

Austin ISD

Board Handbook

Revised Jan 07, 2025

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1. How to Use the Board Handbook

This is the official Board Handbook for Austin ISD Board of Trustees (the board). The purposes of this handbook (also referred to as “operating manual”) are to:

- Help the community understand the board’s approach to district governance
- Define the district’s mission, vision, and values
- Serve as a guide to key governing documents, such as the latest District Scorecard
- Identify conditions and expectations for effective governance that will allow the improvement of student outcomes for ALL students, while adhering to the community’s vision and values
- Help the community understand the board’s role, the board’s practices, and how to engage with the board in its governance role

It is expected that new trustees will review this handbook as part of the New Trustee Orientation.

In the event of any conflict between the Board Operating Procedures and Board Local Policy, the most recently approved Board Operating Procedures shall govern.

2. District Overview

A. Mission, Vision, and Values

The board, in collaboration with the community, adopts a statement of mission, vision, and values that help to drive and focus the district’s work to support students. The district’s latest statement on mission, vision, and values can be found at <https://www.austinisd.org/strategic-plan> and the appendix. On June 22, 2020, the AISD school board adopted the following:

Mission: We prepare every student with the knowledge and skills to thrive in college, career, and life.

Vision: We are Austin’s home for inclusive learning: high expectations for all children, high outcomes for every student.

Values: In our interactions with students, families, community stakeholders and each other, we commit to:

- Caring for every child to be healthy, safe, engaged, supported, and challenged.
- Educational equity, to ensure every child receives what is needed to develop to their full potential.
- Innovation and academic excellence to inspire the next generation of leaders, civically engaged citizens, creative and critical thinkers, and lifelong learners.
- Valuing diversity, inclusion and meaningful engagement of all voices as we collaborate to improve the common good.
- A culture of respect, transparency, and data-informed decision making to build trusting relationships with each other and those we serve.
- Engaging our employees and inviting their collaboration to make AISD a great place to work.
- Aligning resources to student needs, to be strategic stewards of financial and human capacities to achieve our vision and mission.

Priority Focus Areas:

- Student Well-being & Achievement/Equity

- Teacher & Employee Well-being/Equity
- Culture of Respect & Customer Service/Equity
- Fiscal Stewardship & Prioritization/Equity

B. District Scorecard

The board, in collaboration with the superintendent, creates a scorecard which the board adopts. The board uses this scorecard to monitor student outcome goals during board meetings and to evaluate the superintendent’s performance in meeting those goals. The district’s latest Scorecard can be found at <https://www.austinisd.org/strategic-plan>. The Scorecard includes the following:

- student outcome goals that are developed through a root cause analysis based on disaggregated student data and deep community engagement;
- goal progress measures that help predict progress on goals and are monitored at public board meetings through a board-approved monitoring calendar [insert link to calendar]; and
- superintendent constraints and constraint progress measures that are derived from “non-negotiable” community values.

The Scorecard is the primary tool that the Board uses to hold the superintendent accountable for student outcomes and adherence to community values. This cycle of developing vision/goals, identifying values, and progress monitoring helps drive the “adult behavior change” that, in alignment with Lone Star Governance, improves student outcomes.

3. Powers and Duties of the School Board

A. What is a “Body Corporate?”

An individual trustee does not have the power to bind the board through individual action. Members recognize and respect the fact that once votes are taken by the majority of the Board, the results become actions of the Board as a whole, not solely of the ones who voted in favor. This occurs because the school board operates as a “body corporate.” The principle of a body corporate recognizes the status of school board members as trustees who, when operating as a corporate body, have been entrusted with the assets and resources of the public schools of the district. Policies [BBE \(LEGAL\)](#) and [BE \(LEGAL\)](#) clarify that only the Board, sitting as a corporate body in a legally called meeting, has authority to act by voting on behalf of the district.

