTE PS-9: Supports for Transitions

Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care are not given access to a continuum of services to help them with milestone transitions.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> “Kids are struggling academically; feel stuck at the grade level they were when COVID started.” “What would not work is during time at quarantine nothing was set up for children to continue schoolwork. If must quarantine, nothing is set in place to continue schoolwork and not be behind in school. I would love for something like that to be set.” 	<p><u>Students are struggling/behind because of Covid</u></p> <ul style="list-style-type: none"> Students are taking a lot longer to warm up to being in the classroom - structure, routine, and rituals Struggling with academics but also relationships Increased recognition of anxiety, depression and mental health issues; hard to teach when this is the case <p><u>Inadequate Digital Literacy & Varying Teacher Effectiveness Reporting</u></p> <ul style="list-style-type: none"> Core classes follow district mandated assessment cycle and results are shared with parents. Digital access for parents is a concern due to insufficient parent technology training. COVID has disrupted typical once a month parent check-ins

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Supports for Transitions](#)

ACADEMICS & CTE

ACTE PS-11: Supports for Progress

Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care lack access to consistent structures and supports that allow them to academically and emotionally progress, regardless of external (home) support.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • “Virtual learning was hard because the parent was working a lot.” • “I wish there were more on how to navigate a Montessori in a public-school setting. The approach after Montessori is the opposite when they get to the higher levels (after 3rd grade) I feel when needs more help with this in the long term and be a full Montessori schools. I feel like we are experimenting with kids' education where a lot of kids have challenges in their home. Experimenting should be the last thing we should be doing. I would love to see more initiatives from the district and not just the school.” 	<p><u>District Level Instructional Model Evaluation Unclear</u></p> <ul style="list-style-type: none"> • Due to insufficient training and unexpected remote learning there are unclear standards for instructional model evaluation; deviations are student need driven.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Barriers to appropriate PD

- A. Educators lack time to participate in PD that will help them understand how to meet students at a variety of levels
- B. Competing PD priorities and initiatives make this not as well attended

Root Cause 2 - Challenges due to feeder patterns



- A. Emotional support systems/friendships get broken
- B. Academic inconsistency/vertical alignment in instructional models between different campuses
- C. Lack of transition support services

Root Cause 3 - Teaching/curriculum

- A. Inconsistent use of personalized learning model
- B. Lack of consistent, grounded instructional models (no strong instructional core)
- C. Lack of strong small group learning and SEL practices

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Supports for Progress](#)

ACADEMICS & CTE

ACTE PS-12: Supports for Decisions

Communities of students of color or with disabilities/learning struggles (identified and not yet identified), at Title 1 campuses, are not consistently or appropriately provided the supports necessary to make informed decisions in regards to how to best meet their student’s specific needs.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • Unclear communication around enrolling in special programs • Parents want communications of student interactions when not with parent • Feeling unsure of what's happening and educators at school • “Communication between the district and those on site has room for improvement. Not sure what isn't happening, but kids are stuck in limbo as staff try to figure out what they need and how to meet those needs.” • “There was a lack of information about what was happening with her but there was no communication from anyone or follow up when she did not come back to school after a while.” • “I've never gotten a good grasp on how Williams is doing with life skill class. Worried about Williams, not sure about the staff there.” • “Had a problem in the past with the principal/asst. principal. She went to class to see what was going on. Moved him to life skills without her permission when at Bedichek.” <p><i>5 Mentions: (4) Parents, (1) AISD Staff/Educator</i></p>	<p><u>Communication around student progress</u></p> <ul style="list-style-type: none"> • Different for each class. English, math, biology and US history follow the district mandated assessment cycle, but this is not common for all classes, like chemistry; have to find other ways to communicate progress • Principal check ins used to happen once a month with parents, but not sure if this is still happening • Chemistry uses open-ended formative assessments for measuring progress.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Supports for Decisions](#)

ACADEMICS & CTE

ACTE PS-13: Inclusion: Dignity Accommodations

Students with disabilities, Students who access SPED Services, Students who are experiencing Homelessness and/or are in Foster Care, Students who identify as LGBTQIA+, students who are parents, and students who menstruate are not given equitable access to appropriate accommodations that ensure that their dignity is maintained and that specific needs are met at home campuses.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> “Facilities at elementary level for hygiene and clothes washing don't always exist. Some have them in SPED but this isn't available at every building. They put soiled clothes in plastic bag and return to parents.” “Life skills has a space in the school, but the room is way too small for the life skills equipment (e.g. kitchen and laundry).” <p>3 Mentions: (1) CAC, (2) Educator/Staff</p> <ul style="list-style-type: none"> “Other specialized SPED programs don't have private bathrooms.” “SPED does not have a space in the school they're in a portable.” <p>1 Mention: (1) Educator/Staff</p>	<p><u>Inadequate facilities & Programming for Life Skills</u></p> <ul style="list-style-type: none"> Older buildings in the district were not built for Life Skills programming. No consistent program standards for how to equip Life Skills programs. <p><u>PTA Driven SPED Funding Fueling Inequity</u></p> <ul style="list-style-type: none"> SPED programs in affluent communities within AISD have excessive funding to support programming, while lower income communities cannot afford essential materials. Schools with lower funding inadvertently drive out competent teachers who relocate to facilities with better financial support.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of understanding around different identities

- TEKS/universal curriculum does not reflect/represent populations with specific needs
- Lack of general education on different identities
- Students lack access to knowledge of different programs that exist



Root Cause 2 - Prejudice

- A. Children and adults that are indifferent to/combatative against different groups create unsafe environments
- B. Lack of appropriate empathy building practices to combat prejudices

Root Cause 3 - Lack of program and facility supports

- A. Inconsistent access to supportive spaces/programs like food pantries, clothing closets, calm/cool-down rooms
- B. Lack of modernized and accessible facilities for all identities

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Inclusion: Dignity Accommodations](#)

ACADEMICS & CTE

ACTE PS-14: Home and School Balance

Students identified as Economically Disadvantaged, students at Title 1 campuses, and staff, aren't given the proper support to balance their educational responsibilities with home /family circumstances.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> “Need support for early childhood care during the day, because students are having to stay home and care for young siblings instead of going to school. Opportunity for virtual helps, but some of them can't even do that because you have 12-yo or 13-yo managing a newborn and education.” <p>1 Mention: (1) AISD Staff/Educator</p>	<p><u>Lack of Funding is barrier for Daycare</u></p> <ul style="list-style-type: none"> Daycare is provided only through paid service for faculty and through community partnerships which may create barriers for illegal or undocumented parents & students.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of access to family support services

- A. Many families lack access to affordable daycare services
- B. Families don't have access to communications about importance of going to school, particularly for economically disadvantaged families

Root Cause 2 - Lack of flexible school models

- A. Rigid 8-5 school model assumes similar needs/home circumstances for all students
- B. Lack of relationship building from teachers/admin to understand and help resolve when students aren't able to do their work

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Supports for Home and School Balance](#)

ACADEMICS & CTE

ACTE PS-15: International: Student and Parent Support

Newly-arrived and international students and families in AISD are not given additional and district-wide instructional, social, and emotional support to assist with transitions into their individual schools, their community, and the United States.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> "ELL's support is lacking, the school does have a dual language class in each grade, but there is no additional support for students that recently arrived in the US. The district needs to invest more money for students that have recently arrived in the US - what is happening now is not effective (there are not enough resources)." <p><i>1 Mention: (1) AISD Staff/Educator</i></p>	<p>Newly arrived families don't have access to technology + internet + parent comms needed to succeed in school</p> <ul style="list-style-type: none"> Great amount of inequity in access to internet Without internet, kids can't do work and parents can't get involved Parents have phones with limited capabilities, can't receive or engage with district email communications District provided student hot-spots during COVID, but only provided 5-10 this year Partnerships with internet providers - discounted rates, communicated to parents/families Shared resources for internet access: libraries, other schools, etc. <p>Younger newcomers have an easier transition than older ones due to ES dual language/bilingual programs</p> <ul style="list-style-type: none"> ES have more support because bilingual/dual language programs are available/accessible (mostly Spanish) <p>STARS reporting system disadvantages High School newcomers who speak languages other than English, setting them up for failure</p> <ul style="list-style-type: none"> systemic inequities in accountability system All HS students need to take 5 STAR tests, 4 of the 5 are within first years of high school. That means immigrants who are entering HS take first 4-5 within first 2 years of being in the US. Creates perception that these students are a burden, teachers feel pressured to provide students extra support to pass tests. If kids do not pass tests, fall behind on credits and can become dropouts - set up for failure. State and district standards do not align with research about how long it takes someone to learn a new language! <p>International High School restricts access to some students that would benefit, putting them at disadvantage</p> <ul style="list-style-type: none"> 300 student enrollment, only accept kids age 14-16 If students score too high on English assessment (aka speak "a little too much," don't qualify to attend Spend 2 years there, then kicked out into 3,000 person high school

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
	<ul style="list-style-type: none"> ● 17 year old students who don't qualify for International High are left in limbo, set up to be drop outs in high school ● Legally allowed to stay until age 20-21, but most parents not educated about this option and told to send kids to GoodWill ● Parents are undocumented, terrified, don't know enough to push back ● Goodwill = alternative education charter school for kids ages 18-50. Great alternative, but can't enroll until 18 ● Other options: Austin Can Academy, UT Online Charter (but need technology for that...) ● SOLUTION: Can we add 11th + 12th grade to International High? <p>Many newcomers have literacy challenges in their native languages, adds additional learning curve</p> <ul style="list-style-type: none"> ● Many native countries don't require compulsory education past 6-8th grade ● ESL teachers not equipped to improve literacy AND teach a new language ● Offer smaller classes aimed at increasing literacy, but due to recently redone staffing formulas the class sizes are 15-35 (too high) <p>ESL students come at all times of year - hard to accommodate / catch them up</p> <ul style="list-style-type: none"> ● Can come halfway through the school year or even April/May when they've missed most of the year ● Still obligated to graduate 4 yrs from THAT year of entry ● Many students come from the detention center!! - state has not cared for this population! <p>Teen pregnancies amongst emergent bilingual students force them to choose between childcare and education</p> <ul style="list-style-type: none"> ● Only certain campuses offer daycare, while others don't ● This means that teen parents have to choose between daycare and dual language support <p>Limited newcomer programs (only one?) at Middle School, don't offer transportation</p> <p><u>Need for English Language support in Science classes</u></p> <p><u>Need for spanish-speaking counselors at campuses that have high spanish-speaking student bodies</u></p>

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>Bilingual students need more academic support in order to have further success in postsecondary education</p> <p><i>1. College Readiness, Advanced Course, and Enrollment Outcomes of Graduates Who Were Ever Classified as English Learners</i> Study information: This report provides outcomes for Austin Independent School District (AISD) graduates from the Class of 2018 who were ever classified as English learners (eELs) in terms of advanced coursework, college readiness assessments, and postsecondary enrollment.</p> <p><i>2. Bilingual and English as a Second Language Academic Performance Summary Report</i> Study information: The purpose of this report is to provide information about the academic performance of emergent bilinguals in the Austin Independent School District (AISD).</p> <ul style="list-style-type: none"> ● Educational policies, academic requirements, and economic and social strains create obstacles that hinder eELs’ opportunities to engage in college preparation activities and enroll in postsecondary education.¹ ● Participating in higher education has been associated with better economic outcomes and better health than not participating in higher education (Kanno & Grosik, 2012); thus, it is important for all bilingual students to be encouraged to engage in postsecondary education.¹ ● It is recommended that special attention be paid to encouraging and supporting eELs in taking part in advanced courses (e.g., DC or AP) while in high school.¹ ● It is also important to support eELs in completing college applications and financial aid applications (especially because many eELs come from lower-income families).¹ ● Although emergent bilinguals take college entrance exams at a similar rate as students not in a BE/ESL program, they did not score nearly as college ready on math or reading as do students not in a BE/ESL program.² ● Emergent bilinguals, recent immigrants, and denial students all score similarly low on college readiness, while students not in a BE/ESL program score highest, followed by monitored students and immigrant students in US schools for 4 to 6 years.² ● "Considering this pattern of scores, it seems likely that lacking English proficiency was hindering emergent bilinguals, recent immigrants, and denial students from scoring college ready, because their English proficiency was not up to par with that of other student subgroups, the majority of whom scored college ready."²

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - State policies/TEKS

- A. High school graduation requirements don't allow appropriate time to develop English language skills for
- B. Inflexible graduation mandates for international newcomers - exacerbates issue 1a
- C. Newcomer students are often expected to catch up when joining midyear, despite having interrupted formal education (SIFE)
- D. Policies don't allow for time to respond to unpredictable and varying needs

Root Cause 2 - Lack of appropriate staff/staff supports

- A. Not enough specialists in certain languages
- B. No ability for SEL, SPED, MET to meet and co-plan to meet needs
- C. Lack of defined verbiage and support resources for the different cultures, situations that newcomer students are coming from
- D. Secondary educators lack sufficient PD around culturally/linguistic responsive for newcomer students
- E. Lack of ability to predict with campuses/neighborhoods will receive large or small quantities of newly arrived families (planning staffing and supports is reactive and challenging)

Root Cause 3 - Lack of support programs/resources

- A. Lack of SEL supports to address trauma that are in languages that students can access
- B. No system for remedial academic services for SIFE
- C. Resources for newly arrived families are unequally distributed throughout AISD, creating challenging logistics

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[International: Student and Family Support](#)

ACADEMICS & CTE

ACTE PS-16: Kinder Readiness

Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care, at Title 1 campuses, are not given access to PK and K structures that support social & emotional development and kinder-readiness.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> "I want for him to learn something. Not daycare. I don't want him in daycare. I want him to prepare himself for when he goes to school when he turns 5." <p>1 Mention: (1) Parent</p> <ul style="list-style-type: none"> "She does not understand why the school got rid of one of the pre-k classes. There used to be two groups/classes but then they merged all the kids into one. She feels this is not beneficial as there are too many kids for the teachers and is less safe due to COVID." <p>1 Mention: (1) Parent</p> <ul style="list-style-type: none"> "Pre-K on all campuses that want it." <p>1 Mention: (1) AISD Staff/Educator</p>	<p><u>Perceived Lack of Interest in PK Programming</u></p> <ul style="list-style-type: none"> District feedback shows low interest in PK3 programming, likely because of 1/2 day format which is a known barrier. Resolution of staffing shortages would elevate quality of program offering.
<ul style="list-style-type: none"> "Find it great that AISD is trying to stop the spread of Covid but it's hard when the parents can't go into the school to drop off her PK3 and PK4 child. She would like for at least vaccinated parents to be able to go inside the school. That might help the children adjust a little better." <p>2 Mentions: (1) AISD Educator/Staff, (1) Parent</p>	<ul style="list-style-type: none"> Pre-K protocol is same as for other grade levels

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>Partnerships like ones that exist between Austin Independent School District (AISD), United Way for Greater Austin (UWATX), and participating child development centers (CDCs) can help formulate more robust Pre-K programs</p> <p>1. AISD Prekindergarten Partnership Program Enrollment Report (2020–2021)</p> <p>Study information: This report summarizes student enrollment during the 2020–2021 school year for the 2019–2020 cohort of</p>

Who is being harmed?	Is there evidence that indicates harm?
	<p>partnership students. Demographic information and academic performance for beginning-of-year (BOY) are also reported for the 2019–2020 cohort and comparison students currently enrolled in AISD.</p> <ul style="list-style-type: none"> • While enrollment was down during this year because of COVID, there was still positives to takeaway such as the majority of UWATX students were economically disadvantaged and either Hispanic or Black. (A goal of the program was to boost the academic success of underrepresented students starting from an early age).¹ • "Partnership students may see lasting benefits across their schooling years, as joint enrollment in both AISD-affiliated pre-K and subsequent KG is associated with continuous enrollment in AISD until the 12th grade; this long-term trend in continuous enrollment is especially true for economically disadvantaged students who entered an AISD pre-K rather than waiting until KG."¹ <p>Programs such as the bilingual summer school program are key in helping students for following academic year success.</p> <p><i>2. he Impact of Virtual Bilingual Summer School on English Learners' Beginning-of-Year (BOY) Performance in 2020–2021</i> Study information: This report explores the impact of attending the virtual bilingual summer school program on kindergartners' and 1st graders' fall academic performance.</p> <ul style="list-style-type: none"> • Academic performance on BOY assessments shows that participation in the virtual bilingual summer school program was associated with better academic preparedness to start kindergarten and 1st grade.² • In kindergarten, those who attended summer school scored higher on the spelling and letter names subtests as well as the literacy screener.² • In 1st grade, summer school students scored higher on the Spanish version of the MAP reading assessment than non-summer school students.²

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of defined success metrics

- A. Kinder readiness not on district scorecard anymore
- B. No measurement tool for determining kinder readiness

Root Cause 2 - programs are lacking

- A. Perceived lack of safe, inclusive, right-sized, age appropriate, SEL-centered, and instructionally sound PK programs
- B. Lack of culturally responsive PK & K instruction/classrooms
 - a. Need for professional development that has a focus on anti-bias

Root Cause 3 - Site-based policies



- A. Differing campus policies-- some allow parent/family involvement to help support littles, some don't

Root Cause 4- Staffing formulas

- A. PK & K staffing formulas may be flawed for "right sizing" based on different needs

Root Cause 5 - challenges for scaling PK across district

- A. Funding structures to make more full-day PK programs
- B. Lack of space to create more PK programs

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Early Childhood and Kinder Readiness](#)

ACADEMICS & CTE

ACTE PS-17: Colorism, Racism, and Inclusivity Education

Black and Latinx students are impacted by an ineffective education on colorism, racism and inclusivity.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

Anti-Racist and Inclusive Education

ACADEMICS & CTE

Bond Strategies

The thought process behind Bond Strategies development is outlined on the following pages. Bond Strategies are listed in order of priority, as determined by the committee. Further detail is provided in the committee [Bond Strategy Recommendation](#) sheets.

The Academics & CTE Committee additionally bucketed Bond Strategies into topical buckets and prioritized within the buckets:

Integrated Supports

1. [A-2 Mental Health](#)
2. [A-1 Community Partner Spaces](#)
3. [A-3 - Security Technology in Mental Health Support Spaces](#)

Meaningful Inclusion

1. [A-10,20,21 Universal Design](#)
2. [A-13 Video / Hybrid Conferencing Supports](#)
3. [A-18 - Private Toilet Rooms](#)
4. [A-12 Lending Libraries](#)
5. [A-19 Mothers Rooms](#)
6. [A-8 Professional Development](#)
7. [A-11 Climate Controlled Storage](#)

Support for High Expectations

1. [A-4 New Educator Planning Spaces](#)
2. [A-6 Modernize existing campus staff gathering spaces](#)

Early Childhood

1. [A-24 Facilities for Existing Pre-K Programs](#)
2. [A-25 Facilities for Infants and Toddlers](#)
3. [A-8 & 14: Furnishings & equipment for sensory and emotional regulation + PD for furnishings/equipment](#)
4. [A-23 Expand PreK3 & 4](#)

CTE

1. [A-15 & 16 CTE Spaces](#)
2. [A-17 Vertical Alignment of MS CTE Program Facilities](#)

International Resources

1. [A-26 International Welcome Center](#)

ACADEMICS & CTE | INTEGRATED SUPPORTS

A-2 Mental Health

Provide dedicated spaces, with appropriate security technology, for student mental health support professionals in all existing buildings.

Priority Rank: 1

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>Mental health professionals on campuses are limited and often 3rd party, but when they are staffed, they don't have spaces to function out of. Prioritizes mental health; it's important, we're making room for it, and it's part of our school.</p>	<ul style="list-style-type: none"> • Campuses prioritized by Opportunity Index (High Opportunity Schools first) and # of student groups in High or Very High historically underserved based on 2021 enrollment • Only schools with students enrolled, no central facilities were included

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Insufficient teacher and staff resources • Flawed formulas 	<p>Historically ignored students (economically disadvantaged, experiencing homeless/foster care, students accessing SPED services, emerging bilingual, immigrant) and struggling learners suffer from inequitable staffing practices that don't support student and campus needs.</p>
<ul style="list-style-type: none"> • Barriers to appropriate PD • Lack of strong small group learning / SEL practices 	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care lack access to consistent structures and supports that allow them to academically and emotionally progress, regardless of external (home) support.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Sadler-Means created mindfulness rooms (with furniture) • Rosedale example • Social workers currently use community-rooms • K-12 design practices for mental health rooms 	<ul style="list-style-type: none"> • The use of these spaces fully depends on balancing enrollment and utilization • Actual and appropriate staffing (considering caseloads) of mental health professionals on campuses • Need extra resources to attract and retain mental health

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Navarro CIS center used for group therapy and other mental health services, etc. • Provide specialized instruction, not centralized placement and programs (AISD Special Education Best Practices Survey Results, 2010) <p>Most common findings among schools in AISD SPED survey show systematic, explicit, focused instruction are most effective and useful in instruction. Other effective practices include: Consistent, frequent interventions – support during and beyond the school day, use of appropriate materials, manipulatives, accommodations, technology, regular progress monitoring and communication among all teachers; teachers plan together. Teachers emphasize addressing individual needs of student; use data to ensure student gets most appropriate intervention and assessment; use small group instruction when possible.</p> <ul style="list-style-type: none"> • Support students at their home campus (National Center for Learning Disabilities, 2020) <p>Once a student is eligible for special education, a decision is made about the instruction and support they’ll receive—often referred to as a student’s “placement.” The Individuals with Disabilities Education Act (IDEA) is premised on the principle that students must be educated in the least restrictive environment (LRE). This means that students with disabilities should be educated in general education and among their nondisabled peers to the greatest extent possible.</p>	<p>professionals that can work with these populations in problem statement</p> <ul style="list-style-type: none"> • PD/training for how to properly use these spaces • Cameras/appropriate security precautions in mental health professional offices • Regulate without being punishment space • Thoughtful placement on site • Also consider furniture for these spaces

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

ACADEMICS & CTE | INTEGRATED SUPPORTS

A-1 Community Partner Spaces

Provide Community-partner spaces in all future constructions that can be accessed during the day and are right-sized given the level of use.

Priority Rank: 2 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Much of small group learning/SEL done by 3rd party providers; gives them the space and tools to be successful.</p>	<ul style="list-style-type: none"> • ESA Question: 3.3 General Building - Community Room (1-3 marked as 'yes'); • Permanent Capacity Methodology spreadsheet - # spaces used / partners supported • Opportunity Index

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation.</i></p>	<p>Historically ignored students (economically disadvantaged, experiencing homeless/foster care, students accessing SPED services, emerging bilingual, immigrant) and struggling learners suffer from inequitable staffing practices that don't support student and campus needs.</p> <ul style="list-style-type: none"> • Schools aren't staffed enough to provide all things that students need, so we rely on third parties that need space to function within the building
<p>Teaching/curriculum</p> <ul style="list-style-type: none"> • Lack of strong small group learning and SEL practices 	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care lack access to consistent structures and supports that allow them to academically and emotionally progress, regardless of external (home) support.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • AISD currently and successfully operating with these 	<ul style="list-style-type: none"> • Assess the level to which 3rd party supports are available

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
spaces, they are just not at every campus and not always right-sized	for every campus, equitably <ul style="list-style-type: none"> ● District policies (with central office approval) to ensure that spaces would be predominantly if not fully used by underserved groups ● *Spaces like this need to trigger training/professional development. Specifically for classroom staff and how to refer/utilize the space - add to operational strategies? ● Psycho-ed to support staff and educators; support for referrals, working with trauma-informed care

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

ACADEMICS & CTE | INTEGRATED SUPPORTS

A-3 - Security Technology in Mental Health Support Spaces

Provide dedicated spaces, with appropriate security technology, for student mental health support professionals in all future construction.

Priority Rank: 3 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Mental health professionals on campuses are limited and often 3rd party, but when they are staffed they don't have spaces to function out of	<ul style="list-style-type: none"> Prioritize schools by Opportunity Index

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation.</i></p>	<p>Historically ignored students (economically disadvantaged, experiencing homeless/foster care, students accessing SPED services, emerging bilingual, immigrant) and struggling learners suffer from inequitable staffing practices that don't support student and campus needs.</p>
<p>Barriers to appropriate PD</p> <ul style="list-style-type: none"> Educators lack time to participate in PD that will help them understand how to meet students at a variety of levels Competing PD priorities and initiatives make this not as well attended <p>Teaching/curriculum</p> <ul style="list-style-type: none"> Lack of strong small group learning and SEL practices 	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care lack access to consistent structures and supports that allow them to academically and emotionally progress, regardless of external (home) support.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Sadler-Means changed rooms to be mindfulness rooms (with furniture) Social workers currently use community-rooms K-12 design practices for mental health rooms-- PULL RESEARCH Navarro CIS center used for group therapy and other mental health services, etc. 	<ul style="list-style-type: none"> Actual and appropriate staffing (considering case loads) of mental health professionals on campuses Need extra resources to attract and retain mental health professionals that can work with these populations in problem statement PD/training for how to properly use these spaces Cameras/appropriate security precautions in mental



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
	health professional offices

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly	Yes

ACADEMICS & CTE | MEANINGFUL INCLUSION

A-10, 20, 21 Universal Design

Any Universal Design (UD) elements not prohibitively expensive should be implemented at all existing campuses. ex: wider doorways, bathrooms throughout facility, security measures (class bells/emergency bells/buzzer system not useful for a person who is deaf-both auditory and visual component needed) (A20) All facilities should follow universal design with options for flexibility (21) Ensure all facility emergency plans/escape routes are ADA compliant and supportive of students with special needs

Priority Rank: 1

Funding Allocation: Facility

Why it matters	Prioritization Metrics
Don't want the building to be an excuse for not providing students what they need	<ul style="list-style-type: none"> • Opportunity Index • Central facilities which do not serve students through direct interaction were removed from ranking (i.e. bus depot, central office, etc).

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Flawed practices (like centralized placements) that perpetuate historical and on-going segregation towards various populations 	Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction and related services, at their home campus
<ul style="list-style-type: none"> • Children and adults that are indifferent to/combative against different groups create unsafe environments • Lack of appropriate empathy building practices to combat prejudices • Lack of modernized and accessible facilities for all identities 	Students with disabilities, Students who access SPED Services, Students who are experiencing Homelessness and/or are in Foster Care, Students who identify as LGBTQIA+, students who are parents, and students who menstruate are not given equitable access to appropriate accommodations that ensure that their dignity is maintained and that specific needs are met at home campuses.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Student anecdote from Allison ES tour: doorway is so 	<i>Unspecified at time of documentation.</i>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>narrow, ES students with wheelchair/mobility supports cannot fit. Intentional use of transparency; consider need for deregulation, bad moments, moments where privacy; AND simultaneously... not stigmatizing students groups by hiding/not providing visibility.</p>	

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly	Yes

A-13 Video / Hybrid Conferencing Supports (DRAFT / PENDING APPROVAL)

Provide equipment, hot spots for families, and appropriate space to allow for video/hybrid conferencing and translation services for ARDs, communication with immigrant families, parent conferences etc. at every campus

Priority Rank: 2 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Access and equity: Works towards individual and personal connections with special education populations; must extend beyond the students to support meaningful participation for all caregivers; confidentiality is critical for these types of discussions (and therefore the space/acoustics needed)</p>	<p>Facilities are sorted in this priority order:</p> <ul style="list-style-type: none"> • Linguistic Isolation of community in census tract school is in • % English Language Learners; • % EcoDis; <p>Within that, all schools with High Opportunity were ranked first, then Moderate, then Low.</p> <p>Only schools with enrolled students (no central facilities included),</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>Lack of district vision around inclusive instruction and professional development</p> <ul style="list-style-type: none"> • Disjointed mentalities / definitions / culture around inclusion and special education populations • Lack of global professional development vision for district, including for professional development related to special populations, inclusion, etc. <p>Flawed Practices/Perceptions</p> <ul style="list-style-type: none"> • Flawed practices (like centralized placements) that perpetuate historical and on-going segregation towards various populations • Lack of personal and individual connection with disabled 	<p>Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction and related services, at their home campus.</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>community members and no info about disabilities in TEKS/ curriculum</p> <ul style="list-style-type: none"> Historical and on-going prejudice/assumptions about populations with disabilities and their service providers 	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Anecdotal stories and survey responses from parents (See STETSON Report) 	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

A-18 - Private Toilet Rooms

Every campus should have private restrooms and changing tables accessible to students somewhere near general restrooms (1 per learning community, grade, etc.)

Priority Rank: 3 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation.</i></p>	<ul style="list-style-type: none"> • Opportunity Index • Central facilities which do not serve students through direct interaction were removed from ranking (i.e. bus depot, central office, etc).

What root causes are being addressed?	What are the problems being disrupted?
<p>Prejudice</p> <ul style="list-style-type: none"> • Children and adults that are indifferent to/combative against different groups create unsafe environments • Lack of appropriate empathy building practices to combat prejudices <p>Lack of program and facility supports</p> <ul style="list-style-type: none"> • Lack of modernized and accessible facilities for all identities 	<p>Students with disabilities, Students who access SPED Services, Students who are experiencing Homelessness and/or are in Foster Care, Students who identify as LGBTQIA+, students who are parents, and students who menstruate are not given equitable access to appropriate accommodations that ensure that their dignity is maintained and that specific needs are met at home campuses.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Personal anecdotes from staff and LPC-members; • Common sense; if student's child cannot be supported, student cannot attend. Attending home campus secondary research. (See : support for teenage mothers). When planning student's instructional day around "restroom of convenience," it creates a significant barrier 	<ul style="list-style-type: none"> • Ensure planning practice meets degree of need (more than bare minimum)



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
to learning (more critical then meets the eye).	

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

ACADEMICS & CTE | MEANINGFUL INCLUSION

A-12 Lending Libraries

Create lending libraries (potentially at various centralized locations, if not one) of flexible seating/sensory items/materials/equipment/communication devices with a appropriate technology for centralized equipment management (devices and software)

Second choice: DOES STORAGE GET FOLDED IN

Priority Rank: 4

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation.</i>	<ul style="list-style-type: none"> • Preference for centralized district facility, but if not possible, located first at High Opp campuses

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Lack of district vision around inclusive instruction (including all details like devices, storage, etc.) 	Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction and related services, at their home campus

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation.</i>	<ul style="list-style-type: none"> • Create Inventory Clerk role?? • Ensure that logistical infrastructure for these lending libraries exists (trucks, personnel to deliver these, etc.)

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

ACADEMICS & CTE | MEANINGFUL INCLUSION

A-19 Mothers Rooms (DRAFT / PENDING APPROVAL)

Every campus should have a minimum of 1 multi-purpose, and secured mothers room accessible to students, in a student area

Priority Rank: 5 Funding Allocation: Facility

Why it matters	Prioritization Metrics
Unspecified at time of documentation.	<ul style="list-style-type: none"> High Opportunity HS = Yes, High Opportunity MS and ES = If Possible

What root causes are being addressed?	What are the problems being disrupted?
<p>Prejudice</p> <ul style="list-style-type: none"> Children and adults that are indifferent to/combative against different groups create unsafe environments Lack of appropriate empathy building practices to combat prejudices <p>Lack of program and facility supports</p> <ul style="list-style-type: none"> Lack of modernized and accessible facilities for all identities 	<p>Students with disabilities, Students who access SPED Services, Students who are experiencing Homelessness and/or are in Foster Care, Students who identify as LGBTQIA+, students who are parents, and students who menstruate are not given equitable access to appropriate accommodations that ensure that their dignity is maintained and that specific needs are met at home campuses.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

A-8 Professional Development

Provide professional development/trainings related to specialized furniture & equipment to AISD staff and teachers who interact with any student who requires access to these aforementioned items (sensory regulation, etc.).

Priority Rank: 6 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>The majority of root causes related to problem statement centered around teacher collaboration/PD issues and instructional/curriculum issues, therefore allowing for PD/trainings related to new and specialized furniture/equipment will help create the 7 conditions for student success and support a district wide vision for inclusive instruction and PD</p>	<ul style="list-style-type: none"> High Opportunity HS = Yes, High Opportunity MS and ES = If Possible

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation.</i></p>	<p>Students with disabilities, students of color, emerging bilingual and immigrant students, economically disadvantaged students, students in alternative placement, and students in segregated special education settings lack access to proven, baseline, fundamental, and necessary academic programming.</p>
<p>Teaching/curriculum</p> <ul style="list-style-type: none"> Inconsistent use of personalized learning model Lack of strong small group learning and SEL practices 	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care lack access to consistent structures and supports that allow them to academically and emotionally progress, regardless of external (home) support.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> "Train the trainer" programs for new school builds at other districts DLR Group-- BOLD (bridging organization, learning & design) research " 	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Multiple times per semester	Yes

ACADEMICS & CTE | MEANINGFUL INCLUSION

A-11 Climate Controlled Storage

Provide climate controlled spaces for storage at the campus, that are sufficient to store items across programs and provide appropriate inventory management technology (devices & software)- CTE, SPED, 504, OT, PT, Band etc.

Priority Rank: 7

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Storage is a vital part of day-to-day function for most departments at a school</p>	<ul style="list-style-type: none"> • ESA Question average of: <ul style="list-style-type: none"> ○ Do Pre-K and Kinder have appropriate support spaces such as restrooms and storage per the ed spec? ○ Do studios have appropriate support spaces such as storage per the ed spec? ○ Are Special Education support spaces, such as storage, space for washer/dryer, appropriately configured per the ed spec? ○ Are the physical education storage spaces appropriately configured per the ed spec? • Spaces covered by VAPA and Athletics strategies not considered

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Most decisions are made at a campus level and principals not aware of what devices exist for specific students/programs, so they don't know to account for proper storage for these. • Lack of district vision around inclusive instruction (including all details like devices, storage, etc.) 	<p>Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction and related services, at their home campus</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Cost (ROI) data on keeping things stored at appropriate temperatures 	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Daily	Yes

ACADEMICS & CTE | SUPPORT FOR HIGH EXPECTATIONS

A-4 New Educator Planning Spaces (DRAFT / PENDING APPROVAL)

Provide at least 4 (but more if appropriate) educator planning/instructional design spaces per campus, where educators can collaborate. (At every major renovation or new construction)

Priority Rank: 1 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>The majority of root causes related to problem statement centered around teacher collaboration/PD issues and instructional/curriculum issues, therefore allowing for appropriate instructional design/collaboration/PD spaces for campus staff will help create the 7 conditions for student success and support a district wide vision for inclusive instruction and PD</p>	<ul style="list-style-type: none"> • High Opportunity campuses only • ESA Questions Average: Yes = <4, Future = >4 <p>ESA Questions Average:</p> <ul style="list-style-type: none"> • 8.13 Academics and Learning - Collaboration Space, • 8.4 & 8.6 Academics and Learning - Learning Neighborhoods (ES and MS/HS), • 8.10 Academics and Learning - Professional Learning Center, • 7.1 Furniture, Fixtures and Equipment - Furniture Condition, • 7.3 Furniture, Fixtures and Equipment - Rapid Reconfiguration

What root causes are being addressed?	What are the problems being disrupted?
<p>District Vision and Policies</p> <ul style="list-style-type: none"> • Lack of district vision around instruction and professional development • Lack of district vision around inclusive instruction and disjointed mentalities/definitions/culture around inclusion and special education populations 	<p>Students with disabilities, students of color, emerging bilingual and immigrant students, economically disadvantaged students, students in alternative placement, and students in segregated special education settings lack access to proven, baseline, fundamental, and necessary academic programming.</p>
<p>Barriers to appropriate PD</p> <ul style="list-style-type: none"> • Educators lack time to participate in PD that will help them understand how to meet students at a variety of 	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>levels</p> <ul style="list-style-type: none"> Competing PD priorities and initiatives make this not as well attended <p>Teaching/curriculum</p> <ul style="list-style-type: none"> Inconsistent use of personalized learning model Lack of consistent, grounded instructional models (no strong instructional core) 	<p>Homelessness and/or are in Foster Care lack access to consistent structures and supports that allow them to academically and emotionally progress, regardless of external (home) support.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Inclusion book study group-- 1 chapter was completely devoted to co-planning being back-bone for best inclusive practices and shared responsibility for all students Provide K-12 design research on teacher spaces 	<ul style="list-style-type: none"> Need a study on how many teacher planning spaces to account for at each campus and how large they should be depending on type of instructional design desired, etc. Create district policy that allows SPED teachers to access these instructional design spaces and to have time in schedule for PLC/instructional design. Inclusion model must be explicit, best practice that facilitates parity of PLC use by SPED educators. Baseline standards-course offering; clear projection of core academic program clearly articulated to be provided to students; core instructional materials so all can be trained and supported.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Daily	Yes

ACADEMICS & CTE | SUPPORT FOR HIGH EXPECTATIONS

A-6 Modernize existing campus staff gathering spaces (DRAFT / PENDING APPROVAL)

Modernize/update technology and infrastructure of all current spaces where entire campus staff gathers, to ensure they can be properly utilized for Professional Development/large-group facilitation needs

Priority Rank: 2 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>The majority of root causes related to problem statement centered around teacher collaboration/PD issues and instructional/curriculum issues, therefore allowing for campus staff gathering spaces will help create the 7 conditions for student success and support a district wide vision for inclusive instruction and PD</p>	<ul style="list-style-type: none"> • High Opportunity Campuses • Unweighted average of ESA questions 13.4, 13.5, 13.6, 14.4 • Used a 3-1-1 ratio as a rough approximation, targeting 3 ES - 1 MS - 1 HS. ESA questions used targeted larger spaces at a campus often used for staff large group meetings or professional development. ESA questions do not directly align for HS as cafeteria and other spaces are used, not Media Centers. Campuses with recent modernizations were moved to Future regardless of ESA score.

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation.</i></p>	<p>Students with disabilities, students of color, emerging bilingual and immigrant students, economically disadvantaged students, students in alternative placement, and students in segregated special education settings lack access to proven, baseline, fundamental, and necessary academic programming.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Need for campus staff to gather is understood/accepted, 	<ul style="list-style-type: none"> • Should not be an additional space in program/design of

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>so need to have spaces to accommodate this is evidence</p> <ul style="list-style-type: none"> • K-12 design research 	<p>campus, so just upgrading existing gather place (gym, cafeteria, etc.)</p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Monthly	Yes

A-24 Facilities for Existing Pre-K Programs (DRAFT / PENDING APPROVAL)

Provide appropriate facilities and Furniture Fixtures & Equipment (not portables) for existing PreK buildings/program offerings that also support extended daycare opportunities specifically for teachers and underserved communities.

Priority Rank: 1 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>If you improve the facilities, more families will enroll; once enrolled, more likely to stay. Say full-day, but in practice, it's not. Flexibility beyond 2-3p release time, moves to 5-6p which allows siblings to participate in after school programs. For PS16: improving facilities (ie, out of portables) addresses perceptions about indifference</p>	<ul style="list-style-type: none"> Highest # of Pre-K's x Lowest ESA average used to pick order of prioritization Opportunity Category is High <p>ESA Question average of:</p> <ul style="list-style-type: none"> 7.4 Furniture, Fixtures and Equipment - Ergonomic and Size Appropriate, 7.1 Furniture, Fixtures and Equipment - Furniture Condition, Furniture, 7.2 Furniture, Fixtures and Equipment - Furniture Types, 7.3 Furniture, Fixtures and Equipment - Rapid Reconfiguration, 2.2 Outdoor Learning and Activity - Active Playgrounds, 2.1 Outdoor Learning and Activity - Outdoor Studios and Support Spaces, or 8.2 Academics and Learning - PreK-K Studio Support Spaces (ES)

What root causes are being addressed?	What are the problems being disrupted?
Lack of access to family support services	Students identified as Economically Disadvantaged,

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Many families lack access to affordable daycare services Families don't have access to communications about importance of going to school, particularly for economically disadvantaged families <p>Lack of flexible school models</p> <ul style="list-style-type: none"> Rigid 8-5 school model assumes similar needs/home circumstances for all students 	<p>students at Title 1 campuses, and staff, aren't given the proper support to balance their educational responsibilities with home /family circumstances.</p>
<p>Programs are lacking</p> <ul style="list-style-type: none"> Perceived lack of safe, inclusive, right-sized, age appropriate, SEL-centered, and instructionally sound PK programs <p>Challenges for scaling PK across district</p> <ul style="list-style-type: none"> Lack of space to create more PK programs 	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care, at Title 1 campuses, are not given access to PK and K structures that support social & emotional development and kinder-readiness.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Anecdotal stories from students and parents; waitlists (high demand); desire for variety of experience 	<ul style="list-style-type: none"> Develop plan to transition PreK offerings into appropriate, permanent facilities.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly	Yes

A-25 Facilities for Infants and Toddlers

Provide appropriate facilities to support infants and toddlers that meet licensed day care facility requirements specifically in neighborhoods with underserved communities, Title 1 schools, and campuses that have the highest concentration of socio-economically disadvantaged populations. In addition, consider expanding offerings at schools with high percentages of student parents.

Priority Rank: 2

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>Catch them early (if PK, then K), 2a provides flexibility that's not currently available. Attracts/retains teachers to Title 1 schools by providing childcare support.</p>	<ul style="list-style-type: none"> • Campuses filtered by Title 1 Designation, then % of Enrollment that is Economically Disadvantaged • Provided one for every 7 high opportunity campuses (ideally every 5-7 schools), strategically placed so that the same daycare can serve different level schools. (geographically distributed with a maximum travel distance between facilities of ~15 minute travel by car during pickup/dropoff time.) • If less than the ideal number can be provided, distribute equitably to maximize coverage in current and future coverage in underserved communities

What root causes are being addressed?	What are the problems being disrupted?
<p>Lack of access to family support services</p> <ul style="list-style-type: none"> • Many families lack access to affordable daycare services • Families don't have access to communications about importance of going to school, particularly for economically disadvantaged families <p>Lack of flexible school models</p> <ul style="list-style-type: none"> • Rigid 8-5 school model assumes similar needs/home circumstances for all students 	<p>Students identified as Economically Disadvantaged, students at Title 1 campuses, and staff, aren't given the proper support to balance their educational responsibilities with home /family circumstances.</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>Unspecified at time of documentation.</p>	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care, at Title 1 campuses, are not given access to PK and K structures that support social & emotional development and kinder-readiness.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Teacher retention, higher graduation rates 	<ul style="list-style-type: none"> Develop design standards for facilities that support daycare. adding daycare opportunities and extended-day PreK specifically for teachers and underserved communities. Daycare must be affordable using a sliding scale (as a possible teacher benefit, attract/retain educators). Consider third-party providers (versus AISD staff).

