# Equity Advisory Committee

December 17, 2024

AUSTIN Independent School District

2024-25

# Call to Order

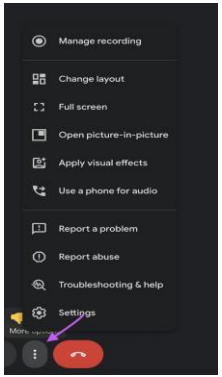
Amanda Stocks

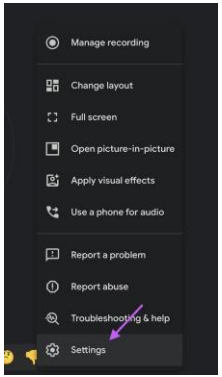
# Language Access

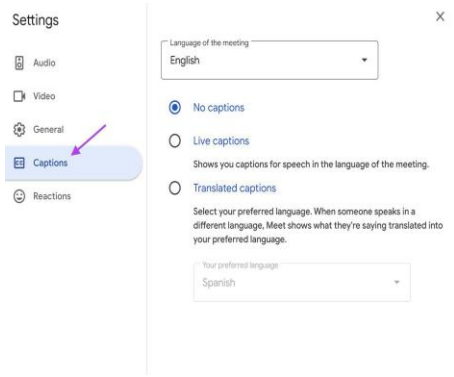
- AISD moved to Google Meet, which does not offer a simultaneous language interpretation option.
- EAC materials are available online in Spanish
- Should participants like Spanish closed captioning (multiple languages available), attendees can choose their preferred language

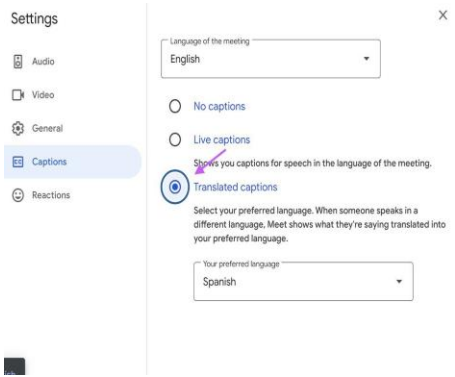
# How to Change Captions Language

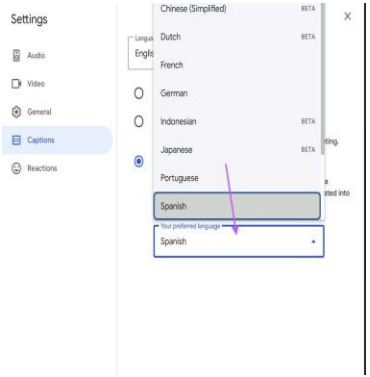
1. While in the meeting, go to the 3 dots on bottom right.
2. Choose “settings” from menu.
3. Choose “Captions” from the list.
4. Choose “Translated Captions” from the list.
5. Use drop down menu to choose the preferred language.



# Public Comment

Amanda Stocks

# Meetings Minutes

Amanda Stocks

# Approval of Meeting Minutes

October 8, 2024

# Student Spotlight

AUSTIN Independent School District

2024-25

**Ann Richards**
**YWLA**

# Animal Enrichment Project


Students
Genesis Barnes
Rosie Griffis-Trimino
Teacher: Felipe Trimino

# Our Project

# What is Animal Enrichment?

- Animal enrichment is a way for animals who live in captivity to have challenges and stimulation according to species. This is also called behavioral enrichment.

- This means the animals are often provided with changing environments, things that challenge their brains, and opportunities for socialization.