B. Powers and Duties of the Board

[Texas Education Code §§ 11.051](#) gives the board, when acting as a body corporate, the exclusive power and duty to govern and oversee the management of the public schools of the district. This section of the code is summarized below, and the full text is included in the appendix. Additional details about how these powers and duties are exercised in Austin ISD are included in this operating manual and, where needed, in district policy.

i. General powers and duties

- Except as provided by Sections [39A.201](#) and [39A.202](#) of the Texas Education Code, the trustees as a body corporate have the exclusive power and duty to govern and oversee the management of the public schools of the district. All powers and duties not specifically delegated by statute to the agency or to the State Board of Education are reserved for the trustees, and the agency may not substitute its judgment for the lawful exercise of those powers and duties by the trustees.

- The board may adopt rules and bylaws necessary to carry out its statutory powers and duties as provided by the Texas Education Code or other law.

ii. [Vision, oversight, and monitoring](#)

- The board shall adopt a vision statement and comprehensive goals for the district and the superintendent and monitor progress toward those goals. You can find the goals in the [district scorecard](#) and you can follow monitoring of progress during public meetings of the board.
- The adopted goals must include academic performance goals and financial performance goals concerning indicators required by state law.
- The comprehensive goals may include additional goals and constraints adopted by the board.
- The board shall ensure that the superintendent:
 - is accountable for achieving academic performance results;
 - is accountable for achieving fiscal performance results;
 - recognizes performance accomplishments; and
 - takes action as necessary to meet performance goals.
- The board shall publish an [annual educational performance report](#) as required by state law.
- The board may require a school district's chief business official or curriculum director or a person holding an equivalent position to appear at an executive session of the board or to testify at a public hearing held by the board.

iii. [Finance, taxation, and property](#)

- The board shall adopt an [annual budget for the district](#).
- The board shall adopt a tax rate each fiscal year.
- The board shall monitor district finances to ensure that the superintendent is properly maintaining the district's financial procedures and records.
- The board shall ensure that [district fiscal accounts](#) are audited annually.
- The board shall publish an end-of-year financial report for distribution to the community.
- The board may issue bonds and levy, pledge, assess, and collect an annual ad valorem tax to pay the principal and interest on the bonds.
- The board may levy, assess, and collect an annual ad valorem tax for maintenance and operation of the district.
- The board may enter into contracts as authorized under this code or other law and delegate contractual authority to the superintendent as appropriate.
- The board may acquire and hold real and personal property, sue and be sued, and receive bequests and donations or other moneys or funds.
- The trustees and their successors in office hold all rights and titles to the school property of the district, whether real or personal. The trustees may dispose of property that is no longer necessary for the operation of the school district.

iv. [Community and intergovernmental relations](#)

- The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that involves the professional staff of the district, parents/guardians, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. You can be part of that process by serving on or engaging with [district and campus advisory bodies](#).

- The board shall seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community.
- The board shall adopt a grievance process that allows district personnel, students or parents/guardians of students, and members of the public to obtain a hearing from the district administrators and the board regarding a complaint. You can find information about filing a grievance at the appropriate policy: [District Staff DGBA \(LOCAL\)](#); [Students and Parents/Guardians FNG \(LOCAL\)](#)
- The board conducts elections as required by law.

v. Employment

- While the superintendent is the board's sole employee, by statute, the board shall make decisions relating to terminating the employment of district employees employed under a contract to which [Chapter 21](#) of the Texas Education Code applies.

C. Relationship Between Board and Superintendent

[Texas Education Code §11.1512](#) addresses collaboration between the board and the superintendent. The Board of Trustees, acting as a body corporate, is responsible for district governance. The superintendent is the Board's sole employee and is responsible for district operations. Strong collaboration based on an understanding of those roles is an essential foundation for creating strong student outcomes and other key elements of a successful district. This section of the code is summarized below, and this section of the code is included in the appendix. Additional details about how these powers and duties are exercised in Austin ISD are included in this operating manual and, where needed, in district policy.