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

A-8 & 14: Furnishings & equipment for sensory and emotional regulation + PD for furnishings/equipment (DRAFT / PENDING APPROVAL)

Provide Furnishings & equipment for sensory and emotional regulation for all PreK spaces. (A8) (Also in #11) For new or renovated campuses/spaces, provide professional development/trainings related to specialized furniture & equipment for students who require specialized instruction (sensory regulation, etc.)

Priority Rank: 3

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Play-based, developmentally appropriate, and SEL; include PD-support (see above commentary). Developmentally appropriate makes environments more inclusive to more kids. Kids come from varying backgrounds: trauma, varying qualification for specific programs.</p>	<ul style="list-style-type: none"> • Opportunity Category is High • Highest # of Pre-K's x Lowest ESA average used to pick order of prioritization <p>ESA Question average of:</p> <ul style="list-style-type: none"> • 7.4 Furniture, Fixtures and Equipment - Ergonomic and Size Appropriate, • 7.1 Furniture, Fixtures and Equipment -Furniture Condition, Furniture, • 7.2 Furniture, Fixtures and Equipment - Furniture Types, • 7.3 Furniture, Fixtures and Equipment - Rapid Reconfiguration, • 2.2 Outdoor Learning and Activity - Active Playgrounds, • 2.1 Outdoor Learning and Activity - Outdoor Studios and Support Spaces, or • 8.2 Academics and Learning - PreK-K Studio Support Spaces (ES)

What root causes are being addressed?	What are the problems being disrupted?
<p>Lack of district vision around inclusive instruction and professional development</p> <ul style="list-style-type: none"> • Disjointed mentalities / definitions / culture around inclusion and special education populations • Lack of global professional development vision for district, including for professional development related to special populations, inclusion, etc. 	<p>Students who require specialized instruction (identified and not yet identified) lack equitable delivery of high-quality, inclusive experiences, instruction and related services, at their home campus</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>Flawed Practices/Perceptions</p> <ul style="list-style-type: none"> • Flawed practices (like centralized placements) that perpetuate historical and on-going segregation towards various populations • Lack of personal and individual connection with disabled community members and no info about disabilities in TEKS/ curriculum • Historical and on-going prejudice/assumptions about populations with disabilities and their service providers 	
<p>Root Cause 3 - Teaching/curriculum</p> <ul style="list-style-type: none"> • Inconsistent use of personalized learning model • Lack of strong small group learning and SEL practices 	<p>Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care, at Title 1 campuses, are not given access to PK and K structures that support social & emotional development and kinder-readiness.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Significant secondary research. Recent move to expand pre-k offerings. Bright light: Uphaus. Impact on subsequent student outcomes. HB3 (expanded access to Pre-K); disability is not a qualifying factor. 	<ul style="list-style-type: none"> • Shift to and District embrace of full day pre-K and inclusive childcare for those who want it (criteria expanded beyond HB3 definition)

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly	Yes

ACADEMICS & CTE | EARLY CHILDHOOD

A-23 Expand PreK3 & 4

Evaluate existing facilities to determine appropriate and inclusive spaces to serve expanded/new PreK 3 & 4. (Bond funded study that needs to happen) (Next bond cycle would determine where and what to build)

Priority Rank: 4

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Study, by talking to families and elevating critical importance, addresses 1b. Scaling PreK and current lack of space, Several months to complete; ultimate decisions will impact students, staff, and families on an hourly basis	<i>Unspecified at time of documentation.</i>

What root causes are being addressed?	What are the problems being disrupted?
Lack of access to family support services <ul style="list-style-type: none"> Many families lack access to affordable daycare services Families don't have access to communications about importance of going to school, particularly for economically disadvantaged families 	Students identified as Economically Disadvantaged, students at Title 1 campuses, and staff, aren't given the proper support to balance their educational responsibilities with home /family circumstances.
Programs are lacking <ul style="list-style-type: none"> Perceived lack of safe, inclusive, right-sized, age appropriate, SEL-centered, and instructionally sound PK programs Challenges for scaling PK across district <ul style="list-style-type: none"> Funding structures to make more full-day PK programs Lack of space to create more PK programs 	Deaf and Hard of Hearing Students, Emerging Bilingual Students, Immigrant students, students with disabilities, refugee students, students identified as economically disadvantaged, students who access SPED services, and Students who are experiencing Homelessness and/or are in Foster Care, at Title 1 campuses, are not given access to PK and K structures that support social & emotional development and kinder-readiness.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> need to evaluate if more families would enroll if the program were offered and if the facilities were improved. Develop trauma-informed & SEL curriculum. Communication around importance of schooling.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	N/A	No

ACADEMICS & CTE | CTE

A-15 & 16 CTE Spaces (HS) (DRAFT / PENDING APPROVAL)

First choice: (A-15) Create Regional CTE Hubs covering clusters taking into consideration traffic routes/available real estate/transfer policies/current CTE offerings/protocols for access/Professional Development so all students can access.

Second choice: (A-16) Modernize and renovate all CTE spaces to industry standards at all high school campuses (UD and ADA). Renovations and modernizations need to be accessible.

Priority Rank: 1 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<ul style="list-style-type: none"> Autonomy provides equitable access by removing "student sharing" root cause; more robust provision of seats when demand is pooled from multiple campuses; facility infrastructure is far behind (staff and programming); duration (half-day); one destination for tours (2); Strategy must make design decisions that directly disrupt myth that "CTE programs cannot be modified" Directly supports 7 conditions 	<p>First Choice: distribute across the district in regions: Northeast, Southeast, Central)</p> <p>Second Choice - CTE ESA question: Do campus facilities align with the CTE Ed Spec Requirements for the current pathways offered?</p> <ul style="list-style-type: none"> any campus with a "1" score is a "Yes", prioritizing these by number of "1s" with the number of CTE programs as a tie-breaker (favoring campuses with fewer programs). High Opportunity campuses that do not have any "1s" score is "If possible". This strategy includes all High Schools but those not High Opportunity appear after any High Opportunity campuses

What root causes are being addressed?	What are the problems being disrupted?
<p>Lack of appropriate CTE facilities</p> <ul style="list-style-type: none"> Inadequate, antiquated, and not-industry-standard CTE learning spaces Lack of centralized CTE hubs to serve multiple campuses <p>Barriers to awareness</p> <ul style="list-style-type: none"> Families not informed about choices at their campuses, certifications offered, OR student sharing opportunities Lack of communication to students and families around feeder patterns and program alignment <p>District- wide CTE system is flawed</p>	<p>Historically underserved students are not advised about or given access to CTE offerings that support a variety of career pathways and certifications that ensure success after high school.</p>

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Campus autonomy allows principals/administrators to make or break courses • Gatekeeping mindset around programs (“I have it here so I’m not sharing with other campuses”) • Practice of changing offerings instead of resourcing and supporting existing offerings for success 	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Financial re-capture (focuses money to a handful of hubs) • economies of scale (witnessed in other districts) focus money in 1-3 spaces versus 15-30; Dallas, Houston, San Antonio use this model successfully. • Redundancy of quality educators and champions (versus "itemizing" by individual campuses); • changes unit of analysis, makes CTE the main thing; • impact on teacher collab, unconditionally grow; • reduces factors which limit teacher/program success. • Flexible space adapt with political landscape 	<ul style="list-style-type: none"> • Vertical alignment that exists or might need to be changed. • Renovations and modernizations need to be accessible. • Communicate all CTE offerings to ALL communities; systems in place that empower CTE folks to work with counselors to plan events, communications. Address communication regarding offerings to address access. • Spaces at hubs must grow with job-market and industries. • We have to think about the jobs of tomorrow, so programming changes over time; flexibility. • Evaluate delivery practices (away from "do not modify CTE programs" which limits student choice) • Eliminate all CTE portables, establish baseline offerings.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

ACADEMICS & CTE | CTE

A-17 Vertical Alignment of MS CTE Program Facilities

Vertical alignment CTE at middle schools to lead into the CTE programs at the high schools

Priority Rank: 2

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<ul style="list-style-type: none"> Exposure (pipeline) to high quality CTE experiences happens before high school Directly supports 7 conditions Benefits transitional years (5 to 6, 8 to 9) 	<ul style="list-style-type: none"> ESA Question: How close is your campus to a CTE cluster pathway that is aligned with your CTE programs (Middle School only)? Ann Richards SYWL and Clifton Career Development School filtered out since Richards is a 6-12 campus and has alignment and Clifton is a 10-12 campus and has it's own set pathways Priority order set using Opportunity Index within each score

What root causes are being addressed?	What are the problems being disrupted?
<p>Lack of appropriate CTE facilities</p> <ul style="list-style-type: none"> Inadequate, antiquated, and not-industry-standard CTE learning spaces Lack of centralized CTE hubs to serve multiple campuses <p>Barriers to awareness</p> <ul style="list-style-type: none"> Families not informed about choices at their campuses, certifications offered, OR student sharing opportunities Lack of communication to students and families around feeder patterns and program alignment <p>District- wide CTE system is flawed</p> <ul style="list-style-type: none"> Campus autonomy allows principles/administrators to make or break courses Gatekeeping mindset around programs (“I have it here so I’m not sharing with other campuses”) Practice of changing offerings instead of resourcing and supporting existing offerings for success 	<p>Historically underserved students are not advised about or given access to CTE offerings that support a variety of career pathways and certifications that ensure success after high school.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Benefits transitional years (5 to 6, 8 to 9)	<ul style="list-style-type: none"> • Discussion items regarding baseline/fundamental: Hospitality and STEM (construction and maker-spaces) clusters

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly/Daily	Yes

ACADEMICS & CTE | INTERNATIONAL RESOURCES

A-26 International Welcome Center

Centralize the International Welcome Center, Refugee Family Support Office, and International High School on one campus (Northeast High School) for accessibility, potential growth, and access to supports.

Priority Rank: 1 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Centralizing supports maximizes limited resources, supports students with successful transitions, allows ongoing supports (versus one-time event), elevates awareness and continuity (connects IWC to IHS)</p>	<ul style="list-style-type: none"> Strategy specifically applies to Northeast Early College High School

What root causes are being addressed?	What are the problems being disrupted?
<p>State policies/TEKS</p> <ul style="list-style-type: none"> High school graduation requirements don't allow appropriate time to develop English language skills for Inflexible graduation mandates for international newcomers - exacerbates issue 1a Newcomer students are often expected to catch up when joining midyear, despite having interrupted formal education (SIFE) Policies don't allow for time to respond to unpredictable and varying needs <p>Lack of appropriate staff/staff supports</p> <ul style="list-style-type: none"> Not enough specialists in certain languages No ability for SEL, SPED, MET to meet and co-plan to meet needs Lack of defined verbiage and support resources for the different cultures, situations that newcomer students are coming from Secondary educators lack sufficient PD around culturally/linguistic responsive for newcomer students Lack of ability to predict with campuses/neighborhoods will receive large or small quantities of newly arrived families (planning staffing and supports is reactive and 	<p>Newly-arrived and international students and families in AISD are not given additional and district-wide instructional, social, and emotional support to assist with transitions into their individual schools, their community, and the United States.</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>challenging)</p> <p>Lack of support programs/resources</p> <ul style="list-style-type: none"> • Lack of SEL supports to address trauma that are in languages that students can access • No system for remedial academic services for SIFE • Resources for newly arrived families are unequally distributed throughout AISD, creating challenging logistics 	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Increase enrollment and graduation rates for IHS students; enhances transitions back to home campus when engaged at IHS (opportunities, impact of school) 	<ul style="list-style-type: none"> • Determine how many International students stay at Northeast HS for 11/12th grade, how many transfer back to zoned campus?-- is one model more effective than the other? Ongoing plans to set up students transitioning from IHS for consistent success (in addition to what's currently offered: social connections, formalized transition from IHS support staff to home campus support staff). Provide IHS with additional SPED staff (currently inadequate); reexamine how students from IHS access SPED services and supports.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC	Yes	Hourly	Yes

ACADEMICS & CTE

Operational Strategies

Operational Strategies were first developed in [committee specific workspaces](#), and later refined in collaborative sessions, through evaluation in the [Decision Making Framework](#), and finally in the [Goal Summary Sheets](#) during the Chief Collaboration Worksessions.

Athletics

Problem Statements

Note: The Problem Statements below are organized to reflect the order in which they are discussed in the Goal Summary Sheets. The numbers (ex. PS-9) on the sheets do not reflect the order or priority of the final goals.

Problem Statements for Immediate Goals:

- [Remove Cultural and Economic Barriers to Athletics Participation](#)
- [Pre-athletics Access](#)

Problem Statements for Near Future Goals:

- [Athletic Facilities](#)
- [Athletics Uniforms, Equipment and Resources](#)

Problem Statements for Future Goals:

- [Athletics Participation for Students Accessing SPED Services](#)

Problem Statements incorporated into Shared Goals:

- [Supplemental Funding for Equipment and Program Needs](#)
- [Food Service Support](#)

ATHLETICS

ATH PS-1: Modernized Athletic Facilities

All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> Issues voiced by students (AVID), community members, coaches, athletics staff, PE teachers “There is not a good track on school grounds.” “Playground and track needs to be improved, especially the track area.” “The soccer field needs improvement.” 	<ul style="list-style-type: none"> Issues voiced by coaches, athletics staff, PE teachers <p>Fields not up to standard</p> <ul style="list-style-type: none"> Need turf fields and lights at the high schools! (x5 at least) Athletic director: biggest need is turf fields with lights <ul style="list-style-type: none"> LBJ - have had to bring in portable lighting because it gets dark and kids can't practice the same amount of time as opponents. Disadvantage from the get-go. <p>Additional facilities needed</p> <ul style="list-style-type: none"> central facilities for soccer, baseball, softball aux fields for middle school to play (third most important/ "ideal": swim center for water polo) <p>Challenges with field upkeep and maintenance</p> <ul style="list-style-type: none"> Challenging to find resources (e.g. weed control, pest control, equipment repair for dirt for baseball and softball) fields change uses throughout year - need to repaint fields for football and soccer <i>"We try to help coaches and kids at the end of the day, but when you have limits on maintenance and facilities it hurts - not being able to help when the help is needed at campuses." - Athletic director</i> <p>How are maintenance / facility issues tracked & addressed?</p> <ul style="list-style-type: none"> Coaches and coordinators communicate with the service center to report campus issues Maintenance responsible for weed eating, mowing, blowing debris off tracks, cleaning' radius around athletic facilities For indoor maintenance issues, work orders go to building operator (e.g. scoreboard fails). Athletics doesn't deal with these work orders. <p>Maintenance crew affected by COVID - not enough staff</p> <ul style="list-style-type: none"> COVID affected the grounds crew - not enough personnel. Used to be 15 person team but



Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
	<p>COVID/retirements have depleted staff and no hiring pool.</p> <p>Challenges with locker rooms</p> <ul style="list-style-type: none"> no water or showers are broken, few working toilets - Crockett Single girl's dressing room for all of PE, Dance, Athletics <p>Gyms/indoor facilities in poor condition / don't meet needs to stay competitive</p> <ul style="list-style-type: none"> Crockett - floor replacement needed b/c of leaks Neighboring communities have indoor facilities, weight rooms, basketball courts, etc. Anderson gym is the size of a MS gym for 3,000 students At competitor schools outside of AISD, have two gyms in HS where kids can practice/play. But almost all of AISD HS have only one. Gyms can't accommodate seating for varsity games, can't have concurrent games. Some HS gyms cannot accommodate home games for playoffs (e.g. McCallum) - too small for crowds. "AISD has made it impossible for us to facilitate and have a place to play" "[the poor condition of our athletic facilities] forces students to feel insignificant because facilities and grounds are so far behind [compared to suburbs]." <p>Limited equipment storage</p> <ul style="list-style-type: none"> Desperately need more storage for both PE and athletics (e.g. had to put fishing poles in rafters) Storage sheds are eyesores <p>Disparities in condition of athletic centers within AISD</p> <ul style="list-style-type: none"> Berger is much better than Nelson, Nelson is better than House Park. Needs to be fair across the board. Press box too small in Nelson / House Park - coaches trying to call games on top of each other and potential to hear plays. Coaches cannot use Nelson or House Park as a playoff site - not safe or presentable enough to host. Eastern crescent facilities are in poorer condition than the western area of the district, even though all having challenges. <ul style="list-style-type: none"> "Not about east vs. west, it's about how a facility looks and how it is portrayed when we bring outside people into our facilities." Berger is the most recently repaired - better hand dryers, painted, etc. Berger is biggest and used the most. But it does need repair - baseball, seating in gym, track and field issues, turf in stadium is over 10 yo and needs replacement. <p>For context: Coaches look at AISD athletics as a district and what the whole district does/doesn't provide compared to other districts.</p> <p>AISD athletics not competitive with surrounding districts</p> <ul style="list-style-type: none"> District is behind on facilities, athletics across the board - for playoffs and other schools competing with

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
	<ul style="list-style-type: none"> ● <i>"We [athletics] are an easy pass over. We need desperate help to get out of that pit."</i> <p>Athletics not prioritized because it's not bringing wins or pride to the city due to lack of resources</p> <ul style="list-style-type: none"> ● The city's culture doesn't prioritize athletics, political challenges ● The needs in the district are overwhelming ● <i>"We are overlooked because we don't have the resources to bring something to this city"</i> ● With such limited resources and poor facilities, athletics are not getting to state championships and making the city proud. Don't even have the facilities to host playoffs. ● <i>"If you play in good places you feel good and want to be successful in life. Athletics is a core part of kids being successful. We are failing kids if we can't give them something that looks good and feels good, and we are failing the city by not bringing anything to it."</i> <p>Competition from charter schools impacts athletic participation and success of athletes</p> <ul style="list-style-type: none"> ● Charter schools within attendance zones take kids away from AISD schools, competition for students in surrounding areas ● Due to surrounding competition for students, the low numbers in sports leads to sophomores playing varsity. These kids are not physically ready and are genuinely nervous/scared/unprepared leading to negative experiences and them dropping out.

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Poor condition athletic facilities can prevent or inhibit underserved communities from hosting competitions at home campuses and building community pride. No football games played at campuses due to lack of fields. Some basketball gyms have insufficient seating to accommodate any spectators. Poor condition facilities at home campuses means increased travel distance for students from those schools to attend games/matches/competitions. Commuting to central facilities and/or not having a home campus facility places a huge burden on students through travel time that takes away from academics / homework / rest / family time / general self care. Some students don't get home until 11 pm after games. Can affect mental health and family dynamics. Worse for those without vehicle access. Staff retention - staff working in unsafe or poor conditions impacts staff morale, leading to exhaustion and dissatisfaction and causing them to move to other campuses. Student athletes in poor condition facilities feel undervalued; impacts self esteem when they compete in state of the art athletics facilities and do not have access to the same facilities at their own campus. May impact students' sense of self-confidence, especially when collegiate athletes come to visit. May discourage participation if athletics facilities (and by extension programs) are not shown as valued. Students using unsafe equipment, facilities, fields that can lead to increased injuries. Poor condition fields also may lead to worse athletic performance - outside school districts with state of the art facilities (e.g. Lake Travis) have better athletic performance / more wins. 	<p>(AISD Educational Suitability Assessment, 2021)</p> <ul style="list-style-type: none"> 32% of schools scored "unsatisfactory" or "very unsatisfactory" in the ESA category for Athletics and Wellness. <ul style="list-style-type: none"> There was no significant difference across underserved student groups or social vulnerability categories Of the 25 schools evaluated in qualitative ESA analysis, 2 schools are not UIL compliant: Travis Early College High and Burnet Middle. <p>(AISD Facility Condition Assessment, 2021)</p> <ul style="list-style-type: none"> Of the four dedicated central athletic facilities, three have a facility condition assessment score of satisfactory or higher and one (Noack) was not evaluated. The facility condition of all three active athletic facilities was improved between 2016-2021.

Equity By Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Chronic Underfunding

- A. Athletic programming is not prioritized by the district and receives less than 2% of the annual budget. This lack of prioritization stems from the fact that historically, participation in athletics has been majority Black and Brown students.
 - a. we cannot offer competitive salaries for coaches and athletic coordinators compared to

neighboring districts!

- B. Campuses are forced to raise private funding to meet basic athletics needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in widened gap between different neighborhoods.
- C. Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming
- D. Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments.

Root Cause 2 - Basic Needs are Unmet

- A. Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. Any facility improvements for underserved communities would help those communities feel valued and increase athletics participation.

Equity By Design Practice

What are the goals for recommendations made by the LRP?

[Athletic Facilities](#)

ATHLETICS

ATH PS-2: Cultural and Economic Barriers to Athletics

Historically underserved students and families at middle and high school campuses across the district face cultural and economic barriers to athletics participation (e.g., health screenings, meeting academic requirements).

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> Academic performance is a barrier to sports participation "Kids need to be encouraged to participate in sports. But if their grades aren't good, they aren't allowed to participate." <p>2 Mentions: (1) Parent, (1) Group Parent Interview</p> <ul style="list-style-type: none"> "Need free after school sports for students, many parents cannot afford sports leagues." <p>1 Mention: (1) AISD Staff/Educator</p> <ul style="list-style-type: none"> "Physicals used to be offered at the schools for free, but now that is not the case, and some students are still waiting on getting their normal booster shots that are required." "We'll see how that turnout goes; the district offers the free physicals at the end of every year for athletes at the end of every year for the following year and that should continue." <p>2 Mentions: (2) AISD Staff/Educator</p>	<p>Schedule coordination challenges for athletics periods limit participation (esp. for out of season sports)</p> <ul style="list-style-type: none"> Lack of principal support makes it hard to schedule athletic periods that enable participation during the school day - challenging to coordinate athletic periods with academic requirements and availability of coaches (who are also teachers) Many HS sports don't have athletic periods, this means that they can only practice while the sport is in season and can't continue developing skills. Impacts athletic performance. Some existing athletics periods are understaffed and overcrowded (50-100 students with only one instructor), which limits activities possible during the period. Middle school does not have an athletic period at all <p>Lack of administrative staff to help families sign up for athletics</p> <ul style="list-style-type: none"> Much of administrative burden, paperwork, etc. falls onto coaches. In surrounding districts, athletic directors have executive assistants, but in AISD they barely get an office. No district structure to enable help for coordinators.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>Students that participated in Athletics experienced more positive academic outcomes than those that did not</p> <p>1. Benefits of Athletic Participation Study information: Austin ISD student course enrollment, attendance, discipline, state assessment files prepared by the Department of Research and Evaluation. Middle school results</p>

Who is being harmed?	Is there evidence that indicates harm?
	<p>summarize outcomes for the 2014-2015 school year, and high school results summarize outcomes for the 2010-2011 school year.</p> <p>2. Academic Benefits of Athletics Study information: A summary of outcomes for the Graduating Class of 2017</p> <p>3. Middle School Athletics: A Summary of Academic Outcomes in 2014—2015 Study information: The vision of Austin Independent School District's (AISD's) Athletics Department is to instill a passion for lifelong learning in all student-athletes through the development of athletic programs at the elementary, middle, and high school levels. To monitor progress toward this goal, academic outcomes for middle school student athletes and non-athletes in the 2014—2015 school year were analyzed</p> <ul style="list-style-type: none"> ● They attended school at higher rates, had higher graduation rates, were promoted to higher grade levels, and had a lower percentage of disciplinary rates than their non-athlete counterparts.¹ ● In high school, athletes (96%) were promoted to the next grade level at higher rates than were non-athletes (89%).¹ ● They were more college ready in English language arts, math, or both than non-athletes, and had significantly higher college enrollment.² ● Based on findings, as well as other research in this area showing the benefits of athletics participation, increased opportunity to participate in athletics should be created at all schools. Student participation in athletics should be encouraged, especially for those who are economically disadvantaged.³ <p>Academic requirements could disproportionately affect disadvantaged students and students of color</p> <p>4. College Readiness Summary (2020–2021)</p> <ul style="list-style-type: none"> ● Students of color tend to be less college ready than their white counterparts. In 2020-2021, only 28% of African American students were college ready (in both Math and English), Latin students were at 38%, while white students were at 75%.⁴ ● Student participation in athletics should be encouraged, especially for those who are economically disadvantaged.³ ● Additionally, Bowen and Green (2014) found sports participation included cognitively and organizationally demanding activities that developed students' self-discipline and leadership skills and was especially helpful for students from disadvantaged backgrounds. However, they are more likely to be barred from participation.³

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of Communication

- A. Lack of sufficient communication around the value and appeal of sports programs caused by language barriers in communication and furthered by a lack of access to technology (most communication is done electronically).
- B. No district-wide strategy regarding athletics communication and promotion, resulting from the lack of prioritization for athletics programming.
- C. Lack of prioritization stems from the fact that historically, participation in athletics has been majority Black and Brown people.
- D. Responsibility falls at the campus athletic department level, placing additional burden on coaches in underserved campuses already challenged with less economic support, less administrative staff, and higher turnover.

Root Cause 2 - Lack of Funding

- A. Lack of funding prevents providing students and programs with what they need.
- B. Some schools acquire resources through booster clubs and some schools don't have access to this.

Root Cause 3 - Lack of Systemic Approach

- A. Lack of class periods for athletics
- B. Vertical Alignment: MS splits between high schools which leads to misalignment for students in verticals

Equity By Design Practice

What are the goals for recommendations made by the LRP?

[Remove Cultural and Economic Barriers to Athletics Participation](#)

[Supplemental Funding for Equipment and Program Needs](#)

[Food Service Support](#)

ATHLETICS

ATH PS-3: UIL Athletics Participation

Elementary/6th grade students from socio-economically disadvantaged households have limited access to organized athletics opportunities that prepare them with the skills and knowledge to participate in UIL athletics.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> ● “Soccer teams are not very present in schools but many refugees from many countries know soccer - familiar for both boys and girls.” ● “I wish there were more sports, like soccer.” <p><i>2 Mentions: (1) AISD Staff/Educator, (1) Parent</i></p> <ul style="list-style-type: none"> ● “Dobie doesn’t have a real soccer field. If we want to have a soccer team, we need a field of our own. We need better coaches. We don’t have uniforms. We played Gus Garcia, they had cheerleaders, we don’t have cheerleaders. Other schools, they have assistant coaches. We just have one.” <p><i>1 Mention: (1) Parent Group Interview</i></p> <ul style="list-style-type: none"> ● “Used to do weightlifting, but they don’t have that at Travis.” <p><i>1 Mention: (1) Parent</i></p> <ul style="list-style-type: none"> ● “He loves football, when he started going to school, was doing football practice and then cancelled football because of funding at Mendez. Kids look forward to sports at school to keep them safe in their community. This was devastating. No parent conference or notification that this would disappear. When he wasn’t able to play football, he started hanging out with “bad” kids.” <p><i>1 Mention: (1) Parent</i></p> <ul style="list-style-type: none"> ● “I would like them to be in sports so they can do activities.” ● “I don’t know if they have music or sports. I would like you to have these activities for her. I wish they had basketball.” <p><i>2 Mentions: (2) Parents</i></p> <ul style="list-style-type: none"> ● “Outside but not indoor. There could be more room for the kids. On really hot or cold days, you’re limited to the things you can do indoors when it comes to PE. Play areas can be a little better than what they have. Not so many options.” <p><i>2 Mentions: (2) Parents</i></p> <ul style="list-style-type: none"> ● “We need sports in 6th grade.” <p><i>1 Mention: (1) Parent Group Interview</i></p> <p>(moved from unmet need 1)</p>	<p>Sports are offered based on student demand:</p> <ul style="list-style-type: none"> ● All sports are offered at the high school level if there are enough students to participate. If there are enough students, school will find them a coach. <p>Lack of stability in school leadership affects athletics programming.</p> <ul style="list-style-type: none"> ● LBJ - 4 years as athletic coordinator and the school is on its 5th principal in that time. ● Without stable leadership, hard to keep athletics programs consistent. <p>Lack of say in teacher hiring process/lack of dual contracts affects quality of coaches --> worse athletic programming & participation</p> <ul style="list-style-type: none"> ● Teachers are the coaches, but athletic coordinators don’t have a say in the hiring process so they can’t fill needed coaching positions. ● Not a dual contract district, meaning teachers get hired without also signing a contract to coach. Other districts combine teaching and coaching into one contract. ● This has caused coordinators to leverage middle school teachers as high school coaches. ● Using middle school teachers as HS coaches causes the programs to suffer because coaches can’t build direct relationships with students/team members or recruit during the day. <ul style="list-style-type: none"> ● (example: four coaches at one HS are from off campus, has caused drops in participation for those sports) <p>Feeder / open enrollment undermine participation, ability to recruit for athletics, and continuity of programs. This worsens competitiveness of district’s teams.</p> <ul style="list-style-type: none"> ● Open enrollment means that some athletics programs don’t have direct feeders anymore - coaches can’t create presence or build relationships at the middle school level to encourage HS athletics participation. ● <u>Lack of instruction/continuity at MS level:</u> Lack of true feeder program puts AISD at a disadvantage compared

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
	<p>to other districts - can't run continuous programs from middle school to high school. Some kids come into HS with "zero experience" because they haven't had instruction time before then. Teams have to start from "square 1."</p> <ul style="list-style-type: none"> ● <i>"Having to play catch up while outlying districts are caught up and going into strategy."</i> ● <u>Recruiting challenges</u>: AISD schools becoming program-centric, this puts athletics at a disadvantage. Academic/CTE/special programs can recruit, but under UIL athletics is not allowed to recruit. Schools are losing athletes to other programs/forms of recruitment. ● <u>Inequities across vertical teams lead to inequitable participation and continuity of athletic programs</u> - <ul style="list-style-type: none"> ● Anderson has similar enrollment to Bowie (#s to be 6A school), but has only one direct feeder school while Bowie has 5. <p>Shortage of officials impacted games</p> <ul style="list-style-type: none"> ● Had to consider running all games in one night ● Now getting 1-2 officials instead of three <p>Scheduling challenges for games and practices</p> <ul style="list-style-type: none"> ● Would have to put games on Wednesday and Saturday nights (to deal with officials shortage), conflicts with church wed. and family saturday <p>Lack of access to athletics at ES level impacts performance later on</p> <ul style="list-style-type: none"> ● Athletics are governed by UIL starting at 7th grade, district does not have athletics jurisdiction before then. ● If kids don't play sports outside of school, they aren't getting instruction and experience before 7th grade (athletics not offered until then at AISD) ● "If we just had one more year that would make the difference." ● This means kids in MS and HS have to play catch-up while outlying districts are already working on strategy <p>Due to surrounding competition for students, the low numbers in sports leads to sophomores playing varsity. These kids are not physically ready and are genuinely nervous/scared/unprepared leading to negative experiences and them dropping out.</p> <p>In 6th grade, some schools offer club (outside of UIL) but expensive and based on parent ability to fund</p> <p>IDEA/SOLUTION: Possibility for HS/College students to teach younger students in athletics</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation</i></p>	<p>Starting athletics at a young age has both benefits in and out of the classroom</p> <p><i>1. A sport-specific optimization approach to mental wellness for youth in low-income neighborhoods</i></p> <p><i>2. Benefits of multi-sports physical education in the elementary school context</i></p> <ul style="list-style-type: none"> ● Effective integration of sport into wellness interventions may be an effective method of mental health service engagement and retention in a large proportion of youth from low-income neighborhoods.¹ ● A multi-sports approach to elementary school PE seems to be a feasible intervention that can contribute to the development of children’s physical and psychological prerequisites for lifetime PA adherence.² ● "If it is the intention of all personnel involved in healthy youth development to have a positive impact on lifelong PA adherence, then there should be concerted efforts to promote the development of the physical and psychological characteristics predicting participation in PE and later PA habits."² ● The results demonstrated that the multi-sports approach to PE induced more pronounced improvements in aerobic fitness and kinesthetic discrimination ability, as well as small but significant improvements in task orientation, ego orientation and social self-efficacy.²

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Safety

- A.** Available fields do not provide the necessary level of safety (i.e. appropriate lighting or even terrain), discouraging kids from practicing sports.
- B.** Historic lack of prioritization of athletic programming, stemming from the fact that historically, participation in athletics has been majority minorities.

Root Cause 2 - Access to Green Space

- A. There is potentially less greenspace and/or high quality sports fields (non-AISD provided) available for community use in historically underserved communities, representing a lack of access in general due to systemic racism in urban planning.

Root Cause 3 - Funding

- A. Funding which could be used to maintain athletic facilities is unevenly distributed across the district since it is based on the enrollment numbers in athletic programs. However, these enrollment numbers reflect a wide variety of other issues (e.g., student transfers to preferred campuses, lack of communication regarding the value of athletics, etc.)
- B. Physical Education classes do not focus on athletic sports due to a misalignment in TEKS.

Root Cause 4 - Transportation

- A. Parents of students in socio-economically disadvantaged households often work multiple jobs and are unable to transport to or afford participation in extracurricular sports programs.

Equity By Design Practice

What are the goals for recommendations made by the LRP?

[Pre-athletics Access](#)

ATHLETICS

ATH PS-4: Economic Barriers

Students from socio-economically disadvantaged neighborhoods and/or under-enrolled campuses lack access to the uniforms, equipment, and goods/resources that make athletics possible.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>Unspecified at time of documentation.</i></p>	<p>Limited funding for goods/equipment:</p> <ul style="list-style-type: none"> • Limited on equipment budgets • Campuses have certain budgets for each sport • "We are strapped for funding to help campuses with equipment needs" • Funds for larger equipment needs like batter's cage, soccer goals, discus ring do not come through athletics • Can't afford to buy shoes/helmets in the same year, replace broken things, purchase multiple things in the same year. Safest equipment is most expensive - forces coaches to be selective. <p>Nutritional support</p> <ul style="list-style-type: none"> • Nutrition is important, coaches need to be able to feed the kids before the games and practice. This needs to be available every year.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Financial Barriers to Participation

- A. Schools/students who can't raise private \$ have fewer opportunities
- B. Travel restrictions for tournaments beyond 60 mi limit participation to teams who can pay

- C. Schools can't pay without booster clubs for food for team members

Root Cause 2 - Individual School Practices

- A. Coach turnover equates to higher risk of lost goods
- B. Booster & PTAs fund tournaments goods & equipment and coach professional dues make up the difference

Root Cause 3 - AISD Policy

- A. Baseline funding isn't enough to cover goods & equipment
- B. Coaching staff has limited funding for professional development & dues
- C. Participation, not student need, drives funding for athletics coaches / goods / services
- D. District budget cuts have hit coaching, tourney travel and goods/services for all schools
- E. Athletics gets far less funding than other departments
- F. Athletics department doesn't get revenue from their games

Equity By Design Practice

What are the goals for recommendations made by the LRP?

[Athletics Uniforms, Equipment and Resources](#)

ATHLETICS

ATH PS-5: (Short Name Undetermined)

Students who are identified with disabilities lack access to an equitable athletics and PE participation experience.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> “Should pair up the students with another student in class to make them feel more welcome.” <p>2 Mentions: (2) Parents</p> <ul style="list-style-type: none"> “Could use more supervision after the practice ends (plays football).” <p>1 Mention: (1) Parent</p>	<ul style="list-style-type: none"> Relationship between PE and athletics PE is a different department than athletics PE teachers sometimes cross over into athletics Sometimes, athletics periods conflict with PE periods. Causes competition for shared spaces like weight rooms. <p>PE / athletics options for students receiving special education services - special olympics allow participation during the day.</p> <ul style="list-style-type: none"> South campuses come to special Olympics programs on M/Th, North campuses come on Tues/Wed. District provides transportation for students to go there during the school day Many special education students go bowling on Fridays District offers unified bowling and gymnastics If parents aren't willing to let kids go during the school day, directed to MacBeth Rec Center because they offer similar activities outside of school. Adaptive PE is another program Information about special Olympics distributed directly to parents by SPED teachers

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity By Design Practice

What are the goals for recommendations made by the LRP?

[Athletics Participation for Students Accessing SPED Services](#)

ATHLETICS

Bond Strategies

The thought process behind Bond Strategies development is outlined on the following pages. Bond Strategies are listed in order of priority, as determined by the committee. Further detail is provided in the committee [Bond Strategy Recommendation](#) sheets.

1. [ATH-1 On-Campus Football/Soccer Fields + Tracks](#)
2. [ATH-NEW1 Central Stadiums: Nelson Complex](#)
3. [ATH-7 Ongoing Athletics Facility Maintenance](#)
4. [ATH-8,9 Gyms & Locker Rooms](#)
5. [ATH-10 Weight Rooms](#)
6. [ATH-5 Central Baseball/Softball Facilities](#)
7. [ATH-6 Central Stadiums \(Football/Soccer/Track\)](#)
8. [ATH-3 On-Campus Baseball/Softball Facilities](#)
9. [ATH-13 On-Campus Scoreboards](#)
10. [ATH-4 Tennis Courts](#)
11. [ATH-2 Middle School Track Improvements](#)
12. [ATH-NEW2 Delco Kitchen Upgrades for Possible Culinary Arts & Other CTE Programs](#)

ATHLETICS

ATH-1 On-Campus Football/Soccer Fields + Tracks

Construct state of the art turf fields for soccer/football/lacrosse games and practices at all high school campuses to meet UIL standards, starting with high opportunity campuses. Facilities to include:

- **Regulation size turf playfield
- **Lighting for all fields (not just main football field, but all outdoor athletic fields at campuses)
- Scoreboard
- Seating with ADA Requirements
- Restroom/locker room amenities
- Resurface existing poor-condition tracks at high school campuses (as needed)
- Full track with space for field sports (e.g. shotput, discus, long jump, high jump, triple jump, pole vault)
- Pressbox at Yellowjacket Stadium (attached to Eastside ECHS)

*NOTE: all field improvements would need to be done over the same summer.

**bare minimum required interventions!

Priority Rank: 1

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Critical safety need to have safe, playable fields at every high school. Current field conditions cause safety hazards, and sometimes prevent practices from happening at all (due to weather and no lighting). Lights and safe fields are critical for students to reduce injuries and allow for practice at all (currently not possible at night).</p> <p>Used by a variety of groups during and after school, including student athletes, band, community members. Most widely-used intervention and most accessible to community members of the critica strategy options.</p> <p>Providing campus-based facilities is critical to build community pride in athletics teams, reduce transportation burden on underserved students; will enable football and soccer games to happen at home campuses.</p>	<ul style="list-style-type: none"> • High Schools only • Prioritized by Opportunity Index

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Campuses are forced to raise private funding to meet basic needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in a widened gap between different neighborhoods. • Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming • Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<ul style="list-style-type: none"> • AISD providing fields would reduce reliance on campuses raising private funds to meet basic facility needs. Due to lack of funding for basic needs, campuses have been forced to raise private funds for basic needs such as practice lighting and field maintenance, and this is not possible for all campuses, creating inequities. • Investing in facilities in underserved communities helps level the playing field for underserved students, counteracts the pattern of divestment, and provides much-needed spaces for programming. • By raising funding through bond, relieves pressure on limited Athletics budget so that it can be spent beyond basic facilities needs such as safe, playable fields.
<ul style="list-style-type: none"> • Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase participation 	<ul style="list-style-type: none"> • State of the art facilities may help underserved students and staff feel more valued and have higher confidence and expectations for their future.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Have already implemented strategy at other schools within AISD (Anderson and Ann Richards SYWL). • Turf fields with lights are the standard/best practice for neighboring districts with competitive athletics programs. • Reduces cost of maintenance (supplies, driving, labor) 	<ul style="list-style-type: none"> • Ongoing turf maintenance to ensure fields remain playable

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD Students LPC Committee	Yes	Hourly	Yes

ATHLETICS

ATH-NEW1 Central Stadiums: Nelson Complex

Transformative community investment in underserved neighborhood / outdated facility (see root cause explanation): construct new, updated Nelson facility (entire complex + associated baseball facilities + Bus Terminal + community/CTE spaces) to work in conjunction with Bus Terminal to support student and community access, additional CTE program needs, logistics and operations for both field and terminal, and transportation staff needs. New stadium to include:

- shared locker rooms
- turf field + goals + lights
- football field
- track
- press box
- concessions
- restrooms
- multi-purpose support space(s)

Priority Rank: 2

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Field has not been updated since the late 60s, except for minimal updates. Has not been prioritized compared to other fields, and is located in an underserved community. Investing in the project would be a transformative community investment and allow for community use, along with more efficient transportation logistics.</p> <ul style="list-style-type: none"> • Widely used with versatile uses, including athletic competitions, community use. • Would increase student morale, pride, participation. • Would increase staff retention and potentially attract new athletics staff to underserved school + community 	<p>Specific to one facility - no prioritization for individual campuses.</p>

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Campuses forced to raise private funding to meet basic needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in widened gap between different neighborhoods. NOTE: booster clubs sometimes help other schools (e.g. Anderson helping Eastside, Austin helping LBJ for playoffs) • Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p>

What root causes are being addressed?	What are the problems being disrupted?
and programming <ul style="list-style-type: none"> Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	
<ul style="list-style-type: none"> Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase participation 	All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Daily	No

ATHLETICS

ATH-7 Ongoing Athletics Facility Maintenance

- Replacement and resurfacing plan for tennis courts. (currently not part of general operations fund, in-house staff not prepared to perform task)
- Provide funding for maintenance for upkeep of upgraded and new facilities.
- Continued fund to resurface and re wax flooring at all gyms with out of date flooring as they reach end of life
- Field maintenance
- Track resurfacing
- Any other needed basic/unforeseen repairs

Priority Rank: 3

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> ● Middle schools and high schools only ● Condition of athletics facilities (gyms, fields, tracks, tennis courts, locker rooms) - wear and tear / replacement (for resurfacing/maintaining courts + tracks + gym floors + turf)

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> ● Campuses forced to raise private funding to meet basic needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in widened gap between different neighborhoods. NOTE: booster clubs sometimes help other schools (e.g. Anderson helping Eastside, Austin helping LBJ for playoffs) ● Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming ● Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> ● Currently, campuses forced to raise private funds to perform basic maintenance like field upkeep. PProviding funds for ongoing maintenance would take burden off of individual schools to fund maintenance needs, and address inequities in ability to raise private funding. ● Directly counteracts challenge of poorly maintained facilities by providing a plan for maintenance. ● By raising funding through bond, relieves pressure on limited Athletics budget so that it can be spent beyond basic facilities needs (currently, Athletics budget DOES go towards upkeep, maintenance, staffing)

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase participation 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> Consistently well maintained facilities may help underserved students and staff feel more valued and have higher confidence and expectations for their future.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>This is a given without much explanation needed... if we don't consistently maintain our facilities they will not continue to function properly to support athletic activities and student safety.</p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Student	Yes	Daily	Yes

ATHLETICS

ATH-8, 9 Gyms & Locker Rooms

Fully modernize and/or replace gyms, locker rooms at middle and high schools to meet UIL regulation standards and enable competition. No gym/locker room modernizations have taken place for 40, 50, 60 years. Include:

- UIL regulation size main and secondary gyms to host competitions
- Updated locker rooms to support all athletics programs
- Sufficient, flexible seating in main gym and auxiliary gyms
- Resurfaced floors
- Scoreboards and scorer’s tables
- Flexibility for cross-functional activities (e.g. VAPA programming, emergency shelter)
- Coaches offices & furnishings
- Storage for athletics equipment
- Updated PA & AV equipment to support cross-functional activities

Priority Rank: 4

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Gyms are used every day, from morning to night, by a wide variety of programs including athletics, PE, adaptive PE, assemblies, dance, testing, and by community members as gathering space or disaster relief areas. Versatile spaces will benefit across different groups and interests, and are highly used. Current gym floors are a safety hazard and need to be fixed to enable safe use.</p> <p>Locker rooms are essential to all sports, and would be a shared space across programs, reaching many students.</p>	<ul style="list-style-type: none"> • High schools and middle schools only (not central or support facilities), removed schools that do not currently have athletics programs (Rosedale, ALC, Clifton, Garza Independence), and combined co-located schools (GPAs, International) • ESA question 11.1 - "Does the campus meet Ed Spec standard for physical education program spaces?" • ESA Score 1-3 Yes; 4 If Possible; 5 Future

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Campuses forced to raise private funding to meet basic needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in widened gap between different neighborhoods. NOTE: booster clubs sometimes help other schools (e.g. Anderson helping Eastside, Austin helping LBJ for playoffs) • Chronic divestment from facilities/schools of color 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • AISD providing state of the art gyms and support spaces would reduce reliance on campuses raising private funds to meet basic facility needs. Due to lack of funding for basic needs, campuses have been forced to raise private funds for basic needs such as practice lighting and field

What root causes are being addressed?	What are the problems being disrupted?
<p>contributes to poorly maintained or insufficient facilities and programming</p> <ul style="list-style-type: none"> Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<p>maintenance, and this is not possible for all campuses, creating inequities.</p> <ul style="list-style-type: none"> Investing in facilities in underserved communities helps level the playing field for underserved students, counteracts the pattern of divestment, and provides much-needed spaces for programming. By raising funding through bonds, relieves pressure on the limited Athletics budget so that it can be spent beyond basic facilities needs such as safe, playable fields.
<ul style="list-style-type: none"> Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase participation 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> State of the art facilities may help underserved students and staff feel more valued and have higher confidence and expectations for their future.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> State of the art gyms already available in some AISD schools. Some current spaces do not meet basic requirements of use (i.e. seating for spectators, regulation size gym)... 	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD Committee Student	Yes	Hourly	Yes

ATHLETICS

ATH-10 Weight Rooms

Renovate and/or construct adequately sized weight rooms at middle and high schools. Includes:

- Construct weight rooms where missing
- Updated weight equipment
- Renovate existing weight rooms where in poor condition or undersized

Priority Rank: 5

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Studies show that across sports, weight lifting decreases athlete injuries. We need facilities to support the safety of our student athletes. Need for proper ventilation inside weight room for students/staff. Used by every sport/athletic program AND PE classes, used on an hourly basis, maximizes impact of use. Weightlifting reduces athlete injuries, so critical for student safety.</p>	<ul style="list-style-type: none"> • Middle and high schools only - no centralized or support facilities • ESA score for Athletics and Wellness & PE Spaces • Middle schools were prioritized last after High schools and given a Future recommendation.