**Animal enrichment helps animals learn, have fun, and socialize in captivity by giving them new activities and environments that challenge their brains and behavior.**

# Austin ISD Equity Assessment: Findings, Recommendations, Next Steps

Equity Advisory Committee (EAC) Meeting

December 2024

# Introductions

**Raifu Durodoye**
Co-Project Director

Senior Research Associate II, WestEd

**David Lopez**
Co-Project Director

Director of Equitable Systems, WestEd

# Roadmap

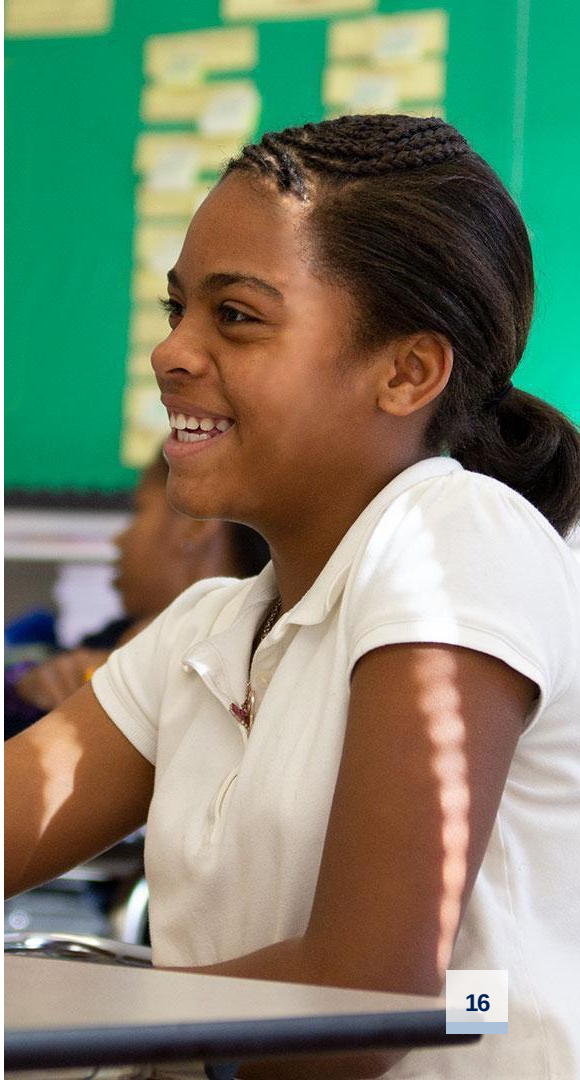
1. AISD Focus Areas & Project Synopsis
2. Phase I Analysis Findings
3. Recommendation Phase Overview & Summary
4. AISD Next Steps & Questions

# AISD Focus Areas

**Student-centered focus area:** To what extent do district and campus policies, curricula, systems, and practices affect academic and social well-being outcomes associated with diverse student groups?

**Staff-centered focus area:** What are the strengths and areas of growth related to the recruitment, hiring, professional development, evaluation, and retention of identity-diverse candidates and employees?

**Resource allocation focus area:** How do the district's finance and budgetary practices impact student well-being and achievement, employee well-being, and facilities maintenance and management?



# Equity Assessment Project Synopsis

- **Phase I** (Analytic Phase)
  - Document review and data analysis
  - Community meaning-making conversations
  - Focus groups, School Walkthroughs, Select Policy Review
- **Phase II** (Recommendations Phase)
  - Recommendations review with AISD interest holders
  - Recommendation prioritization
- **Phase III** (Dissemination & Planning Phase)
  - Action Planning
  - Dissemination

# Community Engagement

- Casa of Travis County
- Con Mi Madre
- Communities in Schools
- Education Austin
- Equity Advisory Committee
- AISD School Board
- AISD Students & Families

# Phase I Analysis Findings (Selected)

***Document Review***

- AISD conducted multiple comprehensive analyses of student testing and school climate outcomes.
- Findings and recommendations across reports were not integrated nor monitored for implementation.

***Data Analysis***

- Additional funding was provided based on student need(s).
- Resource management and student experience differences persist.

***MMC Memo***

- Partnership(s) with community organizations added value for students and teachers.
- There was inadequate transparency and engagement around major policy decisions.

***Focus Groups***

- Staff communicated a willingness and commitment to AISD and its students.
- Inadequate support(s) and resources for teachers and staff created difficult working conditions.

**School Walkthroughs**

- Staff emphasized fostering warm, supportive relationships and a sense of community.
- The disparity in resources and support across different schools adversely affected the most disadvantaged student groups.

