

Unmet Needs - Preparation for Dec. 14

This document contains all the unmet needs written by committees as well as new unmet needs written by DLR Group and PMs based on expert interviews conducted over the past month and committee interviews from 11/30.

All new unmet needs are labeled as “NEW”, and the source (e.g. subject matter expert interviews, committee interviews) is listed.

As you review these unmet needs, we invite you to consider the following:

Which unmet needs, if addressed, would have the greatest impact on underserved students, families, and neighborhoods?

On 12/14, committees will identify the unmet needs statements to focus on during the root cause analysis in January. Once identified, co-chairs will share these with the whole group.

General Academics

1. AISD learners at all grade levels and all schools need universal access to equitable courses and programs that are interesting, appropriately-challenging, and focused on developing skills relevant to the 21st century to encourage graduation and success after high school.
2. Learners in underserved communities need additional curricular and extra-curricular instructional supports, programs, and resources, during and before/after school hours, to improve their academic outcomes and increase access to future opportunities.
3. Learners, teachers, campus administrations, and campus-based staff, at every school, need the district to adequately and appropriately staff and support campuses, so that all academic and social-emotional needs of students are met.
4. Learners at all AISD schools need a continuum of services to help them transition from grade to grade as well as between remote learning and traditional face to face instruction for students to continue their trajectory of progress towards personal learning goals.
5. All AISD students and parents need broader access to consistent, grounded, and innovative instructional models with vertical alignment that are supported by leadership and embed appropriate scaffolds across-grade levels for students to progress independently, regardless of external support, and transition smoothly from one year to the next.

CTE

1. All secondary students need awareness of and access to appropriate CTE offerings that support a variety of career pathways and certifications that ensure success after high school.

Special Education

1. Students who require specialized instruction need high quality, inclusive instruction that is not dependent on centralized placements and programs, but instead relies on supporting their individual needs at their home campus, in order to improve outcomes for all students.
2. AISD community partners and stakeholders need transparent, data-informed information from AISD to make informed decisions in regards to how to best meet their student's specific need.
3. AISD campuses need additional support and yearly training surrounding Universal Design for Learning and inclusive practices for all staff members to facilitate shared responsibility and instruction for students with disabilities, identified and yet unidentified.
4. Students deserve access to facilities (ex. private bathrooms/changing tables) and services (ex. daily living and transition activities) that ensure their dignity is maintained while also addressing their specific needs at their home campus, in order to foster the maximum level of independence for each student.

Early Childhood

1. AISD families and educators need access to affordable daycare services, including before and after school, for them to prioritize their children's education.
2. All AISD PK & Kindergarten students need school policies to allow for their parents to participate in the day-to-day activities, in order to receive the emotional support they need to be successful in their transition into school.
3. All AISD families need access to safe, inclusive, full day, right-sized, age appropriate, and instructionally-sound PK programs that center children's social and emotional development, including parent development, in order to increase kinder-readiness across all communities.

Dual Language/ELL

1. Newly-arrived international students and families in AISD need additional instructional, social, and emotional support, at the District and campus level, in order to ease their transition into the school, their community, and the United States.
2. All AISD elementary students need access to inclusive dual-language learning opportunities, and all AISD secondary students need access to inclusive LOTE (Languages other than English) opportunities, meeting students where they are at, regardless of circumstance, in order to support language acquisition.
3. Parents need enhanced communication and support for students in two-way dual programs, including educators and staff alignment across campuses, in order to support language acquisition.

1. Students and families need equitable access to expanded PE and after school athletic programming to engage students in the activities they're interested in.
2. Underserved families need information and support to overcome barriers to athletics participation (including health screenings, academic requirements), which could serve as a catalyst for greater engagement in school.
3. Students need equitable access to state of the art athletics facilities to support student and staff engagement, grow existing programs, and enable competition with neighboring districts.
4. Students of all physical abilities require access to educators (e.g. adaptive PE teachers) and facilities that can ensure equitable participation and meet their needs.
5. **NEW (source: expert interviews, community interviews, and committee):** Elementary school / 6th grade students need earlier access/exposure to athletics programming and opportunities to develop athletic skills that prepares them for competition in middle and high school.
6. **NEW (source: expert interviews, committee):** Students need equitable access to the uniforms, equipment, and goods/resources that make athletics possible to ensure student safety, well-being, and the continuation of programs.

Facilities

1. All students and staff/educators need access to functional, program-specific, age-appropriate, and user-appropriate facilities to support current, high-performing teaching and learning.
2. All students and staff/educators need everyday needs met through a school building that accommodates all bodies and their physical needs.
3. 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.
4. Students, staff/educators and, where appropriate, community need appropriate access to well-maintained, diverse outdoor spaces to fully support learning, dining, recreation, and circulation to improve health, safety, and comfort.
5. Students and staff/educators need facilities and district strategies that can accommodate future enrollment growth in a structured, equitable, and systematic way, accounting for the full-range of campus uses while remaining student-centered.
6. Students and families of color need to feel heard, welcomed, and valued in their schools and neighborhood.
7. Students, staff/educators, families and community should have a safe, welcoming, and navigable experience when accessing district sites through any transportation method.
8. **REVISED (was unfinished after committee meeting):** Students, staff/educators, and visitors need a safe arrival and entry experience, universal accessibility, and wayfinding in order to feel welcome.
9. **NEW (source: expert interviews):** Austin ISD staff need a central data repository for physical building needs across the district to ensure facilities and maintenance requests are addressed on time and by all relevant departments.