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Campuses forced to raise private funding to meet basic needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in widened gap between different neighborhoods. NOTE: booster clubs sometimes help other schools (e.g. Anderson helping Eastside, Austin helping LBJ for playoffs) • Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming • Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • AISD providing state of the art gyms and support spaces would reduce reliance on campuses raising private funds to meet basic facility needs. Due to lack of funding for basic needs, campuses have been forced to raise private funds for basic needs such as practice lighting and field maintenance, and this is not possible for all campuses, creating inequities. • Investing in facilities in underserved communities helps level the playing field for underserved students, counteracts the pattern of divestment, and provides much-needed spaces for programming. • By raising funding through bonds, relieves pressure on the limited Athletics budget so that it can be spent beyond basic facilities needs such as safe, playable fields.
<ul style="list-style-type: none"> • Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>would help those communities feel valued and increase participation</p>	<p>existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> State of the art facilities may help underserved students and staff feel more valued and have higher confidence and expectations for their future.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Studies show that across sports, weight lifting decreases athlete injuries. We need facilities to support the safety of our student athletes. 	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee Student	Yes	Hourly+	Yes

ATHLETICS

ATH-5 Central Baseball/Softball Facilities

Upgrade existing central baseball/softball fields at Nelson, Burger, and Noack to enable safety and competition. Includes (where needed):

- Turf infields/outfields
- Seating
- Lighting
- Restroom/locker room amenities
- Scoreboards
- Concessions

Priority Rank: 6

Funding Allocation: Facility

Why it matters	Prioritization Metrics
All fields lack turf and are in need of repairs, so prioritized by neighborhood vulnerability.	<ul style="list-style-type: none"> • Social Vulnerability Index

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming • Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • By prioritizing central facilities in underserved neighborhoods, we are counteracting divestment from those neighborhoods. • By raising funding through bond, relieves pressure on limited Athletics budget so that it can be spent beyond basic facilities needs (currently, Athletics budget DOES go towards upkeep, maintenance, staffing of central facilities)
<ul style="list-style-type: none"> • Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase participation 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • State of the art facilities may help underserved students and staff feel more valued and have higher confidence and expectations for their future.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Turf playfields allow for all weather play, are safer for athletes 	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Student	Yes	Multiple times per week (during season), less in off season	Yes

ATHLETICS

ATH-6 Central Stadiums (Football/Soccer/Track)

Improve existing central stadiums to enable athletic programming, competition, and community pride.

Includes:

- Locker room improvements to provide individual restroom stalls and showers at Nelson Field, House Park, Yellowjacket Stadium
- Pressbox modernizations to allow for proper access, temperature control, electrical outlets, acoustic privacy at Nelson, Burger, Yellowjacket Stadium, House Park
- Turf replacement at (Nelson), Burger, House Park, Yellowjacket Stadium
- Update tracks to meet competition standards (8 lanes) at Nelson Field & Yellow Jacket Field
- Upgrades to concessions, restrooms, seating options at all stadiums (note: once we begin upgrades, will trigger additional levels of ADA compliance & upgrades)

Priority Rank: 7

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Impacting every student/staff in district. The one time of the week where students/staff, audience, community can celebrate and come together in one central location to athletic activities.</p>	<ul style="list-style-type: none"> • Central athletics facilities only • Social Vulnerability Index

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming • Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • By prioritizing central facilities in underserved neighborhoods, we are counteracting divestment from those neighborhoods. • By raising funding through bond, relieves pressure on limited Athletics budget so that it can be spent beyond basic facilities needs (currently, Athletics budget DOES go towards upkeep, maintenance, staffing of central facilities)
<ul style="list-style-type: none"> • Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase participation 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • State of the art facilities may help underserved students and staff feel more valued and have higher confidence and

What root causes are being addressed?	What are the problems being disrupted?
	expectations for their future.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Improved safety, basic repairs to make sure the facilities can serve their intended use 	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Student	Yes	Daily	Yes

ATHLETICS

ATH-3 On-Campus Baseball/Softball Facilities

Provide improved campus baseball and softball fields to UIL standards at high schools in underserved communities to increase access to baseball/softball programs for those communities. Facilities to include:

- Lights
- Seating
- Scoreboard
- Concessions
- Restrooms
- Turf baseball/softball infields
- Potential for turf outfields, if budget allows

*note: Fully modernize all existing baseball/softball facilities; have not been modernized for 40, 50, 60 years. May be improvement of existing fields, or adding new fields where missing.

Priority Rank: 8

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>This strategy is important because if a school loses city contracts to use their facilities, their on-campus fields must support games. Campuses are unable to host games at this point in time. Transportation away from home campus is a burden - if each campus can host, it will lessen the travel burden and increase participation.</p>	<ul style="list-style-type: none"> • All high schools are recommended, prioritizing high opportunity campuses.

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Campuses forced to raise private funding to meet basic needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in widened gap between different neighborhoods. NOTE: booster clubs sometimes help other schools (e.g. Anderson helping Eastside, Austin helping LBJ for playoffs) • Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming • Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • AISD providing baseball/softball would reduce reliance on campuses raising private funds to meet basic facility needs. Due to lack of funding for basic needs, campuses have been forced to raise private funds for basic needs such as practice lighting and field maintenance, and this is not possible for all campuses, creating inequities. • Investing in facilities in underserved communities helps level the playing field for underserved students, counteracts the pattern of divestment, and provides much-needed spaces for programming. • By raising funding through bond, relieves pressure on limited Athletics budget so that it can be spent beyond

What root causes are being addressed?	What are the problems being disrupted?
	basic facilities needs.
<ul style="list-style-type: none"> Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase participation 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> State of the art facilities may help underserved students and staff feel more valued and have higher confidence and expectations for their future.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Converting to turf will reduce injuries, allow for play in inclement weather. Reduces maintenance cost of fields. Still need to groom fields, but MUCH less maintenance, wear and tear than grass fields. 	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD	Yes	Daily	Yes

ATHLETICS

ATH-13 On-Campus Scoreboards

Purchase/replace scoreboards for on-campus athletic facilities such as turf fields, gymnasiums (including secondary + tertiary gyms), softball and baseball fields.

Priority Rank: 9

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Most highschools need a scoreboard indoor/outdoor, as most are antiquated and cannot be fixed. 2 schools and Yellowjacket Stadium need just outdoor scoreboards, while middle schools can be funded if possible.</p>	<ul style="list-style-type: none"> • High School or Middle School only • Filtered by ESA Question Short Name is Athletics and Wellness - UIL Basketball (MS/HS), Athletics and Wellness - UIL Football (MS/HS), Athletics and Wellness - UIL Soccer (MS/HS), Athletics and Wellness - UIL Softball (HS), or Athletics and Wellness - UIL Baseball (HS)

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Baseline funding isn't enough to cover goods & equipment • Athletics gets far less funding than other departments • Athletics department doesn't get revenue from their games 	<p>Students from socio-economically disadvantaged neighborhoods and/or under-enrolled campuses lack access to the uniforms, equipment, and goods/resources that make athletics possible</p> <ul style="list-style-type: none"> • Currently, the athletics budget cannot cover basic needs such as scoreboards... they are needed for any athletic competitions. No ability to generate revenue for games, making it harder to purchase needed equipment. This strategy will provide that equipment, circumventing budget limitations. • We have scoreboards at all of our fields and gyms, but many have not been updated in the last 15-20 years. Most scoreboards are at end of life and not possible to repair due to outdated parts.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Just a basic need and part of gameday experience for players, staff/coaches, and fans.</p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Daily	Yes

ATHLETICS

ATH-4 Tennis Courts

Improve or construct on-campus tennis courts in underserved communities to create greater access to tennis programs for underserved students, and greater community access to tennis facilities after hours. INCLUDES:

- Court resurfacing (part of ongoing maintenance)
- Lighting
- Seating where feasible
- Restroom/locker room amenities
- Replace/repair backstops

Priority Rank: 10

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> • Middle and High Schools only • ESA Question - Athletics and Wellness - UIL Tennis (MS/HS) 1 = Yes; 5 = Future

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Campuses forced to raise private funding to meet basic needs (lighting, uniforms, equipment, transportation, meals), because basic needs are not being met by AISD. This has created disparity in funding, resulting in widened gap between different neighborhoods. NOTE: booster clubs sometimes help other schools (e.g. Anderson helping Eastside, Austin helping LBJ for playoffs) • Chronic divestment from facilities/schools of color contributes to poorly maintained or insufficient facilities and programming • Scarcity of resources at the state level and scarcity-based philosophy for funding programs & investments. 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • Due to lack of funding for basic needs, campuses have been forced to raise private funds for basic needs such as practice lighting and field maintenance, and this is not possible for all campuses, creating inequities. • Investing in facilities in underserved communities helps level the playing field for underserved students, counteracts the pattern of divestment, and provides much-needed spaces for programming. • By raising funding through bond, relieves pressure on limited Athletics budget so that it can be spent beyond basic facilities needs.
<ul style="list-style-type: none"> • Underserved communities' dreams are impacted when basic academic and social-emotional needs are not met. any facility improvements for underserved communities would help those communities feel valued and increase 	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p> <ul style="list-style-type: none"> • State of the art facilities may help underserved students and staff feel more valued and have higher confidence

What root causes are being addressed?	What are the problems being disrupted?
<p>participation</p>	<p>and expectations for their future.</p> <ul style="list-style-type: none"> Many existing courts do not have seating, and court surfaces quickly deteriorate, creating safety hazards for students. Adding in lighting and seating will allow competitions to take place on campus, improving community attendance and reducing the transportation burden for underserved students.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Some court surfaces are currently unsafe, cracks can cause issues or injuries for players. 	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD	Yes	Daily	Yes

ATHLETICS

ATH-2 Middle School Track Improvements

Resurface / improve middle school tracks to reduce safety hazards. For all MS where needed/feasible: increase track size to UIL regulation 400m. Bring field events up to UIL standards or add if not already provided.

Priority Rank: 11

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Poor condition athletic facilities can prevent or inhibit underserved communities from hosting competitions at home campuses and building community pride. No football games played at campuses due to lack of fields. Some basketball gyms have insufficient seating to accommodate any spectators.</p> <p>Poor condition facilities at home campuses also means increased travel distance for students from those schools to attend games/matches/competitions. Commuting to central facilities and/or not having a home campus facility places a huge burden on students through travel time that takes away from academics / homework / rest / family time / general self care. Some students don't get home until 11 pm after games. Can affect mental health and family dynamics.</p> <p>Staff retention - staff working in unsafe or poor conditions impacts staff morale, leading to exhaustion and dissatisfaction and causing them to move to other campuses.</p> <p>Stuent athletes in poor condition facilities feel undervalued/impacts self esteem when they compete in state of the art athletics facilities and do not have access to the same facilities at their own campus. May impact students sense of self-confidence, especially when collegiate athletes come to visit. May discourage participation if athletics facilities (and by extension programs) are not shown as valued.</p> <p>Students using unsafe equipment, facilities, fields that can lead to increased injuries. Poor condition fields also may lead to worse athletic performance - outside school districts with state of the art facilities (e.g. Lake Travis) have better athletic performance / more wins.</p>	<ul style="list-style-type: none"> ESA - Middle School UIL Tracks 1 = Yes; 5 = Future

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation.</i></p>	<p>All students at middle and high school campuses lack equitable access to modernized and updated athletic facilities, discouraging and limiting student participation, prohibiting the growth of existing programs, and impacting student and staff retention.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation.</i></p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

ATHLETICS

ATH-NEW2 Delco Kitchen Upgrades for Possible Culinary Arts & Other CTE Programs

Upgrade existing concession stands to kitchens allow for catering from the culinary arts from Clifton & Rosedale and providing more opportunities to students/staff in concession stands at Delco (stand alone proposed bond seating 1000+) (Collaborative strategy with A/CTE & TFSM.)

- Upgrade floor conditions (fault line causing cracks in foundation and floor slab)
- Upgrade current concession stand to a modernized kitchen
- Add new multi-purpose rooms (for storage, UIL meetings, hospitality room, disaster location, etc.)
- ADA upgrades

Priority Rank: 12

Funding Allocation: Facility

Why it matters	Prioritization Metrics
Current concession stand conditions are poor, as there is shifting in the floor slab creating cracks inside the stands.	No metrics since this is specific to Delco Center

What root causes are being addressed?	What are the problems being disrupted?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation.</i>	<ul style="list-style-type: none"> • Organizing CTE and Athletics to facilitate fresh food/cooked dishes at these renovated kitchens/concession stands. Program will need to be lead by a culinary arts teacher and student group.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	<i>Unspecified at time of documentation.</i>	Daily	No

ATHLETICS

Operational Strategies

Operational Strategies were first developed in [committee specific workspaces](#), and later refined in collaborative sessions, through evaluation in the [Decision Making Framework](#), and finally in the [Goal Summary Sheets](#) during the Chief Collaboration Worksessions.



Facilities

Problem Statements

Note: The Problem Statements below are organized to reflect the order in which they are discussed in the Goal Summary Sheets. The numbers (ex. PS-9) on the sheets do not reflect the order or priority of the final goals.

Problem Statements for Immediate Goals:

- [Supporting Individual Space Needs for Students and Educational Programs](#)
- [Outdoor Campus Spaces](#)
- [Outdated and/or Non-functional Building Systems](#)
- [ADA Compliance](#)

Problem Statements for Near Future Goals:

- [Community-Specific Common Spaces at Campuses](#)

Problem Statements for Future Goals:

- [Portable Reduction and Management](#)

Problem Statements incorporated into Shared Goals:

- [Balanced Enrollment](#)
- [Safe Site Circulation](#)
- [Safely Getting to School](#)

Problem Statements incorporated into other committees' goals:

- [Response of Maintenance Requests](#)

FACILITIES

FAC PS-1: Missing Spaces

Historically underserved students and their educators are disproportionately impacted by facilities that lack spaces that support the individual needs of students and a variety of educational programs.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> Parent interviews, student input, LRP committee, campus CAC & PTA meetings "Fine arts - no practice rooms, poor ventilation leads to mold in instruments. We don't have good dance or theater rooms, the cafeteria stage is outdated and a lot of the outlets for lighting don't work, no proper dressing room." "More outlets in classrooms, now that everyone is on devices." "I don't know if this sounds... when kids say, "wanna go restroom." They should have single bathrooms." "There are few bathrooms and many students. They are not enough." "Issues include heavy doors in the PK/K units - the students struggle to open the doors." "Dining room for teachers." "No mothers room." 	<ul style="list-style-type: none"> Need a path to determine if it's M&O or a bond; let's not kick it down the line but get everyone in the room <ul style="list-style-type: none"> Leads back to the one-system point - anyone can put in a request for anything and it wouldn't get lost (put in a ticket, and if the problem is complex, then multiple departments can address a single ticket or request so individuals can be assigned to it and they can all be at the table together, and CMD doesn't have to just add SF It all gets lost and people don't know where to go to solve their problems Have a let's talk platform for our people and then it gets sent to the correct people to address (need a knowledgeable intake person) <ul style="list-style-type: none"> Lack of clarity on who does what and issues get caught in a black hole and a knowledgeable-ish dispatcher that can send requests/issues down the line Need a system that puts a clock on it that triggers follow-ups (approval tree)

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Austin's history of redlining and systematic racism deny bond resources to Black and Brown communities which created a lack of facilities that meet individual student needs and educational needs. 	<p style="margin: 0;">AISD Educational Suitability Assessment, 2021</p> <p style="margin: 0;">The most common qualitative ESA issues among the 25 schools evaluated are:</p> <ul style="list-style-type: none"> Inadequate SPED spaces (20 schools)



Who is being harmed?	Is there evidence that indicates harm?
	<ul style="list-style-type: none"> • Poor acoustics in learning studios (19 schools) • No secure vestibule (19 schools) • Lack of / minimal transparency (17 schools) • Missing learning neighborhood spaces (17 schools) • Lack of power for technology (15 schools) <p>School facility investments lead to modest, gradual improvements in student test scores and large immediate improvements in student attendance as a result of exposure to higher quality facilities. (Measuring the Efficacy and Efficiency of School Facility Expenditures - Lafortune & Schönholzer, 2019)</p> <ul style="list-style-type: none"> • Improved learning facilities continuously improved student outcomes over time and with increased access/exposure to improved facilities, particularly for underserved and disadvantaged students and communities. <p>Age-appropriate learning spaces that offer flexible learning opportunities that pupils can adapt and personalize are shown to positively affect academic outcomes. (The Impact of School Infrastructure on Learning - Barrett, Treves, Shmis, Ambasz, Ustinova, 2019)</p> <ul style="list-style-type: none"> • 16% variation in student outcomes and progress in reading, writing, and mathematics was attributed to the physical learning environment. • Connections between learning spaces that are easy to navigate and that may provide additional learning opportunities were shown to contribute to student outcomes.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Inequitable Distribution of Funds & Resources

- A. Due to lobbying from parents/PTA'
- B. Some communities given access to certain resources and others not
- C. Historically schools in the Eastern Crescent have not been prioritized
- D. COA has influence on school district; not always in best interest of students
- E. District caters to communities with more resources to maintain student enrollment and funding related to student enrollment

Root Cause 2 - Lack of Prioritization Process

- A. Lack of communication/ transparency/ accountability around why decisions are made
- B. Lack of clear prioritization of what desired teaching and learning spaces require
- C. Desired uses change, therefore spaces don't work or aren't available
- D. Planning FOR community, not WITH community



Root Cause 3 - One-Size-Fits-All Solutions

- A. Lack of knowledge around adapting historic facilities to needs
- B. One-size-fits-all hurts individual student need

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Supporting Individual Space Needs for Students and Educational Programs](#)



FACILITIES

FAC PS-2: Common Spaces

Historically underserved students and communities are disproportionately impacted by schools that lack appropriate, well-maintained and culturally sensitive common spaces for educational programs, campus and community partnerships.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>"We need a bigger, modern library. Nothing has changed since 1970. While that may not seem like long ago, a lot has changed. We modernized tables, computers, technology, and a bigger selection of media. Our current library is too small. Having a more modernized library would support students. I want students to walk into a nice library, see that it's beautiful, get excited, and think: 'We get to go to the library!'"</p> <p>"We need a bigger cafeteria. Ours is too small. It hasn't changed since the 1970s. Because there isn't enough space, the kids eat in shifts. Pre-K lunch starts at 10:00 AM, but they just ate. The kids aren't hungry yet, but they "have to do it." Because we don't have the space, lunch starts early."</p> <p>"Need is growing because refugees are coming - need dedicated room for these parents/community, many times don't have any other place to go - need support have experienced trauma due to transition and other changes in life."</p>	<p><u>Community Suite:</u></p> <ul style="list-style-type: none"> • No existing schools outside the 2017 Bond have a designated community room/suite (typically a classroom, office, portable that's make do); • Timeline is as quickly as we can pass bonds; there's not a specific timeline to do that • Could see a world in which we're not rebuilding a school but you scab on a community suite • There's a timeline in the sense of the FMP and LRP; but that's as much as we have • Ideally in a 25-year plan for the district modernization, but not specific to the community suite <p><u>Campus Gathering +/- Learning Spaces</u></p> <ul style="list-style-type: none"> • That feedback has been handled through the FMP (now LRP) and eventually bond planning • There isn't an existing avenue for this information to be gathered outside of bonds <ul style="list-style-type: none"> • Have had a request for a second lunch line that came through as a work request • Adapting to enrollment is also part of the long-range planning effort

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> • Group(s) being harmed/how 	<p><u>There can also be many advantages to seeing the school not just as a building but in the context of its community, for instance</u></p>



Who is being harmed?	
	<p>The Impact of School Infrastructure on Learning (Barrett, Treves, Shmis, Ambasz, Ustinova, 2019)</p> <ul style="list-style-type: none"> ● Explore the potential of using available community resources to help pupils to learn ● Allow community members to use the school's facilities and equipment to further their own education and improve their skills. ● Involve community stakeholders in the planning and use of school facilities <p><u>Schools as community hubs for resources can be a key support for migrant and refugee families.</u></p> <p>Exploring the impact of Community Hubs on school readiness: Full report (Murdoch Children's Research Institute, 2017)</p> <ul style="list-style-type: none"> ● One key goal of the National Community Hubs Program in Australia is to enhance social inclusion and cohesion, particularly for migrant communities ● Community hubs on campuses provide opportunities for families to make connections in a new community, act as gateway to services, information around school and community resources and learning/training. ● A study identified the following benefits of this program: supports transition into school for vulnerable populations, improves family engagement, improves school-readiness for culturally and linguistically diverse early learners. <p>Key Finding: Students, staff/educators, and community need access to appropriately sized, well-maintained, functional, and culturally sensitive common spaces to support full-range of everyday use and campus and community events in partnership with community resources and voice.</p> <ul style="list-style-type: none"> ● 11/25 underserved schools in ESA qualitative analysis have lack of / minimal community spaces or access ● 5/25 have insufficient space for special programming

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - LACK OF PRIORITIZATION OF SCHOOL AS A COMMUNITY RESOURCES



- A. Lack of full understanding around importance of schools to cohesion of community
- B. AISD buildings have not been updated to keep up with changing needs
- C. Outdoor spaces are not adequately improved as gathering spaces

Root Cause 2 - LACK OF OPERATIONAL UNDERSTANDING OF MANAGING/BUILDING PARTNERSHIPS

- A. Lack of understanding around how to do/operationalize community partnerships with district
- B. Pace of decision making is too slow to execute with quickly changing needs
- C. Families/communities don't know what community partnerships or other resources are available
- D. Community doesn't know how to contribute or engage campuses/No process for hearing community voices
- E. No central collection of what community uses are needed or exist

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Community-Specific Common Spaces at Campuses](#)

FACILITIES

FAC PS-3: Balanced Enrollment

Historically underserved students and their educators at schools that are not within the optimal utilization (85-110% of permanent capacity) are learning and teaching in substandard spaces(portables) and common space that do not support the number of students and lack proper support for student learning.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“6th grade is in portables, too small, can't fit 25+ kids in, unsafe in inclement weather.”</p> <p>“Making sure the campuses have adequate space for the planned grades and number of students - plan for the future of a campus, not the current.”</p>	<p>PDM and Ed Specs help consider/plan where things will go</p> <p>Responding to enrollment is based on demographic projections, but it's hard because you just don't know (even if demographics and projections are conservative, we may not be right)</p> <p>District recognizes they need a better way/tool/resource</p>

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Group(s) being harmed/how 	<p><i>No data - will need to request capacity/utilization</i></p>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of boundary reevaluation process

- Lack of political will/personal sacrifice to make changes
- Same practice gets same result
- Campus feeder patterns and boundaries are not flexible to population changes
- We don't look externally for best practices; we are not using dynamic best practices for allocation and attribution across district



- E. Economics valued over academic success
- F. Systematic racism

Root Cause 2 - Lack of transparency/communication

- A. Lack of belief that quality education occurs across district
- B. Specialized programming in different locations
- C. Lack of support from district prevents community from accessing accurate info. or understanding feeder patterns/transfer options

Root Cause 3 - Perceived low performing schools lead to segregation

- A. Lack of teacher quality
- B. Campus leadership constantly in flux-not voice for community
- C. Lack of district support for certain campuses

Root Cause 4 - District policy caters to those with means

- A. Torn between 2 approaches: neighborhood schools & choice schools
- B. Transfer policy is allowing parents to move out of undesirable schools/then defunds home/neighborhood school
- C. Diversity choice policy hurts certain schools

Root Cause 5 - Racist behaviors marginalize non-white students and families

- A. Lack of customer service at certain schools
- B. Refugee families lack access to information/services because of language
- C. Challenges not reported because they don't believe their requests are valued
- D. Parents of color are not asked for input
- E. Racist behaviors not identified or addressed

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Balanced Enrollment](#)

FACILITIES

FAC PS-4: Outdoor Campus Spaces

Historically underserved students, and their staff, and community are impacted by the lack of well-maintained, safe outdoor campus spaces for learning, dining, recreation, and athletic activities.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>Empty portables are occupying space that can be used for athletics/student use play areas need updating “The portables have been empty for more years. We could use that land for more activities for our kids.” “More access to outdoor spaces - for academic and recreational use, like sports. (including an area for SPED students).” “A playscape protected from the sun would be nice. An awning would prevent sunburns, hot equipment, and provide cover when it rains.” “Safety concerns on playground - no mulch of cushioned ground.” “More restrooms outside for recess time.” “We need covered walkways to protect from the rain.”</p>	<p>District currently doesn't have a good system to track what outdoor amenities exist at each campus</p> <ul style="list-style-type: none"> ○ ESA at a basic level asked if outdoor learning spaces existed as a Y/N question ○ It's really hard to know without an inventory, and schools will just install things ○ Schoolyards Improvement Program gets a lot of requests and should be tracking them <p>Ed Specs have vetted guidelines for future outdoor learning spaces and amenities</p>

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - OUTDOOR LEARNING NOT VIEWED AS INTEGRAL/BENEFICIAL

- Outdoor learning is not a requirement of the state therefore isn't prioritized
- Lack of cross-functional training: outdoor learning benefits vs. safety & security concerns



- Lack of education by district leadership (curriculum designers/Ed Spec development) to benefit of outdoor spaces

Root Cause 2 - Competing concerns/priorities

- A. Lack of awareness of different needs in different communities
- B. Gotten away from viewing school campuses as community asset/resource
- C. Safety concerns have moved campuses away from welcoming community
- D. Too much autonomy at campus level-they decide to allow community access or not

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Outdoor Campus Spaces](#)

FACILITIES

FAC PS-5: Response of Maintenance Requests

Historically underserved students and their educators are disproportionately impacted by facilities that lack spaces that support the individual needs of students and a variety of educational programs.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>Unspecified at time of documentation.</i></p>	<p>Need some way to get our departments on the same page as far as the work we're doing and planning and the work everyone else is doing (service center, facilities/CMD, databases on the facilities) We have diff databases on what buildings we own and how we're cataloging them</p> <ul style="list-style-type: none"> ○ CMD, Maintenance, and Planning and Asset Management use different systems that have different information - it's hard to know which sources to rely on ○ Going through this with the portables (had to get service folks out bc none of the databases were right) - they move but the systems don't allow for regular tracking/inventory for everything across the district (for big things, buildings, vehicles, portables, not just small tech items) <p>Need one-central data source (can't edit without permission for safe controls) Information needs to be flowing both/all ways</p> <ul style="list-style-type: none"> ○ Requests need to be tracked and followed for accountability ○ Multiple departments need to be able to respond or put things into the system ("If an electrician is on site and hears something, they should be able to put something in")



Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation	Unspecified at time of documentation

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Main Theme

- A. Subpoint 1
- B. Subpoint 2

Root Cause 2 - Main Theme

- A. Subpoint 1
- B. Subpoint 2

Root Cause 3 - Main Theme

- A. Subpoint 1
- B. Subpoint 2

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[FCA Score of Average or Worse](#)

FACILITIES

FAC PS-6: Outdated and/or Non-functional Building Systems

Historically underserved students and their educators are disproportionately impacted by facilities that lack spaces that support the individual needs of students and a variety of educational programs.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>"Fine arts - no practice rooms, poor ventilation leads to mold in instruments. We don't have good dance or theater rooms, cafeteria stage is outdated and a lot of the outlets for lighting don't work, no proper dressing room."</p> <p>"More outlets in classrooms, now that everyone is on devices."</p> <p>"I don't know if this sounds... when kids say, "wanna go restroom." They should have the single bathrooms."</p> <p>"There are few bathrooms and many students. They are not enough."</p> <p>"Issues include heavy doors in the PK/K units - the students struggle to open the doors."</p> <p>"Dining room for teachers." "No mothers room."</p>	<p>Need a path to determine if it's M&O or a bond; let's not kick it down the line but get everyone in the room</p> <ul style="list-style-type: none"> ○ Leads back to the one-system point - anyone can put in a request for anything and it wouldn't get lost (put in a ticket, and if the problem is complex, then multiple departments can address a single ticket or request so individuals can be assigned to it and they can all be at the table together, and CMD doesn't have to just add SF ○ It all gets lost and people don't know where to go to solve their problems <p>Have a let's talk platform for our people and then it gets sent to the correct people to address (need a knowledgeable intake person)</p> <ul style="list-style-type: none"> ○ Lack of clarity on who does what and issues get caught in a black hole and a knowledgeable-ish dispatcher that can send requests/issues down the line <p>Need a system that puts a clock on it that triggers follow-ups (approval tree)</p> <p>District isn't actively tracking accessibility, but bringing things up to code when doing any construction on-site and responding to reports</p> <ul style="list-style-type: none"> ○ It can take a long time to address, so by the time the issue is fixed, the affected student may not still be at the campus, depending on the need ○ Sometimes fixing a single accessibility issue involves a bigger project so it has to wait for a bond to fix all the related issues

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - PEOPLE IN POWER DON'T HAVE FULL UNDERSTANDING OF NEEDS

- A. Bond cycle takes too long
- B. Reactive and not proactive since 2013 bond
- C. State funding structure
- D. Lack of M&O staff and funding

Root Cause 2 - Internal/External Policy

- A. Lack of organizational effectiveness
- B. Code doesn't require ADA improvements
- C. Spirit of the law of ADA needs to be met not just bare minimum
- D. Providing universal design or ADA has not be prioritized

Root Cause 3 - Accountability

- A. Lack of accountability with district dept
- B. Management of physical needs and whether they are met
- C. Lack of awareness within staff of new direction of performance based standard

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Outdated and/or Non-functional Building Systems](#)



FACILITIES

FAC PS-7a: ADA Compliance

Students, staff, and visitors who have varying physical abilities do not have equal access on campus sites and within facilities that are not ADA compliant.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“But I can speak to the impact of recent improvements. Beyond basic needs, our principal asked the staff, “What are you lacking, what do you need?” The principal fulfilled many of these requests. We have an elevator now, ramps leading up into the school, accessibility is easier.”</p> <p>“There is no parking area for parents and visitors. It is not welcoming. There is no drop off area and it is dangerous to leave students on the streets.”</p> <p>“No separate spaces for buses during pickup/drop off.”</p>	<p>Site circulation is an ongoing issue bc some sites are so limited that there's no way to put in additional parking</p> <ul style="list-style-type: none"> ○ Some of it is behavioral and operational, sometimes there are physical changes (restructuring of parking lots of drives) ○ Sometimes unaligned expectations between parents and campuses/districts around drop off/pick up <p>FCA and ESA track parking/site circulation conditions at the campus level</p> <ul style="list-style-type: none"> ○ Transportation is aware when there are issues and collaborates with Facilities and other partners to resolve as much as possible ○ Transportation typically receives the reports regarding site circulation

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation	Unspecified at time of documentation



Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Persons in power are not aligned with minority interests

- A. ADA is not required, upgrades not a priority
- B. Funding benefit the majority
- C. Perception that this is a small population and therefore not important
- D. Law is discriminatory toward persons with less ability
- E. Perverse incentives

Root Cause 2 - Schools as a part of community

- Don't consider curb appeal and impact on surrounding community
- Lack of recognition that schools are built to serve families not just students

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[ADA Compliance](#)

FACILITIES

FAC PS-7b: Building Entries & Multilingual Signage

Visitors to campuses, especially refugees and/or non-English speakers, may not feel welcomed because there is not a clearly identifiable entrance and/or multilingual signage.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“But I can speak to the impact of recent improvements. Beyond basic needs, our principal asked the staff, “What are you lacking, what do you need?” The principal fulfilled many of these requests. We have an elevator now, ramps leading up into the school, accessibility is easier.”</p> <p>“There is no parking area for parents and visitors. It is not welcoming. There is no drop off area and it is dangerous to leave students on the streets.”</p> <p>“No separate spaces for buses during pickup/drop off.”</p>	<p>Site circulation is an ongoing issue bc some sites are so limited that there's no way to put in additional parking</p> <ul style="list-style-type: none"> ○ Some of it is behavioral and operational, sometimes there are physical changes (restructuring of parking lots of drives) ○ Sometimes unaligned expectations between parents and campuses/districts around drop off/pick up <p>FCA and ESA track parking/site circulation conditions at the campus level</p> <ul style="list-style-type: none"> ○ Transportation is aware when there are issues and collaborates with Facilities and other partners to resolve as much as possible ○ Transportation typically receives the reports regarding site circulation

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>



Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Visitor experience

- A. Signage can't keep up with changing programs
- B. Facility not welcome to families or staff
- C. Customer experience not prioritized
- D. Unclear whose responsibility is signage
- E. Signage is not a priority

Root Cause 2 - prioritizing dominant language/population

- A. Not prioritizing all user groups of schools
- B. Lack of recognition of refugee/immigrant populations
- C. Signage doesn't change with changing school populations

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Safe Site Circulation](#)



FACILITIES

FAC PS-8: Site Infrastructure for Campus Access

Students, families, community, and staff at campuses and neighborhoods that were not designed for the current amount and type of transportation lack safe and adequate site infrastructure to access the campus.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	Committee decided this was a missing unmet need per 11/30 mtg Review comments from other committees around safe passage to/from school at start/end of school and afterschool activities. Additional comments in Transportation Committee around this issue. Sidewalks are key to safety – can partnership with COA, TXDOT can facilitate?

Equity By Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Overwhelmed Systems

- A. M&O funds lacking
- B. Maintenance and lighting, perceived safety issue
- C. White flight
- D. bonds/funding failed due to desegregation efforts (1980's)

Root Cause 2 - Parent Choice - competition/convenience

- A. Transfer policy is making schools slightly more segregated



- B. Community, population shifts therefore there is a transportation shift
- C. Transfer-in campuses have higher parent drop-off numbers, older campuses designed for walkers not cars
- D. Transfer policy requires parent drop off
- E. ½ kids in Austin are not choosing neighborhood schools

Root Cause 3 - Lack of Operational Training & Support

- A. Lack of campus logistic planning
- B. Pick-up/drop-off management of parent behavior
- C. Parents frustrated with time delays, circumvent procedures

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Safe Site Circulation](#)



FACILITIES

Bond Strategies

The thought process behind Bond Strategies development is outlined on the following pages. Bond Strategies are listed in order of priority, as determined by the committee. Further detail is provided in the committee [Bond Strategy Recommendation](#) sheets.

1. [FAC-PS6.S2 Mission Critical Building Systems](#)
2. [FAC-PS1.S1 Appropriate/Missing Space Types](#)
3. [FAC-PS6.S1 Building Systems](#)
4. [FAC-PS3.S1 Low Enrollment Investments](#)
- 5.1. [FAC-PS7a.S2 ADA Compliance/Universal Design](#)
- 5.2. [FAC-PS7a.S1 ADA Compliance Report](#)
6. [FAC-PS7a.S3 SPED Accessible Restrooms and Changing Rooms](#)
7. [FAC-PS1a.S4 All-learner Restrooms/General Improvements](#)
8. [FAC-PS2.S2 Provide Community Room/Partner Space](#)
9. [FAC-PS4.S1 Outdoor Spaces](#)
10. [FAC-PS2.S1 Improve Large Gathering Spaces](#)
11. [FAC-PS1.S2 Furniture, Fixtures, and Equipment](#)
12. [FAC-PS1.S3 Furniture, Fixtures, and Equipment for Maker Spaces](#)
13. [FAC-PS3.S2 Land Acquisition](#)

FACILITIES

FAC-PS6.S2 Mission Critical Building Systems

Facilities with mission critical building systems issues should be prioritized above all other projects to resolve those specific issues and prioritize student health, safety, & welfare.

Priority Rank:1

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>There is clearly documented harm caused by poor facility conditions and it has a disproportionate impact on historically underserved students.</p> <p>Research shows that historically underserved students are more negatively impacted by facilities in poor condition</p>	<ul style="list-style-type: none"> Refer to Mission Critical Deficiency Targeted Project List - Year 0 (priorities 1 & 2 defined by FCA - for example: MEP, Safety, Roofing, structural, etc.). All facilities should receive mission critical projects, however, if all Year 0 priority 1 and 2's cannot be achieved, then use the priority high opportunity facilities as a way to prioritize projects.

What root causes are being addressed?	What are the problems being disrupted?
<p>PEOPLE IN POWER DON'T HAVE FULL UNDERSTANDING OF NEEDS</p> <ul style="list-style-type: none"> Bond cycle takes too long Reactive and not proactive since 2013 bond State funding structure Lack of M&O staff & funding 	<ul style="list-style-type: none"> Historically underserved students and their educators are disproportionately impacted by facilities with outdated and/or non-functional building systems.
<p>ACCOUNTABILITY</p> <ul style="list-style-type: none"> Lack of accountability with district dept 	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Research shows that historically underserved students are more negatively impacted by facilities in poor 	<p><i>Unspecified at time of documentation</i></p>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
condition	

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	LPC Committee	Yes	Hourly	Yes

FACILITIES

FAC-PS1.S1 Appropriate/Missing Space Types

Prioritize, modernizing partial or whole school facilities to support the individual needs of students and a variety of educational programs for historically underserved student populations.

Priority Rank: 2

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> Utilized multiple ESA subcategory scores. All high opportunity schools that have an ESA subcategory scores of "1" (Very Unsatisfactory) or "2" (Unsatisfactory) were considered and are referenced in the raw data High opportunity schools that have an ESA subcategory of "1" or "2"; 2) Prioritize those schools that have the most underserved student groups (with 6 being the most, and 3 being the least); 3) Further prioritize within each underserved student grouping (starting with 6, then 5 and so on...) by using the ESA average score; 4) In cases where the ESA average was the same, the school that ranked higher on the opportunity index was prioritized first. Elementary, middle, and high school facilities are recommended separately. Elementary has an ESA data set that is different from secondary schools. Visual & Performing Arts data was not used; as the VAPA committee has strategies regarding missing or substandard spaces.

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Due to lobbying from parents/PTA' Some communities given access to certain resources and 	<p>Historically underserved students and their educators are disproportionately impacted by facilities that lack</p>



What root causes are being addressed?	What are the problems being disrupted?
<p>others not</p> <ul style="list-style-type: none">Historically schools in the Eastern Crescent have not been prioritizedCOA has influence on school district; not always in best interest of studentsDistrict caters to communities with more resources to maintain student enrollment and funding related to student enrollment	<p>spaces that support the individual needs of students and a variety of educational programs.</p>
<ul style="list-style-type: none">Lack of communication/ transparency/ accountability around why decisions are madeLack of clear prioritization of what desired teaching and learning spaces requireDesired uses change, therefore spaces don't work or aren't availablePlanning FOR community, not WITH community	
<ul style="list-style-type: none">Lack of knowledge around adapting historic facilities to needsOne-size-fits-all hurts individual student need	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none">Research indicates that poor building conditions, including the absence of program spaces or non-functioning or poorly sized program spaces, impact historically underserved student populations to a greater extent, modernizing partial or whole school facilities for these students should be prioritized.Research exists connecting student deep learning to a variety of space types and access to a variety of educational programs, appropriate space is needed to support those programs	<p>A variety of educational programs must be provided</p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee + Promising Practices	Yes	Hourly	Yes



FACILITIES

FAC-PS6.S1 Building Systems

Facilities that serve historically underserved communities should be considered for preventative maintenance, equipment replacement, and/or modernization.