**Policy Review**

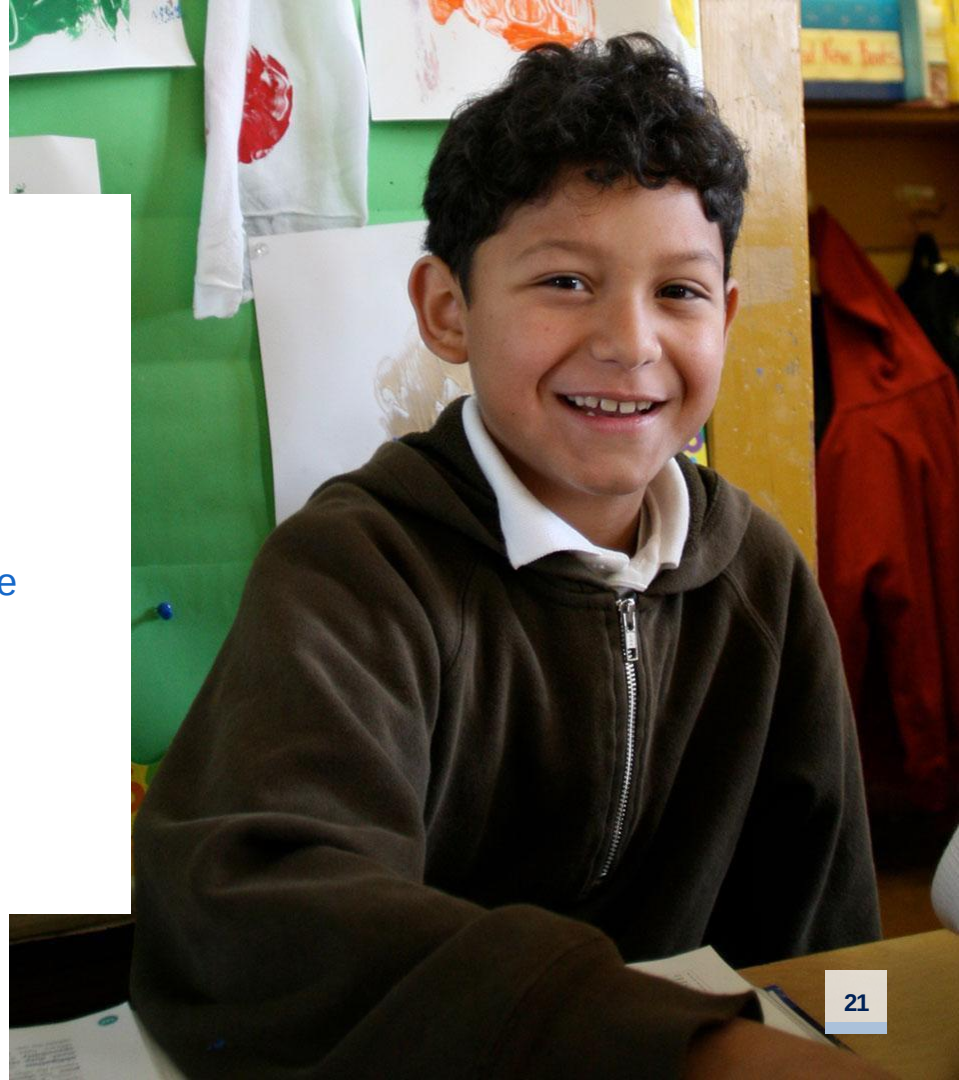
- Policies focused on ensuring all students, regardless of their backgrounds or circumstances, had access to opportunities for success.
- Interest holders were not always formally consulted or embedded in important decision-making processes, raising concerns about representativeness.