1. 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.
2. Students need Austin ISD PD to develop and encourage positive relationships to proactively create safer learning environments for all students.
3. Students and staff need more standardized operational safety and security plan throughout all campuses in order to have a safe learning environment for all. Consistent features that are reviewed and revisited at regular time frames.
4. Students and staff need to be able to get to and from school safely to be able to focus on teaching and learning when in school.
5. **REVISED to reflect feedback more accurately:** Students and staff need improved safety protocols and equitable implementation of protocols across the district to ensure a safe environment for all.
6. Students, parents, and staff need more safely designed building layouts, sites to maintain the safety of students, parents, and staff while on campus.
7. **NEW (source: expert interviews, committee):** Students, teachers, and staff need access to a school environment that supports emotional resiliency, mental health, and psychological safety.
8. **NEW (source: expert interviews, committee):** Underserved communities within AISD need additional support to maintain resiliency on a day to day basis and in times of emergency.

1. Parents and staff need official ongoing tech. training regarding software platforms and clear communications if/when the platform changes to better facilitate learning at home/school and maintain proper district-to-parent communications.
2. Students, parents & staff need consistently functioning, purposeful technology to support the learning environment that is constantly changing.
3. Schools & district facilities where teaching or training occur need technology that is appropriate for the facility and the mode of education to support learning & district communication.
4. **NEW (source: committee):** Students of all ages need integration of technology in all learning curricula in order to be prepared to use and learn evolving technologies throughout their education and lives.
5. **NEW (source: committee):** Students need vetted and tested safety and accessibility softwares on student devices to enable all students to learn in a way that's both safe and meets their needs.

Transportation

1. All students need access to equitable transportation services to provide consistent, reliable, and safe access to school facilities.
2. Students arriving and departing from school via all modes of transportation need safer locations and protocols for pickup / drop-off at school to ensure student safety.
3. Students who walk, bike, or take public transit need safer routes to and from school to ensure student safety.
4. **NEW (source: expert interviews):** The district needs improved transportation service centers to support safer and more efficient working conditions and operations for AISD employees and the communities they serve.

Food Service

1. All students need access to appealing, healthy, tasty food (regardless of dietary restrictions) to support students' social-emotional learning.
2. Students across all campuses need sufficient time to eat and equitable access to sufficient food portions for breakfast, lunch, and snack/dinner because hungry kids can't learn.
3. Families struggling with food access and food insecurity need access to healthy, fresh food to meet the nutritional needs of students and their families so they can learn.
4. **NEW (source: expert interviews):** The Food Service department needs a Central Kitchen facility to improve the quality of food offerings across the district and better support student and families during crisis events.

Maintenance

1. Students, educators, and staff in aging facilities need funding for timely maintenance and infrastructure replacement to ensure health, safety, welfare, and educational success.
2. 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.
3. **NEW (source: expert interviews):** The Maintenance department needs HR systems that support ongoing development and retention in order to retain skilled staff and keep up with changing systems and technologies in AISD schools and facilities.

1. All students need expanded VAPA programming, applied consistently throughout the district, to fuel student interest through VAPA experiences and/other academic pursuits.
2. To ensure student safety and program efficacy, VAPA facilities need to be repaired and replaced as they degrade over time, (and bolstered, enhanced, grown, built upon) where programs are missing or need to be upgraded to meet (VAPA vision). This process needs to be a joint effort between the VAPA, the Facilities departments, and technology. Upgrades and improvements need to be paired with programming and professional development.
3. Learners of all needs and abilities need a variety of programs that meet those abilities in order to support ongoing growth and development of learners of all abilities.
4. **BONUS (included because of relevance):** Students of PK-12 families who require or desire after-school programs should have access to safe, quality, affordable programs, such as sports, fine arts programs, tutoring, etc.
5. **BONUS (included because of relevance):** In order to meet the needs of all students and families and provide an empathetic, strengths-based, and culturally-sensitive environment across all programs and campuses, we must have adequate numbers of well-trained staff and administration. (BONUS UNMET NEED)
6. **NEW (source: expert interviews, committee):** The district must establish VPA staffing minimums in AISD's staffing formula, separate from general staffing formula, a VPA department structure that has the capacity to offer the full range of VPA programs to all students at every campus, and professional development specific for VAPA educators. (BONUS UNMET)

1. AISD needs to put systems/metrics in place to hold themselves accountable if community trust is to be regained.
2. School boundaries need to be reviewed to determine potential adjustments to balance enrollment to better support student learning.
3. To meet the needs of our students and families, campuses must have adequate numbers of well-trained staff.
4. Underserved students and families need access to mental and physical health services to support their well-being and build resiliency to stressors.
5. Students need to be effectively taught about colorism and racism to support anti-racism in schools and the community.
6. Students of families who require or desire after-school care should have quality, affordable programs available.
7. Families & students need required, consistent opportunities for family engagement, communication & options in timing, format, multilingual, accessible & commitment to support student achievement.