Priority Rank: 3

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> • High opportunity facilities only. • Finish Year 0 - Priorities 3-5 and Years 1-5 (Life-cycle Capital Renewal Projections in FCA report); BSC to determine scope of work based on Critical Deficiency Targeted Project List

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> E. Bond cycle takes too long F. Reactive and not proactive since 2013 bond 	Historically underserved students and their educators are disproportionately impacted by facilities with outdated and/or non-functional building systems.
<ul style="list-style-type: none"> G. Lack of accountability with district dept H. Management of physical needs and whether they are met I. Lack of awareness within staff of new direction of performance based standard 	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Research indicates that poor building conditions, including the aged or non-working building systems impact historically underserved student populations to a greater extent. • Reduces teacher retention rates when the working 	Funding for future maintenance should be provided



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
conditions unnecessarily challenging	

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Committee	Yes	Hourly	Yes

FACILITIES

FAC-PS3.S1 Low Enrollment Investments

Assign resources to campuses that have low enrollment and a high transfer out, to ensure equitable access to modernized, quality schools distributed throughout the school district.

Priority Rank: 4

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> Score Used to Prioritize data listed as % of population that transfers out / % of permanent capacity Schools that have a transfer out rate of 30% or greater, and a utilization below 75% of operating capacity would qualify as "Yes". Those schools are then ordered by High Opportunity Index. Schools that have a transfer out rate of 30% or greater, and a utilization between 75 -85% of operating capacity would qualify as "if possible". Those schools are then ordered by High Opportunity Index.

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Lack of political will/personal sacrifice to make changes Same practice gets same result We don't look externally for best practices; we are not using dynamic best practices for allocation and attribution across district Economics valued over academic success Systematic racism <p>D. Lack of belief that quality education occurs across district</p> <p>E. Specialized programming in different locations</p> <ul style="list-style-type: none"> Lack of teacher quality Campus leadership constantly in flux-not voice for community Lack of district support for certain campuses 	<p>Historically underserved students and their educators at schools that are not within the optimal utilization (85-110% of permanent capacity) are learning and teaching in substandard spaces(portables) and common space that do not support the number of students and lack proper support for student learning.</p>



What root causes are being addressed?	What are the problems being disrupted?
F. Racist behaviors not identified or addressed	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Unspecified at time of documentation	Equitable access to high quality Academic programming, enforce TUP to both under and over enrolled schools

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Committee	Yes	Hourly	No

FACILITIES

FAC-PS7a.S2 ADA Compliance/Universal Design

Facilities with ADA Compliance issues should be resolved especially schools identified in 2008 ADA Compliance Report, with an eye towards Universal Design improvements.

Priority Rank: 5.1

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • 2008 ADA Assessment report (aka LYM Report) will be utilized to identify most critical ADA needs across High Opportunity campuses in priority order. • High opportunity schools are listed in order, and are categorized as "yes". • All other schools are categorized as "if possible" and are listed in order of opportunity index.

What root causes are being addressed?	What are the problems being disrupted?
<p>F. ADA is not required, upgrades not a priority G. Funding benefit the majority H. Perception that this is a small population and therefore not important I. Law is discriminatory toward persons with less ability</p> <ul style="list-style-type: none"> • Lack of recognition that schools are built to serve families not just students 	<p>Students, staff, and visitors who have varying physical abilities do not have equal access on campus sites and within facilities that are not ADA compliant.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Research shows that inclusion benefits all learners</p>	<p>Updating report consistently for continual improvement</p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Committee	Yes	Hourly	Yes



FACILITIES

FAC-PS7a.S1 ADA Compliance Report

Procure consultant to update ADA Compliance Report and include a Universal Design assessment prior to next bond cycle.

Priority Rank: 5.2

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	N/A - fund is just to acquire consultant

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> J. ADA is not required, upgrades not a priority K. Funding benefit the majority L. Perception that this is a small population and therefore not important M. Law is discriminatory toward persons with less ability <ul style="list-style-type: none"> ● Lack of recognition that schools are built to serve families not just students 	Students, staff, and visitors who have varying physical abilities do not have equal access on campus sites and within facilities that are not ADA compliant.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD	Yes	N/A	No

FACILITIES

FAC-PS7a.S3 SPED Accessible Restrooms and Changing Rooms

Provide accessible restrooms and changing rooms readily available to specialty SPED spaces.

Priority Rank: 6

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> ESA subcategory question 8.15(ES) & 8.13 (MS & HS) related to accessible restrooms in specialty SPED classrooms. BPrioritize all campuses that have an ESA rating of "1" (accessible restroom or changing area is missing) to receive a project. Within each opportunity grouping order by percentage of SPED students. All qualifying schools, regardless of Opportunity Index, are recommended because students receiving special education services are an underserved student group.

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	No	No	No

FACILITIES

FAC-PS1a.S4 All-learner Restrooms/General Improvements

- Provide a minimum of one grouping of all-learner (non-gendered) restrooms for existing elementary campuses to support the individual needs of students for historically underserved student populations. For existing secondary campuses, provide a minimum of one grouping of all-learner restrooms and multiple groupings of all-learner restrooms as practical for building layout. For existing non-school facilities, provide a minimum of one grouping of all-learner(non-gendered) restrooms and multiple groupings of all-learner restrooms as practical for building layout.
- Improvements to all other restrooms (that are not being renovated to all-learner) at high opportunity schools.

Priority Rank: 7

Funding Allocation: Facility // Undesignated

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • Assumption that all campuses other than most new modernizations do not have all-learner restrooms • Utilize Opportunity Index to prioritize facilities • High opportunity facilities are categorized as "yes"; 3) Moderate opportunity facilities are categorized as "if possible"; • All other facilities are categorized as "future"

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Student	No	No	No

FACILITIES

FAC-PS2.S2 Provide Community Room/Partner Space

Prioritize additional/enlarged community room and community partner spaces at campuses that serve historically underserved students in conjunction with community engagement.

Priority Rank: 8

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> ESA subcategory 3.3 related to community room. High opportunity schools that scored a "1" (Very Unsatisfactory) or "2" (Unsatisfactory) qualified for this strategy Schools that scored a "1" are categorized as a "yes", and further prioritized by opportunity index; Schools that scored a "2" are categorized as "if possible", and further prioritized by opportunity index.

What root causes are being addressed?	What are the problems being disrupted?
<p>D. Lack of full understanding around importance of schools to cohesion of community</p> <p>E. AISD buildings have not been updated to keep up with changing needs</p>	<p>Historically underserved students and communities are disproportionately impacted by schools that lack appropriate, well-maintained and culturally sensitive common spaces for educational programs, campus and community partnerships.</p>
<p>F. Lack of understanding around how to do/operationalize community partnerships with district</p> <p>G. Families/communities don't know what community partnerships or other resources are available</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Research shows community services accessible at school campuses improves outcomes</p>	<p>Train staff on importance and positive impact community services being offered on campus can have.</p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Daily	Yes

FACILITIES

FAC-PS4.S1 Outdoor Spaces

Prioritize modernization and targeted projects to provide upgraded outdoor spaces for learning, dining, recreation and playgrounds, prioritizing campuses with historically underserved students.

Priority Rank: 9

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • Elementary ESA Subcategories (2.2 Active Playgrounds; 2.8 Field and Walking Trail; 2.1 Outdoor Studios and Support Spaces); Middle/High ESA Subcategories (2.8 Field and Walking Trail; 2.1 Outdoor Studios and Support Spaces) • Use high opportunity school list • Schools that scored a "1" (Very Unsatisfactory) or "2" (Unsatisfactory) qualified • Elementary playgrounds is the first prioritized grouping. All schools that scored a "2" are categorized as a "yes" and are further prioritized by opportunity index • Outdoor Learning for secondary schools were prioritized as the next grouping. Schools that scored a "1" or "2" were all categorized as a "yes" • Outdoor Learning for elementary schools were the last prioritized grouping. Schools that scored a "1" were categorized as a "yes" and schools that scored a "2" were categorized as "Yes".



What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Outdoor learning is not a requirement of the state therefore isn't prioritized 	Historically underserved students, and their staff, and community are impacted by the lack of well-maintained, safe outdoor campus spaces for learning, dining, recreation, and athletic activities.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	Provide funding for maintenance - fund light

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Committee	Yes	No	No

FACILITIES

FAC-PS2.S1 Improve Large Gathering Spaces

Provide or improve large gathering spaces, for example: dining commons, media resources, and/or gym spaces to be appropriate for campus and community-use, prioritizing maximizing benefit for campuses that serve historically underserved students.

Priority Rank: 10

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>lack of space creates time crunch for daily functions, if school can't be used for community functions then cannot support community appropriately</p>	<ul style="list-style-type: none"> ● Multiple ESA subcategories specific to Media Resources, Dining Commons, Gyms and others. <ul style="list-style-type: none"> ○ Elementary - 3.2, 9.1, 10.1, 11.1, 11.2, 12.1, 12.3, 12.5, 12.6 ○ Middle/High: 3.2, 11.1, 12.1, 12.2, 13.1, 13.3, 13.5, 13.6 ● High opportunity schools ● Further refine by schools that scored a "1" (Very Unsatisfactory) or "2" (Unsatisfactory) ● Count the total of "1s" and "2s" ● Schools that had a total of three or more "1s" and "2s" are categorized as a "yes" and schools that had a total of one or two "1s" and "2s" are categorized as "if possible" ● Further refine prioritization within the "yes" and "if possible" groupings by opportunity index.

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> ● Lack of full understanding around importance of schools to cohesion of community ● AISD buildings have not been updated to keep up with changing needs 	<p>Historically underserved students and communities are disproportionately impacted by schools that lack appropriate, well-maintained and culturally sensitive common spaces for</p>



What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Outdoor spaces are not adequately improved as gathering spaces Families/communities don't know what community partnerships or other resources are available Community doesn't know how to contribute or engage campuses/No process for hearing community voices No central collection of what community uses are needed or exist 	<p>educational programs, campus and community partnerships.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Anecdotal data that students aren't served well by undersized spaces specifically to limited lunch schedules</p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD	Yes	Daily/Weekly	Yes

FACILITIES

FAC-PS1.S2 Furniture, Fixtures, and Equipment

Provide flexible/modernized furniture and equipment in learning spaces, prioritizing campuses with historically underserved student populations.

Priority Rank: 11

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> Utilized ESA subcategories related to FF&E: 7.1, 7.2, 7.3, 7.4 High opportunity schools Total up the "1s" (Very Unsatisfactory) and "2s" (Unsatisfactory) Any school that has a "1" or "2" is categorized as a "yes" Group the total number of "1s" and "2s" Within each grouping, prioritize the schools by the opportunity index

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Due to lobbying from parents/PTA' Some communities given access to certain resources and others not Historically schools in the Eastern Crescent have not been prioritized District caters to communities with more resources to maintain student enrollment and funding related to student enrollment 	<p>Historically underserved students and their educators are disproportionately impacted by facilities that lack spaces that support the individual needs of students and a variety of educational programs.</p>
<ul style="list-style-type: none"> Lack of clear prioritization of what desired teaching and learning spaces require Desired uses change, therefore spaces don't work or aren't available 	
<ul style="list-style-type: none"> One-size-fits-all hurts individual student need 	



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Research around ergonomically appropriate furniture; oxygen flow to the brain to support learning • Furniture with different functionality supports learners with different needs (ADA...) 	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Student + Committee	Yes	Hourly	Yes

FACILITIES

FAC-PS1.S3 Furniture, Fixtures, and Equipment for Maker Spaces

Provide flexible/modernized furniture and equipment in existing spaces to support maker spaces activities, prioritizing campuses with historically underserved student populations.

Priority Rank: 12

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> Utilized elementary maker space data from the 2021-22 permanent capacity dataset. High opportunity elementary schools that do not have existing maker spaces are recommended as a "yes" for FF&E to support these spaces. These schools were further prioritized by opportunity index Non-high opportunity elementary schools that are Moderate were prioritized by opportunity index and categorized as "if possible".

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation</i></p>	<p>Update capacity for schools that transition a traditional classroom(capacity generating) to a Maker Space (non-capacity generating)</p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Student	No	No	No



FACILITIES

FAC-PS3.S2 Land Acquisition

In areas of new home construction, where boundary adjustments cannot alleviate overcrowding, consider land purchase for future school site(s).

Priority Rank: 13

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>2021-22 Demographic report projections indicate that the Blazier Elementary attendance area student population will grow 1,942 students by 2031-32. This is in large part due to the Goodnight Ranch development that is still under construction. Due to its location at the edge of the district, boundary change would be difficult.</p>	<p>N/A - strategic land acquisition.</p>

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Same practice gets same result • Campus feeder patterns and boundaries are not flexible to population changes • Lack of support from district prevents community from accessing accurate info. or understanding feeder patterns/transfer options • Challenges not reported because they don't believe their requests are valued 	<p>Historically underserved students and their educators at schools that are not within the optimal utilization (85-110% of permanent capacity) are learning and teaching in substandard spaces(portables) and common space that do not support the number of students and lack proper support for student learning.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>diminishing real estate availability</p>	<ul style="list-style-type: none"> • boundary study • updated demographic report



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD	Yes	N/A	Yes

FACILITIES

Operational Strategies

Operational Strategies were first developed in [committee specific workspaces](#), and later refined in collaborative sessions, through evaluation in the [Decision Making Framework](#), and finally in the [Goal Summary Sheets](#) during the Chief Collaboration Worksessions.



Safety, Security, & Resiliency

Problem Statements

Note: The Problem Statements below are organized to reflect the order in which they are discussed in the Goal Summary Sheets. The numbers (ex. PS-9) on the sheets do not reflect the order or priority of the final goals.

Problem Statements for Immediate Goals:

- [Behavior Supports at Secondary Campuses](#)
- [Support for Emotional Resiliency, Mental Health and Psychological Safety in Learning Environments](#)
- [Barriers for Black Students' Emotional Resiliency, Mental Health and Psychological Safety](#)

Problem Statements for Near Future Goals:

- [AISD Resiliency Definition](#)
- [Safety Protocols, Op Safety and Security Features/Plans](#)
- [Safe and Secure Buildings](#)

Problem Statements for Future Goals:

- [AISD PD Presence](#)

SAFETY, SECURITY & RESILIENCY

SSR PS-1: Disruptive Behavior at Secondary Schools

Staff, students, and educators at secondary campuses and on buses are impacted by unaddressed disruptive behavior creating an unsafe learning environment.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> • PS was developed from feedback from only 9 mentions in the interview process. (1 staff, 8 parents), campus and demographic information were not available to know the diversity of the responders. The SSR committee is not significantly diverse either. • “Feels unsafe in the classroom, her son will wear a beanie, but classmates will grab it and throw it around.” • “There are differences culturally from kids/family country of origin - can report sexual harassments or other concerns that works differently here than in home country.” • “There's kids in this neighborhood that bully a bunch of kids, specifically mine. The issue was they were supposed to ride the bus, but because those kids ride the bus. It's an everyday issue.” • “The only complaint is about son in Middle school. A lot of bullying and fights at school. Feels like teachers and staff are not doing enough to prevent fights - its sad. Son was saying that his friend was getting bullied and tried to defend him with words. Tried to talk to the bully to stop bullying his friend. The bully tried to fight the son and he backed off because did not want to fight. Son is doing well with teachers, but they turn an eye when it comes to bullying.” • “The parent also has an issue with teachers being inattentive during recess or outdoor activities. The students can be seen fighting but since the teachers are talking amongst each other nothing will be done.” • “Wishes there was more security at her other kid's secondary schools. Recent altercation at her child's high school that was very concerning. Wants to ensure her kids safety.” 	<ul style="list-style-type: none"> • By state law, the district has to address bullying both proactively and reactively. • AISD PD has different curricula for proactive support around bullying, cyberbullying, relationship safety, etc, but currently lacks staff to implement and teach curricula at all secondary campuses. • Campus practices and processes vary across the district, so access to mediation with a counselor/SRO, restorative circles, and other proactive supports vary across the district. • In past, annual Principals Training on how to respond to fights, behaviors, and what resources are available supported campuses to be able to respond better to student behavior and/or bullying incidents. • When AISD PD (not SROs) or APD responds to an incident on campus, it becomes a 'criminal incident,' impacting the students long-term.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Students who do not feel safe traveling to school or at school, are less likely to go to school, resulting in higher absentees, lower academics scores, lower level of focus, high number of bullying incidents, etc. Issues that are not addressed are more likely to escalate into bigger issues (possibly involving AISD PD or Austin PD). Higher absenteeism for staff as well, 	<p>Staff, students, and educators on secondary campuses, and buses, need additional support in order to maintain a learning environment where students and staff feel physically and emotionally safe. (AISD Educational Suitability Assessment, 2021)</p> <ul style="list-style-type: none"> 32% of schools (35 schools) had a Safety ESA score of unsatisfactory or worse. 31% of schools score "unsatisfactory" or "very unsatisfactory" in the ESA security category. 17/25 schools evaluated are lacking or have minimal transparency.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Teachers & Staffing

- Teacher turnover is high at many campuses, but underserved campuses see a higher than average teacher turnover and understaffing
- Not enough counselors, and student support staff on campuses to help identify needs and challenges before they escalate.
- Campus resources supporting students' needs are not universal and are not equitably distributed
- Not enough flexible class time to focus on SEL and other student support topics creating less opportunities for students to express emotions in other ways (art, athletics, PE).

Root Cause 2 - Buildings & Facilities

- Campuses without secure vestibules or other physical security items - funds have not been prioritized to add security features.
- There are not enough outdoor and other designed spaces which help students and staff feel physically and emotionally safe.
- District administration has a 'it won't happen to us' approach and does not prioritize security.

Root Cause 3 - State Funding & Policies

- State funding/policy is not adequate to support teachers and district staffing (mental health, SEL, etc).
- 'Robinhood Program' furthers current inequities and creates budget shortfalls in M&O.



Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Behavior Supports at Secondary Campuses](#)

SAFETY, SECURITY & RESILIENCY

SSR PS-2: Support for Emotional Resiliency, Mental Health and Psych Safety in Learning Environments

Marginalized students, their families and staff across AISD face barriers to learning environments that support their emotional resiliency, mental health, and psychological safety.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Mental Health and Support

- A. better communication (including multiple languages) to students of support services and ‘safe places’ for them to go and seek assistance.
- B. Teachers and staff need more/better crisis identification and intervention training to help prevent student from ‘falling through the cracks’
- C. There is a stigma for seeking mental health support; students get bullied or shamed. Campuses need more discreet locations for support services so students are not seen going to get support.
- D. Some students want support, but have unsupportive families (specific to mental health support services). Needs to be more proactive education for families on children’s mental health and development.



Root Cause 2 - Student Testing/ Schedules/ Course Load

- A. District prioritizes testing and curriculum related to test subjects over student and staff needs because schools are measured by test scores, which impact campus attendance. Campuses with low test scores lose students, which impacts district funding.
- B. Not all campuses offer the same extracurricular activities and after school clubs; some clubs cost money and families can not afford them. Clubs and activities are influenced by parents' desires or short term 'angel funding' while a family is at a campus.

Root Cause 3 - Teachers and Staffing

- A. Teachers do not have capacity to support students with needs; teachers are not supported and can not support others if they are not supported.
- B. There is an inequitable distribution of tenured teachers - poorer campuses typically have less experienced teachers to fulfill other needs of students outside of the curriculum.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Support for Emotional Resiliency, Mental Health and Psychological Safety in Learning Environments](#)

SAFETY, SECURITY & RESILIENCY

SSR PS-3: AISD Resiliency Definition

Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>Unspecified at time of documentation.</i></p>	<p>Resiliency of buildings and environmental impact. Prepared to help underserved communities in emergency situations</p> <p>Security goes beyond buildings</p> <ul style="list-style-type: none"> ● Broader 'security' definition – food insecurity, housing insecurities, etc ● AISD needs a clearer definition of resiliency, what it means, and how it impacts the district, underserved communities, and underserved students long-term. ● Disparities of access to resiliency / disaster preparedness <p>During winter storm, saw the disparities of access to basic resources. She had to take the risk of driving in the snow to check on her elderly parents without power, meanwhile a fancy new apartment building across the street had their power back on. (1 former parent / community member)</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation</i></p>	<p>Schools have been shown to be key assets in determining community resilience</p> <p>Resilience and Wellbeing of Small Inland Communities: Community Assets as Key Determinants (Maybery, Pope,</p>

Who is being harmed?	
	<p>Hodgins, Hitchenor, Shepherd, 2009)</p> <p>School Health: an essential strategy in promoting community resilience and preparedness for natural disasters (Takahashi et. al, 2015)</p> <ul style="list-style-type: none"> ● Schools are social assets that promote cooperation and trust between members of a community. ● Schools commonly function as community hubs, supporting communities beyond provision of educational services. <p>Neighborhood/community schools are an essential component for disaster risk reduction frameworks.</p> <ul style="list-style-type: none"> ● Schools function as a known and sustainable source for dissemination of information during a disaster. ● Schools are a landmark place for evacuation and resource distribution. ● <p>Resiliency has been most used by Austin in regards to climate and to champion 'resilience hubs'</p> <p><i>1. Climate Resilience Action Plan</i></p> <p><i>2. Memorandum: Response to Climate Resilience Resolution</i></p> <ul style="list-style-type: none"> ● <i>Climate resilience</i> is the ability to effectively manage both immediate shocks and long-term stressors related to climate change and weather extremes. Prepared and responsive city systems are the fundamental components of resilience for Austin's overall community. While immediate response is required in the event of a catastrophe or natural disaster, ongoing adaptation through long-range planning and strengthening City assets and operations will ensure that Austin is always prepared for changing climate conditions.¹ ● Resilience Hubs provide hyper-localized, contextually, and culturally relevant solutions to address ongoing stressors in communities and distributed disaster response and recovery efforts. They increase accessibility by bringing City services and support into communities and empowering residents in the selection and distribution of services. The implementation of Resilience Hubs should prioritize communities where these services will be most impactful, such as those most impacted by historical disparities and inequities and most vulnerable to climate-related shocks and stressors.²



Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - District and Systemic Resiliency Problems

- A. The communication of AISD's definition of 'resiliency' varies by where you are in the district and what basic needs you have.
- B. Not enough translated materials being shared out - more languages are needed.
- C. More education on preparedness (personal, district, neighborhood) and more focus on the core reasons for resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem.
- D. The city's institutionalized racism and segregation creates different issues for different parts of the cities (flood zones, food deserts, etc) Infrastructure is not equitable and the city prioritizes higher income neighborhoods for infrastructure and resources leaving those with the fewest resources in the most vulnerable situations.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[AISD Resiliency Definition](#)



SAFETY, SECURITY & RESILIENCY

SSR PS-4: Safety Protocols, Op Safety and Security Features/Plans

Students and staff across the district are impacted by a lack of standardized and consistently implemented safety protocols, operational safety, and security features and plans.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“Only now do they have police at Webb MS, because Brentwood students are now located there in portables while their school is under construction - the police were not there before Brentwood was there, and the police will most likely leave when Brentwood leaves.” <i>1 Mention: (1) AISD Staff/ Educator</i></p> <p>“Portables don’t hear fire/emergency alarms.” <i>1 Mention: (1) AISD Staff/Educator</i></p> <p>“Please remove portables. They are a security issue. Anyone can jump fence, or gates are left open at times. Instead, we need an additional building, a physical building, for safety.” “Neighborhood is not the safest, stray dogs come on property, and it is easy for anyone to access the school property.” <i>4 Mentions: (1) CAC Meeting, (2) AISD Staff/Educator, (1) Parent</i></p> <p>“Families fear that the district is waiting for something bad to happen before they actually do something – put in more secure measures in place.” “Child found a bullet in the cafeteria, gave it to a police officer.” <i>6 Mentions: (5) Parents, (1) AISD Staff/Educator</i></p> <p>“Security cameras don’t cover enough area.” <i>1 Mention: (1) AISD Staff/Educator</i></p> <p>“Walkway from parking lot not well lit.” <i>1 Mention: (1) AISD Staff/Educator</i></p> <p><u>Mask Mandates/COVID protocols not being enforced in schools/buses or followed by parents</u></p> <ul style="list-style-type: none"> “Wishes the bus drivers could pass out masks to the kids - sometimes kids don’t have masks on the bus, and they don’t get them until they get to school.” <p><i>3 Mentions: (3) Parents</i></p> <p><u>Dismissal process could be better</u></p> <ul style="list-style-type: none"> “The dismissal process can be better.” <p><i>1 Mention: (1) Parent</i></p>	<p>District plans/funds for 1 SRO at all middle schools and 2 SROs at all high schools.</p> <p>When AISD PD is understaffed, they focus resources at campuses that historically have shown a higher need for additional staff security resources.</p> <p>Most existing campuses were built at a time with less security, and require a bond to fund basic 21st century safety standards (secure vestibule, secured perimeter, controlled access).</p> <p>The district is in the process of upgrading monitoring equipment across the board, but older facilities can be challenging to add modern technologies to.</p> <p>AISD PD does not have staff to provide all campus staff members with the necessary safety or emergency training, but AISD PD Patrol is 24/7 around the whole district.</p> <p>Safety procedure enforcement is a campus-level challenge that is recognized as a need to be standardized across the district. District tries to follow up with concerns and address it with campus administrators, but need continued campus-level and leadership level support for full enforcement.</p> <p>Standardized procedures will increase student safety by having same practices for emergencies at all campuses, so even if staff moves or there are substitute, learning new safety procedures will not be a concern.</p>



Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation	Unspecified at time of documentation

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Does not seem to be a district priority

- A. Reactive not proactive culture of “it won’t happen to us”
- B. Leadership buy-in (campus and district)
- C. Campus knowledge of how to support and maintain compliance

Root Cause 2 - Standardization and uniformity lacking

- A. Lack of minimum standards for facilities - PDM applies to new buildings only
- B. Schools/campuses are not consistent so protocols cannot be consistent
- C. Verification of implementation of PDM at new construction and renovation projects

Root Cause 3 - Staffing

- A. Safety training is not a staff priority
- B. Lack of safety education and time to train
- C. Staffing turnover (losing institutional knowledge)
- D. Lack of support for enforcement (PD, teachers, etc.)

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Safety Protocols, Op Safety and Security Features/Plans](#)

SAFETY, SECURITY & RESILIENCY

SSR PS-6: AISD PD Presence

Students at secondary campuses are impacted by the lack of AISD PD presence to build positive relationships.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>"I'm OK with the police presence (they're gone now, were just directing traffic). They need to have their presence known because the school has adolescents that are trying to push buttons. They should be positive role models (friendly and cordial) for students." <i>1 Mention: (1) Parent</i></p>	<p>AISD PD/SROs are trained and intended to be mentors not problem solvers - asked to be a counselor, police officer, big brother, mentor, so that they can proactively stop threats, fights, and other incidents. Basic training provided covers School Intervention, Crisis Intervention, and Mental Health. Continuing education provided for SROs and officers is double the industry standard and utilizes outside experts for training on currently relevant challenges (including mental health crisis, interventions for students with disabilities, and racial intelligence training). AISD PD facilitates a 1-week free summer camp for 4th-8th graders (transportation and food provided) for character development and self-esteem training for at-risk students - but are now lacking curriculum providers.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Not enough opportunities for PDS to educate and engage with students

- A. Lack of mentorship/friendship opportunities



- B. “Only there to arrest students” is the perception
- C. Lack of social engagement opportunities

Root Cause 2 - Fear of Police

- A. Historical mistrust
- B. Appearance is intimidating to students (uniforms and sidearms)
- C. Amount of arrests to POC hinder relationships
- D. “Only there to arrest students” is the perception
- E. Negative public image on news, social media, etc.

Root Cause 3 - Staffing Shortages

- A. SRO to student ratio is small - (best practice is 1 to 1,000 students max)
- B. Compensation is not market competitive to surrounding areas
- C. AISD PD not at every campus (not on ES campuses - creates disconnect)

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[AISD PD Presence](#)



SAFETY, SECURITY & RESILIENCY

SSR PS-7: Safe and Secure Buildings

Students, parents, and staff across the district are impacted by a lack of safe and secure buildings.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	Most existing campuses were built at a time with less security, and don't have the necessary site and building security features designed or built in. Practices and policies around dismissal are dependent on site layout and are developed by individual campuses based on ability to staff dismissal.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Community

- A. It won't happen to us mentality
- B. Lack of community desire for security changes
- C. Shared spaces with outside groups
- D. Balance of security and parent accessibility

Root Cause 2 - Buildings and Facilities

- A. Facilities are not adequate for accessibility for functional and access needs
- B. Many campuses do not have secure vestibules or other physical security items
- C. Appearance and physical integrity of facilities are not consistent across the district
- D. Lack of maintenance of buildings and campus infrastructure



Root Cause 3 - AISD Policy

- A. More proactive maintenance security programs
- B. It won't happen to us mentality
- C. Protocols are not consistently enforced by campus leadership and staff
- D. Existing facilities are not updated to current standards (no retro application)

Equity by Design Practice

What are the goals for recommendations made by the LRP?

Safe and Secure Buildings



SAFETY, SECURITY & RESILIENCY

SSR PS-9: Barriers for Black Students’ Emotional Resiliency, Mental Health and Psych Safety

AISD creates barriers to learning environments for Black students and staff that do not support their emotional resiliency, mental health, and psychological safety.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	<p>By state law, district has to address bullying both proactively and reactively.</p> <p>AISD PD has different curricula to present to students for proactive support around bullying, cyberbullying, relationship safety, etc, but currently lacks staff to implement and teach curricula at all secondary campuses.</p> <p>Campus practices and process vary across the district, so access to mediation with a counselor/SRO, restorative circles, and other proactive supports vary across the district.</p> <p>In past, annual Principals Trainings on how to respond to fights, behaviors, and what resources are available supported campuses to be able to respond better to student behavior and/or bullying incidents.</p> <p>When AISD PD (not SROs) or APD responds to an incident on campus, it becomes a 'criminal incident,' impacting the students long-term.</p> <p>AISD PD/SROs are trained and intended to be mentors not problem solvers - asked to be a counselor, police officer, big brother, mentor, so that they can proactively stop threats, fights, and other incidents.</p> <p>Continuing education provided for SROs and officers is double the industry standard and utilizes outside experts for training on currently relevant challenges (including mental health crisis, interventions for students with disabilities, and racial intelligence training).</p> <p>AISD PD facilitates a 1-week free summer camp for 4th-8th graders (transportation and food provided) for character development and self-esteem training for at-risk students - but are now lacking curriculum providers.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Group(s) being harmed/how 	<p>Students of color face disproportionate exclusionary disciplinary action (i.e., in-school or out-of-school suspensions)</p> <p>1. Education Innovation and Research Grant: Culturally Responsive Restorative Practices, DRE 2021 Study information: Performed in 2020-2021 academic year. AISD received a \$3.5 million federal grant to implement culturally responsive restorative practices at 10 AISD schools. The study monitored the impacts of the pilot program.</p> <ul style="list-style-type: none"> During the 2019–2020 school year, Black and Latinx middle school students were 5.4 times and 2.7 times more likely, respectively, to experience exclusionary discipline than were their White peers.¹ Black female middle school students in AISD were 8.0 times more likely to experience exclusionary discipline than were their White female peers in 2019–2020.¹ <p>Exclusionary discipline causes harms to students.</p> <p>Studies have found that frequent use of exclusionary discipline is associated with greater academic disengagement, lower academic achievement, greater risk of dropping out, and greater likelihood of involvement in the juvenile justice system.¹</p> <p>Culturally responsive restorative practices have improved student sense of safety and relationships with staff/teachers.</p> <p>Cultivating a culturally responsive restorative school culture is theorized to correspond with improved perceptions of overall school climate, increased demonstration of staff’s SEL skills, greater felt safety, and greater perceived use of restorative practices in the discipline process.</p> <p>Student trust in teachers/adults in schools impacts their perceptions of safety and sense of belonging in school.</p> <p>2 Student trust in teachers and student perceptions of safety: positive predictors of student identification with school (Mitchell, Kensler, Moran 2016)</p> <p>Study information: Sample of students from a large urban district in the Eastern United states, with students ranging from grades 3 - 12 across 49 schools. Data was collected in the 2008-2009 school year through randomly distributed surveys of students at all three cohort levels.</p> <p>For students, a strong sense of belongingness is dependent on high-quality relationships with their teachers and peers.</p> <ul style="list-style-type: none"> Identification with school, which refers to students’ sense of belonging and valuing of school and school-related outcomes, has important implications for

Who is being harmed?	Is there evidence that indicates harm?
	<p>student success and well-being.</p> <ul style="list-style-type: none"> ● Students who identify with school are more likely to engage, achieve, and thus, also graduate. ● When students trust their teachers they are more likely to feel safe, and when they feel safe at school they are more likely to trust their teachers - this correlation is higher as students get older, making trust between students and educators in middle school and high school critical. <p>Psychological safety among teachers and campus leaders in important to create a strong learning community.</p> <p>Examining organizational learning in schools: The role of psychological safety, experimentation, and leadership that reinforces learning. (Higgins, Ishimaru, Holcombe, Fowler, 2012)</p> <p>A study that examines organizational behaviors and learning through the lenses of psychological safety, experimentation, and leadership in a large urban U.S. School District using data from 941 teachers across 60 schools.</p> <ul style="list-style-type: none"> ● In other words, in schools with strong organizational learning cultures, teachers are more likely to report higher levels of psychological safety, experimentation, and leadership that reinforces learning. ● (Organizational learning in this study is defined as the collective learning of a group in which individuals can learn from another and external resources together, towards a shared goal.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Staff Issues

- A. High teacher turnover at campuses of color
- B. Not enough teacher rapport with students/no trust
- C. Lack of black role models within campuses and district (may exist but not seen)
- D. Not enough counselors at all campuses

Root Cause 2 - Discipline

- A. Methods are not aligned with the severity of incidents
- B. home/personal issues perceived as discipline issue by staff
- C. Higher rates of discipline and expulsion of black students/ bias towards black students

Root Cause 3 - Racism/Bias

- A. Bias of teachers and staff



- B. Programs popular with black students are not supported equitably
- C. Historic Racism

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Barriers for Black Students' Emotional Resiliency, Mental Health and Psychological Safety](#)



SAFETY, SECURITY & RESILIENCY

Bond Strategies

The thought process behind Bond Strategies development is outlined on the following pages. Bond Strategies are listed in order of priority, as determined by the committee. Further detail is provided in the committee [Bond Strategy Recommendation](#) sheets.

1. [SSR-19: Perimeter Fencing Installation and Repair](#)
2. [SSR-21: Provide Secure Vestibules](#)
3. [SSR-25: Physical Security Improvements \(combines 20, 22-23\)](#)
4. [SSR-6: Outdoor Spaces](#)
5. [SSR-1.4.8: Counseling and Restorative Spaces](#)
6. [SSR-9: Discrete designated counselor spaces](#)
7. [SSR-5: Card Key Access Control](#)
8. [SSR-2: Maintenance of current physical security measures](#)
9. [SSR-18: Upgraded fire alarm systems and panels](#)
10. [SSR-16b: New Building Standards \(greater community resiliency & support\)](#)
11. [SSR-16a: New Building Standards \(greater physical resiliency\)](#)
12. [SSR-24: Provide more Parking stalls](#)
13. [SSR-12: Communications Kiosk](#)
14. [SSR-10a: Climate-controlled storage facilities](#)
15. [SSR- 13&17: Warming/Cooling Centers](#)
16. [SSR-14: Supply distribution building](#)
17. [SSR-3: Monitoring/passive supervision](#)
18. [SSR-15: Irrigation for community food production](#)



SAFETY, SECURITY & RESILIENCY

SSR-19 Perimeter Fencing Installation and Repair

Remove all barbed wire fencing and provide fencing at all campuses at appropriate locations.

Priority Rank: 1

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>Perimeter fencing controls access to the campus and deters people from walking through the campus. It guides visitors to the building entry and helps contain students in the desired areas, deterring them from walking off campus easily. Barbed wire is not a district standard and should be replaced at all locations.</p>	<ul style="list-style-type: none"> Undesignated Office of Emergency Management has an "unofficial" list of campuses which need perimeter fencing and/or repairs

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> Lack of minimum standards for facilities - PDM applies to new buildings only Schools/campuses are not consistent so protocols cannot be consistent Verification of implementation of PDM at new construction and renovation projects 	<ul style="list-style-type: none"> PS4 - Students and staff across the district are impacted by a lack of standardized and consistently implemented safety protocols, operational safety, and security features and plans.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> Increase the number of teachers of color (Education Next) Limit out of class suspensions to focus on prevention and de-escalation (Ohio example in Education Week, 2018) 	<ul style="list-style-type: none"> Should be combined with other basic safety and security items to create a comprehensive security plan for each campus.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Yes	Yes	Hourly	N/A



SAFETY, SECURITY & RESILIENCY

SSR-21 Provide secure vestibules

Secure vestibules at campuses without them, apply security upgrades retroactively to campuses

Priority Rank: 2

Funding Allocation: Facility // Undesignated

Why it matters	Prioritization Metrics
<p>This was an item identified in multiple strategies. Committee feels this is a critical security item which should exist at every campus. Provide a secured vestibule and re-located Admin spaces as needed to align with PDM requirements as much as possible. This should be partnered with Facilities Committee FAC-PS7b.S1: Main Entrance to provide a clearly defined main entry area on campuses with architecture, signage, awnings, etc.</p>	<ul style="list-style-type: none"> Is the Main office located at the school entry and configured with a secure vestibule to the main corridor?

What root causes are being addressed?	What are the problems being disrupted?
<p>Outdoor learning spaces are beneficial to student engagement and learning. Spaces need to be partnered with trained teachers to utilize and staff to maintain the spaces.</p>	<p>Marginalized students, their families and staff across AISD face barriers to learning environments that support their emotional resiliency, mental health, and psychological safety.</p>
<p>This is a building code requirement, older facilities should be corrected to meet these minimum standards.</p>	
<p>Provide students alternative spaces to process their emotions without being a disruption to other students</p>	
<p>Allows students to be less seen and stigmatized so they are more likely to use the service.</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Unspecified at time of documentation</p>	<p>Unspecified at time of documentation</p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD + Committee	Yes	Daily/Hourly	<i>Unspecified at time of documentation</i>

SAFETY, SECURITY & RESILIENCY

SSR-25 Physical Security Improvements

(combines 3 different strategies which were addressing multiple Problem Statements)

Combines original strategies 20, 22, 23; Provide retrofitting to existing campuses to meet current PDM Safety Standards: replace old cameras and provide new cameras where needed, provide blackout lockdown shades, provide intrusion resistant film, increase exterior lighting in parking and field areas, replace PA systems, provide voice evacuation and various color strobe fire alarm systems. Provide a wheelchair on all campuses for moving injured students and staff easily, and provide evacuation sleds/chairs at campuses as alternatives to elevators in an emergency at multi-story campuses.

Priority Rank: 3

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>These were items identified in multiple strategies addressing multiple Problem Statements. Includes retrofitting to existing campuses to meet current PDM Safety Standards: replace old cameras and provide new cameras to eliminate blind spots, provide blackout lockdown shades, provide an intrusion resistant film at building entry and classroom side windows, increase exterior lighting in parking and field areas, replace PA systems and provide total campus coverage, provide voice evacuation and various color strobe fire alarm systems. Provide a wheelchair on all campuses for moving injured students and staff easily, and provide evacuation sleds/chairs at campuses as alternatives to elevators in an emergency at multi-story campuses.</p>	<ul style="list-style-type: none"> • ESA 4.2 • ESA 4.4

What root causes are being addressed?	What are the problems being disrupted?
<p>Ideally storage of resources would be distributed across the district and have alternative power abilities for maximum flexibility when an event happens.</p> <p>providing sustainable redundancy for power and provide a potential income stream when power consumption is low.</p> <p>Increase effective communication to parents and community, to be more accessible and welcoming</p>	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.</p>



What root causes are being addressed?	What are the problems being disrupted?
easily accessible by the community, resources to assist the community when needed or be a place resources from other groups can be distributed. Needs redundant systems (power, water, etc)	
Serve the community in times of need. Easily accessible by the community, resources to assist the community when needed or be a place resources from other groups can be distributed. Needs redundant systems (power, water, etc). Provide basic needs to community members	
provide a sustainable use of property, when not functioning as a school	
Many campuses are not retroactively improved as new district standards are implemented. Bond funds can provide these features to existing campuses. Reduces maintenance costs and repairs.	
Serve the community on a more regular and as needed basis for those underserved communities. Provides easily access to the community and supports efforts which already happen at some campuses. Bond funds can provide these spaces to new and existing campuses.	
Serve the community in times of need. Easily accessible by the community, resources to assist the community when needed or be a place resources from other groups can be distributed. Needs redundant systems (power, water, etc). Provide basic needs to community members	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee + AISD	Yes	Daily/Monthly	<i>Unspecified at time of documentation</i>



SAFETY, SECURITY & RESILIENCY

SSR-6 Outdoor Spaces

Provide outdoor restorative (SEL focused) spaces for campuses that do not have outdoor spaces with adequate shade to function for the campus.

Priority Rank: 4

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Provide outdoor restorative/SEL spaces for campuses that do not have outdoor spaces with shade to align with current EdSpec. Strongly recommend SEL supportive features be included in all projects to support student SEL needs (Nature Trail, Sensory Garden, etc.). Responses to ESA 2.3 appear to be 0 or not responded to. Where possible, use Canopy Data from Urban Forestry Data / Service Center to guide needs for each campus along with ESA comments requesting shade.. ADD LIST OF SEL FEATURES FROM EDSPEC Relates to Facilities Committee FAC-PS4.S1: Outdoor Spaces, however SSR is prioritizing restorative features and not strictly instructional spaces.</p>	<ul style="list-style-type: none"> • ESA 2.1 • ESA 2.3

What root causes are being addressed?	What are the problems being disrupted?
<p>Campus communication is critical on a daily basis, but especially in the event of an emergency on the campus. Having the most current and functioning systems is a key part of this.</p>	<p>Students and staff across the district are impacted by a lack of standardized and consistently implemented safety protocols, operational safety, and security features and plans.</p>
<p>consolidated/combined with a strategy above</p>	
<p>Perimeter fencing controls access to the campus and deters people from walking through the campus. Guides visitors to the building entry. Also helps contain students in the desired areas and deters them from walking off campus easily.</p>	
<p>At least 1 building in the district is 2-story and does not have an elevator, having these safety items at a campus allows to safely exit a building and move around the campus in the event of an injury.</p>	



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD + Student + Committee	Yes	Hourly / Weekly	<i>Unspecified at time of documentation</i>



SAFETY, SECURITY & RESILIENCY

SSR-1, 4, 8 Counseling and Restorative Spaces

(1) Provide space on campuses for people to sit and offer restorative support to students and staff. (Not all campuses have these spaces or have small spaces for counselors); (4) Provide cool-down/wellness spaces of different scales and varieties so students can relax, calm down, process feelings and limit conflict. Not all campuses have spaces for this; (8) Provide these spaces and/or craft outdoor spaces to support students and staff restorative practices, need to keep confidentiality and privacy in consideration.