# Recommendation Phase Overview

- Initial Recommendations
- Refinement Process
- Prioritization

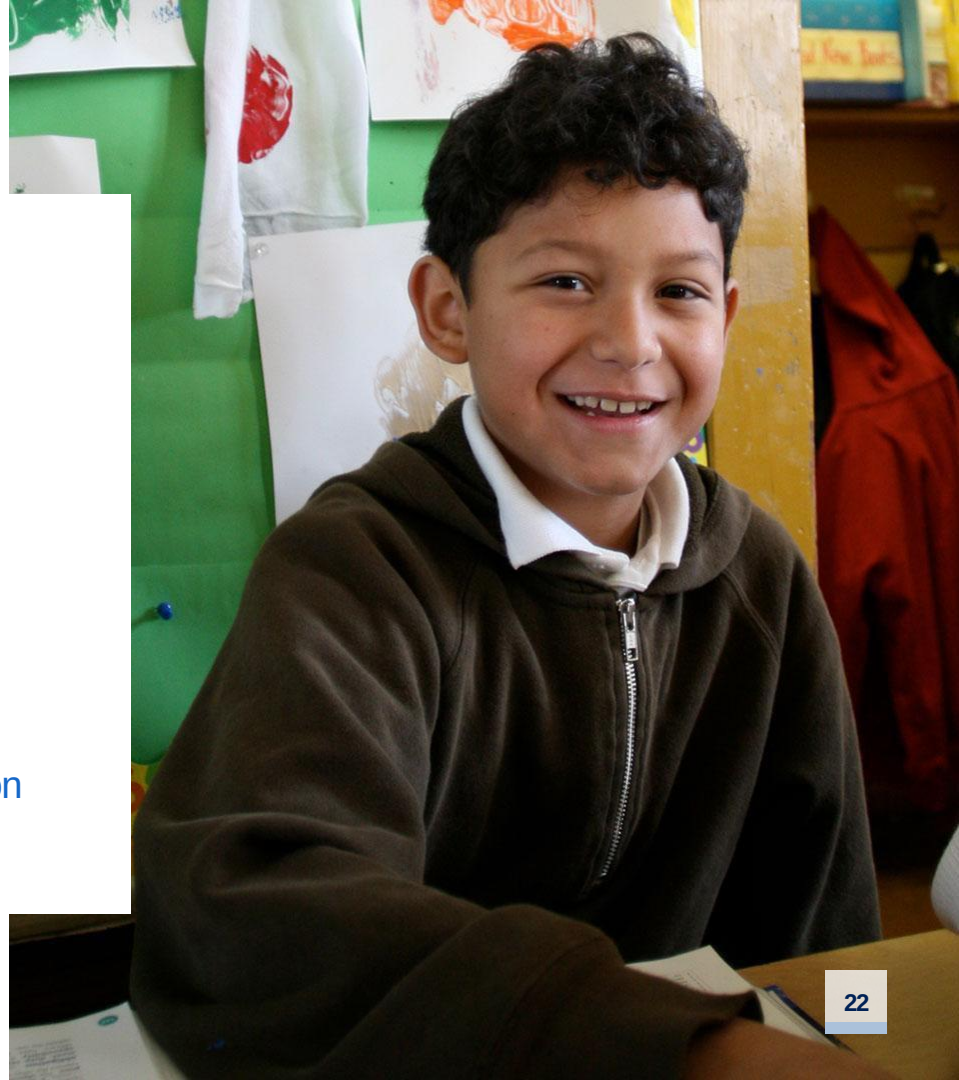
# Prioritized Recommendations:
## Students

- Student Recommendation 1C: Implement the Culturally Responsive School Walkthrough tool
- Student Recommendation 2D: Implement extensive behavior management training for staff
- Student Recommendation 4A: Increase behavioral and mental health staff