- The board and the superintendent shall work together to:
 - advocate for the high achievement of all district students;
 - create and support connections with community organizations to provide community-wide support for the high achievement of all district students;
 - provide educational leadership for the district, including leadership in developing the district vision statement and long-range educational plan;
 - establish district-wide policies and annual goals that are tied directly to the district's vision statement and long-range educational plan;
 - support the professional development of principals, teachers, and other staff; and
 - periodically evaluate board and superintendent leadership, governance, and teamwork.
- The district shall create a policy about visits by trustees to a district campus or other facility.
- As part of managing day-to-day operations, the superintendent shall ensure the implementation of the policies created by the board.
- The board and the superintendent shall work together to address board members' requests for access to information, documents, and records maintained by the district, as detailed in the Texas Education Code.

4. Community Engagement

Meaningful engagement with the community creates the following conditions conducive to inclusive governance practices focused on increased student outcomes:

- Meaningful two-way conversations in multiple modes (face to face, online, telephone) for determining community vision and values for students and staff, helping the community

understand student outcome goals and progress, and providing clarity on governance work

- Students should be included in at least one two-way conversation each year.
- Accessible one-way broadcasting for important newsworthy updates (e.g., board meetings, press releases on superintendent search progress)
- Special annual meetings with communities in feeder patterns with low-performing campuses
- [Public comment and public testimony at public board meetings](#) (See [Section 10](#) of this document for a summary description of the process.)
- Up to date board governing documents, such as the latest Scorecard and results, posted publicly on the district website
- Regular recognition of students and staff at public board-authorized meetings to recognize progress and accomplishments on student outcome goals
- Transparent access to the district scorecard, reports required by the State of Texas, district budgets, trustee contact information, and other important documents

It is expected that both individual trustee and board of trustee community engagement take place, in both formal and informal settings.

5. Guidance & Guardrails for Trustees

The Board has specific guidance to promote teamwork and trust in its work towards improving student outcomes.

A. Communication Protocols with Board Members

In their communication with each other, Board Members will:

- Follow all applicable laws, including the open meetings laws.
- Be professional and assume the best intentions.

B. Communication Protocols with the Superintendent & Other Staff

Trustees are expected to keep open lines of communication with the superintendent, which may include:

- Participation in regular one on-ones with the superintendent
- From the dais, focus on asking monitoring questions directly to the superintendent
- Expect that questions submitted through board tools (e.g., tracker) will have responses shared to the entire board
- If conflicts or concerns arise with the superintendent, trustees are expected to share them with the superintendent directly in a timely and professional manner. Trustees may also share concerns with the Board President for assistance in resolving issues.
- Trustees should let the Superintendent or Chief of Board Services know if they wish to talk to central office staff on specific district-related issues that impact board work.

C. Communicating with the Media

This board values the importance of strategic and thoughtful communication with the community, including through engagement with the media. As such, the following expectations apply:

- The Board President and/or their designee shall be the official spokesperson for the board to the media/press on issues of media attention. Unless otherwise approved or authorized by the board, individual members cannot speak on behalf of the board.
- Trustees may speak to the media as an individual trustee or private individual, representing their own views—and state such in any media communications.

- The Superintendent and/or their designee shall be the official spokesperson for the Administration to the media/press on issues of media attention.

D. (Not) Directing Staff

- No individual board member (including officers) has the authority to direct district employees (including the superintendent) regarding the performance of their duties.
- As a parent/guardian within the District, a board member shall act solely in their role as a parent/guardian when discussing their own child with staff and shall not request, expect, or require extra consideration or preferential treatment for their children due to their position on the board.

E. Visiting Campuses

- Trustees are encouraged to visit campuses but should plan them ahead of time and let the superintendent or designee know for a non-public event or if not acting in the role of a parent/guardian.
- Trustees should wear their District ID badges or show ID and wear a temporary visitors' badge with their title written on the badge if their District ID is forgotten when visiting the campuses in an official capacity.
- Trustees shall follow [general rules for visitors](#) when visiting a campus.

F. Travel and Training

- Trustees shall attend professional development and conferences to assist them in their duties and responsibilities, as well as to acquire continuing education credit.
- Trustees shall be provided a budget for professional development, conferences, and other allowable costs. Expenses exceeding the individual budget must be approved by the board officers.
- Trustees are required to [complete yearly training requirements for new or experienced board members](#). Training may be arranged for the full board, individual trustees may also complete some required training through conferences, third-party providers, or other approved trainers.