Priority Rank: 5

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • ESA 7.2 and 8.10 (ES) has very loose connection to the topic. (would like to see future ESAs questions about counselor and student emotional support spaces and if they are adequate for the purpose and how they are utilized. Also campuses with higher number of SPED for Students for Behaviour Support could be useful data set for this prioritization). • Primarily used Opportunity Index for ranking, as most campuses do not have these spaces and a lack of ESA data on the topic. Spaces should be provided or flexible to accommodate the use of the space by staff to talk with students and help de escalate issues. This <i>must</i> be partnered with staff training (Restorative Practices, Anti-bias, SEL, etc) and not use these spaces as an isolation space or for punishment. May be achieved with furniture and intentional classroom design to provide this. • Primary Category: High



Why it matters	Prioritization Metrics
	<p>Opportunity Category, Elementary School ESA responses to questions 7.2 and 8.10; Secondary Category: Moderate & Low Opportunity Category, Elementary School ESA responses to questions 7.2 and 8.10</p>

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Teachers & Staffing</p> <ul style="list-style-type: none"> A. Teacher turnover is high at many campuses, but underserved campuses see a higher than average teacher turnover and understaffing B. Not enough counselors, and student support staff on campuses to help identify needs and challenges before they escalate. C. Campus resources supporting students' needs are not universal and are not equitably distributed 	<p>Staff, students, and educators at secondary campuses and on buses are impacted by unaddressed disruptive behavior creating an unsafe learning environment.</p>
<p>2 - Buildings & Facilities</p> <p>B. There are not enough outdoor and other designed spaces which help students and staff feel physically and emotionally safe.</p>	
<p>3 - State Funding & Policies</p> <ul style="list-style-type: none"> A. State funding/policy is not adequate to support teachers and district staffing (mental health, SEL, etc). 	
<p>1 - Mental Health and Support</p> <ul style="list-style-type: none"> A. better communication (including multiple languages) to students of support services and 'safe places' for them to go and seek assistance. 	<p>Marginalized students, their families and staff across AISD face barriers to learning environments that support their emotional resiliency, mental health, and psychological safety.</p>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Do we have data on campuses with robust programs and how they compare to the district average for issues or referrals?	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD, Student, Committee	Yes	Daily	No

SAFETY, SECURITY & RESILIENCY

SSR-9 Discrete designated counselor spaces

Campuses needing renovations to achieve more discrete locations (so students are not seen and stigmatized for seeking help) or provide new/additional spaces for counselors.

Priority Rank: **6** Funding Allocation: **Undesignated**

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> ESA 7.2 and 8.10 (ES) has very loose connection to the topic. (would like to see future ESAs questions about counselor and student emotional support spaces and if they are adequate for the purpose and how they are utilized).

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Mental Health and Support</p> <p>A. better communication (including multiple languages) to students of support services and ‘safe places’ for them to go and seek assistance.</p> <p>C. There is a stigma for seeking mental health support; students get bullied or shamed. Campuses need more discreet locations for support services so students are not seen going to get support</p>	<p>Marginalized students, their families and staff across AISD face barriers to learning environments that support their emotional resiliency, mental health, and psychological safety.</p>
<p>3 - Teachers and Staffing</p> <p>A. Teachers do not have capacity to support students with needs; teachers are not supported and can not support others if they are not supported.</p>	



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD, Promising Practice	Yes	Daily	No



SAFETY, SECURITY & RESILIENCY

SSR-5 Card Key Access Control

Provide Access control at all commonly used exterior doors; Provide access that allow students from portables to buzz into the building so they don't get locked out.

Priority Rank: 7

Funding Allocation: Facility

Why it matters	Prioritization Metrics
Provide or improve access control on exterior doors and ensure all doors function properly and meet Safety and Security Standards related to Access Control.	<ul style="list-style-type: none"> Does the facility have key card access at all major entries?

What root causes are being addressed?	What are the problems being disrupted?
<p>Physical safety features are necessary to improve campus safety for our students and staff. Many campuses are not retroactively improved as new security features are added to the PDM or new facilities, Bond funds can provide these features to existing campuses by reducing blind-spots in a buildings, providing access control, secure vestibules, shades, etc. Provides the ability to be proactive and not reactive to situations.</p>	<p>Students, parents, and staff across the district are impacted by a lack of safe and secure buildings.</p>
<p>combined/consolidated with strategy directly above</p>	
<p>Physical safety features are necessary to improve campus safety for our students and staff. Many campuses are not retroactively improved as new security features are added to the PDM or new facilities, Bond funds can provide these features to existing campuses by reducing blind-spots in a buildings, providing access control, secure vestibules, shades, etc. Provides the ability to be proactive and not reactive to situations.</p>	
<p>Physical safety features are necessary to improve campus safety for our students and staff. Many campuses are not retroactively improved as new security features are added to the PDM or new facilities, Bond funds can provide these features to existing campuses by reducing blind-spots in a buildings, providing access control, secure vestibules, shades, etc. Provides the ability to be proactive and not reactive to situations. PA systems are vital communications tool for campuses. Replacing cameras and the infrastructure systems keeps the district current and systems functioning properly. Increased camera coverage and site lighting increases safety and deters crime on or around campuses.</p>	



What root causes are being addressed?	What are the problems being disrupted?
<p>Campuses should not plan for the occasional events which required large amounts of parking, but should have enough parking to support the daily use. Parking lots should be separate for staff and visitors. Safe routes from the parking areas to the building entry is important. Pick-up/Drop-off lanes should be off the city streets and function to protect pedestrians while keeping parents, buses and teachers all separate.</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee + AISD + Collab	Yes	Hourly / Daily	<i>Unspecified at time of documentation</i>



SAFETY, SECURITY & RESILIENCY

SSR-2 Maintenance of current physical security measures

Strategy Language: Maintenance of existing physical security measures on campuses such as fencing, cameras, access control, etc. to keep students and staff safe.

Priority Rank: 8 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • For replacement of end life equipment including: cameras, access control, motions detectors, security keypads, PA systems, Fire alarm devices and panels, fencing, mass notification software, etc. Project scope and list of campuses is similar to SSR-25 strategy. • ESA 4.2 and 4.4 • Used Opportunity Index and ESA Question 4.2 responses for rankings, additional site evaluations are needed for the referenced security items in the strategy (listed above). This strategy is needed at all campuses/facilities regardless of Opportunity Index. This is a minimum safety standard.

What root causes are being addressed?	What are the problems being disrupted?
<p>2 - Buildings & Facilities</p> <p>A. Campuses without secure vestibules or other physical security items - funds have not been prioritized to add security features.</p>	<p>Staff, students, and educators at secondary campuses and on buses are impacted by unaddressed disruptive behavior creating an unsafe learning environment.</p>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Best practices use secured vestibules for campuses, they control access to the building and add a layer of security.</p> <p>https://safespacebuildings.com/products/security-vestibules/</p>	<p><i>Unspecified at time of documentation</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD	Yes	Hourly	No



SAFETY, SECURITY & RESILIENCY

SSR-18 Upgraded fire alarm systems and panels

Strategy Language: Provide upgraded fire alarm systems with emergency voice evacuation system and mass notification. Redundant phone/network based system if alarm system is not available

Priority Rank: 9

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Life Safety Systems Department has information on existing systems in need of replacement.	<ul style="list-style-type: none"> FCA data does not address Fire Alarm Systems, consider adding assessment of these in the future

What root causes are being addressed?	What are the problems being disrupted?
combined/consolidated with PS above	AISD creates barriers to learning environments for Black students and staff that do not support their emotional resiliency, mental health, and psychological safety.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Student	No	<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>



SAFETY, SECURITY & RESILIENCY

SSR-16b New Building Standards (greater community resiliency & support)

Implement new building standards across the district to provide community support spaces (Food Pantry, Community Room, PSS Offices, etc). Funds to retrofit and implement the new building standards (Would like to see these and other community support spaces added to the PDM and included in future facilities, especially campuses in high SVI locations).

Priority Rank: 10 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> • ESA 3.3 (ESA 3.2 relates as well) • Provide community support spaces (Food Pantry, Community Room, PSS Offices, etc). Provide funds to retrofit and implement existing campuses (Would like to see these and other community support spaces added to the PDM and included in future facilities, especially campuses in high SVI locations). Relates to Facilities Committee FAC-PS2.S2: Provide Community Room/Partner Space. • Opportunity Index and ESA were combined to establish the prioritization. Preference was given to High Opportunity campuses

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - District and Systemic Resiliency Problems</p> <p>A. The communication of AISD’s definition of ‘resiliency’ varies by where you are in the district and what basic needs you have.</p> <p>B. Not enough translated materials being shared out - more languages are needed.</p> <p>C. More education on preparedness (personal, district, neighborhood) and more focus on the</p>	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.</p>



What root causes are being addressed?	What are the problems being disrupted?
<p>core reasons for resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem.</p> <p>D. The city's institutionalized racism and segregation creates different issues for different parts of the cities (flood zones, food deserts, etc) Infrastructure is not equitable and the city prioritizes higher income neighborhoods for infrastructure and resources leaving those with the fewest resources in the most vulnerable situations.</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee	Yes	Daily	No



SAFETY, SECURITY & RESILIENCY

SSR-16a New Building Standards (greater physical resiliency)

Implementing new building standards across the district to existing campuses to allow for greater resiliency, in the physical structure of our existing facilities.

Priority Rank: 11 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>Unspecified at time of documentation</p>	<ul style="list-style-type: none"> Find oppurtunities to update and improve existing buildings and facilities to allow them to be more functionable, extend their useful life through system improvements, and improve general resiliancey to district buildings (mechanical systems, window replacement, site drainage, etc). Understandably, not all updated systems will fit in existing buildings, nor is a retro fit always the correct solution, but make updates were it is appropriate. Relates to Facilities Committee FAC-PS6.S1: Building Systems and FAC-PS6.S2: Mission Critical Building Systems

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - District and Systemic Resiliency Problems</p> <ul style="list-style-type: none"> A. The communication of AISD’s definition of ‘resiliency’ varies by where you are in the district and what basic needs you have. B. Not enough translated materials being shared out - more languages are needed. C. More education on preparedness (personal, district, neighborhood) and more focus on the core reasons for resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem. 	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.</p>



What root causes are being addressed?	What are the problems being disrupted?
<p>D. The city's institutionalized racism and segregation creates different issues for different parts of the cities (flood zones, food deserts, etc) Infrastructure is not equitable and the city prioritizes higher income neighborhoods for infrastructure and resources leaving those with the fewest resources in the most vulnerable situations.</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation</i></p>	<p><i>Unspecified at time of documentation</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD	Yes	Monthly+	No



SAFETY, SECURITY & RESILIENCY

SSR-24 Provide more Parking stalls

SSR-24: Provide more parking stalls than code minimums if the number of staff and visitors is higher - ensure ADA/TAS stalls meet current code standards and safe access to building entry

Priority Rank: 12 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> • Use 2017 FCA Parking Counts and building staffing to determined imbalances and areas of need • Provide parking based on average daily use for a building or other reasonable stat that allows for regular users of the building to uses spaces. Parking for staff, students, and visitors should be separate. Balance parking needs with impervious pavement reduction needs. Relates to Facilities Committee FAC-PS8.S1 and TFSM Committee TFSM-5: Campus Site Circulation.

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Community</p> <p>D. Balance of security and parent accessibility</p>	<p>Students, parents, and staff across the district are impacted by a lack of safe and secure buildings.</p>
<p>2 - Buildings and Facilities</p> <p>A. Facilities are not adequate for accessibility for functional and access needs</p> <p>B. Many campuses do not have secure vestibules or other physical security items</p> <p>C. Appearance and physical integrity of facilities are not consistent across the district</p>	



What root causes are being addressed?	What are the problems being disrupted?
3 - AISD Policy A. More proactive maintenance security programs D. Existing facilities are not updated to current standards (no retro application)	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD	Yes	Daily	No



SAFETY, SECURITY & RESILIENCY

SSR-12 Communications Kiosk

Strategy Language: Communications kiosk equipped with computers for messaging and communications by visitors and staff

Priority Rank: 13

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
	<ul style="list-style-type: none"> • Campus Demographics (social economics, language, immigrant, etc), Technology use of hot spots when remote, Home Language Use, • Provide information and communications more easily and more effectively to a broader range of families and provide alternative ways for families to receive communications if they do not have internet access at home. Ensure all needed languages are supported. Could be as simple as a stationary iPad/Chromebook with power for student and family use. Ensure visual, hearing accessibility. Charging station for phones/tablets. Useful in emergencies to help relay information.

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - District and Systemic Resiliency Problems</p> <p>B. Not enough translated materials being shared out - more languages are needed.</p> <p>C. More education on preparedness (personal, district, neighborhood) and more focus on the core reasons for resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem.</p>	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.</p>



What root causes are being addressed?	What are the problems being disrupted?

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee	Yes	Daily	No



SAFETY, SECURITY & RESILIENCY

SSR-10a Climate-controlled storage facilities

Renovating or build new climate controlled and rodent/pest free storage facilities throughout the district and/or remodel a space inside a school to serve this purpose. FF&E to support these spaces

Priority Rank: 14 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • Opportunity Index, Emergency Management Office list of potential schools/facilities. (look at the geography and distribution of locations to high opportunity neighborhoods and serving high opportunity student groups) • Size could vary based on need and number of facilities created. Relates to decentralized storage redundancy and prioritizing temperature sensitive items (first aid supplies, water, etc).

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - District and Systemic Resiliency Problems</p> <p>A. The communication of AISD’s definition of ‘resiliency’ varies by where you are in the district and what basic needs you have.</p> <p>C. More education on preparedness (personal, district, neighborhood) and more focus on the core reasons for resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem</p>	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.</p>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	AISD	Yes	Monthly+	No



SAFETY, SECURITY & RESILIENCY

SSR-13, 17 Warming/Cooling Centers

Warming/Cooling Day Use Center(s) - acquire or use property on Austin energy essential grid with accessibility during a disaster (relevant to site selection) with Resilient power source (generator, solar + battery storage, etc.), public transit routes

Priority Rank: 15

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> • Opportunity Index, Emergency Management Office list of potential schools/facilities. (look at the geography and distribution of locations to high opportunity neighborhoods and serving high opportunity student groups), Campus Demographics (social economics, language, immigrant, etc) • Ensure accessible routes (CAPMETRO partnership, Safe Routes to Schools), amenities include: shaded outdoor areas with trees and/or canopies, food or water distribution, power connections, fresh water. The district has identified 57 potential locations which need to be evaluated for use as a warming/cooling center. Ideally walkable for residents of the area (potentially elementary schools as they are often in housing neighborhoods)

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - District and Systemic Resiliency Problems</p> <p>B. Not enough translated materials being shared out - more languages are needed.</p>	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-</p>



What root causes are being addressed?	What are the problems being disrupted?
<p>C. More education on preparedness (personal, district, neighborhood) and more focus on the core reasons for resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem.</p>	<p>term.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Unspecified at time of documentation</p>	<p>Unspecified at time of documentation</p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee	Yes	Monthly+	No



SAFETY, SECURITY & RESILIENCY

SSR-14 Supply distribution building

Food/water/supply distribution building with Exterior power outlets and charging stations/plugs and Exterior water spigots, spigots on the cisterns, shaded areas, etc. (what other items does this facility need in order to function?)

Priority Rank: 16

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • Opportunity Index, Emergency Management Office list of potential schools/facilities. (look at the geography and distribution of locations to high opportunity neighborhoods and serving high opportunity student groups), Campus Demographics (social economics, language, immigrant, etc) • Ensure accessible routes (CAPMETRO partnership, Safe Routes to Schools), amenities include: shaded outdoor areas with trees and/or canopies, food or water distribution, power connections, fresh water. The district has identified 57 potential locations which need to be evaluated for use as a warming/cooling center. Ideally ample parking and drive areas for staging and distribution into vehicles - likely middle or high schools.

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - District and Systemic Resiliency Problems B. Not enough translated materials being shared out - more languages are needed. C. More education on preparedness (personal, district, neighborhood) and more focus on the core reasons for</p>	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.</p>



What root causes are being addressed?	What are the problems being disrupted?
resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem.	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee	Yes	Monthly+	No

SAFETY, SECURITY & RESILIENCY

SSR-3 Monitoring/passive supervision

Provide monitoring/passive supervision in common areas and corridors. Provide new or re-design spaces for visibility between rooms (classroom to corridor, views down corridors, minimize blindspots, etc) or cameras.

Priority Rank: 17

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • Provide visibility to corridors for all secondary campuses with new sidelights/windows (also provide lockdown shades for these windows). Campuses with Collaboration, Small Group Rooms, etc outside of the classrooms should also have visibility to corridors and/or classrooms for passive supervision. (Current PDM requires these spaces, but they may exist at campus not recently renovated) • Opportunity Index

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Teachers & Staffing</p> <p>A. Teacher turnover is high at many campuses, but underserved campuses see a higher than average teacher turnover and understaffing</p> <p>B. Not enough counselors, and student support staff on campuses to help identify needs and challenges before they escalate.</p>	<p>Staff, students, and educators at secondary campuses and on buses are impacted by unaddressed disruptive behavior creating an unsafe learning environment.</p>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Student, committee	Yes	Hourly	No



SAFETY, SECURITY & RESILIENCY

SSR-15 Irrigation for community food production

Provide irrigation or irrigation tie-ins to support onsite food production partnerships managed by partners like Urban Roots and local farmers in need of land.

Priority Rank: 18 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p><i>Unspecified at time of documentation</i></p>	<ul style="list-style-type: none"> • Un-used property with green space? • Intended to take place at properties that are not in use or in-use with larger green spaces that could be used for 3rd parties / community groups separate from the student garden spaces. Idea being spaces could be utilized for something besides mowing (could be paired with portable removal at campuses as some have water already). Prioritize High Opportunity Campuses/Neighborhoods with food needs.

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - District and Systemic Resiliency Problems B. Not enough translated materials being shared out - more languages are needed. C. More education on preparedness (personal, district, neighborhood) and more focus on the core reasons for resiliency issues (not just the short term needs after an event) - be proactive to fix the real problem.</p>	<p>Underserved families and students within AISD are impacted by how AISD defines resiliency and how it impacts the district and students long-term.</p>



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee	Yes	Weekly	No



SAFETY, SECURITY & RESILIENCY

Operational Strategies

Operational Strategies were first developed in [committee specific workspaces](#), and later refined in collaborative sessions, through evaluation in the [Decision Making Framework](#), and finally in the [Goal Summary Sheets](#) during the Chief Collaboration Worksessions.



Technology

Problem Statements

Note: The Problem Statements below are organized to reflect the order in which they are discussed in the Goal Summary Sheets. The numbers (ex. PS-9) on the sheets do not reflect the order or priority of the final goals.

Problem Statements for Immediate Goals:

- [Standardized Communication, Training & Functioning Devices for Faculty/Staff](#)
- [Standardized Communication, Instructions & Functioning Devices for Parents/Caretakers](#)
- [Technology Use for Unique Needs, Recently Migrated & Unfamiliar](#)
- [Technology Supports for Changing Learning Environments](#)

Problem Statements for Near Future Goals:

- [Curricula Planning & Technology Integration](#)
- [Accessibility Software for SPED Needs](#)
- [Student Safety Software](#)

Problem Statements for Future Goals:

None

TECHNOLOGY

TECH PS-1a: Standardized Technology, Training, and Supports

Faculty & Staff that interface with technology are not effectively supplied with standardized communication, relevant training, consistently functioning hardware, & roll-out procedures to raise awareness of existing resources & forthcoming changes.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> “Aren't enough computer classes or families don't have a computer at home; this will help them help their kids.” “Sometimes parents get new phones and new emails and don't update in the system, so they don't get communication. They don't understand why they are not getting communication. This limits their communication capabilities.” “Student has an iPad, I wish there was more communication surrounding what the iPad is used for, where homework is, what apps are used for. At first, there was SeeSaw app for homework and then they switched to Dream Learning and other apps that I'm confused so I can know what homework is and where it is.” “Tutors, technology, etc. to support students and parents. More equitable distribution of technology across campuses. Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues. Better resources for who to contact with all the different issues that might come up. Currently calls get 'passed around' to a lot of people and don't get resolved. Impacts parents and PSS.” 	<p>AISD is working with PSS's to give basic training and support so they are more effective in the existing systems which will make it easier to reach out to families.</p> <p>Training videos in multiple languages, training for at-home learning.</p> <p>1-1 devices during remote learning was heavily used during COVID, but is still heavily used by disadvantaged families to be a portal to the digital world in many ways, such as job searching for parents.</p> <p>Teachers desperately need training & to have tasks taken off of their plate in order to be more successful.</p> <p>Concern over training, class sizes, & the way the district handles in-classroom support for teachers is the crux of successful learning technology.</p> <p>DRM's take a broken device and log it into the system - this is spotty because DRM role is an added responsibility and is usually a vice principal.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Lack of technology often results in students not being able to stay up to date with homework and assignments. Students with unique needs require access to up-to-date technology which can provide additional functionality for 	<p><i>Unspecified at time of documentation.</i></p>

Who is being harmed?	Is there evidence that indicates harm?
users.	

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of Funding

- A. Lack of funding overall to support the cost of technology from initial investments to base infrastructure to ongoing support and professional development
- B. Bottom line cost of technology from initial cost, infrastructure & support/education
- C. Program fidelity: lack of consideration of the total life cycle cost which goes beyond up-front device cost
- D. Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training

Root Cause 2 - Building & Infrastructure

- A. Lack of space for storage

Root Cause 3 - Lack of Standards & Inequity

- A. Creation and adherence to tech standards
- B. Consideration of mode of education given facility & required associated tech for proper support
- C. Tech varies by facility resulting in inequities

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Standardized Communication, Training & Functioning Devices for Faculty/Staff](#)

TECHNOLOGY

TECH PS-1b: Standardized Communication, Instructions and Functioning Devices for Parent/Caretakers

Parents, guardians & caretakers of AISD students are not effectively supplied with standardized communication, instructions for use, consistently functioning hardware, & expectations of pertinent software platforms & their role in the education process.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“Aren't enough computer classes or families don't have a computer at home; this will help them help their kids.”</p> <p>“Sometimes parents get new phones and new emails and don't update in the system, so they don't get communication. They don't understand why they are not getting communication. This limits their communication capabilities.”</p> <p>“Student has an iPad, I wish there was more communication surrounding what the iPad is used for, where homework is, what apps are used for. At first, there was SeeSaw app for homework and then they switched to Dream Learning and other apps that I'm confused so I can know what homework is and where it is.”</p> <p>“Tutors, technology, etc. to support students and parents. More equitable distribution of technology across campuses. Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues. Better resources for who to contact with all the different issues that might come up. Currently calls get 'passed around' to a lot of people and don't get resolved. Impacts parents and PSS.”</p>	<p>AISD is working with PSS's to give basic training and support so they are more effective in the existing systems which will make it easier to reach out to families.</p> <p>Training videos in multiple languages, training for at-home learning.</p> <p>1-1 devices during remote learning was heavily used during COVID, but is still heavily used by disadvantaged families to be a portal to the digital world in many ways, such as job searching for parents.</p> <p>Teachers desperately need training & to have tasks taken off of their plate in order to be more successful.</p> <p>Concern over training, class sizes, & the way the district handles in-classroom support for teachers is the crux of successful learning technology.</p> <p>DRM's take a broken device and log it into the system - this is spotty because DRM role is an added responsibility and is usually a vice principal.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation.</i></p>	<p>Training/Professional development contributes to teacher technology use in the classroom</p> <p><i>1. Technology Integration & Implementation And Project Based Learning (PBL) Survey Results</i></p>

Who is being harmed?	Is there evidence that indicates harm?
	<p>Study information: The survey was available to potential respondents for 2 weeks at the end of January. A total of 1,739 teachers and librarians responded; weighted samples based on proportional strata were used to examine all results.</p> <ul style="list-style-type: none"> • Roughly 20% of survey respondents felt that technology integration with students' learning was not necessary for the courses they currently teach. This usage implies that technology was viewed only as a mode for organization and planning rather than for instruction. • There were many requests from teachers for professional development activities to learn how to use podcasts and video production for student instruction.¹ • The most- preferred professional development format for learning additional technology skills was conference- style sessions, while Saturday trainings were least popular.¹ <p>Teachers report low level of competence in using technology-based activities for teaching</p> <ul style="list-style-type: none"> • Results indicate a low-level of integrated technology use for student learning and a low level of teacher competence in implementing technology-based learning activities.¹ • Only 27% of respondents presently use technology to integrate collaboration opportunities.¹

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of communication

- A. barriers for clear communication from District level communication to be disseminated to campus level
- B. staff & faculty who are expected to implement District Standards.
- C. Lack of communication regarding changing platforms, accessibility and user interface

Equity by Design Practice

What are the goals for recommendations made by the LRP?

Standardized Communication, Instructions & Functioning Devices for Parents/Caretakers

TECHNOLOGY

TECH PS-2: Technology Use for Unique Needs, Recently Migrated, and Unfamiliar

Individuals with unique needs, who have recently migrated to the US, or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>Committee developed this statement, PSS provided feedback to shape and reinforce the statement, district has observed that immigrant and refugee populations often need technology devices and support, often requires broad language options to support the possible native languages spoken, trying to get all students (regardless of grade level) all using similar devices to simply support to those families/individuals.</p> <p>05/31 discussion centered conversation around if the issue is a lack of functional technology used efficiently for its intended purpose, or rather if it is an issue of training / technical support to address issues or errors that occur during use. Conversation with PSS's, campus staff, etc. have informed this problem statement and the committee supports that it was created with diverse perspectives.</p> <p>"The big TV edu-stations take up too much space. I have to move them out of the way to use my white board. I'd like an alternative technology that doesn't get in the way so much."</p> <p>"Technology storage area/system." "Charging stations, somewhere to store students' devices."</p> <p>"No smart boards or interactive screens, especially mounted screens."</p>	<p>With 110K+ devices in consistent rotation a technology warehouse is crucial to AISD to support campuses sufficiently. Power considerations for both network closets, and student devices needs to be considered, as well as HVAC loads. Changing device plugs (usb-c, lightning, hdmi, etc.) needs to be planned for and accommodated in built infrastructure. Space for staff within district facilities is an issue, the option to WFH eases some of these concerns and issues. IT Staff will not likely be making house calls if at home learners have issues, so wireless support will be important.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Lack of technology often results in students not being able to stay up to date with homework and assignments. 05/31 - Students with unique needs require access up-to-date technology which can provide additional functionality for users. 	<ul style="list-style-type: none"> Public Austin ISD Family Technology Resources website for parents and caregivers in English and Spanish. Parent support is available for immediate needs and/or questions through Family Support phone line or submitting an online request. <p>Teachers indicate lack of equipment prevents them from teaching how they would like. 1. Technology Integration & Implementation And Project Based Learning (PBL) Survey Results Study information: The survey was available to potential respondents for 2 weeks at the end of January. A total of 1,739 teachers and librarians responded; weighted samples based on proportional strata were used to examine all results.</p> <ul style="list-style-type: none"> Teachers who indicated they did not use particular forms of digital hardware most commonly reported lack of devices as the predominant reason, more so than broken or outdated equipment, lack of comfort with them, or concerns about equipment safety. For example, approximately 70% of teachers reported using a presentation system during student instruction. Among the 30% who did not use a presentation system, lack of equipment and lack of need for one were the two most common reasons provided. ¹

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of Funding

- lack of funding overall to support the cost of technology from initial investments to base infrastructure to ongoing support and professional development
- Bottom line cost of technology from initial cost, infrastructure & support/education
- Program fidelity: lack of consideration of the total life cycle cost which goes beyond up-front device cost
- Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training

Root Cause 2 - Building & Infrastructure

- Lack of space for storage

Root Cause 3 - Lack of Standards & Inequity

- Creation and adherence to tech standards
- Consideration of mode of education given facility & required associated tech for proper support
- Tech varies by facility resulting in inequities

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Technology Use for Unique Needs, Recently Migrated & Unfamiliar](#)

TECHNOLOGY

TECH PS-3: Curricula Planning & Technology Integration

Campuses who are financially challenged or with overburdened personnel lack curricula planning to more effectively integrate evolving technologies to ensure that students have meaningful experience with the latest tools used in the modern world.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>Unspecified at time of documentation.</i></p>	<p>Committee believes this should be a theme, but specific data points were not discussed to be re-distributed from the original themes.</p> <p>Would like exposure to robotics classes, intro to programming, games (I.E. "Go" & other programming games).</p> <p>Understanding how the internet works, its infrastructure and from a social studies perspective.</p> <p>Missing opportunities for programming curriculum at younger ages.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation.</i></p>	<p>Technology-based programs can help at risk students succeed in school and post</p> <p>1. Pathways in Technology Early College High School Program Summary Report (2019–2020)</p> <p>Study information: Starting as early as 9th grade, Pathways in Technology (P-TECH) provides a 6-year, career-focused program that combines high school and college coursework with real-world work experience. This report includes findings regarding the demographic characteristics and academic outcomes of the students served by the program and provides general recommendations for future program implementation.</p> <p>2. Diversified Education Through Leadership, Technology, and Academics Credit Recovery Program Annual Report</p> <p>Study information: Diversified Education Through Leadership, Technology, and Academics (DELTA) is a dropout prevention and course credit recovery program. The majority of students were Hispanic (69%), economically disadvantaged (63%), and/or categorized as being at risk of dropping out of school (79%)</p>

Who is being harmed?	Is there evidence that indicates harm?
	<ul style="list-style-type: none"> ● In 2019–2020, 338 high school students participated in P-TECH (Pathways in Technology). The majority were Hispanic, economically disadvantaged, and/or classified as at risk of dropping out of school.¹ ● Regarding student retention, all students who attended P-TECH in the prior year re enrolled in the program in 2019–2020.¹ ● Regarding postsecondary outcomes, P-TECH campuses surpassed the TEA’s industry certification recommendations, and 97% of the P-TECH students graduated from high school.¹ ● DELTA (Diversified Education Through Leadership, Technology, and Academics) helped students at risk of dropping out, who participated, graduate at a rate of 79% through computer-based coursework.² ● A few of the graduating students were part of prior cohorts, indicating that DELTA helped students stay on track as well as recover credits to graduate.² <p>Students need access to the appropriate technology due to the benefit it has on their academic careers</p> <p><i>1. The Impact of Technology on Student Achievement</i></p> <p>Study information: A study conducted by Apple Inc. To see if technology impacted students and their outcomes in both grade and high school.</p> <ul style="list-style-type: none"> ● Students who have the opportunity to use technology to acquire and organize information show a higher level of comprehension and a greater likelihood of using what they learn later in their lives.¹ ● By giving students access to a broader range of resources and technologies, students can use a variety of communication media to express their ideas more clearly and powerfully.¹ ● Technology can decrease absenteeism, lower dropout rates, and motivate more students to continue on to college.¹ ● Students who regularly use technology take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-esteem.¹ <p>Technology courses are offered at the HS level through P-TECH, AP, and OnRamps</p> <p>Source: HS Academics Programming dataset 2021-2022 SY</p> <ul style="list-style-type: none"> ● There are four technology & computer science-related courses offered as part of the new HS P-TECH program (NOTE: P-TECH programs are available to students both in and outside of the district who want to enroll): <ul style="list-style-type: none"> ● Computer Science - Bowie High ● Coding & Computational Thinking - Bowie High ● Cybersecurity - Information Technology - Northeast Early College High ● IBM Partnership - User Experience & Design; Computer Programming - Navarro Early College High ● 4 High Schools/19 offer an OnRamps

Who is being harmed?	Is there evidence that indicates harm?
	<p>computer science course</p> <ul style="list-style-type: none"> ● There are two AP computer science classes offered at the high school level <ul style="list-style-type: none"> ○ AP Principles of Computer Science (3/19 high schools offer) ○ AP Computer Science A (7/19 High schools offer)

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Standardization

- A. Cyber Safety (such as policy, funding, training)
- B. District oversight & school adherence to developed tech standards
- C. Alignment of technology with district goals/requirements
- D. Lack of standardization creates barriers and inequities for all who interface with the District

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Curricula Planning & Technology Integration](#)

TECHNOLOGY

TECH PS-4a: Accessibility Software for SPED Needs

Students with unique accessibility needs at school facilities with SPED programming lack vetted & tested accessibility software.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	Mom to students who are deaf – technology is not consistently accessible for students with needs. Teachers & staff need to vet software & technology are ready for use for anyone with a disability & training on how to manipulate the software to support special needs use / engagement. Better control for what students have access to on Chromebook. Have heard of security concerns within the district for circumventing digital security. Removal of advertisements on student technology platforms. These are distractions & unwarranted in an educational environment.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Rapidity of Tech change

- A. constant change in technology coming to relevance
- B. budgetary timeline vs. tech timeline
- C. annual updates to device models & capabilities

Root Cause 2 - Rapidity of educational change

- A. Push for 1-1 standard

- B. Navigation of new remote educational model
- C. COVID changing how technology is used

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Accessibility Software for SPED Needs](#)

TECHNOLOGY

TECH PS-4b: Student Safety Software

AISD students lack vetted and tested safety software.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	Mom to students who are deaf – technology is not consistently accessible for students with needs. Teachers & staff need to vet software & technology are ready for use for anyone with a disability & training on how to manipulate the software to support special needs use / engagement. Better control for what students have access to on Chromebook. Have heard of security concerns within the district for circumventing digital security. Removal of advertisements on student technology platforms. These are distractions & unwarranted in an educational environment.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Rapidity of tech change

- A. constant change in technology coming to relevance
- B. budgetary timeline vs. tech timeline
- C. annual updates to device models & capabilities

Root Cause 2 - Rapidity of educational change

- A. Push for 1-1 standard
- B. Navigation of new remote educational model

C. COVID changing how technology is used

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Student Safety Software](#)

TECHNOLOGY

TECH PS-5: Technology Supports for Changing Learning Environments

Students in schools where faculty are needed to perform multiple, disparate roles lack training & resources to support current, purposeful technology to support the constantly changing learning environment.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>"Tech is great but the fact that it is faulty at times and have had so many technical issues and broken devices make it a challenge. Allison doesn't have as many virtual kids, so not many tech problems. Less this year than last. Librarians help with this if students forget chargers."</p> <p>"Nothing is not working; they are trying the best they can."</p> <p>"Daughter is receiving speech therapy and often has connection issues. They are unable to hear or see the teacher and that caused a delay in the student's learning. They wish there was an easier way to connect or just some help offered with tech issues."</p> <p>"Better technology support for online learners, most PSS not qualified to help. Let's Talk has slow response times for technology issues."</p> <p>"WiFi connectivity issues."</p> <p>"WiFi dead zones within in the building."</p> <p>"Printers/copiers - not enough and always malfunctioning."</p> <p>"Extra visitor computers/devices."</p>	<p>Deskside support group covers this scope. Servicing ipads, chromebooks, macs, etc. Dependent upon end users to submit a ticket through a ticketing software. Each tech supports around 5 campuses, circulating between. Answered based on priority/level of impact to user, also consider location.</p> <p>Measures have been implemented due to supply chain delays where a teacher can get a loaner device while their main device is being serviced, this is common for multi-day repairs. Students are also given loaner devices if off site repairs are needed. District is investigating ability to provide wireless services in families homes through CVRS. Open-spectrum cellular network is in pilot testing if they cannot afford wireless on their own.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Technology Supports for Changing Learning Environments](#)

TECHNOLOGY

Bond Strategies

The thought process behind Bond Strategies development is outlined on the following pages. Bond Strategies are listed in order of priority, as determined by the committee. Further detail is provided in the committee [Bond Strategy Recommendation](#) sheets.

1. [TECH-1 Undesignated Technology](#)
2. [TECH-1d Communications Infrastructure](#)
3. [TECH-1f SPED Tech](#)
4. [TECH-1i AV/PA Upgrades](#)
5. [TECH-1m Multi-Device Charging](#)
6. [TECH-1g CTE Tech](#)
7. [TECH-2 SaaS](#)
8. [TECH-3 Student Device SingleOS](#)

TECHNOLOGY

TECH-1 Undesignated Technology

Bond ask is to provide funding to address the technology gap identified in Problem Statement #2 in order to properly support the 8 of 12 technology items listed below that are not affiliated with specific campuses, but are undesignated strategies. The life cycle that supports each of these items is further described above.

1a) 1 to 1 devices & peripherals for students

1b) Devices for staff

1c) Classroom display technologies

1e) Costing Framework (Total cost of Ownership)

1h) Data Centers at campuses & remote locations - support & funding

1i) Hybrid Cloud technologies

1j) Room scheduling & space controls (lighting, HVAC, A/V, etc.)

1k) Network security requirements

1n) Peripherals & Accessories (extra chargers, headphones, charging strips, etc.)

Priority Rank: 1

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>Lack of technology often results in students not being able to stay up to date with homework and assignments. Students with unique needs require access to up-to-date technology which can provide additional functionality for users.</p>	<p><u>1a Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. Quantity of instructional spaces 2. Device age 3. Device condition 4. % of breakage/replacement for in warranty devices 5. % of breakage/replacement for out of warranty devices <p><u>1b Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. Instructional staff populations 2. Device age 3. Device condition 4. % of breakage/replacement for in warranty devices 5. % of breakage/replacement for out of warranty devices <p><u>1c Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. Quantity of instructional spaces 2. Device age 3. Device condition 4. % of breakage/replacement for in warranty devices 5. % of breakage/replacement for out of warranty devices

Why it matters	Prioritization Metrics
	<p><u>1e Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. Total cost to District to acquire "turn-key" devices. 2. Evaluation of total cost of ownership of previous devices/technologies. <p><u>1h Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. Device age 2. Device condition 3. Available upgrade features 4. Current feature set at location <p><u>1i Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. Traffic/transaction volume 2. Cost to provide service <p><u>1j Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. # of facilities which require BAS 2. # of spaces and / or equipment within necessary facilities which require BAS 3. Construction type of facility to install BAS & room/system scheduling. <p><u>1k Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. # of servers to support user devices 2. # of user devices <p><u>1n Data points to be gathered & evaluated:</u></p> <ol style="list-style-type: none"> 1. # of user devices 2. % of breakage/loss 3. % of BYOD

What root causes are being addressed?	What are the problems being disrupted?
<p>Root Cause 1 - Lack of Funding</p> <p>D. Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training</p>	<p>Individuals with unique needs and/or those who have recently migrated to the U.S. and are not familiar with current technologies, sometimes lack fully functioning technology used efficiently for its intended purpose.</p>
<p>Root Cause 2 - Building & Infrastructure</p> <p>A. Lack of space for storage</p>	
<p>Root Cause 3 - Lack of Standards & Inequity</p> <p>C. Tech varies by facility resulting in inequities</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation.</i>	<ul style="list-style-type: none"> Professional development & training to support new / updated technologies.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Hourly	No

TECHNOLOGY

TECH-1d Communications Infrastructure

Bond ask is to provide funding to address the technology gap identified in Problem Statement #2 in order to properly support the 1 of the 12 technology items listed below, the life cycle that supports each of these items is further described in the overall strategy above

1d) Communications infrastructure @ campuses (wired to support wifi & other)

Priority Rank: **2** Funding Allocation: **Undesignated**

Why it matters	Prioritization Metrics
Students with unique needs require access to up-to-date technology which can provide additional functionality for users.	<ul style="list-style-type: none"> Campus Specific portions of TECH-1 evaluated, Item d - Communications infrastructure at campuses

What root causes are being addressed?	What are the problems being disrupted?
Root Cause 1 - Lack of Funding E. Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training	Individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose.
Root Cause 2 - Building & Infrastructure B. Lack of space for storage	
Root Cause 3 - Lack of Standards & Inequity D. Tech varies by facility resulting in inequities	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Current metrics on usage of hot spots, blend software, service now tickets, # of EOL devices, etc. - Also needs an operational support piece for training and supporting people.	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Hourly	No

TECHNOLOGY

TECH-1f SPED Tech

Bond ask is to provide funding to address the technology gap identified in Problem Statement #2 in order to properly support the 1 of the 12 technology items listed below, the life cycle that supports each of these items is further described in the overall strategy above.

1f) SPED Assistive & Augmentative/ Alternative Communication Technology Improvements

Assistive Tech: Adapted Switches, Magnifiers, Adaptive Peripherals, Talking Devices, Braille Displays, Screen Reading Software, Reading Pen, Text-To-Speech Systems, Word Prediction Software, Electronic Resources/Books, Accessibility Options W/in Other Software, Tablets (W/ Communication Apps)

Augmentative / Alternative Communication Devices: Single Message Communicators, Sequential Message Communicators, Communication Books, Simple Speech Generating Devices, Dynamic Screen Devices, Eye Gaze Devices)

Priority Rank: 3 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Students with unique needs require access to up-to-date technology which can provide additional functionality for users.	<ul style="list-style-type: none"> Campus Specific portions of TECH-1 evaluated, Item f- SPED Technology Improvements

What root causes are being addressed?	What are the problems being disrupted?
Root Cause 1 - Lack of Funding F. Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training	Individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose.
Root Cause 2 - Building & Infrastructure C. Lack of space for storage	
Root Cause 3 - Lack of Standards & Inequity E. Tech varies by facility resulting in inequities	



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	No	<i>Unspecified at time of documentation.</i>	No

TECHNOLOGY

TECH-1i AV/PA Upgrades

Bond ask is to provide funding to address the technology gap identified in Problem Statement #2 in order to properly support the 1 of the 12 technology items listed below, the life cycle that supports each of these items is further described in the overall strategy above.

1i) Upgrade & standardize Audio Visual & Public Announcement systems for indoor & outdoor facilities (such as: gyms, cafeterias, theatres, outdoor sports venues etc.)

Priority Rank: 4 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Students with unique needs require access to up-to-date technology which can provide additional functionality for users.</p>	<ul style="list-style-type: none"> • ESA 14.4 - AV Tech for presentations (data point does not include exterior AV needs but undesignated funds should be available for these purposes) • Campus Specific portions of TECH-1 evaluated, Item I - Upgrade & Standardize Audio Visual & Public Announcement Systems for indoor & outdoor facilities.

What root causes are being addressed?	What are the problems being disrupted?
<p>Root Cause 1 - Lack of Funding G. Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training</p>	<p>Individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose.</p>
<p>Root Cause 2 - Building & Infrastructure D. Lack of space for storage</p>	
<p>Root Cause 3 - Lack of Standards & Inequity F. Tech varies by facility resulting in inequities</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation.</i></p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	No	<i>Unspecified at time of documentation.</i>	No

TECHNOLOGY

TECH-1m Multi-Device Charging

Bond ask is to provide funding to address the technology gap identified in Problem Statement #2 In order to properly support the 1 of the 12 technology items listed below, the life cycle that supports each of these items is further described in the overall strategy above.