## Prioritized Recommendations: Staff

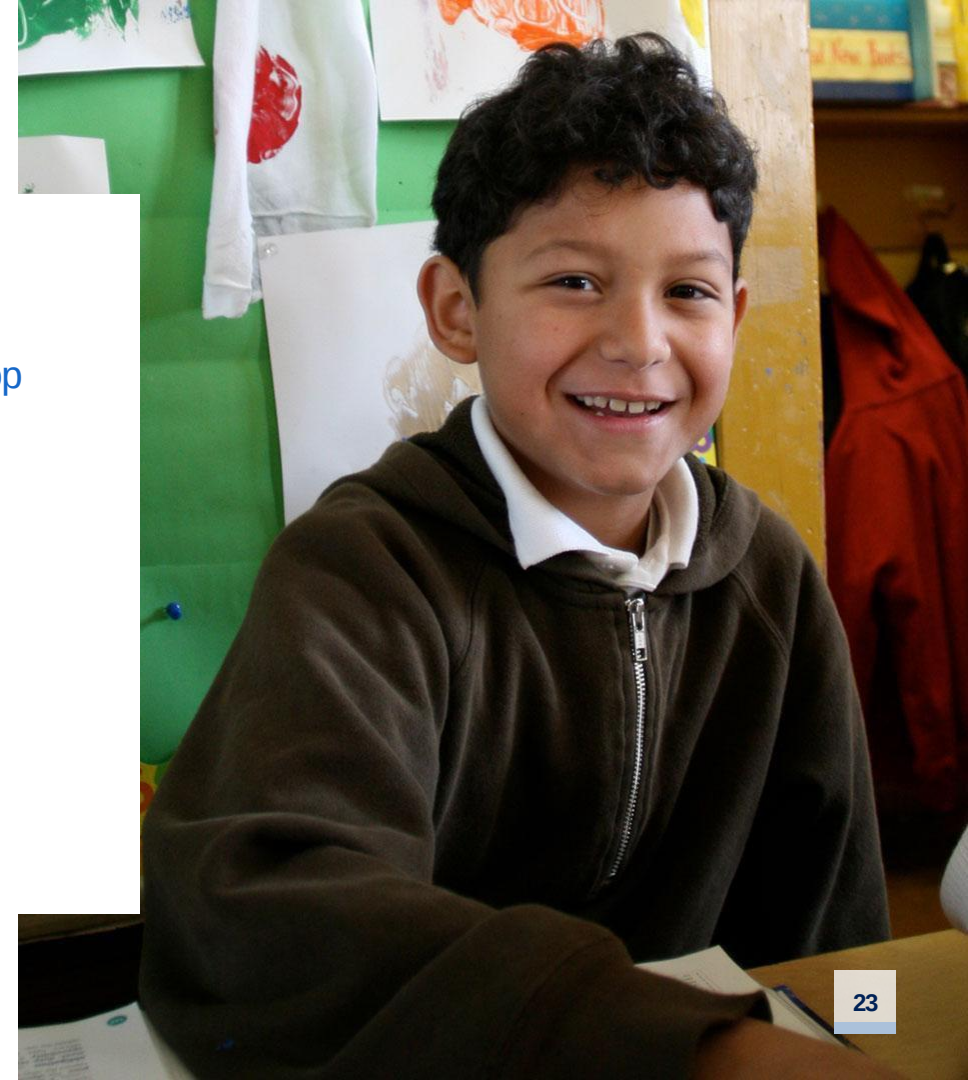
- Staff Recommendation 1D: Allocate funding to support educators
- STAFF RECOMMENDATION 3A: Train school leaders in trust-building, feedback delivery, and culturally responsive school leadership
- STAFF RECOMMENDATION 3D: Streamline instructional initiatives for a Culturally Responsive and Sustaining Education (CRSE) strategy adoption



# Prioritized Recommendations:

## Resource Allocation

- Resource Allocation Recommendation 1A: Develop a standardized process to rank and serve Title I schools
- Resource Allocation Recommendation 1B: Implement hold harmless provisions for under-resourced schools
- Resource Allocation Recommendation 1D: Strategically allocate student support staff



# Questions

# Thank you!

**Additional Suggestions, Questions, or Comments?**

| Contact Us | | |
|---|---|---|
| **David Lopez** | Project Co-Director & Technical Assistance Lead | dlopez2@wested.org |
| **Raifu Durodoye, Jr.** | Project Co-Director & Research Lead | rdurodo@wested.org |

# Panel Discussion

- Brandi Hosack, Chief Officer of Talent Strategy
- Katrina Montgomery, Interim Chief Officer of Finance
- Dr. Stephanie Hawley, Chief Officer, Organizational Transformation
- Dr. Mary Ann Maxwell, Assistant Superintendent, Elementary Academics, Office of Teaching, Learning, and Leading

- Prioritizing questions submitted in advance
- Will alternate questions between in person and online
- Add your email to the chat to receive update on any unanswered questions

# EAC Reflective Conversation

**STRONG** Schools

**STRONGER** Austin

# Optimistic Close and Adjournment

**STRONG** Schools

**STRONGER** Austin