1m) Multi-Device Charging Stations for Student Devices

Priority Rank: 5 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>Students with unique needs require access to up-to-date technology which can provide additional functionality for users.</p>	<ul style="list-style-type: none"> • <u>ESA Scores used to evaluate this strategy:</u> <ol style="list-style-type: none"> 1) TECH - Charging Locations 2) TECH - Power & Data Outlets <ul style="list-style-type: none"> • Campus Specific portions of TECH-1 evaluated, Item m - Portable charging stations for student devices , have generalized to call "peripherals" to encompass a broader variety of needs

What root causes are being addressed?	What are the problems being disrupted?
<p>Root Cause 1 - Lack of Funding</p> <p>H. Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training</p>	<p>Individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose.</p>
<p>Root Cause 2 - Building & Infrastructure</p> <p>E. Lack of space for storage</p>	
<p>Root Cause 3 - Lack of Standards & Inequity</p> <p>G. Tech varies by facility resulting in inequities</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation.</i></p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	No	Unspecified at time of documentation.	No

TECHNOLOGY

TECH-1g CTE Tech

Strategy Language: Bond ask is to provide funding to address the technology gap identified in Problem Statement #2 in order to properly support the 1 of the 12 technology items listed below, the life cycle that supports each of these items is further described in the overall strategy above.

1g) Tech to support CTE courses

(This may be funded through capital funding).

Priority Rank: 6 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Students with unique needs require access to up-to-date technology which can provide additional functionality for users.</p>	<ul style="list-style-type: none"> • Data point consists of AISD campuses who have requested updated CTE technology, sorted by Opportunity Category. • Campus Specific portions of TECH-1 evaluated, Item g - Tech to support CTE Courses • Yes = High & Moderate Opportunity Category Schools If Possible = Low Opportunity Category Schools

What root causes are being addressed?	What are the problems being disrupted?
<p>Root Cause 1 - Lack of Funding</p> <p>I. Funding which is appropriate to support tech upgrades & necessary ongoing maintenance/training</p>	<p>Individuals with unique needs, who have recently migrated to the U.S., or are not familiar with current technologies sometimes lack fully functioning technology used efficiently for its intended purpose.</p>
<p>Root Cause 2 - Building & Infrastructure</p> <p>F. Lack of space for storage</p>	
<p>Root Cause 3 - Lack of Standards & Inequity</p> <p>H. Tech varies by facility resulting in inequities</p>	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	No	<i>Unspecified at time of documentation.</i>	No

TECHNOLOGY

TECH-2 SaaS

Strategy Language: Modernize existing hardware & continue to invest in comprehensive software service providers & cloud technologies to host, maintain, support, enhance accessibility & allow the ability to to configure accessibility based on user needs of software as a service (SaaS). This modernization will allow AISD Technology staff to provide enhanced support for end users such as students, teachers & administrators. Additionally, third-party service providers will have 24/7 support for end-users & AISD to troubleshoot issues that arise. Ensure compatibility with existing systems & specialized programming including but not limited to CTE, VAPA & Athletics. Seek opportunities to expand access to the campus & overall community beyond the school walls.

Allows AISD technology staff to refocus time, resources & effort to support teachers & ultimately students instead of supporting critical issues with District-Wide technology infrastructure.

Priority Rank: 7 **Funding Allocation:** Undesignated

Why it matters	Prioritization Metrics
<p>Often new hires to the district at underserved campuses/communities are needing the most training and support (because they are new to the district), parents can not support their students if they do not know how to use devices, teachers lose teaching time assisting students with technology needs, some individuals and groups are hesitant to embrace new technology or think they will get in trouble if a device is broken or lost, lack of awareness or communication in the correct language of the family/community of training and support available to those that need it.</p>	<ul style="list-style-type: none"> <u>Data points to be gathered & evaluated:</u> <ol style="list-style-type: none"> Traffic/transaction volume Cost to provide service

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation.</i></p>	<p>Students in schools where faculty are needed to perform multiple, disparate roles lack training & resources to support current, purposeful technology to support the constantly changing learning environment</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation.</i></p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD & Committee	Yes	Hourly	No

TECHNOLOGY

TECH-3 Student Device SingleOS

Strategy Language: For “Everyone:1” student devices, utilize a single operating system (which has not been predetermined) for Pre-K - 12 to streamline back-end support, technical support, repair/warranties, professional learning, training resources for all & provide a seamless technology experience. Enhances the ability for AISD to implement new softwares via SaaS on a district-wide scale. Additional benefits in economies of scale / purchasing with a single OS. <operational BENEFIT> AISD Technology staff will regain bandwidth to better support students & staff on campuses. Singular OS also simplifies parental & caregiver access to AISD systems & information.

Priority Rank: 8 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>Often new hires to the district at underserved campuses/communities are needing the most training and support (because they are new to the district), parents can not support their students if they do not know how to use devices, teachers lose teaching time assisting students with technology needs, some individuals and groups are hesitant to embrace new technology or think they will get in trouble if a device is broken or lost, lack of awareness or communication in the correct language of the family/community of training and support available to those that need it.</p>	<ul style="list-style-type: none"> ● <u>Data points to be gathered & evaluated:</u> 1) # of service tickets 2) Multi-platform support needs 3) Staffing costs to support multiple platforms 4) Professional Development time

What root causes are being addressed?	What are the problems being disrupted?
<p><i>Unspecified at time of documentation.</i></p>	<p>Students in schools where faculty are needed to perform multiple, disparate roles lack training & resources to support current, purposeful technology to support the constantly changing learning environment</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p># of service tickets, multi-platform support needs, staffing costs to support multiple platforms, PD time. Eanes ISD utilizes a singular platform.</p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD & Committee	Yes	Hourly	Yes

TECHNOLOGY

Operational Strategies

Operational Strategies were first developed in [committee specific workspaces](#), and later refined in collaborative sessions, through evaluation in the [Decision Making Framework](#), and finally in the [Goal Summary Sheets](#) during the Chief Collaboration Worksessions.

Transportation, Food Services, & Maintenance

Problem Statements

Note: The Problem Statements below are organized to reflect the order in which they are discussed in the Goal Summary Sheets. The numbers (ex. PS-9) on the sheets do not reflect the order or priority of the final goals.

Problem Statements for Immediate Goals:

- [Time to Eat & Food Portions](#)
- [Food Deserts & Food Insecurity](#)
- [Maintenance Department Support](#)
- [Nelson Terminal](#)
- [AISD Transportation Service Center Working Spaces](#)

Problem Statements for Near Future Goals:

- [FCA Score of Average or Worse](#)
- [Appealing and Familiar Food Offerings](#)
- [Food Access and Support in Crisis](#)
- [Resource Donation](#)

Problem Statements for Future Goals:

None

Problem Statements incorporated into Shared Goals:

- [Food Service Support](#)
- [Safe Site Circulation](#)
- [Safely Getting to School](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-1: Time and Portions for Meals

All students at all AISD campuses lack sufficient time to eat and sufficient food portions for breakfast, lunch, and snack/dinner.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> We heard parents, students, community, staff, AND heard from our committee members about inequities and operational practices that exacerbate the issue “Students aren’t getting food fast enough for it to be warm to want to eat or food is to unfamiliar to eat” “Would appreciate an afternoon snack to help with that. Boys eat and drink a TON. I had 4 boys at one point going to school - that’s a lot of hungry boys to feed. Either don’t get enough or don’t eat at all because they don’t like what was served.” “Never enough food for them, they come home hungry and portions could be bigger. Choices are good but need more food. Some students eat very early and are hungry by the time they get home. Maybe a snack throughout the day although I know there are issues because of COVID.” “Still have a sign at the front of school for (food) pick up.” “Cafeterias are not empathetic spaces, lots of yelling commands.” 	<p>Because they receive federal funding via the Federal Policy National School Lunches Program, there are certain things that Food Services is held to:</p> <ul style="list-style-type: none"> Only breakfast and lunch can be served during the school day Snack and dinner can only be served (free of charge) after school Snacks provided during the day free of charge will not be reimbursed by federal funding There are specific windows of times for when lunch can be served <p>Lunch times and schedules are in Academics’s purview, based on the master schedule</p> <ul style="list-style-type: none"> Cafeteria sizes (facilities) can impact this based on capacity Availability of outdoor dining space and alternative furniture for a less-institutional environment is not equal across the board <p>Some kitchens have outdated/undersized kitchens, which results in more frozen ingredients and less flexible delivery schedules for lunch menus.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Mostly affects students who go through the line/ reliant on food services, which is largely students who are eco-dis and do not get food outside of school during the day 	<p>Food Services (Academic programming datasets for ES, MS, and HS (2021-2022 SY))</p> <ul style="list-style-type: none"> 41% of schools that were scored have a Food Services ESA score of Unsatisfactory, however no schools scored Very Unsatisfactory 52% of elementary/middle schools offer after school

Who is being harmed?	Is there evidence that indicates harm?
	<p>meals</p> <ul style="list-style-type: none"> • 51% of elementary/middle schools offer breakfast in the classroom • 38% of elementary/middle schools offer the snack program • Only 18 of 97 schools (19%) offer all three programs <p>The Amount of Time to Eat Lunch is Associated with Children’s Selection and Consumption of School Meal Entrée, Fruits, Vegetable, and Milk (Cohen, et al, 2016)</p> <ul style="list-style-type: none"> • Study across 6 elementary and middle schools in a low-income urban school district showed that healthy food choices, specifically fruit, were less likely to be selected if students had less than 20 minutes of seated time for their lunch period • Less than 20 minutes of seated time to eat caused students to consume less of their entrée and vegetables • When students eat food too fast, they can have an adverse gastro-intestinal response which decreases their perception of fullness after a meal, causing them to be feel hungry and be prone to overeating <p>City of Austin Food Insecurity Data (City of Austin, 2021)</p> <ul style="list-style-type: none"> • ~18%/+ Austinites experienced food insecurity in 2021 - over the national average • 11% of Black families in Austin/Travis County are food insecure and 9% of Latinx families are food insecure <p>Health and Academic Achievement (CDC, 2014)</p> <ul style="list-style-type: none"> • Evidence linking food quality and student outcomes - lack of adequate consumption of key food groups (fruit, vegetables) and specific nutrients, as well as insufficient food intake results in lower grades, increased absenteeism, and an inability to focus.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of Clear Policies

- A. There are no district, state, or federal policies or regulations around the time dedicated to eating (separate from time spent getting to/from the cafeteria or waiting in the lunch line).

Root Cause 2 - Campus-Specific Practices Vary Across District

- A. Campuses have autonomy to set lunch period lengths within their master schedules, resulting in varying lunch periods
- B. Cafeteria and serving lines also do not always align to campus enrollment needs.
- C. Inequitable access to lunch monitors since it’s volunteer-based

Root Cause 3 - Snack Policy



- A. Snacks cannot be provided during the school day due to policies for the federal program Austin ISD is enrolled in, relying on either families or teachers to provide mid-day snacks for students.
- B. Snacks would not be as necessary if students were able to eat all their food.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Time to Eat & Food Portions](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-2: Low FCA Facilities

Students, educators, and staff in facilities that have an FCA score of average or worse do not have safe, usable, and well-maintained facilities, equipment, and grounds.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“The interior of the school needs some updating, we have AC issues all the time. We need a more holistic approach to updates. The first day of school we had AC issues.”</p> <p>“The air conditioning is not reliable. Some spaces are too cold, others are too warm.”</p> <p>“Old and has many leaks (Kocurek) throughout the year. Ants invade and they get denied work orders (it becomes frustrating because it puts students' safety in jeopardy).”</p> <p>“Regarding facility, there needs to be more cleanup when it comes to the parks. Too many masks, bottles of water and tissues left out and it is dirty.”</p> <p>“Bathroom locks get stuck - kids get locked in, a lot of them lack privacy.”</p> <p>“Improvement of the track (water fountains, lights, shaded areas).”</p> <p>“I like that there are sports. The water thing doesn't work, but there is access to water.”</p> <p>“Navigating restrooms was a challenge with TikTok. That it was big, but that is mostly due to the transition.”</p> <p>“The district has locked the bathrooms due to a TikTok trend with bathrooms.”</p>	<p>Custodial maintenance needs better equipment for housekeeping with an FTE reduction, each staff member is having to cover more SF).</p> <p>Many aging facilities have equipment and systems that are at a "replace not repair" place, meaning the Maintenance department is spending excess hours trying to keep things running, only for them to breakdown again.</p> <ul style="list-style-type: none"> ○ District has preventative maintenance scheduled for HVAC systems that we perform every year. But we have equipment that has exceeded its useful life so maintenance can only go so far. <p>Aging equipment means that parts can be expensive or hard to source, delaying Maintenance's ability to address campuses' needs due to a lack of supplies/equipment to perform tasks</p> <ul style="list-style-type: none"> ○ Cost of unique or outdated parts is also skyrocketing <p>District's current staffing policies for maintenance don't align with staffing ratios of other similar districts (consulted with Dallas ISD) For safety purposes, a lot of maintenance jobs require 2 staff, which means someone is pulled off of their regular maintenance duties to deal with issues that pop up (high urgency needs result in continuously delayed ongoing maintenance).</p> <p>Closed schools or facilities still need to be maintained, which take time from staff but don't contribute enrollment to support increasing staffing (Enrollment vs. infrastructure portfolio)</p> <p>When there are behavior-related issues/damages, campus leaders will ask Maintenance to hold off on repairs until the behaviors are addressed and resolved at the campus level.</p>



Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>Maintenance data source (Work Orders from 6-28-2018 to 8-21-2021)</p> <p><i>Timing of Orders</i></p> <ul style="list-style-type: none"> Over the past four years, there were 171,631 work orders submitted There were significantly more maintenance requests filed in 2019 (66.86K) than in 2018 (26.76K), 2020 (43.33K), or 2021 (34.68K). BUT note that data for 2018 and 2021 is for part of the school year. Over the past 4 years, the most work orders were submitted in August of 2019 (9.06K) There does not appear to be a trend in certain months or quarters being more typical for requests to be submitted. <p><i>Most Common Issues</i></p> <ul style="list-style-type: none"> The most common work order categories were: <ul style="list-style-type: none"> building operations (19% / 33K) HVAC – Air Conditioning (13% / 23K) Plumbing (11% / 19K) Integrated Pest Management (7% / 11K) Locksmith (7% / 11K) Life Safety Systems – Alarms (6% / 10.5K) Structural (6% / 10K) <p><i>Where were orders filed?</i></p> <ul style="list-style-type: none"> There were almost double the work orders filed at schools in high vulnerability neighborhoods than schools in any other neighborhood vulnerability category – <i>this shows that these facilities simply are experiencing more issues and degradations.</i> Completion of work orders was consistent across all vulnerability categories – <i>this tells me that even though work orders are getting completed at the same rate, the perception of maintenance issues / disrepair is higher because there are far more frequent issues that have to get reported.</i> While high schools were the biggest filers of work orders as individual facilities (9/10 top filling facilities were high schools), 50% of work orders were filed by elementary schools. the individual facilities that filed the most work orders were all high schools or the service center. This includes these locations in order: <ol style="list-style-type: none"> Service Center (6.3K) Bowie HS (5.2K) Navarro ECHS (4.9K) Akins HS (3.8K) Crockett ECHS (don't want to list this for all of them it takes forever) Northeast ECHS



Who is being harmed?	Is there evidence that indicates harm?
	<p>7. Travis HS 8. LBJ ECHS 9. Anderson High 10. McCallum High</p> <p><i>Work Order Completion</i></p> <ul style="list-style-type: none"> • The vast majority of work orders were completed (91%). • Only 2.5% of work orders were declined. The remaining orders were placed on hold, duplicates, deprecated, or partially completed. • There was a lower completion rate of work orders in 2021 compared to previous years: 79% compared to the four year avg of 90% - <i>this could be due to issues with maintenance staff retention and hiring as expressed in interviews.</i> <p><u>The Impact of School Infrastructure on Learning</u> (Barrett, Treves, Shmis, Ambasz, Ustinova, 2019)</p> <p>Age-appropriate learning spaces that offer flexible learning opportunities that pupils can adapt and personalize are shown to positively affect academic outcomes.</p> <ul style="list-style-type: none"> • 16% variation in student outcomes and progress in reading, writing, and mathematics was attributed to the physical learning environment. • Connections between learning spaces that are easy to navigate and that may provide additional learning opportunities were shown to contribute to student outcomes.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Distrust from Past Practices

- A. Past inequitable practices in school maintenance and bond allocations have created distrust among historically underserved communities (have not seen change to believe that the system is not still biased/broken).

Root Cause 2 - Lack of Communication

- A. Lack of interdepartmental communication between Procurement, CMD, Maintenance, and other operations departments results in some repairs causing unintended issues in other areas, disrupting the proactive maintenance practices.
- B. Lack of transparency with community around how maintenance is funded/how needs are addressed/constraints

Root Cause 3 - Deferred Maintenance/ Funding Practices



- A. Lack of funding (reliance on bonds) for critical infrastructure replacement results in continuously deferred maintenance and “band aid” fixes for older campuses that have a high-volume and frequency of work orders at their buildings.
- B. If something breaks down again after being fixed, it breeds distrust by occupants that it was actually fixed and not just marked off on paper.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[FCA Score of Average or Worse](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-3: Safe Ways to and From School

Students attending schools in high vulnerability neighborhoods may not have a consistent, reliable, and safe way to get to and from school.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>"Having a hard time getting a bus to pick up her children when they are out of the area and it's hard for her as a single parent to get them to and from school."</p> <p>"Funding is tied to attendance so we need to invest money in transportation so our students can get to school."</p> <p>"Have had issues. Bus was waking people up. Busses are unreliable / not always on time. But this year, a better driver and less issues. Why do people have to add both kids separately? Sign up process for school bus could be easier."</p> <p>"There are kids in this neighborhood that bully a bunch of kids, specifically mine. The issue was they were supposed to ride the bus, but because those kids ride the bus. It's an everyday issue. Maybe - another bus... two buses? I don't know how that works. You don't have that many buses for one property. It was supposed to be the special bus that she was on, but it doesn't look special. I tried speaking with the bus coordinator; I left her a message but she never got back to me. She's a sibling, but it took a month to get back to add her sibling to ride with her sister. CS - offers to contact transportation for parent. Parent agrees."</p> <p>"They take the bus. Driver could show more empathy. Driver has made derogatory comments towards her student."</p> <p>"My kids are special education, so I transferred my daughter. Right now I have kids in two different elementary schools - Widen and Houston. My son was able to ride the SPED bus, but not my daughter. Causes problem because one rides a bus, and the other doesn't and causes insanity."</p> <p>"There is a bus stop just down the street, used heavily by students. Concerns about safety - can the bus stop be moved closer?"</p> <p>"The city bus is right there, right by dollar tree, have to walk all the way down there to catch it. My son is only in 7th grade and goes by himself. Too dangerous these days."</p> <p>"I would like to see more security around the school. We need sidewalks. The route to school isn't safe, I know that's not something the school controls but it affects our kids. The traffic is really dangerous. We need the area to be better monitored and beautified."</p> <p>"Children shouldn't have to suffer for living less than 2 miles, many parents work and are not willing to let their children walk on Slaughter. It is dangerous so they miss out in school."</p>	<p>2+ Mi or Hazardous Routes rules are TEA policies that are board approved and funded by State</p> <ul style="list-style-type: none"> ○ Shifted policy (by board approval) for 14 ES and 10 secondary schools that were identified as under enrolled and underserved. ○ Collaboration with AISD PD to support bus service for hazardous neighborhoods. ○ Any routes not under the 2+ mi or Hazardous Routes policy do not get state funding from TEA. <p>Austin ISD did not drop any routes for bus service (not true of neighboring districts) despite experiencing driver staffing shortages.</p> <ul style="list-style-type: none"> ○ Due to lack of competitiveness with private businesses and surrounding districts. ○ Good benefits, lots of overtime. ○ National staffing shortage. <p>SPED Bus Service is dependent on IEPs at the beginning of the year, which results in lag time for sibling SPED bus service, since it's dependent on availability after all SPED students are first accounted for.</p> <p>Transfer student bus service is not feasible given the number of required routes and students in need per the community campus model.</p> <ul style="list-style-type: none"> ○ Transfer students are encouraged to catch the nearest bus to them that goes to their school (meet halfway). <p>Buses are limited to where they can go in apartment complexes based on turn radiuses and coordination with apartment managers.</p> <p>Hazardous Routes Policy: Any time a hazardous route is identified based on construction, neighborhood safety, lack of line of site, district will evaluate and immediately provide routes/stops/bus service.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>(2021-2022 Transportation Data)</p> <ul style="list-style-type: none"> Overall, the district consists of 49% students who are eligible for district transportation, 31% "walkers" (students who live within 2 mi of a school and do not qualify for transportation), and 20% transfers who do are not eligible for district transportation. <p>Top Walker Schools 41 of 110 schools have majority walkers, including four schools that have 85% walkers or more.</p> <ul style="list-style-type: none"> Cook ES - 93% walkers Padron ES - 92% walkers Navarro HS - 88% walkers Pickle ES - 86% walkers Woolridge ES - 85% walkers <p>There is one single school where no students are walkers - Menchaca ES.</p> <p>Danger on the Way to School: Exposure to Violent Crime, Public Transportation, and Absenteeism (Burdick-Will et al, 2019)</p> <ul style="list-style-type: none"> A study tracking student attendance and access to transportation for 4200 students in an urban public school district. The study compared student routes with the city's incident-level crime data to determine neighborhood safety. Students whose estimated routes to school require walking along streets with higher violent crime rates have higher rates of absenteeism throughout the year. Absenteeism is NOT associated with exposure to dangerous streets while riding on public transit OR exposure to petty crime.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Dated TEA Policies

- Blanket, outdated TEA policies from 1971 control funding for a portion of district's routes and services.
- Hazardous routes provision is partially reactive

Root Cause 2 - Limited access to Alternative routes/resources



- A. Language barrier and tech access limits access for refugee, immigrant, emerging bilingual and transient/houseless families
- B. Families that work, or are without cars, or otherwise economically disadvantaged are not able to match their schedules to the schools

Root Cause 3 - Insufficient infrastructure

- A. Physical campus and surrounding neighborhood lacks infrastructure or support for alternative routes (no sidewalks, no safe bike paths, lack of sidewalk to front door access, etc.) - 2 mi policy does not always work
- B. Many campus sites are outdated and don't reflect the different methods of getting to school (bus lanes, car lanes, etc)

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Safely Getting to School](#)

TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-4: Food Insecurity

Economically disadvantaged families living in food deserts in Austin are suffering from food insecurity.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>"A lot of diversity in student body, most important thing for a child right now is food access." "It is difficult to get families to engage; families have a lack of access to healthy food."</p>	<p>AISD funding is through child nutrition/federal reimbursement, if adults/parents are fed, it's not reimbursed/out of pocket; ¼ families in Austin is food insecure; lots of partnerships and waivers to work to provide caregiver meals with the city; partnerships with local restaurants during covid for caregiver meals (use of Pandemic Relief Fund)</p> <ul style="list-style-type: none"> ○ Austin has many food deserts (there are studies on lack of access to an actual grocery store in many Austin neighborhoods) <p>Food Services worked with PSS's years ago to form a partnership with CTXFB to stock campus food pantries - these are now fully operated by PSS's. AISD Food Service is regularly in conversation with nonprofits and other organizations in a city-wide Food Access call to expand access to healthy food for all communities. Food Services is looking working on resiliency efforts to provide food for students and caregivers during holidays since those are gaps in food access for food-insecure families.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation.</i></p>	<p>Austin Food Access Report (Center for Sustainable Design, 2015)</p> <ul style="list-style-type: none"> ● 60-82% of vulnerable families in Austin lack access to good food (supermarkets, farmers markets) ● In particular, households without a vehicle (classified in this study as vulnerable) had more ready access to bad foods (convenience stores, fast food) than healthy food options <p>Household Food insecurity and early childhood development: Longitudinal evidence from Ghana</p>

Who is being harmed?	Is there evidence that indicates harm?
	<p>(Aurino, Wolf, Tsinigo, 2020)</p> <ul style="list-style-type: none"> • Study over the course of multiple years showed that household food insecurity during pre-school and early elementary years is associated with lower child development outcomes in areas of academics (literacy and numeracy), cognition (short-term memory), and psycho-social health (social-emotional skills and self-regulation).

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - City resources/ Food infrastructure

- A. Many of the underserved communities live in food deserts (lack access to purchasing fresh or healthy foods)
- B. City development/ planning hasn't adequately responded to the known food desert challenge, especially for underserved communities (part of why are underserved)

Root Cause 2 - Family capacity to prepare food

- A. Some families are working multiple jobs and unable to prepare food or procure food for kids who are at home
- B. Some students are homeless/ foster/ transient / lack a stable food access
- C. Not all students have access to food on weekends or during breaks

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Food Deserts & Food Insecurity](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-5: Appeal of Food Offerings

Students who rely on AISD Food Services for meals lack access to appealing and familiar food offerings.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>"Kids coming from hard situations may not eat food from school because of outside reasons either because of religious situations, fear, or other cultural reasons (allowing parents at lunch would help with this)."</p> <p>"My daughter, she barely eats. A lot of food has changed and is not fond of school lunches. My son takes lunch every day too, because not fond of school lunch."</p> <p>"My child is allergic to a lot of things so she can never eat hot food at school because of allergies. Could there be more options for kids with food allergies? She needs a packed lunch and I can only pack so much. At times I have to take off work to take her a warm lunch."</p> <p>"Food services could be better for breakfast time. Sometimes it is dry or the breading is coming off the meat. More food choices. Child is a diabetic."</p> <p>"Eats the school food, but does not like it, says it hurts his stomach and comes home hungry."</p>	<p>AISD has a dietician and chef on staff that plan the menus to be attractive, healthy, global, and meet the federal nutrition guidelines for federally funded food.</p> <p>When new menu items are developed, they're taste tested in campuses across the district (different community compositions) and by a variety of age groups to get student input before making menu changes.</p> <p>Refugee communities are offered the opportunity to test foods and practice moving through the serving line with translator support to acclimate to the food offerings and cafeteria operations.</p> <p>AISD Food Service's system does recognize that despite meals being free this year for ALL students, there is not an increase in the students eating food at AISD campuses (many families that used to access meals are packing lunches).</p> <ul style="list-style-type: none"> ○ Actively going into schools, principal coffees, etc, to engage with the community and understand why that's happening. <p>AISD has maintained it's practices around scratch cooking instead of pre-packaged food items</p> <p>Mission of food service dept: support achievement of all students by expanding food access, serving healthy tasty meals, and providing learning opportunities about nutrition, cultural food ways, and the food system</p>



Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	<p>Food Satisfaction (Family Learning Preference Survey - Interactive Report)</p> <ul style="list-style-type: none"> For the most underserved campuses identified, 81% of parents in 2020 and 86% of parents in 2021 were satisfied with the quality of food at their child's school Elementary families have self-reported as more satisfied with the quality of food at school than MS or HS parents

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Balance of Culturally Appropriate Food Offerings with Health Requirements

- A. Offerings are not culturally-appropriate for the students at that campus
- B. Lack of access to healthy/not packaged foods at home
- C. Health requirements limit how accurate/familiar culture offerings may be

Root Cause 2 - Access to Health Services (dietician, nurse, doctor)

- A. Some families lack access to health resources to know/understand a child's dietary needs/food allergies
- B. Some families may not know how to communicate their child's dietary restrictions

Root Cause 3 - Outdated food service/under planned multipurpose/dining spaces

- A. Lots of aging equipment and logistical hoops to be done by food service staff to help keep food safe and as warm as possible
- B. Campus kitchen and dining facilities don't meet the need or capacity of the schools (outdated equipment/resources, undersized kitchens, not enough lines to meet the needs).

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Appealing and Familiar Food Offerings](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-6: Crisis Food Access

Economically disadvantaged and underserved families in neighborhoods that become heavily impacted (may vary based on crisis) suffer from a lack of food access and support during crisis events.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>Unspecified at time of documentation.</i></p>	<p>Food Services Director is constantly in communication with Child Nutrition Network and other districts that have central kitchens that work to be a food hub during times of need</p> <p>The district doesn't currently have a central food kitchen and this would be a key resiliency element;</p> <ul style="list-style-type: none"> ○ This resource can be layered with quality and freshness; when folks ask for better quality, ingredients, flavor (We can bread our own chicken and make our things to meet the community needs, limited by the vendors that can be bought from per federal guidelines) ○ During Harvey and Uri, the district was a key partner in providing food, water, and services as a distribution partner. ● This facility can double as a learning space for students of all levels (student farm, CTE culinary space, field trips around food systems). ● Could supplement outdated equipment in some campuses for preparation of scratch-made foods.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p>Unspecified at time of documentation.</p>	<p>High Food Prices and the Global Financial Crisis Have Reduced Access to Nutritious Food and Worsened Nutritional Status and Health (Brinkman, Pee, Sanogo, Subran, Bloem, 2010)</p> <ul style="list-style-type: none"> • Crisis events result in increased food prices, which puts pressure on vulnerable and economically disadvantaged households • Young children, chronically ill, and socio-economically disadvantaged families are at the highest risk of reduced quality and quantity of food, resulting in chronic malnutrition

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - City resources/ infrastructure

- Many of the underserved communities live in food deserts (no walkable access to food/water during a crisis)
- City development/ planning hasn't adequately responded to the known food desert challenge, especially for underserved communities (part of why are underserved)
- Communities divested from are disproportionately impacted due to failing/insufficient infrastructure (water, power)
- Loss of power results in loss of access to information on resources

Root Cause 2 - High cost of living limits household preparedness

- Families experiencing poverty or underemployment are unable to afford resources to prepare for crises
- Many families don't have or can't afford cars needed to get to resources

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Food Access and Support in Crisis](#)

TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-7: Maintenance of Donated Resources

Students and educators at campuses that rely on donated resources do not have safe and satisfactorily maintained donated resources.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“The district encourages partners and volunteers to donate things, and Wooten had volunteers build a outdoor stage, but then the district does not help with the maintenance because it was donated.”</p>	<p>In 2013 or 2014, SOP was developed (Schoolyard Improvement Project) – principal is supposed to go through the SOP so that there’s no issues down the road, and the Maint. Dept is aware of the donation and needs; Maintenance department gets trained when new technology or resources are donated to campuses from partners (Ex: Partnership with City of Austin donated cisterns for stormwater management, Maint got training from the city and works to maintain those (sometimes they get disconnected)) When campuses accept donated items without coordinating with Maintenance and CMD, it causes a host of issues:</p> <ul style="list-style-type: none"> ○ Safety issue if District cannot ensure if things are wired or assembled by volunteers without professional oversight ○ Legality issues if new structures are not done with consideration of site run-off or impervious cover regulations ○ Environmental issues if site runoff and water are not considered during installation ○ Staffing issues due to an inability to anticipate ongoing maintenance needs associated with donated resources.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<p><i>Unspecified at time of documentation.</i></p>	<p><i>Unspecified at time of documentation.</i></p>



Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - No system of accountability

- A. Sometimes teachers and principals push the resource but don't follow the protocols
- B. There's a process - but not everyone knows to follow it

Root Cause 2 - Donors/communities lack information around the proper procedures

- A. Donated resources not coordinated with Facilities/ Maintenance have requirements that can't be maintained by the district or don't align to the standards/ regulations
- B. Community-installed spaces or resources are often a safety hazard for students
- C. Well intentioned parties don't know what the standards/ regulations the district has to follow

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Resource Donation](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-8: PD for Maintenance Staff

Maintenance department staff lack support to keep up with the maintenance challenges of newly installed equipment.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	<p>There are currently no pay scale ladders or career development pathways to encourage pursuit of certifications and licensure for ongoing skill development and retention of skilled tradespeople in all areas of the maintenance department.</p> <ul style="list-style-type: none"> ○ Lack of incentive ends up resulting in having to contract externally for servicing new or proprietary equipment <p>"Feels like running a school" - train technicians inside the school district and then they go outside to get paid more to other organizations/as private contractors</p> <p>Starting positions/offers are not competitive enough to fill those roles</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of time for training

- A. Regularly scheduled/ designated professional development days not yet incorporated into employee calendars
- B. there isn't designated time set aside with newly opened building over the first few years to get training on new equipment



Root Cause 2 - Training not coordinated with warranty

- A. Maintenance has not been involved in RFP process to date (practice is shifting)
- B. Training provided by vendors not reaching the depth to meet the needs of the department (too high level)
- C. Warranties limit who can repair equipment (helpful but not perfect)

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Maintenance Department Support](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-9a: Nelson Terminal

Nelson Terminal, which predominantly serves all routes north of the river, is undersized and insufficient for the employees that provide transportation services for students.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	Transportation has a list per facility of what it would take to get their facilities working (it's not about a pie in the sky dream) <ul style="list-style-type: none"> ○ On a daily basis, the lighting system is bad, and they have accidents (district is having to pay out workers comp) ○ Motorized doors for the bays (for technicians); great to get away from the manual chain driven door systems (would save time and energy, and reduce injury risk /injury abatement). ● District does an Audit with Homeland out of San Antonio to ensure that the transportation facilities are meeting safety and security recommendations so busses aren't being stolen, etc. ● Some facilities don't have the capacity to grow/expand to meet growing community needs. ● Nelson is a big discussion with Matias right now, and Seigert maintenance shop.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Reliance on bond funding

- A. Bond funding limits what can be purchase/ what needs can be resolved



Root Cause 2 - Nelson terminal is landlocked

- A. Some service centers are landlocked (no room to expand) and require costly solutions

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Nelson Terminal](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-9b: Transportation Service Centers

AISD Transportation Service Center employees lack safe, up-to-date, and efficient working spaces.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<i>Unspecified at time of documentation.</i>	Transportation has a list per facility of what it would take to get their facilities working (it's not about a pie in the sky dream) <ul style="list-style-type: none"> ○ On a daily basis, the lighting system is bad, and they have accidents (district is having to pay out workers comp) ○ Motorized doors for the bays (for technicians); great to get away from the manual chain driven door systems (would save time and energy, and reduce injury risk /injury abatement). ● District does an Audit with Homeland out of San Antonio to ensure that the transportation facilities are meeting safety and security recommendations so busses aren't being stolen, etc. ● Some facilities don't have the capacity to grow/expand to meet growing community needs. ● Nelson is a big discussion with Matias right now, and Seigert maintenance shop.

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<i>Unspecified at time of documentation.</i>	<i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Reliance on bond funding

- A. Funding for buses and improvements to the service centers is reliant on bond funding



- B. The need for new or safer buses (bus replacement plan) is an ongoing need, not static - not a one and done solve

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[AIISD Transportation Service Center Working Spaces](#)

TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

TFSM PS-10: Safe Campus Site Access

Staff, families, and students at campuses with insufficient or outdated site access are unable to arrive or leave school safely.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“Parents want to see more safety - traffic is terrible around the school at drop off and pick up; has tried to get the traffic evaluated - but there have not been any solutions yet.”</p> <p>“The drop off and pick up access situation is difficult; kids are being dropped off in the street. There is no driveway for parents to pull into to drop off or pick up their kids. Pick-up is worse than drop off.”</p> <p>“Parents need to listen and stay in their cars when they pick up the kids - the parents don't always follow the drop-off protocols, which causes congestion.”</p> <p>“Drop-off line is long in the morning (drop-off in the morning and take bus home in the afternoon).”</p> <p>“Hump and potholes when picking up the kid at Widen.”</p>	<p>In the past two bonds, Transportation have been at the table to ensure that bus loop, parent loop, and alternate routes are accounted for in design of new and renovated campuses.</p> <ul style="list-style-type: none"> ○ Separating bus loop from other traffic is a critical safety element but older campuses not designed for this and need improvements to resolve this. ○ Without separate loops, safety is reliant upon campus admin, staff, or SRO to direct traffic <p>Campus-level traffic direction is a campus-level staffing commitment, but it's usually not trained safety personnel, but teachers or admin.</p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Principles Lack resources to Improve Operations

- A. Logistics and dismissal practices vary by campuses (responds to specific site constraints)



- B. No designated/set expert to support the schools (anymore)
- C. Unclear communications for responsibility of safety signage and supplies for schools

Root Cause 2 - Site Location and Layout

- A. Separation of bus traffic and car traffic not implemented in all campuses (all new schools have it)
- B. Some campuses are located on/ exit onto high traffic roads (site circulation)
- C. Many neighborhoods lack safe bike routes or safe sidewalks
- D. Some campuses are in unsafe neighborhoods (impacts walkability) >> Hazardous Routes Policy

Root Cause 3 - Lots of stakeholder involved in implementing improvements

- A. AISD doesn't always have control over the immediate neighborhood surroundings
- B. Safe Routes, CoA, TXDoT, Austin ISD, Travis County, AISD PD, APD

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Safe Site Circulation](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

Bond Strategies

The thought process behind Bond Strategies development is outlined on the following pages. Bond Strategies are listed in order of priority, as determined by the committee. Further detail is provided in the committee [Bond Strategy Recommendation](#) sheets.

The Transportation, Food Services & Maintenance Committee additionally bucketed bond strategies into topical buckets and prioritized within the buckets:

Transportation

1. [TFSM-3 Bus Replacement Plan](#)
1. [TFSM-5 Campus Site Circulation](#)
2. [TFSM-2a All Bus Terminals Security](#)
3. [TFSM-1b Nelson Bus Terminal Rebuild](#)
4. [TFSM-2b Saegert Maintenance Replacement](#)
5. [TFSM-4 Circulation Solution Fund](#)

Food Services

1. [TFSM-10 Kitchen & Serving Equipment](#)
2. [TFSM-7 Dispersed Dining \(Secondary Campuses\)](#)
3. [TFSM-9 Community Pantry](#)
4. [TFSM-11 Modernized Regional Kitchen](#)
5. [TFSM-12 Repurposed Regional Kitchen](#)

Maintenance

1. [TFSM-13 Critical Infrastructure Replacement](#)



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | FOOD SERVICES

TFSM-10 Kitchen & Serving Equipment

Replace aging or obsolete food service equipment (steamers, hot boxes, ovens and serving lines), regardless of dining/kitchen rebuild.

Priority Rank: 1

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Aging equipment or undersized kitchens is one of the fundamental causes of the inability to produce appealing menu items in an appealing way, especially when equipment is expensive and hard to replace when not funded by a bond. This impacts every single meal (3x per day) served by AISD campuses.</p>	<ul style="list-style-type: none"> • Food Services Kitchen Equipment Replacement Inventory '22 (based on number of critical equipment that needs replacement), sorted by cohort and equipment type, then crossed against Opportunity Index to prioritize • Project Managers also identified campuses with equipment past end of life, regardless of Opportunity Index score

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Outdated Food Service/ Under Planned Multipurpose/Dining Spaces Lots of aging equipment and logistical hoops to be done by food service staff to help keep food safe and as warm as possible • Campus kitchen and dining facilities don't meet the needs or capacity of the schools (outdated equipment/resources, undersized kitchens, not enough lines to meet the needs). 	<p>Students who rely on AISD Food Services for meals lack access to appealing and familiar food offerings.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • This is a common sense solution to having the appropriate equipment to cook food as intended • In the last year, food has not been able to be served appropriately because of equipment has been damaged 	<ul style="list-style-type: none"> • There's also equipment where lack of appropriate systems is damaging/reducing usable life of equipment - need to align building infrastructure with food service equipment



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
by hard water if there's no proper filter and two steamers caught on fire due to age/failure	

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD & Committee	Yes	Multiple-Daily	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | FOOD SERVICES

TFSM-7 Dispersed Dining (Secondary Campuses)

Think of ways to serve students food in non-traditional ways/innovative ways to quickly get food to students. Grab and go food service via vending (unstaffed) or stations (staffed) for faster access or access to food outside of traditional meal times. Purchase equipment/plan for space accordingly.

Priority Rank:2

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>dispersed dining is an alternative solution where expanding undersized dining commons is not a viable option (for whatever reason)</p> <p>looking at FAR % because more students accessing FS means need for faster line</p>	<ul style="list-style-type: none"> Secondary campuses only Highschools are prioritized over middle schools

What root causes are being addressed?	What are the problems being disrupted?
<p>this is directly addressing deferred maintenance challenges already identified by the district (operational policies will address funding challenges); fixing EOL equipment in underserved communities will rebuild trust with communities and set us up for success for future generations (3A, 3B)</p> <p>nonbond elements around transparent practices addresses communication root causes (2B)</p> <ul style="list-style-type: none"> by focusing on underserved communities, we're working to rebuild/remedy the distrust from past inequitable or nontransparent practices (1A) 	<p>Students, educators, and staff in facilities that have an FCA score of average or worse do not have safe, usable, and well-maintained facilities, equipment, and grounds.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Unspecified at time of documentation.</p>	<p>Unspecified at time of documentation.</p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Committee + Student Collab	Yes	Hourly	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | FOOD SERVICES

TFSM-9 Community Pantry

Provide a campus-based food pantry in the community room/suite to facilitate distribution for food received by existing partners.

Priority Rank: 3

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>This strategy directly addresses supporting programs that combat food insecurity due to a lack of appropriate city infrastructure and affordability of foods for families who do not have the capacity to maintain regular or stable food access in their homes; this strategy makes that access easier and more secure for both the partners and the families utilizing these support programs</p>	<ul style="list-style-type: none"> • Opportunity Index • Food Deserts and Vulnerable Neighborhoods

What root causes are being addressed?	What are the problems being disrupted?
<p>City resources/ Food infrastructure</p> <ul style="list-style-type: none"> • Many of the underserved communities live in food deserts (lack access to purchasing fresh or healthy foods) • City development/ planning hasn't adequately responded to the known food desert challenge, especially for underserved communities (part of why are underserved) <p>Family capacity to prepare food</p> <ul style="list-style-type: none"> • Some students are homeless/ foster/ transient / lack a stable food access • Not all students have access to food on weekends or during breaks 	<p>Economically disadvantaged families living in food deserts in Austin are suffering from food insecurity.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Feeding America studies show school-based food pantries help mitigate food insecurities for students.</p>	<p>This only works for campuses that are receiving a community suite in the new bond.</p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Weekly	Yes

TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | FOOD SERVICES

TFSM-11 Modernized Regional Kitchen

Expand kitchen at modernization/new build campuses in vulnerable neighborhoods to include packaging equipment and cold storage for production and storage of unitized meals.

Priority Rank: 4 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>This strategy focuses efforts for crisis resiliency on communities that don't have walkable access to food/water in a crisis, but may have walkable access to schools. This focuses efforts on communities that have been divested from by CoA or AISD. Intent is to utilize school as a place for crisis prep for households that are unable to afford to stock up on resources in anticipation of a crisis event.</p>	<ul style="list-style-type: none"> Intent is to add to program of modernizations, not factor towards selection of modernizations

What root causes are being addressed?	What are the problems being disrupted?
<p>City resources/ infrastructure</p> <ul style="list-style-type: none"> Many of the underserved communities live in food deserts (no walkable access to food/water during a crisis) Communities divested from are disproportionately impacted due to failing/insufficient infrastructure (water, power) <p>High cost of living limits household preparedness</p> <ul style="list-style-type: none"> Families experiencing poverty or underemployment are unable to afford resources to prepare for crises 	<p>Economically disadvantaged and underserved families in neighborhoods that become heavily impacted (may vary based on crisis) suffer from a lack of food access and support during crisis events.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Discussion with food service directors across the nation:</p> <ul style="list-style-type: none"> Boulder has regional kitchens that supported communities during fires CA schools were serving families sheltering during fires 	<p><i>Unspecified at time of documentation</i></p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	<i>Unspecified at time of documentation</i>	AISD + Committee	Yes	Bi-annually	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | FOOD SERVICES

TFSM-12 Repurposed Regional Kitchen

Repurpose/reuse a closed school with a functioning kitchen, expand as needed, and make that a regional kitchen to support grab and go and after school food services as needed.

Renovate the space to serve other shared use purposes (parking for school buses, CTE/multipurpose spaces).

Priority Rank: 5

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<p>This strategy focuses efforts for crisis resiliency on communities that don't have walkable access to food/water in a crisis, but may have walkable access to schools. This focuses efforts on communities that have been divested from by CoA or AISD. Intent is to utilize school as a place for crisis prep for households that are unable to afford to stock up on resources in anticipation of a crisis event.</p>	<ul style="list-style-type: none"> FCA/kitchen equipment condition at closed schools up for repurposing

What root causes are being addressed?	What are the problems being disrupted?
<p>City resources/ infrastructure</p> <ul style="list-style-type: none"> Many of the underserved communities live in food deserts (no walkable access to food/water during a crisis) Communities divested from are disproportionately impacted due to failing/insufficient infrastructure (water, power) <p>High cost of living limits household preparedness</p> <ul style="list-style-type: none"> Families experiencing poverty or underemployment are unable to afford resources to prepare for crises 	<p>Economically disadvantaged and underserved families in neighborhoods that become heavily impacted (may vary based on crisis) suffer from a lack of food access and support during crisis events.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Discussion with food service directors across the nation:</p> <ul style="list-style-type: none"> Boulder has regional kitchens that supported communities during fires CA schools were serving families sheltering during fires 	<p><i>Unspecified at time of documentation</i></p>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	<i>Unspecified at time of documentation</i>	AISD + Committee	Yes	Bi-annually	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | TRANSPORTATION

TFSM-3 Bus Replacement Plan

Continue with the 12-year bus replacement plan (busses have a 12-15 year shelf life so missing one bond puts us back multiple years). Upgrade busses so AC, and lap-shoulder belts are provided on all busses

Priority Rank: 1*Automatic Prioritization*/ exempt

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Busses are an END OF LIFE/critical deficiency replacement plan; fulfilling this bond ask places AISD at 100% AC bus fleet by the end of the bond period	<ul style="list-style-type: none"> N/A

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Reliance on bond funding</p> <ul style="list-style-type: none"> A. Funding for buses and improvements to the service centers is reliant on bond funding B. The need for new or safer buses (bus replacement plan) is an ongoing need, not static - not a one and done solve 	<p>AISD Transportation bus terminals and vehicle service center maintenance shop lack safe, up-to-date, and efficient working spaces.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Unspecified at time of documentation	Unspecified at time of documentation

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	No	AISD,Committee, Student	Yes	Daily	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | TRANSPORTATION

TFSM-5 Campus Site Circulation

Redesign and construct pick up/drop off locations at schools with dangerous/unsafe site access.

- Do not build new school pick up/ drop off access on major roadways and separate parent and bus loops and their access points.
- Locate loops away from classrooms so that when parents idle in their cars 30 min before pickup, exhaust is not impacting student air quality in learning spaces.
- Alt strategy - expand visitor parking to support “parking lot pick up” where parents can park, wait in community room, and then exit once they’ve found their kid.
- Redesign site circulation so campuses have separate access points on different streets for bus and parent traffic.

Priority Rank: 1

Funding Allocation: Facility

Why it matters	Prioritization Metrics
Directly addresses site deficiencies, particularly at campuses that have not received necessary updates/retrofits to site layout.	<ul style="list-style-type: none"> • ESA 1.2 - Exterior Wayfinding • ESA 1.1 - Site Circulation;

What root causes are being addressed?	What are the problems being disrupted?
<p>2 - Site Location and Layout</p> <ul style="list-style-type: none"> A. Separation of bus traffic and car traffic not implemented in all campuses (all new schools have it) B. Some campuses are located on/ exit onto high traffic roads (site circulation) C. Many neighborhoods lack safe bike routes or safe sidewalks D. Some campuses are in unsafe neighborhoods (impacts walkability) >> Hazardous Routes Policy 	<p>Staff, families, and students at campuses with insufficient or outdated site access are unable to arrive or leave school safely.</p>
<p>3 - Lots of stakeholder involved in implementing improvements</p> <ul style="list-style-type: none"> A. AISD doesn't always have control over the immediate neighborhood surroundings 	



What root causes are being addressed?	What are the problems being disrupted?
B. Safe Routes, CoA, TXDoT, Austin ISD, Travis County, AISD PD, APD	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
2017 bond projects are a good example of how appropriately planned/coordinated site access makes drop off/pick up work better, regardless of how people are getting to school	Coordinate with CoA/comparable authorities bond to ensure that sidewalks, signage, etc are built around schools.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD, Committee	Yes	Daily	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | TRANSPORTATION

TFSM-2a All Bus Terminals Security

Upgrade security at all bus terminals:

-Provide secure fencing around Nelson and Saegert Terminal to meet Homeland standards for bus terminal security.

-Provide and upgrade security cameras at all terminals.

-Provide and upgrade site lighting and motion detectors.

Priority Rank: 2 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> FCA doesn't cover site security/fencing to meet Homeland Audit needs

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Reliance on bond funding</p> <p>A. Funding for buses and improvements to the service centers is reliant on bond funding</p>	<p>AISD Transportation bus terminals and vehicle service center maintenance shop lack safe, up-to-date, and efficient working spaces.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Homeland Audit</p>	<p>at the very least, replace all fencing at Saegert and Nelson terminals to meet critical security concerns (review southeast)</p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	No	AISD	Yes	Daily	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | TRANSPORTATION

TFSM-1b Nelson Bus Terminal Rebuild

Demolishing the existing Nelson Terminal and rebuild the terminal on-site as soon as possible.

(Ideally, we would rebuild Nelson Field + associated baseball facilities to work in conjunction with Bus Terminal to support student and community access, logistics and operations for both field and terminal, and transportation staff needs.)

Priority Rank: 3

Funding Allocation: Facility- Nelson Bus Terminal

Why it matters	Prioritization Metrics
This option can help impact the community around Nelson Terminal by investing in a community that feels they have not been invested in/cared for and thinking more critically about the complex as a whole instead of the terminal as a single, landlocked element.	<ul style="list-style-type: none"> Specific to Nelson Bus Terminal

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Reliance on bond funding</p> <p>A. Bond funding limits what can be purchase/ what needs can be resolved</p> <p>2 - Nelson terminal is landlocked</p> <p>A. Some service centers are landlocked (no room to expand) and require costly solutions</p>	Nelson Terminal, which predominantly serves all routes north of the river, is undersized and insufficient for the employees that provide transportation services for students.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> employee experience of the terminal that there is not enough space, not appropriate break and communal facilities; use of portables for supply spaces; terminal was built over 20 years ago and therefore hasn't been upsized to reflect increased routes and employees Do we have anecdotal evidence about experience of employees at Southeast or Saegert that shows it's more positive than at Nelson? 	<i>Unspecified at time of documentation</i>



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	Yes	Committee, AISD	Yes	Hourly	No



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | TRANSPORTATION

TFSM-2b Saegert Maintenance Replacement

Rebuild and relocate all-inclusive Maintenance Service Center (incorporate Parts and Tire Shops into the new building) on-site at Saegert Bus Terminal.

- Evaluate site environmental conditions prior to any re-paving or site improvements (replacing asphalt with concrete).
- Model new Service Center off of Southeast Terminal.

Priority Rank: 4 Funding Allocation: Facility- Saegert

Why it matters	Prioritization Metrics
Improves safety/experience of staff (less walking through active lots or walking from one end of terminal to another when working);	<ul style="list-style-type: none"> • FCA score of 16% • FCA doesn't cover site security/fencing to meet Homeland Audit needs

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Reliance on bond funding</p> <p>B. Funding for buses and improvements to the service centers is reliant on bond funding</p>	AISD Transportation Service Center employees lack safe, up-to-date, and efficient working spaces.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
FCA score of 16 tells us that if we don't rebuild it, we're pouring more money into something that fails	<i>Unspecified at time of documentation</i>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
No	No	AISD, Committee	Yes	Extra- Hourly	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | TRANSPORTATION

TFSM-4 Circulation Solution Fund

Include in bond funding a solution fund that can be used to address safe arrival, departure, and circulation while on campus on an as-needed basis:

- Painting, striping, signage as needed.
- - On-campus sidewalk or bike path signage/ improvements
- - Parking lot striping, drive symbols, speed bumps
- - Site fencing

**This strategy was combined with a Facilities committee strategy for bond allocation, FAC-13.

Priority Rank: 5

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Have heard from campuses (ex Travis high school that students/staff have gotten physically hit) about harm for students and staff managing these (impacts dismissal experience during inclement weather and extra hot days) - causes stress for staff and causes parents to behave hostilely from their stress and impact staff.	<ul style="list-style-type: none"> ● fund will be used to respond to maintenance work orders/reports about site circulation challenges/problems (signage, striping, sidewalks, etc)

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Principles Lack resources to Improve Operations B. No designated/set expert to support the schools (anymore) C. Unclear communications for responsibility of safety signage and supplies for schools</p>	<p>PS-10 in partnership with the designated employee/point person for implementing these solves using the proposed strategy, this makes a clearer, faster process that principals can understand and utilize to communicate and resolve safety concerns at their campus</p>
<p>2 - Site Location and Layout B. Some campuses are located on/ exit onto high traffic roads (site circulation)</p>	



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
2017 bond projects are a good example of how appropriately planned/coordinated site access makes drop off/pick up work better, regardless of how people are getting to school	<ul style="list-style-type: none"> Hiring a primary point of contact to coordinate internal and external support and implement the changes campuses need for improved site safety and circulation.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD + Committee	Yes	Daily	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE | MAINTENANCE

TFSM-13 Critical Infrastructure Replacement

Replace equipment at end of life, failing, or soon to fail to ensure student and staff health, safety, and welfare. Prioritize underserved communities and campuses with very low FCAs first.

Priority Rank: **1** Funding Allocation: Facility

Why it matters	Prioritization Metrics
<ul style="list-style-type: none"> AISD spent \$1.7mil on rentals in the last year 	<ul style="list-style-type: none"> critical infrastructure replacements at facilities with failed or Unsatisfactory/Very Unsatisfactory FCA scores for Mechanical, Electrical, and Plumbing systems

What root causes are being addressed?	What are the problems being disrupted?
<p>3 - Deferred Maintenance/ Funding Practices</p> <p>A. Lack of funding (reliance on bonds) for critical infrastructure replacement results in continuously deferred maintenance and “band aid” fixes for older campuses that have a high-volume and frequency of work orders at their buildings.</p> <p>B. If something breaks down again after being fixed, it breeds distrust by occupants that it was actually fixed and not just marked off on paper.</p>	<p>Students, educators, and staff in facilities that have an FCA score of average or worse do not have safe, usable, and well-maintained facilities, equipment, and grounds.</p>
<p>2 - Lack of Communication</p> <p>B. Lack of transparency with community around how maintenance is funded/how needs are addressed/constraints</p>	
<p>Root Cause 1 - Distrust from Past Practices</p> <p>A. Past inequitable practices in school maintenance and bond allocations have created distrust among historically underserved communities (have not seen change to believe that the system is not still biased/broken).</p>	



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>we have anecdotal/reverse evidence of the negative impact when</p>	<ul style="list-style-type: none"> • Provide increased collaboration between Maintenance and CMD to ensure the right equipment is purchased (not just cheapest, but most reliable/durable). • Ensure district procurement policy prioritizes work performance of units purchased - have a representative from maintenance approve final vendor selection/be part of the procurement process.

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	AISD, Committee, Student	Yes	Hourly	Yes



TRANSPORTATION, FOOD SERVICES, & MAINTENANCE

Operational Strategies

Operational Strategies were first developed in [committee specific workspaces](#), and later refined in collaborative sessions, through evaluation in the [Decision Making Framework](#), and finally in the [Goal Summary Sheets](#) during the Chief Collaboration Worksessions.

Visual & Performing Arts

Problem Statements

Note: The Problem Statements below are organized to reflect the order in which they are discussed in the Goal Summary Sheets. The numbers (ex. PS-9) on the sheets do not reflect the order or priority of the final goals.

Problem Statements for Immediate Goals:

- [Fine Arts Program Access & Resources](#)
- [Equitable Fine Arts Staffing Minimums](#)
- [Increased District-Level Fine Arts Administrators](#)

Problem Statements for Near Future Goals:

- [Safe, Maintained & Modernized Fine Arts Facilities](#)
- [Inclusive Fine Arts Programming for All Needs/Abilities](#)

Problem Statements for Future Goals:

- [Consistent Fine Arts Professional Development](#)

Problem Statements incorporated into Shared Goals:

- [Supplemental Funding for Equipment and Program Needs](#)

VISUAL & PERFORMING ARTS

VAPA PS-1: Access to VAPA Programming

Students who are historically underserved lack access to VAPA programming and opportunities.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<ul style="list-style-type: none"> ● Parents, Students, LRP Committee, AISD SME ● Not a shortage of diverse input on the problems. There has been input by VAPA parents including those from communities that are historically underserved and feedback from students who participate in the programs. ● Parental feedback both inside and outside of the LRP committee. ● “We need to feel a part of something. So, we started a play and choral performance a few years back. We used fog machines for the ghosts of Christmas, theater lights from a local partner, and we upped our game. It was a packed house. Including performing arts in that way really changes the community. Parents get excited. It's exciting! I had to turn parents away when making costumes. There were more parents wanting to make costumes than costumes to make.” ● “Second, more performing arts. It'd be nice to have what other schools have. We need options, options in addition to art, music, and PE. I'd love to see more theater, drama, and dance. These are the things that make kids excited to go to school.” ● “Pre-K & K don't currently have visual arts, but they should.” 	<p>Expectation that campus will fill gaps</p> <ul style="list-style-type: none"> ● Some campuses rely on community rather than district to provide VAPA ● Very little sharing of resources/extracurriculars between campuses to get more access <p>If programs aren't offered, students may not realize a talent or skill in a particular VAPA program</p> <ul style="list-style-type: none"> ● Sometimes it take a teacher being placed at a specific school for students to recognize a talent <p>After-school participation requirements can limit all students from participation in VAPA</p> <ul style="list-style-type: none"> ● Some students have to work after school <p>This is a systemic issue. Arts are critical to the value of the human experience. Systems don't acknowledge this need to ensure and appreciate soft skills that arts teach. They are quick to go because there aren't strict expectations around VAPA.</p> <p>Inconsistent course offerings from school to school, cohort to cohort</p> <ul style="list-style-type: none"> ● There is not a gold standard or set curriculum for pre-reqs at the high school level. Theater 1 could be very different than Theater 1 at a different school ● Some classes get filled with students who don't want to be there. <p>Competitive programs can limit access</p> <ul style="list-style-type: none"> ● If students don't have access early in their education to VAPA programming, then they are not able to partake in the programs in Middle/High due to the competitive nature of the programs. ● The competitive programs require after-school tutoring in order to participate. If you can't get free tutoring or have the means, you won't be able to participate

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Looking forward, we see a situation where VAPA across the district will be an underserved community and is deserving of further investment and strategic planning. 	<ul style="list-style-type: none"> Review choice sheets at each campus to ensure students on all MS & HS campuses can choose from all VAPA programs: Art, Band, Choir, Dance, Guitar, Orchestra, and Theater. <p>High School Arts Programs (HS Academics Dataset 2021-2022 SY)</p> <ul style="list-style-type: none"> There are 22 visual and performing arts-related classes offered in AISD high schools Guitar, band, dance, orchestra, and theater arts are the most commonly offered high school visual & performing arts programs 7 of the 18 AISD high schools do not offer AP arts / music courses One high school (Rosedale School) does not offer performing arts classes <p>ES/MS Arts Programs (ES/MS Academics Dataset 2021-2022 SY)</p> <ul style="list-style-type: none"> Every middle school offers fine arts 2/3 of elementary and middle schools offer the Creative Learning Initiative program <p>Campuses across the district are participating in the Creative Learning Initiative (2017–2018 Creative Learning Initiative: Sequential Fine Arts)</p> <ul style="list-style-type: none"> 94% of elementary and middle schools that fall in the "low" social vulnerability category for the District have Creative Learning Initiative offered 65% of elementary and middle schools in the "very high" social vulnerability category for the District have the Creative Learning Initiative offered 43 elementary and middle schools that have a high proportion of underserved students offer the Creative Learning Initiative, as compared to 21 schools with a lower proportion of underserved students. The majority of the elementary and middle schools with the highest % of ELL students do not have access to CLI. <p>Arts Facilities (AISD Educational Suitability Assessment, 2021)</p> <ul style="list-style-type: none"> 27% of schools have a Visual & Performing Arts ESA score of Unsatisfactory or worse (ESA 2021) There is no significant correlation between social vulnerability and Visual & Performing Arts ESA score, or proportion of underserved students and Visual & Performing Arts ESA score (ESA 2021) The Performing Arts Center has a very high facility condition score - it is in good condition (FCA 2021)

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Staffing

- A. Ratio of student/teachers
- B. No minimum staffing requirements

Root Cause 2 - Funding Issues

- A. Robinhood (recapture)
- B. Systemic disinvestment related to Title 1 campuses
- C. Lack of equipment
- D. Fair share fees

Root Cause 3 - Choice Drives Programming

- A. Admin/principals are given choice to bring to campuses
- B. Students aren't exposed to what all of the choices are so then they don't "vote" on the choice sheets
- C. Choice sheets are inconsistent so not all VAPA programs show up on every school's choice sheet

Root Cause 4 - Practices/Policies

- A. Double-blocking - academic and eliminates elective like VAPA; punitive
- B. In high school some teachers want their classes DB to increase learning on an instrument

Root Cause 5 - Transportation

- A. Punitive Lack of transportation after school to VAPA programs

Root Cause 6 - Facilities

- A. Not appropriate VAPA facilities/classrooms/stages for students with accessibility needs
- B. Capacity issue - if facility capacity is off, then not getting staff needed or the space needed for those things.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Fine Arts Program Access & Resources](#)

[Supplemental Funding for Equipment and Program Needs](#)

VISUAL & PERFORMING ARTS

VAPA PS-2a: VAPA Staffing

No VAPA staffing minimums (roles) disproportionately negatively affects students who are historically underserved. *(re: staffing minimums specific to fine arts. There are guidelines but no direction if you have to have a band director.)*

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>From Committee:</i></p> <p><u>Staffing done at school/principal level</u></p> <ul style="list-style-type: none"> ● No staffing formula for VAPA; loose guidelines and done campus by campus ● If students aren't aware of offerings, they won't know to select it ● Lack of guidelines allows the disparities among campuses to continue. Disparity keeps growing under the current approach, resulting in further inequities. ● General limitations with number of existing staff. <p><u>Teacher retention is a hinderance to advancing VAPA goals</u></p> <ul style="list-style-type: none"> ● Affects training ● Some are spread too thin as gen ed teachers and VAPA instructors because they have the skill ● Overworked hours, extra duties and lack of admin support 	<p><u>Professional development specific to VAPA is lacking</u></p> <ul style="list-style-type: none"> ● Relevant, modern and timely PD needed. Leverage the talent within the AISD district/department. ● There are specific safety courses and instructions for running theater/production on stages that teachers are not equipped with if they don't have the training ● Repeated many times <p><u>Growing programs poses a challenge to retention and program offerings</u></p> <ul style="list-style-type: none"> ● Usually use existing gen ed staff or different VAPA staff to start a program or plug a gap. Over time, this person is doing double duty ● Takes a lot of time to build a program and district resources/allocation don't recognize this ● Success of growth changes year to year depending on principal, teacher, admin ● Teachers can opt out of the middle school "contest" setting up disappointed students who were told they would compete and didn't. <p><u>Leadership needs to anticipate needs, communicate in a timely fashion and prioritize needs of the VAPA departments.</u></p> <p><u>Resources, stipends and leadership differ from school to school.</u></p> <ul style="list-style-type: none"> ● Some schools have multiple stipends for directors of programs ● Some schools get multiple directors for a program

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Looking forward, we see a situation where VAPA across the district will be an underserved community and is deserving of further investment and strategic planning. 	<ul style="list-style-type: none"> The VAPA team responds to requests from principles and teachers to offer suggestions for maximizing staffing while maintaining programs and access for all students

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Campus Autonomy

- A. Campus Autonomy over how FTE are distributed to programs
- B. VAPA does not have input on staff hired at campuses

Root Cause 2 - VAPA not prioritized by district

- A. De-emphasis on the importance of fine arts in education throughout all levels of the district
- B. Silo-ing of staff from campus to campus for professional development, staffing, support, etc.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Equitable Fine Arts Staffing Minimums](#)

VISUAL & PERFORMING ARTS

VAPA PS-2b: VAPA Professional Development

Lack of specific VAPA professional development negatively affects VAPA teachers and their programs.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>From Committee:</i></p> <p><u>Staffing done at school/principal level</u></p> <ul style="list-style-type: none"> ● No staffing formula for VAPA; loose guidelines and done campus by campus ● If students aren't aware of offerings, they won't know to select it ● Lack of guidelines allows the disparities among campuses to continue. Disparity keeps growing under the current approach, resulting in further inequities. ● General limitations with number of existing staff. <p><u>Teacher retention is a hinderance to advancing VAPA goals</u></p> <ul style="list-style-type: none"> ● Affects training ● Some are spread too thin as gen ed teachers and VAPA instructors because they have the skill ● Overworked hours, extra duties and lack of admin support 	<p><u>Professional development specific to VAPA is lacking</u></p> <ul style="list-style-type: none"> ● Relevant, modern and timely PD needed. Leverage the talent within the AISD district/department. ● There are specific safety courses and instructions for running theater/production on stages that teachers are not equipped with if they don't have the training ● Repeated many times <p><u>Growing programs poses a challenge to retention and program offerings</u></p> <ul style="list-style-type: none"> ● Usually use existing gen ed staff or different VAPA staff to start a program or plug a gap. Over time, this person is doing double duty ● Takes a lot of time to build a program and district resources/allocation don't recognize this ● Success of growth changes year to year depending on principal, teacher, admin ● Teachers can opt out of the middle school "contest" setting up disappointed students who were told they would compete and didn't. <p><u>Leadership needs to anticipate needs, communicate in a timely fashion and prioritize needs of the VAPA departments.</u></p> <p><u>Resources, stipends and leadership differ from school to school.</u></p> <ul style="list-style-type: none"> ● Some schools have multiple stipends for directors of programs ● Some schools get multiple directors for a program

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
Unspecified at time of documentation.	Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - PD Management

- A. Campus autonomy over how teachers' professional development is managed/allocated; currently no time allocated for departmental specific professional development

Root Cause 2 - VAPA not prioritized by district

- A. De-emphasis on the importance of fine arts in education throughout all levels of the district
- B. Silo-ing of staff from campus to campus for professional development, staffing, support, etc.

Root Cause 3 - No cross-campus collab within VAPA

- A. Not taking advantage of expertise at other campuses or within vertical

Root Cause 4 - Staff burnout/bandwidth

- A. No consistent PD for VAPA teachers
- B. Expert staff who need to do more with less
- C. Turnover

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Consistent Fine Arts Professional Development](#)

VISUAL & PERFORMING ARTS

VAPA PS-2c: Increased District-Level VAPA Administrators

Lack of district-level VAPA administrators negatively affects all VAPA programs..

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p><i>From Committee:</i></p> <p><u>Staffing done at school/principal level</u></p> <ul style="list-style-type: none"> ● No staffing formula for VAPA; loose guidelines and done campus by campus ● If students aren't aware of offerings, they won't know to select it ● Lack of guidelines allows the disparities among campuses to continue. Disparity keeps growing under the current approach, resulting in further inequities. ● General limitations with number of existing staff. <p><u>Teacher retention is a hinderance to advancing VAPA goals</u></p> <ul style="list-style-type: none"> ● Affects training ● Some are spread too thin as gen ed teachers and VAPA instructors because they have the skill ● Overworked hours, extra duties and lack of admin support 	<p><u>Professional development specific to VAPA is lacking</u></p> <ul style="list-style-type: none"> ● Relevant, modern and timely PD needed. Leverage the talent within the AISD district/department. ● There are specific safety courses and instructions for running theater/production on stages that teachers are not equipped with if they don't have the training ● Repeated many times <p><u>Growing programs poses a challenge to retention and program offerings</u></p> <ul style="list-style-type: none"> ● Usually use existing gen ed staff or different VAPA staff to start a program or plug a gap. Over time, this person is doing double duty ● Takes a lot of time to build a program and district resources/allocation don't recognize this ● Success of growth changes year to year depending on principal, teacher, admin ● Teachers can opt out of the middle school "contest" setting up disappointed students who were told they would compete and didn't. <p><u>Leadership needs to anticipate needs, communicate in a timely fashion and prioritize needs of the VAPA departments.</u></p> <p><u>Resources, stipends and leadership differ from school to school.</u></p> <ul style="list-style-type: none"> ● Some schools have multiple stipends for directors of programs ● Some schools get multiple directors for a program

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> Unspecified at time of documentation. 	<ul style="list-style-type: none"> Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Lack of advocacy for current staff and programs

- A. See teachers as a number
- B. Lack of ability to advocate within the system
- C. Not listening to teachers

Root Cause 2 - VAPA not prioritized by district

- A. De-emphasis on the importance of fine arts in education throughout all levels of the district
- B. Silo-ing of staff from campus to campus for professional development, staffing, support, etc.

Root Cause 3 - Structure of Dept. prevents full offering of programs at every campus

Root Cause 4 - Funding

- A. Not having someone specific for each VAPA discipline

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Increased District-Level Fine Arts Administrators](#)

VISUAL & PERFORMING ARTS

VAPA PS-3: VAPA Facilities

Lack of safe, maintained, and modernized VAPA facilities or no facility affects all students, staff, parents, and communities.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“Improve stage and sound system.”</p> <p>“Stage needs to be updated.”</p> <p>“Dance and creative arts spaces and resources are limited.”</p>	<p><u>Great disparity of facilities across district</u></p> <ul style="list-style-type: none"> • Some have fully functional LED systems to analog systems that require converter with lights that flicker on and off • Faculty have a variety of backgrounds/training and some schools have unbalanced expertise with equipment and safety of equipment. • Equipment and sets are old and unsafe • Safety is a concern for some facilities re: rigging • No training on fall protection or protocols for fastening the lighting grids. To have Professional Development for this, the campus would have to have the infrastructure for a safe clip in process. • Curtains are flammable • Power tools are needed at all campuses with a theater

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> • <i>Unspecified at time of documentation.</i> 	<ul style="list-style-type: none"> • <i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Current funding doesn't support maintenance of VAPA facilities on campus

- Budget continues to decrease year over year
- Not planning for future needs that are known in 10-15 years

C. Reactive, not proactive

Root Cause 2 - Administrative co-opting of space

- A. Deviating from standards and manuals
- B. Don't have proper facilities for programs to begin with (like dance floors)
- C. Deviations aren't run through VAPA dept.
- D. No common vision between campuses and leadership, left to individual campuses

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Safe, Maintained & Modernized Fine Arts Facilities](#)

VISUAL & PERFORMING ARTS

VAPA PS-4: District-level VAPA Administration

Lack of district-level VAPA administrators negatively affects all VAPA programs.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“customer service suffers when staff is overwhelmed - too much stress can keep them from even seeing who is entering building and offer to help”</p> <p>“harsh communication to a child that came late; harsh directions upon entry to school“</p> <p>“All of us staff were given duties beyond our primary role. It’s been a lot to handle. In addition to my role as Parent Support Specialist, I am also the technology device manager. I did clerk duties and was the Covid liaison for implementing protocol until recently.”</p> <p>“District-home base disconnect. VP is supposed to liaison those steps. So many layers to get over and needs a dedicated person to push this along. .”</p> <ul style="list-style-type: none"> • “Campus leadership can have a large impact on staffing and how things are handled. Some campuses handle the changes better than others and have more empathy for parent PSS. Poor management results in staff leaving and not being replaced.” <p>“parents leave school for others school because of this (poor customer service)-need empathy and excellent engagement, make them feel welcome”</p>	<p><u>If VAPA isn't encouraged at home, there will be little participation or desire at school.</u></p> <ul style="list-style-type: none"> • First gen college students don't see "art" as a viable career path • Performing arts are an entry point for making children more interested in school <p><u>Lack of culturally responsive teaching limits who participates and who is attracted to programs.</u></p> <p><u>Culture reflected in VAPA can determine students' level of interest and willingness to participate</u></p>

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> • <i>Unspecified at time of documentation.</i> 	<ul style="list-style-type: none"> • <i>Unspecified at time of documentation.</i>

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Unspecified at time of documentation.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Increased District-Level Fine Arts Administrators](#)

VISUAL & PERFORMING ARTS

VAPA PS-6: Inclusive VAPA Programming for all needs/abilities

Historically underserved learners of all needs and abilities lack access to inclusive VAPA programming.

Equity By Design Practice

Was this problem identified by or developed with diverse people and perspectives?

Interviews with caregivers of underserved students	Interviews with subject-matter experts supporting underserved students
<p>“Art, Music, PE: should pair up the students with another student in class to make them feel more welcome.”</p> <p>“Needs to be improved, wants to be introduced to more instruments (feels like music class has “baby stuff”). Would like music class to be more advanced.”</p>	<p><u>VAPA can be a refuge for students who struggle or have varying abilities</u></p> <ul style="list-style-type: none"> • Arts allow for different content communication inherently • Usually needs a critical mass before it becomes regularly programmed. This impacts sped students if there aren't enough staff/students for some to receive VAPA classes <p><u>Curriculum needs more organization across district</u></p> <ul style="list-style-type: none"> • There could be shared resources, disperse existing lessons/projects/productions • Fear of taking autonomy away from teachers, but there can be a framework

Equity by Design Practice

Does this problem predictably and systemically harm students and staff from underserved communities?

Who is being harmed?	Is there evidence that indicates harm?
<ul style="list-style-type: none"> • Unspecified at time of documentation. 	<ul style="list-style-type: none"> • Unspecified at time of documentation.

Equity by Design Practice

What root causes must be addressed for recommendations to actually work?

Root Cause 1 - Not every campus has full offering of VAPA

- A. Beginning level of courses not offered at every high school
- B. Continuity of program through vertical doesn't exist

Root Cause 2 - Staffing issues

- A. Can't have a staffing formula for everyone - one school looks different

- B. Want to offer core VAPA classes on every campus but don't have the numbers to make this work - under current staffing formulas
- C. teacher quality disproportionately affects Title 1 schools
- D. No role for VAPA dept in hiring at campuses

Root Cause 3 - Access- Financial

- A. Fair share fees
- B. Families lack means to get lessons and gets kids involved early and passionate about arts
- C. Issue of time - can't come before/can't stay after for rehearsals, lessons, etc.

Equity by Design Practice

What are the goals for recommendations made by the LRP?

[Inclusive Fine Arts Programming for All Needs/Abilities](#)

VISUAL & PERFORMING ARTS

Bond Strategies

The thought process behind Bond Strategies development is outlined on the following pages. Bond Strategies are listed in order of priority, as determined by the committee. Further detail is provided in the committee [Bond Strategy Recommendation](#) sheets.

1. [VAPA-5 Replace/ Update /Add Missing VAPA facilities](#)
2. [VAPA-3 ES Flex for 6th Grade VAPA Spaces](#)
3. [VAPA-6 Add/Update Performance Spaces](#)
4. [VAPA-1 Equipment, Tech and Instruments](#)
5. [VAPA-8 Climate Controlled Storage Spaces](#)
7. [VAPA-7 Upgrade Facilities Equipment \(rigging, lights, etc\)](#)
8. [VAPA-2 Uniforms and Costumes](#)
9. [VAPA-4 PD Tech](#)

VISUAL & PERFORMING ARTS

VAPA-5 Replace/ Update /Add Missing VAPA facilities

Replace, update, refresh, add, maintain missing/lacking facilities and components of existing facilities at each campus prioritizing underserved student groups including all items identified in the Ed Specs for VAPA spaces, flex spaces, gathering and storage.

Priority Rank: 1

Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>We want a comprehensive K-12 fine arts experience, meaning all schools have what they need on their campus. VAPA should not be an afterthought in portables. Currently, we don't think about classroom spaces logistically for storage space or choice space. We aren't building rooms for collaboration in our existing structures.</p>	<ul style="list-style-type: none"> • Average ESA Score for VAPA Spaces • High Opportunity School Sort Order

What root causes are being addressed?	What are the problems being disrupted?
<ul style="list-style-type: none"> • Current funding doesn't support maintenance of VAPA facilities and the district is not planning for future needs in 10-15 years • Current funding doesn't support maintenance of VAPA facilities and is reactive, not proactive 	<p>Lack of safe, maintained and modernized VAPA facilities or no facility affects all students, staff, parents and communities.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<ul style="list-style-type: none"> • Broaden STEM pathways to include the arts (STEAM) (Full STEAM Ahead: The Benefits of Integrating the Arts Into STEM, 2013) 	<ul style="list-style-type: none"> • School leadership management of space • Standards for how flex spaces are used (if these are deemed VAPA supporting spaces)

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Hourly	Yes

VISUAL & PERFORMING ARTS

VAPA-3 ES Flex for 6th Grade VAPA Spaces

Elementary schools have sufficient VAPA flexible spaces to accommodate the varied programs with appropriate materials and to match educational specifications for secondary school spaces (if at a 6th grade at ES).

Priority Rank: 2 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Spaces for 6th grade VAPA (Band, Choir, Orchestra) do not exist as a part of the Ed Specs and were not evaluated in the ESA. Therefore, our priority rank is based on their existing VAPA Score Average. Some schools that do not have 6th grade but also lost a 6th grade option at their middle school have been included on this list.</p>	<ul style="list-style-type: none"> • VAPA Score Average • Elementary Schools that do not have or lost 6th grade

What root causes are being addressed?	What are the problems being disrupted?
<p>2b, 2c, 6a, 6b</p>	<p>No VAPA staffing minimums (roles) disproportionately negatively affects students who are historically underserved. (re: staffing minimums specific to fine arts. There are guidelines but no direction if you have to have a band director.)</p>
<p>1a, 2a, 3a, 4a</p>	<p>Lack of specific VAPA professional development negatively affects VAPA teachers and their programs.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p>Unspecified at time of documentation.</p>	<p>Unspecified at time of documentation.</p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Daily	Yes

VISUAL & PERFORMING ARTS

VAPA-6 Add/Update Performance Spaces

Provide updated, acoustically treated theater/performance auditorium at ES, MS, HS campuses.

Priority Rank: 3 Funding Allocation: Facility

Why it matters	Prioritization Metrics
<p>Elementary schools do not have auditoriums except for one school. There is no specific ESA question for auditoriums/theaters at ES so we looked at their existing performance spaces and are prioritizing based on this. Committee members discussed that elementary schools with cafeteria stages are fine as long as they are accessible, functional and provide adequate support for programs with proper A/V and acoustically sound.</p>	<ul style="list-style-type: none"> Existing performance spaces Does the school have an accessible / functional cafeteria stage?

What root causes are being addressed?	What are the problems being disrupted?
<p>1a, 2a, 3a, 4a</p>	<p>Lack of safe, maintained and modernized VAPA facilities or no facility affects all students, staff, parents and communities.</p>

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<p><i>Unspecified at time of documentation.</i></p>	<p><i>Unspecified at time of documentation.</i></p>

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee Strategy & AISD Strategy	Yes	Hourly (Impacted) / Monthly (received)	Yes

VISUAL & PERFORMING ARTS

VAPA-1 Equipment, Tech and Instruments

Purchase and refresh equipment , technology and instruments for dance, choir, art, theater, band, graphic arts, guitar, mariachi, orchestra, etc. at all levels (K-12) where these items are missing, outdated or in disrepair to have the greatest positive impact for underserved students.

Priority Rank: 4 Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Looking forward, we see a situation where VAPA across the district will be an underserved community and is deserving of further investment and strategic planning.	<ul style="list-style-type: none"> High Opportunity Category; cut off at high, moderate to receive if possible.

What root causes are being addressed?	What are the problems being disrupted?
Root Cause 1 - Staffing B. No minimum staffing requirements	Students who are historically underserved lack access to VAPA programming and opportunities
Root Cause 2 - Funding Issues A. Robinhood (recapture)	
Root Cause 2 - Funding Issues B. Systemic disinvestment related to Title 1 campuses	
Root Cause 2 - Funding Issues C. Lack of equipment	
Root Cause 3 - Choice Drives Programming A. Admin/principals are given choice to bring to campuses	
Root Cause 6 - Facilities A. Not appropriate VAPA facilities/classrooms/stages for students with accessibility needs	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Unspecified at time of documentation.	Unspecified at time of documentation.



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Students, Committee, AISD	Yes	Hourly	Yes

VISUAL & PERFORMING ARTS

VAPA-8 Climate Controlled Storage Spaces

Provide climate controlled spaces for Fine Arts storage at the campus, particularly for summer storage.

Priority Rank: 5

Funding Allocation: Facility // Undesignated

Why it matters	Prioritization Metrics
Looking forward, we see a situation where VAPA across the district will be an underserved community and is deserving of further investment and strategic planning.	<ul style="list-style-type: none"> Go school by school and check to see if storage rooms are climate controlled and kept on (operational issue), prioritizing high opportunity campuses.

What root causes are being addressed?	What are the problems being disrupted?
<p>2 - Administrative co-opting of space</p> <p>B. Don't have proper facilities for programs to begin with (like dance floors)</p>	Lack of safe, maintained, and modernized VAPA facilities or no facility affects all students, staff, parents, and communities.

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> Facilities

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee, AISD	Yes	Hourly	Yes

VISUAL & PERFORMING ARTS

VAPA-7 Upgrade Facilities Equipment

Utilize bond funds for operations, technology and facilities to maintain Fine Arts dedicated spaces district-wide.

(Note: there have been no funds for this in the past, left up to campus budget/program budget)

- a. Light system
- b. Sound system
- c. Microphone replacement
- d. Counterweight and rigging system
- e. Rigging inspection
- f. Shop equipment
- g. Drapes/curtain cleaning or replacement
- h. Seat and carpet cleaning
- i. House lights
- j. Stage floors

Priority Rank: 7

Funding Allocation: Facility // Undesignated

Why it matters	Prioritization Metrics
Looking forward, we see a situation where VAPA across the district will be an underserved community and is deserving of further investment and strategic planning.	<ul style="list-style-type: none"> • ESA VAPA - Theatre and Support Spaces Question

What root causes are being addressed?	What are the problems being disrupted?
<p>1 - Current funding doesn't support maintenance of VAPA facilities on campus</p> <ol style="list-style-type: none"> A. Budget continues to decrease year over year B. Not planning for future needs that are known in 10-15 years C. Reactive, not proactive 	Lack of safe, maintained, and modernized VAPA facilities or no facility affects all students, staff, parents, and communities.
<p>Root Cause 2 - Administrative co-opting of space</p> <ol style="list-style-type: none"> D. No common vision between campuses and leadership, left to individual campuses 	



How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
<i>Unspecified at time of documentation</i>	<ul style="list-style-type: none"> Facilities

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee, AISD	Yes	Hourly	Yes

VISUAL & PERFORMING ARTS

VAPA-2 Uniforms and Costumes

Provide, refresh, and maintain all VAPA uniforms and costumes.

Priority Rank: 8

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Looking forward, we see a situation where VAPA across the district will be an underserved community and is deserving of further investment and strategic planning.	<ul style="list-style-type: none"> High Opportunity Category; cut off at high, moderate to receive if possible.

What root causes are being addressed?	What are the problems being disrupted?
Root Cause 2 - Funding Issues B. Systemic disinvestment related to Title 1 campuses	Students who are historically underserved lack access to VAPA programming and opportunities
Root Cause 2 - Funding Issues C. Lack of equipment	
Root Cause 2 - Funding Issues D. Fair share fees	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Unspecified at time of documentation	Unspecified at time of documentation

Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee	Yes	Hourly	Yes

VISUAL & PERFORMING ARTS

VAPA-4 PD Tech

Bond funds can be used to provide tech needed to sustain hybrid meetings, boosting collaboration and increasing PD access at campuses in the VAPA spaces. at ES).

Priority Rank: 9

Funding Allocation: Undesignated

Why it matters	Prioritization Metrics
Looking forward, we see a situation where VAPA across the district will be an underserved community and is deserving of further investment and strategic planning.	<ul style="list-style-type: none"> High Opportunity Category; cut off at high, moderate to receive if possible.

What root causes are being addressed?	What are the problems being disrupted?
Root Cause 1 - PD Management A. Campus autonomy over how teachers' professional development is managed/allocated; currently no time allocated for departmental specific professional development	Lack of specific VAPA professional development negatively affects VAPA teachers and their programs.
Root Cause 2 - VAPA not prioritized by district A. De-emphasis on the importance of fine arts in education throughout all levels of the district	
Root Cause 3 - No cross-campus collab within VAPA A. Not taking advantage of expertise at other campuses or within vertical	
Root Cause 4 - Staff burnout/bandwidth A. No consistent PD for VAPA teachers	

How do we know this strategy will actually work (promising practices, anecdotal evidence, etc.)?	What additional considerations are needed for this strategy to be a success?
Unspecified at time of documentation.	Unspecified at time of documentation.



Equity Rubric Summary

Engagement:	Harm:	Source:	Root Cause:	Frequency:	Evidence:
Yes	Yes	Committee & AISD	Yes	Hourly / Monthly	Yes

VISUAL & PERFORMING ARTS

Operational Strategies

Operational Strategies were first developed in [committee specific workspaces](#), and later refined in collaborative sessions, through evaluation in the [Decision Making Framework](#), and finally in the [Goal Summary Sheets](#) during the Chief Collaboration Worksessions.

Goals/PS Incorporated into Shared Goals

FAC: Response of Maintenance Requests

Identified Problem:

Historically underserved students and their educators are most negatively impacted by a delayed response or lack of response to facilities and maintenance requests. (FAC PS-5)

[Link to Background Data](#)

FAC-PS5 and associated goals, strategies, success metrics, and accountability have been incorporated into TFSM Goal [FCA Average or Worse](#)

FAC: Building Entries & Multilingual Signage

Identified Problem:

Visitors to campuses, especially refugees and/or non-English speakers, may not feel welcomed because there is not a clearly identifiable entrance and/or multilingual signage. (FAC PS-7b)

[Link to Background Data](#)

FAC-PS7b and associated goals, strategies, success metrics, and accountability have been incorporated into Shared Goal [Safe Site Circulation](#).

FAC: On-site Infrastructure for Campus Access

Identified Problem:

Students, families, community, and staff at campuses and neighborhoods that were not designed for the current amount and type of transportation lack safe and adequate on-site infrastructure to access the campus. (FAC PS-8)

[Link to Background Data](#)

FAC-PS8 and associated goals, strategies, success metrics, and accountability have been incorporated into Shared Goals [Safe Site Circulation](#) and [Safely Getting to School](#)

SSR: Safe Routes to School

Identified Problem:

Students and families at campuses in underserved neighborhoods are impacted by unsafe routes to school. (PS-8)

[Link to Background Data](#)

SSR-PS08 and associated goals, strategies, success metrics, and accountability have been incorporated into Shared Goal [Safely Getting to School](#).

TFSM: Safe, Reliable Ways to School

Identified Problem:

Students attending schools in high vulnerability neighborhoods may not have a consistent, reliable, and safe way to get to and from school. (TFSM PS-3)

[Link to Background Data](#)

TFSM-PS03 and associated goals, strategies, success metrics, and accountability have been incorporated into Shared Goal [Safely Getting to School](#).

TFSM: Site Access for Safe Arrival/Departure

Identified Problem:

Staff, families, and students at campuses with insufficient or outdated site access are unable to arrive or leave school safely. (TFSM PS-10)

[Link to Background Data](#)

TFSM-PS10 and associated goals, strategies, success metrics, and accountability have been incorporated into Shared Goals [Safe Site Circulation](#) and [Safely Getting to School](#)

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy			Full Modernizations														Phased Modernizations										Open Concept Renovation							
					Committee	2022 Bond	Facility Count	Goal	District-wide	Undesignated Facilities	Allison ES	Andrews ES	Barrington ES	Burnet MS	Harris ES	Houston ES	Langford ES	Linder ES	Oak Springs ES	Pecan Springs ES	Sadler Means YWLA	Travis ECHS	Woodridge ES	Wooten ES	Anderson HS	Austin HS	Crockett ECHS	Dobie MS	Hill ES	LBJ ECHS	Martin MS	McCallum HS	Navarro ECHS	Northeast ECHS / International HS	O. Henry MS	Cook ES	Oak Hill ES	Odom ES
-	Yes	14	-	Full Modernizations-Large-scale renovations, full replacement or new school. Facilities will have improved technology, security, flexible collaborative learning environment, outdoor learning spaces, new furniture, mental health spaces etc. to conform with the districts Educational Specifications.			1	1	1	1	1	1	1	1	1	1	1	1	1	1																		
-	Yes	11	-	Phased Modernizations Project specific campus needs are described in the 2022 Bond Book other needs will be determined through the CAT process which could include improvements such as: learning neighborhoods (classrooms) educator planning spaces, outdoor spaces, community spaces, athletics, fine arts, CTE, etc.																		1	1	1	1	1	1	1	1	1	1	1	1					
-	Yes	4	-	Open Concept Renovation Renovations to open concept campuses to improve classroom environment, safety and security.																													1	1	1	1		
Academics & CTE	Yes Full Modernizations, or Phased Modernizations depending on scope	-	Equitable Staffing Practices	ACTE-1: Community Partner Spaces Provide community partner spaces in all future constructions that can be accessed during the day and are right-sized given the level of use.																																		
Academics & CTE	Yes	41	Equitable Staffing Practices	ACTE-2: Mental Health Spaces Provide dedicated spaces, with appropriate security technology, for student mental health support professionals in all existing buildings. Aligns with SSR-9: Discrete designated counselor spaces																							1		1	1		1						
Academics & CTE	Yes Full Modernizations, or Phased Modernizations depending on scope	-	Equitable Staffing Practices	ACTE-3: Security Technology in Mental Health Support Spaces Provide dedicated spaces, with appropriate security technology, for student mental health support professionals in all future construction.																																		
Academics & CTE	Yes Full Modernizations, or Phased Modernizations depending on scope	-	Baseline Programming	ACTE-4: New Educator Planning Spaces Provide at least 4 (but more if appropriate) educator planning/instructional design spaces per campus, where educators can collaborate (at every major renovation or new construction).																																		
Academics & CTE	Yes	17	Baseline Programming	ACTE-14: Furnishings & equipment for sensory and emotional regulation + PD for furnishings/equipment Provide Furnishings & equipment for sensory and emotional regulation for all PreK spaces																													1		1			

Text version: [Appendix: Strategies by Facilities](#)

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Full Modernizations																Phased Modernizations								Open Concept Renovation								
					District-wide	Undesignated Facilities	Allison ES	Andrews ES	Barrington ES	Burnet MS	Harris ES	Houston ES	Langford ES	Linder ES	Oak Springs ES	Pecan Springs ES	Sadler Means YWLA	Travis ECHS	Woodridge ES	Wooten ES	Anderson HS	Austin HS	Crockett ECHS	Dobie MS	Hill ES	LBJ ECHS	Martin MS	McCallum HS	Navarro ECHS	Northeast ECHS / International HS	O. Henry MS	Cook ES	Oak Hill ES	Odom ES	Williams ES		
Committee	2022 Bond	Facility Count	Goal																																		
Athletics	Yes	11	Athletic Facilities	<p>ATH 1: On-Campus Football/Soccer Fields + Tracks Construct state of the art turf fields for soccer/football/lacrosse games and practices at all high school campuses to meet UIL standards, starting with high opportunity campuses. Facilities to include: Regulation size turf playfield</p> <p>Lighting for all fields (not just main football field, but all outdoor athletic fields at campuses) Scoreboard Seating with ADA Requirements Restroom/locker room amenities Resurface existing poor-condition tracks at high school campuses (as needed) -Full track with space for field sports (e.g. shot put, discus, long jump, high jump, triple jump, pole vault) Pressbox at Yellow Jacket Stadium (attached to Eastside ECHS)</p>																																	
Athletics	Yes only lighting	9	Athletic Facilities	<p>ATH-3: On-Campus Baseball/Softball Facilities Provide improved campus baseball and softball fields to UIL standards at high schools in underserved communities to increase access to baseball/softball programs for those communities. Facilities to include:</p> <p>Lights Seating Scoreboards Concessions Restrooms Turf baseball/softball infields Potential for turf outfields, if budget allows</p>																																	
Athletics	Yes	3	Athletic Facilities	<p>ATH-5: Central Baseball/Softball Facilities Upgrade existing central baseball/softball fields at Nelson, Burger, and Noack to enable safety and competition.</p> <p>Includes (where needed): Turf infields/outfields Seating Lighting Restroom/locker room amenities Scoreboards Concessions</p>																																	
Athletics	Yes	Undesignated	Athletic Facilities	<p>ATH-7: Ongoing Athletics Facility Maintenance: ONGOING ATHLETICS FACILITY MAINTENANCE: (all athletics facilities across HS, MS) Replacement and resurfacing plan for tennis courts.</p> <p>Provide funding for maintenance for upkeep of upgraded and new facilities. Continued fund to resurface and re-wax flooring at all gyms with out of date flooring as they reach end of life (currently not part of general operations fund, in-house staff not prepared to perform task) Field maintenance Track resurfacing Any other needed basic/unforeseen repairs</p>		1																															

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Full Modernizations		Phased Modernizations														Open Concept Renovation															
					District-wide	Undesignated Facilities	Allison ES	Andrews ES	Barrington ES	Burnet MS	Harris ES	Houston ES	Langford ES	Linder ES	Oak Springs ES	Pecan Springs ES	Sadler Means YWLA	Travis ECHS	Woodridge ES	Wooten ES	Anderson HS	Austin HS	Crockett ECHS	Dobie MS	Hill ES	LBJ ECHS	Martin MS	McCallum HS	Navarro ECHS	Northeast ECHS / International HS	O. Henry MS	Cook ES	Oak Hill ES	Odom ES	Williams ES	
Committee	2022 Bond	Facility Count	Goal																																	
Athletics	Yes	5	Athletic Facilities	ATH-8 & ATH-9: GYMS + LOCKER ROOMS Fully modernize and/or replace gyms, locker rooms at middle and high schools to meet UIL regulation standards and enable competition. No gym/locker room modernizations have taken place for 40, 50, 60 years. Include: UIL regulation size main and secondary gyms to host competitions Updated locker rooms to support all athletics programs Sufficient, flexible seating in main gym and auxiliary gyms Resurfaced floors Scoreboards and scorer's tables Flexibility for cross-functional activities (e.g. VAPA programming, emergency shelter) Coaches offices & furnishings Storage for athletics equipment Updated PA & AV equipment to support cross-functional activities														1		1																
Athletics	Yes	1	Athletic Facilities	ATH-NEW1: Central Stadiums -Nelson Complex Transformative community investment in underserved neighborhood / outdated facility: construct new, updated Nelson facility (entire complex + associated baseball facilities + Bus Terminal + community/CTE spaces) to work in conjunction with Bus Terminal to support student and community access, additional CTE program needs, logistics and operations for both field and terminal, and transportation staff needs. New stadium to include: shared locker rooms turf field + goals + lights football field track press box concessions restrooms multi-purpose support space(s) Aligns with TFSM 1b: Nelson Bus Terminal Rebuild																																
Athletics	Yes	1	Athletic Facilities	ATH-NEW2 Delco Kitchen Upgrades For Possible Culinary Arts + Other CTE Programs Upgrade existing concession stands to kitchens allow for catering from the culinary arts from Clifton & Rosedale and providing more opportunities to students/staff in concession stands at Delco (stand alone proposed bond seating 1000+). Upgrade floor conditions (fault line causing cracks in foundation and floor slab) Upgrade current concession stand to a modernized kitchen Add new multi-purpose rooms (for storage, UIL meetings, hospitality room, disaster location, etc.) ADA upgrades (Collaborative strategy with A/CTE & TFSM)																																

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Full Modernizations														Phased Modernizations								Open Concept Renovation										
					Committee	2022 Bond	Facility Count	Goal	District-wide	Undesignated Facilities	Allison ES	Andrews ES	Barrington ES	Burnet MS	Harris ES	Houston ES	Langford ES	Linder ES	Oak Springs ES	Pecan Springs ES	Sadler Means YWLA	Travis ECHS	Woodridge ES	Wooten ES	Anderson HS	Austin HS	Crockett ECHS	Dobie MS	Hill ES	LBJ ECHS	Martin MS	McCallum HS	Navarro ECHS	Northeast ECHS / International HS	O. Henry MS	Cook ES	Oak Hill ES
Facilities	Yes	88	Outdated and/or Non-functional Building Systems	FAC-PS6.S2: Mission Critical Building Systems Facilities with mission critical building systems issues should be prioritized above all other projects to resolve those specific issues and prioritize student health, safety, & welfare.																	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
Facilities	Yes Full Modernizations, or Phased Modernizations depending on scope	-	Supporting Individual Space Needs for Students and Educational Programs	FAC-PS1.S1: Appropriate/Missing Space Types Prioritize, modernizing partial or whole school facilities to support the individual needs of students and a variety of educational programs for historically underserved student populations.																																	
Facilities	Yes Full Modernizations	-	Community-Specific Common Spaces at Campuses	FAC-PS2.S1: Improve Large Gathering Spaces Provide or improve large gathering spaces, for example: dining commons, media resources, and/or gym spaces to be appropriate for campus and community-use, prioritizing maximizing benefit for campuses that serve historically underserved students.																																	
Facilities	Yes	Undesignated	ADA Compliance	FAC-PS7a.S2: ADA Compliance/Universal Design Facilities with ADA Compliance issues should be resolved especially schools identified in 2008 ADA Compliance Report, with an eye towards Universal Design improvements.		1																															
Facilities	Yes	District-wide	ADA Compliance	FAC-PS7a.S1: ADA Compliance Report Procure consultant to update ADA Compliance Report and include a Universal Design assessment prior to next bond cycle.	1																																
Facilities	Yes	6	Community-Specific Common Spaces at Campuses	FAC-PS2.S2: Provide Community Room/Partner Space Prioritize additional/enlarged community room and community partner spaces at campuses that serve historically underserved students in conjunction with community engagement. Aligns with SSR-16b: New Building Standards - Community Room (greater community resiliency & support)																																	
Facilities	Yes	26	Outdoor Campus Spaces	FAC-PS4.S1: Outdoor Spaces Prioritize modernization and targeted projects to provide upgraded outdoor spaces for learning, dining, recreation and playgrounds, prioritizing campuses with historically underserved students. Aligns with SSR-6: Outdoor Spaces																																	1
Facilities	Yes	3	Balanced Enrollment (shared)	FAC-PS3.S1: Low-Enrollment Investments Assign resources to campuses that have low enrollment and a high transfer out, to ensure equitable access to modernized, quality schools distributed throughout the school district.																							1										1
Facilities	Yes	Undesignated	Supporting Individual Space Needs for Students and Educational Programs	FAC-PS1.S2: Furniture, Fixtures, and Equipment Provide flexible/modernized furniture and equipment in learning spaces, prioritizing campuses with historically underserved student populations.		1																															
Facilities	Yes	Undesignated	Balanced Enrollment (shared)	FAC-PS3.S2: Land Acquisition In areas of new home construction, where boundary adjustments cannot alleviate overcrowding, consider land purchase for future school site(s).		1																															

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Stabilization Projects																								
					Committee	2022 Bond	Facility Count	Goal	Richards SYWL	Ridgetop ES	Rodriguez ES	Rosedale School	Sanchez ES	Small MS	St. Elmo ES	Summitt ES	Sunset Valley ES	Travis Heights ES	Uphaus Early Childhood Center	Walnut Creek ES	Webb MS	Widen ES	Winn ES	Zavala ES	Zilker ES	Burger Athletic Complex	Delco Activity Center	Nelson Complex	Nelson Field
Facilities	Yes	88	Outdated and/or Non-functional Building Systems	FAC-PS6.S2: Mission Critical Building Systems Facilities with mission critical building systems issues should be prioritized above all other projects to resolve those specific issues and prioritize student health, safety, & welfare.		1	1		1	1	1	1	1	1	1	1	1	1	1	1	1								
Facilities	Yes Full Modernizations, or Phased Modernizations depending on scope	-	Supporting Individual Space Needs for Students and Educational Programs	FAC-PS1.S1: Appropriate/Missing Space Types Prioritize, modernizing partial or whole school facilities to support the individual needs of students and a variety of educational programs for historically underserved student populations.																									
Facilities	Yes Full Modernizations	-	Community-Specific Common Spaces at Campuses	FAC-PS2.S1: Improve Large Gathering Spaces Provide or improve large gathering spaces, for example: dining commons, media resources, and/or gym spaces to be appropriate for campus and community-use, prioritizing maximizing benefit for campuses that serve historically underserved students.																									
Facilities	Yes	Undesignated	ADA Compliance	FAC-PS7a.S2: ADA Compliance/Universal Design Facilities with ADA Compliance issues should be resolved especially schools identified in 2008 ADA Compliance Report, with an eye towards Universal Design improvements.																									
Facilities	Yes	District-wide	ADA Compliance	FAC-PS7a.S1: ADA Compliance Report Procure consultant to update ADA Compliance Report and include a Universal Design assessment prior to next bond cycle.																									
Facilities	Yes	6	Community-Specific Common Spaces at Campuses	FAC-PS2.S2: Provide Community Room/Partner Space Prioritize additional/enlarged community room and community partner spaces at campuses that serve historically underserved students in conjunction with community engagement. Aligns with SSR-16b: New Building Standards - Community Room (greater community resiliency & support)													1												
Facilities	Yes	26	Outdoor Campus Spaces	FAC-PS4.S1: Outdoor Spaces Prioritize modernization and targeted projects to provide upgraded outdoor spaces for learning, dining, recreation and playgrounds, prioritizing campuses with historically underserved students. Aligns with SSR-6: Outdoor Spaces			1			1						1	1	1	1	1									
Facilities	Yes	3	Balanced Enrollment (shared)	FAC-PS3.S1: Low-Enrollment Investments Assign resources to campuses that have low enrollment and a high transfer out, to ensure equitable access to modernized, quality schools distributed throughout the school district.																									
Facilities	Yes	Undesignated	Supporting Individual Space Needs for Students and Educational Programs	FAC-PS1.S2: Furniture, Fixtures, and Equipment Provide flexible/modernized furniture and equipment in learning spaces, prioritizing campuses with historically underserved student populations.																									
Facilities	Yes	Undesignated	Balanced Enrollment (shared)	FAC-PS3.S2: Land Acquisition In areas of new home construction, where boundary adjustments cannot alleviate overcrowding, consider land purchase for future school site(s).																									

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Stabilization Projects																								
					Committee	2022 Bond	Facility Count	Goal	Richards SYWL	Ridgetop ES	Rodriguez ES	Rosedale School	Sanchez ES	Small MS	St. Elmo ES	Summitt ES	Sunset Valley ES	Travis Heights ES	Uphaus Early Childhood Center	Walnut Creek ES	Webb MS	Widen ES	Winn ES	Zavala ES	Zilker ES	Burger Athletic Complex	Delco Activity Center	Nelson Complex	Nelson Field
Technology	Yes	100	Standardized Communication, Instructions & Functioning Devices for Parents/Caretakers	Tech-1a: Undesignated Tech 1 to 1 devices & peripherals for students	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Technology	Yes	100	Standardized Communication, Training & Functioning Devices for Faculty/Staff	Tech-1b: Undesignated Tech Devices for staff	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Technology	Yes	100	Technology Supports for Changing Learning Environments	Tech-1c: Undesignated Tech Classroom display technologies	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Technology	Yes	100	Technology Supports for Changing Learning Environments	Tech-1d: Communications Infrastructure Communications infrastructure at campuses (wired to support wifi & other)	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Technology	Yes	100	Student Safety Software	Tech-1k: Undesignated Tech Network Security Requirements	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Technology	Yes	100	Technology Supports for Changing Learning Environments	Tech-1m: Multi-Device Charging Stations for Student Devices Multi-device charging stations for student devices	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Technology	Yes	100	Technology Supports for Changing Learning Environments	Tech-1n: Undesignated Tech Peripherals & Accessories	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
Technology	Yes	100	Technology Supports for Changing Learning Environments	TECH-3: Student Device Singles For "Everyone:1" student devices, utilize a single operating system (which has not been predetermined) for Pre-K - 12 to streamline back-end support, technical support, repair/warranties, professional learning, training resources for all & provide a seamless technology experience. Enhances the ability for AISD to implement new softwares via SaaS on a district-wide scale. Additional benefits in economies of scale / purchasing with a single OS. <NON-BOND BENEFIT> AISD Technology staff will regain bandwidth to better support students & staff on campuses. Singular OS also simplifies parental & caregiver access to AISD systems & information	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1						
TFSM	Yes	1	Nelson Terminal	TFSM 1b: Nelson Bus Terminal Rebuild (T) Demolishing the existing Nelson Terminal and rebuild the terminal on-site as soon as possible. (Ideally, we would rebuild Nelson Field + associated baseball facilities to work in conjunction with Bus Terminal to support student and community access, logistics and operations for both field and terminal, and transportation staff needs.) Aligns with ATH-NEW1: Central Stadiums, Nelson Complex																					1				

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Full Modernizations														Phased Modernizations							Open Concept Renovation												
					Committee	2022 Bond	Facility Count	Goal	District-wide	Undesignated Facilities	Allison ES	Andrews ES	Barrington ES	Burnet MS	Harris ES	Houston ES	Langford ES	Linder ES	Oak Springs ES	Pecan Springs ES	Sadler Means YWLA	Travis ECHS	Woodridge ES	Wooten ES	Anderson HS	Austin HS	Crockett ECHS	Dobie MS	Hill ES	LBJ ECHS	Martin MS	McCallum HS	Navarro ECHS	Northeast ECHS / International HS	O. Henry MS	Cook ES	Oak Hill ES	Odom ES
TFSM	Yes only fencing	2	AISD Transportation Service Center Working Spaces	TFSM 2a: All Bus Terminals Security (Fencing, Lighting, Cameras) (T) Upgrade security at all bus terminals: Provide secure fencing around Nelson and Saegert Terminal to meet Homeland standards for bus terminal security. Provide and upgrade security cameras at all terminals. Provide and upgrade site lighting and motion detectors.																																		
TFSM	Yes	1	AISD Transportation Service Center Working Spaces	TFSM 2b: Saegert Maintenance Facility Rebuild (T) Rebuild and relocate all-inclusive Maintenance Service Center (incorporate Parts and Tire Shops into the new building) on-site at Saegert Bus Terminal. Evaluate site environmental conditions prior to any repaving or site improvements (replacing asphalt with concrete). Model new Service Center off of Southeast Terminal. Partially Included in 2022 Bond Proposal (improvements not full rebuild)																																		
TFSM	Yes	District-wide	Safely Getting to School	TFSM 3: Bus Replacement Plan (T) Continue with the 12-year bus replacement plan (buses have a 12-15 year shelf life so missing one bond puts us back multiple years). Upgrade buses so AC, and lap-shoulder belts are provided on all buses.	1																																	
TFSM	Yes	6	Safely Getting to School	TFSM 5: Campus Site Circulation (T) Redesign and construct pick up/drop off locations at schools with dangerous/unsafe site access. Do not build new school pick up/ drop off access on major roadways and separate parent and bus loops and their access points. Locate loops away from classrooms so that when parents idle in their cars 30 min before pickup, exhaust is not impacting student air quality in learning spaces. Alternative strategy - expand visitor parking to support "parking lot pick up" where parents can park, wait in the community room, and then exit once they've found their kid. Redesign site circulation so campuses have separate access points on different streets for bus and parent traffic.																																		
TFSM	Yes	Undesignated	Time to Eat & Food Portions	TFSM 7: Dispersed Dining (Secondary Campuses) (FS) Think of ways to serve students food in non-traditional ways/innovative ways to quickly get food to students. Grab and go food service via vending (unstaffed) or stations (staffed) for faster access or access to food outside of traditional meal times. Purchase equipment/plan for space accordingly.		1																													1	1		
TFSM	Yes	19	Food Deserts & Food Insecurity	TFSM 9: Community Pantry (FS) Provide a campus-based food pantry in the community room/suite to facilitate distribution for food received by existing partners. Aligns with SSR-16b: New Building Standards - Food Pantry (greater community resiliency & support)																															1	1		

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Stabilization Projects																																					
					Committee	2022 Bond	Facility Count	Goal	Govalle ES	Graham ES	Guerrero Thompson ES	Gullett ES	Hart ES	Highland Park ES	Jordan ES	Joslin ES	Kealing MS	Kiker ES	Kocurek ES	Lamar MS	LASA HS	Lee ES	Lively MS	Maplewood ES	Mathews ES	McBee ES	Menchaca ES	Mendez MS	Mills ES	Murchison MS	Norman-Sims ES	Ortega ES	Overton ES	Padron ES	Palm ES	Paredes MS	Patton ES	Perez ES	Pickle ES	Pillow ES	Pleasant Hill ES	Reilly ES
TFSM	Yes	23	Appealing and Familiar Food Offerings	TFSM-6 & TFSM 10 Combines: Kitchen and Serving Equipment (FS) Replace aging or obsolete food service equipment (steamers, hot boxes, ovens and serving lines), regardless of dining/kitchen rebuild		1		1		1		1								1								1		1						1						
VAPA	Yes	Undesignated	Fine Arts Program Access & Resources	VAPA-1: Equipment, Tech and Instruments Purchase and refresh equipment, technology and instruments for dance, choir, art, theater, band, graphic arts, guitar, mariachi, orchestra, etc. at all levels (K-12) where these items are missing, outdated or in disrepair to have the greatest positive impact for underserved students.																																						
VAPA	Yes	Undesignated	Consistent Fine Arts Professional Development	VAPA-4: PD Tech Provide tech needed to sustain hybrid meetings, boosting collaboration and increasing PD access at campuses in the VAPA spaces.																																						
VAPA	Yes	6	Safe, Maintained & Modernized Fine Arts Facilities	VAPA-5: Update, Add Missing Facilities for VAPA Replace, update, refresh, add, maintain missing/lacking facilities and components of existing facilities at each campus prioritizing underserved student groups including all items identified in the Ed Specs for VAPA spaces, flex spaces, gathering and storage.		1																			1				1												1	
VAPA	Yes	1	Safe, Maintained & Modernized Fine Arts Facilities	VAPA-6: ADD/Update Performance Spaces Provide updated, acoustically treated theater/performance auditorium at ES, MS, HS campuses.																																						

Opportunity Index Methodology	High Opportunity Index	Moderate Opportunity Index	Low Opportunity Index	Bond Strategy	Stabilization Projects																							
					Committee	2022 Bond	Facility Count	Goal	Richards SYWL	Ridgetop ES	Rodriguez ES	Rosedale School	Sanchez ES	Small MS	St. Elmo ES	Summitt ES	Sunset Valley ES	Travis Heights ES	Uphaus Early Childhood Center	Walnut Creek ES	Webb MS	Widen ES	Winn ES	Zavala ES	Zilker ES	Burger Athletic Complex	Delco Activity Center	Nelson Complex
TFSM	Yes	23	Appealing and Familiar Food Offerings	TFSM-6 & TFSM 10 Combines: Kitchen and Serving Equipment (FS) Replace aging or obsolete food service equipment (steamers, hot boxes, ovens and serving lines), regardless of dining/kitchen rebuild			1				1					1	1	1	1	1								
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Long-range Planning Bond Strategies Deferred to Future Bonds		
Committee	Goal	Strategy
Academics & CTE	Baseline Programming	ACTE-6: Modernize existing campus staff gathering spaces Modernize/update technology and infrastructure of all current spaces where entire campus staff gathers, to ensure they can be properly utilized for PD/large-group facilitation needs
Academics & CTE	Inclusion: Equity for Specialized Instruction	ACTE-11: Climate Controlled Storage Provide climate controlled spaces for storage at the campus, that are sufficient to store items across programs and provide appropriate inventory management technology (devices & software) - CTE, SPED, 504, OT, PT, Band etc.
Academics & CTE	Inclusion: Equity for Specialized Instruction	ACTE-12: Lending Libraries Create lending libraries (potentially at various centralized locations, if not one) of flexible seating/sensory items/materials/equipment/ communication devices with a appropriate technology for centralized equipment management (devices and software)
Academics & CTE	Inclusion: Equity for Specialized Instruction	ACTE-13: Video / Hybrid Conferencing Supports Provide equipment, hot spots for families, and appropriate space to allow for video/hybrid conferencing and translation services for ARDs, communication with immigrant families, parent conferences etc. at every campus.
Academics & CTE	CTE Access and Advisement	ACTE-15: Create regional CTE Hubs Covering clusters taking into consideration traffic routes/available real estate/transfer policies/current CTE offerings/protocols for access/Professional Development so all students can access.
Academics & CTE	CTE Access and Advisement	ACTE-17: Vertical Alignment of MS CTE Program Facilities Vertical alignment at middle schools to lead into the programs at the high schools
Academics & CTE	Inclusion: Dignity Accommodations	ACTE-19: Mothers Rooms Every campus should have a minimum of 1 multi-purpose, and secured mothers room accessible to students, in a student area
Academics & CTE	Inclusion: Dignity Accommodations	ACTE-21: Ensure all facility emergency plans/escape routes are ADA compliant and supportive of students with special needs.
Academics & CTE	Early Childhood and Kinder Readiness	ACTE-23: Expand Pre K 3 & 4 Evaluate existing facilities to determine appropriate and inclusive spaces to serve expanded/new PreK 3 & 4. (Bond funded study that needs to happen) (Next bond cycle would determine where and what to build)
Academics & CTE	Early Childhood and Kinder Readiness	ACTE-25: Facilities for Infants and Toddlers Provide appropriate facilities to support infants and toddlers that meet licensed day care facility requirements specifically in neighborhoods with underserved communities, Title 1 schools, and campuses that have the highest concentration of socio-economically disadvantaged populations. In addition, consider expanding offerings at schools with high percentages of student parents.

Long-range Planning Bond Strategies Deferred to Future Bonds		
Committee	Goal	Strategy
Athletics	Athletic Facilities	ATH-2: Middle School Track Improvements Resurface / improve middle school tracks to reduce safety hazards. For all MS where needed/feasible: increase track size to UIL regulation 400m. Bring field events up to UIL standards or add if not already provided.
Athletics	Athletic Facilities	ATH-3: On-Campus Baseball/Softball Facilities Provide improved campus baseball and softball fields to UIL standards at high schools in underserved communities to increase access to baseball/softball programs for those communities. Facilities to include: <i>Lights (included in 2022 Bond)</i> Seating Scoreboard Concessions Restrooms Turf baseball/softball infields Potential for turf outfields, if budget allows *Note: Fully modernize all existing baseball/softball facilities; have not been modernized for 40, 50, 60 years. May be improvement of existing fields, or adding new fields where missing.
Athletics	Athletic Facilities	ATH-4: Tennis Courts Improve or construct on-campus tennis courts in underserved communities to create greater access to tennis programs for underserved students, and greater community access to tennis facilities after hours. Includes: Court resurfacing (part of ongoing maintenance) Lighting Seating where feasible Restroom/locker room amenities Replace/repair backstops
Athletics	Athletic Facilities	ATH-6: Central Stadiums (Football/Soccer/Track)CENTRAL STADIUMS (FOOTBALL/SOCCER/TRACK) Improve existing central stadiums to enable athletic programming, competition, and community pride. Includes: Locker room improvements to provide individual restroom stalls and showers at Nelson Field, House Park, Yellow Jacket Stadium Press Box modernizations to allow for proper access, temperature control, electrical outlets, acoustic privacy at Nelson, Burger, Yellow Jacket Stadium, House Park Turf replacement at (Nelson), Burger, House Park, Yellow Jacket Stadium Update tracks to meet competition standards (8 lanes) at Nelson Field & Yellow Jacket Field Upgrades to concessions, restrooms, seating options at all stadiums (note: once we begin upgrades, will trigger additional levels of ADA compliance & upgrades)
Athletics	Athletic Facilities	ATH-10: Weight Rooms Renovate and/or construct adequately sized weight rooms at middle and high schools. Includes: Construct weight rooms where missing Renovate existing weight rooms where in poor condition or undersized Updated weight equipment
Athletics	Athletic Facilities	ATH-13: On-Campus Scoreboards Purchase/replace scoreboards for on-campus athletic facilities such as turf fields, gymnasiums (including secondary + tertiary gyms), softball and baseball fields.

Long-range Planning Bond Strategies Deferred to Future Bonds		
Committee	Goal	Strategy
Facilities	Outdated and/or Non-functional Building Systems	FAC-PS6.S1: Building Systems Facilities that serve historically underserved communities should be considered for preventative maintenance, equipment replacement, and/or modernization.
Facilities	ADA Compliance	FAC-PS7a.S3: SPED Accessible Restrooms and Changing Rooms Provide accessible restrooms and changing rooms readily available to specialty SPED spaces.
Facilities	Supporting Individual Space Needs for Students and Educational Programs	FAC-PS1.S4: All-learner Restrooms/General Improvements Provide a minimum of one grouping of all-learner (non-gendered) restrooms for existing elementary campuses to support the individual needs of students for historically underserved student populations. For existing secondary campuses, provide a minimum of one grouping of all-learner restrooms and multiple groupings of all-learner restrooms as practical for building layout. For existing non-school facilities, provide a minimum of one grouping of all-learner(non-gendered) restrooms and multiple groupings of all-learner restrooms as practical for building layout. Improvements to all other restrooms (that are not being renovated to all-learner) at high opportunity schools.
Facilities	Supporting Individual Space Needs for Students and Educational Programs	FAC-PS1.S3: Furniture, Fixtures, and Equipment for Makerspaces Provide flexible/modernized furniture and equipment in existing spaces to support makerspaces activities, prioritizing campuses with historically underserved student populations.

Long-range Planning Bond Strategies Deferred to Future Bonds		
Committee	Goal	Strategy
SSR	Behavior supports at Secondary Campuses	SSR- 1, SSR-4 & SSR-8: Counseling and Restorative Spaces (SSR-1) Provide space on campuses for people to sit and offer restorative support to students and staff. (Not all campuses have these spaces or have small spaces for counselors). (SSR-4) Provide cool-down/wellness spaces of different scales and varieties so students can relax, calm down, process feelings and limit conflict. Not all campuses have spaces for this. (SSR-8) Provide these spaces and/or craft outdoor spaces to support students and staff restorative practices, need to keep confidentiality and privacy in consideration.
SSR	Behavior supports at Secondary Campuses	SSR-2: Maintenance of current [security] physical measures Maintenance of existing physical security measures on campuses such as fencing, cameras, access control, etc. to keep students and staff safe.
SSR	Behavior supports at Secondary Campuses	SSR-5: Card Key Access Control Provide Access control at all commonly used exterior doors; Provide access that allow students from portables to buzz into the building so they don't get locked out
SSR	Support for Emotional Resiliency, Mental Health and Psychological Safety in Learning Environments	SSR-7: ADA/TAS Corrections Correct ADA/Texas Accessibility Standards deficiencies at campuses.
SSR	Resiliency Definition	SSR-12: Communications kiosk equipped with computers for messaging and communications by visitors and staff Provide Information and communications more easily and more effectively to a broader range of families and provide alternative ways for families to receive communications if they do not have internet access at home.
SSR	Resiliency Definition	SSR- 13 & SSR-17: Warming/Cooling Centers Warming/Cooling Day Use Center(s) - acquire or use property on Austin Energy essential grid with accessibility during a disaster (relevant to site selection) with resilient power source (generator, solar + battery storage, etc.), public transit routes.
SSR	Resiliency Definition	SSR-14: Supply distribution building Food/water/supply distribution building with Exterior power outlets and charging stations/plugs and Exterior water spigots, spigots on the cisterns, shaded areas, etc. (what other items does this facility need in order to function?)
SSR	Resiliency Definition	SSR-15: Irrigation Community Provide irrigation or irrigation tie-ins to support onsite food production partnerships managed by partners like Urban Roots and local farmers in need of land.
SSR	Safety Protocols, Op Safety and Security Features/Plans	SSR-18: Upgraded fire alarm systems and panels Provide upgraded fire alarm systems with emergency voice evacuation system and mass notification. Redundant phone/network based system if alarm system is not available.
SSR	Safety Protocols, Op Safety and Security Features/Plans	SSR-25: Physical Security Improvements (combines 3 different strategies SSR-20, SSR-22 & SSR-23 which were addressing multiple Problem Statements) Provide retrofitting to existing campuses to meet current PDM Safety Standards: Replace old cameras and provide new cameras where needed. Provide blackout lockdown shades. Provide intrusion resistant film . Increase exterior lighting in parking and field areas. Replace PA systems, provide voice evacuation and various color strobe fire alarm systems. Provide a wheelchair on all campuses for moving injured students and staff easily, and provide evacuation sleds/chairs at campuses as alternatives to elevators in an emergency at multi-story campuses.
SSR	Safe and Secure Buildings	SSR-24: Parking Stalls Provide more parking stalls than code minimums if the number of staff and visitors is higher - ensure ADA/TAS stalls meet current code standards and safe access to building entry.

Long-range Planning Bond Strategies Deferred to Future Bonds		
Committee	Goal	Strategy
Technology	Accessibility Software for SPED Needs	<p>Tech-1f: SPED Tech SPED Assistive & Augmentative/ Alternative Communication Technology Improvements: Assistive Tech:</p> <ul style="list-style-type: none"> Adapted Switches Magnifiers Adaptive Peripherals Talking Devices Braille Displays Screen Reading Software Reading Pen Text-To-Speech Systems Word Prediction Software Electronic Resources/Books Accessibility Options within Other Software Tablets (with Communication Apps) <p>Augmentative / Alternative Communication Devices:</p> <ul style="list-style-type: none"> Single Message Communicators Sequential Message Communicators Communication Books Simple Speech Generating Devices Dynamic Screen Devices Eye Gaze Devices
Technology	Curricula Planning & Technology Integration	<p>Tech-1g: CTE Tech Tech to support CTE courses (this may be funded through capital funding).</p>
Technology	Technology Supports for Changing Learning Environments	<p>Tech-1h: Undesignated Tech Data Centers at campuses & remote locations - support & funding</p>
Technology	Technology Supports for Changing Learning Environments	<p>Tech-1i: Undesignated Tech Hybrid Cloud Technologies</p>
Technology	Technology Supports for Changing Learning Environments	<p>Tech-1j: Undesignated Tech Room scheduling & space controls (lighting, HVAC, A/V, etc.)</p>
Technology	Curricula Planning & Technology Integration	<p>Tech-1l: Audio Visual/Sound System Upgrades Upgrade and standardize audio visual and public announcement systems for indoor and outdoor facilities (such as gyms, cafeterias, theaters, outdoor sports venues, etc.)</p>
Technology	Technology Supports for Changing Learning Environments	<p>TECH-2: SaaS Modernize existing hardware & continue to invest in comprehensive software service providers & cloud technologies to host, maintain, support, enhance accessibility & allow the ability to to configure accessibility based on user needs of software as a service (SaaS). This modernization will allow AISD Technology staff to provide enhanced support for end users such as students, teachers & administrators. Additionally, third-party service providers will have 24/7 support for end-users & AISD to troubleshoot issues that arise. Ensure compatibility with existing systems & specialized programming including but not limited to CTE, VAPA & Athletics. Seek opportunities to expand access to the campus & overall community beyond the school walls.</p> <p>Allows AISD technology staff to refocus time, resources & effort to support teachers & ultimately students instead of supporting critical issues with District-Wide technology infrastructure.</p>

Long-range Planning Bond Strategies Deferred to Future Bonds		
Committee	Goal	Strategy
TFSM	AISD Transportation Service Center Working Spaces	TFSM 2a: All Bus Terminals Security (Fencing, Lighting, Cameras) (T) Upgrade security at all bus terminals: <i>Provide secure fencing around Nelson and Saegert Terminal to meet Homeland standards for bus terminal security (included in 2022 Bond)</i> Provide and upgrade security cameras at all terminals. Provide and upgrade site lighting and motion detectors.
TFSM	Safely Getting to School	TFSM 4: Circulation Solution Fund (T) Include in bond funding a solution fund that can be used to address safe arrival, departure, and circulation while on campus on an as-needed basis: Painting, striping, signage as needed. On-campus sidewalk or bike path signage/ improvements Parking lot striping, drive symbols, speed bumps Site fencing
TFSM	Food Access and Support in Crisis	TFSM 11: Modernized Regional Kitchen (FS) Expand kitchen at modernization/new build campuses in vulnerable neighborhoods to include packaging equipment and cold storage for production and storage of unitized meals.
TFSM	Food Access and Support in Crisis	TFSM 12: Repurposed Regional Kitchen (FS) Repurpose/reuse a closed school with a functioning kitchen, expand as needed, and make that a regional kitchen to support grab and go and after school food services as needed. Renovate the space to serve other shared use purposes (parking for school buses, CTE/multipurpose spaces).
TFSM	FCA Score of Ave or Worse	TFSM 13: Critical Infrastructure Replacement (M) Replace equipment at end of life, failing, or soon to fail to ensure student and staff health, safety, and welfare. Prioritize underserved communities and campuses with very low FCAs first.

Long-range Planning Bond Strategies Deferred to Future Bonds		
Committee	Goal	Strategy
VAPA	Fine Arts Program Access & Resources	VAPA-2: Uniforms and Costumes Provide, refresh, and maintain all VAPA uniforms and costumes.
VAPA	Equitable Fine Arts Staffing Minimums	VAPA-3: ES Flex for 6th Grade Fine Art Spaces Elementary schools have sufficient Fine Arts flexible spaces to accommodate the varied programs with appropriate materials and to match educational specifications for secondary school spaces.
VAPA	Safe, Maintained & Modernized Fine Arts Facilities	VAPA-7: Upgrade Facilities Equipment (rigging, lights, etc.) Bond funds for operations, technology and facilities to maintain VAPA dedicated spaces district-wide. (Note: there have been no funds for this in the past, left up to campus budget/program budget) Light System Sound System Microphone replacement Counterweight and Rigging System Rigging Inspection Shop equipment Drapes/Curtain cleaning or replacement Seat and carpet cleaning House lights Stage floors
VAPA	Safe, Maintained & Modernized Fine Arts Facilities	VAPA-8: Climate Controlled Storage Spaces Provide climate controlled spaces for VAPA storage at the campus, particularly for summer storage.

**RESOLUTION BY THE BOARD OF TRUSTEES OF THE
AUSTIN INDEPENDENT SCHOOL DISTRICT REGARDING THE
THE 2022 LONG-RANGE PLAN**

WHEREAS, the Austin Independent School District Board of Trustees ("AISD") is responsible for providing equitable practices for the district's future to foster the Seven Conditions for Student Success;

WHEREAS, AISD recognizes that the Long-range Plan was developed through Equity by Design in collaboration with seven advisory committees and the community;

WHEREAS, the problem statements identified in the Long-range Plan are reflective of the needs of the district;

WHEREAS, AISD is committed to supporting and holding district leadership accountable for progressing the work identified within the Long-range Plan;

WHEREAS, District leadership will provide annual reporting on the progress of the Long-range Plan goals;

WHEREAS, AISD approved an update to the 2019 Facilities Master Plan (now Long-range Plan) in December 2020;

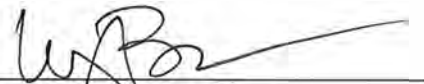
NOW, THEREFORE, BE IT RESOLVED:

The Board of Trustees directs the district to progress the work identified in the 2022 Long-range Plan, and to update the plan through five-year cycles.

RESOLVED this 27th day of April 2023.



Arati Singh, President
AISD Board of Trustees



Lynn Boswell, Secretary
AISD Board of Trustees

DS
MR

4/6/2023



Seven Conditions for Student Success

We operate with the understanding that equitable systems of education strive to create the following conditions in order to promote student success:

- Culturally proficient, experienced teachers and staff
- Recognition and cultivation of gifts, talents and interests
- High expectations and support to meet those high expectations
- Positive relationships with teachers and peers
- A sense of belonging, empowerment, connection and identity safety
- Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities
- Well-maintained facilities that support state of the art instruction and support cultural identities and safety