G. Eight Characteristics of an Effective School Board

When in doubt, trustees should consider the characteristics described by the Center for Public Education for the National School Board Association (Devarics, C. & O'Brien, E., 2019). These traits emphasize a focus on student achievement and teamwork with fellow trustees and the superintendent. A summary of the eight characteristics is found in the Appendix, and the full report can be found here: <https://www.nsba.org/-/media/NSBA/File/cpe-eight-characteristics-of-effective-school-boards-report-december-2019.pdf>

6. Board Officers

The board shall elect a President, a Vice President, and a Secretary who shall be members of the board. A district employee may be assigned to provide clerical assistance to the board. Officers shall be elected by majority vote of the members present and voting.

A vacancy among officers of the board shall be filled by majority action of the board at the next practicable regular voting meeting.

A. Board Officer Elections

Board officer elections are governed by state law and district practice.

- By state law, officer elections must be held at the first meeting following the election and seating of trustees.
- In addition to the required post-election organization, a board may also organize at other times. [Atty. Gen. Op. MW-531 \(1982\)](#) Board officers shall serve for a term of two years or until a successor is elected.
- Officers may succeed themselves in office.
- Each officer shall perform any legal duties of the office and other duties as required by action of the board.

B. Board Offices

President.

In addition to the duties required by law, the President of the Board shall ensure the integrity of the board's processes and serve as the board's official spokesperson. To accomplish this, the Board President shall:

1. Monitor board conduct to ensure consistency with board policies and procedures and with law.
2. Conduct and monitor board meeting deliberations.
3. Preside at all Board meetings as provided by *Robert's Rules of Order, Newly Revised*, unless unable to attend.
4. Have the right to deliberate, make motions and vote on all matters coming before the Board.
5. Meet the same restrictions as all other board members regarding individual authority to supervise or direct the Superintendent.
6. Facilitate the evaluation of the Superintendent.
7. Facilitate Board self-assessment.
8. Represent the Board as the Board's official spokesperson by communicating board stated positions, decisions, or interpretations in accordance with the duties and functions of the position or delegate this duty to other Board members.
9. Sign all contracts and other legal documents authorized by the board.

Vice President.

The Vice President of the Board shall:

1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.
2. Become President only upon being elected to the position.

Secretary.

The Secretary of the Board shall, with the assistance of District staff:

1. Ensure that an accurate record is kept of the proceedings of each board meeting.
2. Ensure that notices of board meetings are posted and sent as required by law.
3. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President and Vice President.
4. Sign or countersign documents as directed by action of the board.

7. Board Committees

Board committees will support the work of the board. [Policy BDB \(LOCAL\)](#) makes it clear that board committees exist to provide recommendations to the board and shall not provide recommendations or directions for staff. Committees shall be assigned a chair, membership, and scope of work that includes clear deliverables with an identified timeframe. In addition, committees will communicate updates with the board via written or oral updates. Board

committee meetings are open to the public and are posted weekly on the [Board Committee Meetings and Activities list](#).

8. Board Self-Evaluation

Policy BG (LOCAL) makes it clear that the board is expected to conduct quarterly self-evaluations using the Lone Star Governance Implementation Integrity Instrument, as required by the TEA Approved Order regarding Special Education. The board may also use an additional research-aligned instrument. The board must conduct a self-evaluation at least 45 days before the superintendent's annual evaluation.

9. Superintendent Evaluation

A. Evaluation Purpose

[Policy BJCD \(LOCAL\)](#) states that the board will conduct a formal annual superintendent evaluation. The board will evaluate the superintendent in part on the results and progress toward the student outcome goals and constraints using information within monitoring reports according to the monitoring calendar.

B. Evaluation Cycle

1. Annually by April: Develop and adopt an annual evaluation instrument based in part on Scorecard goals and superintendent constraints, and incorporating the commissioner of education's recommended appraisal process and criteria, the Lone Star Governance Superintendent Appraisal Instrument, and/or other allowable instrument as allowed under section [21.354](#) of the Texas Education Code.
2. Annually by December: Conduct a formal annual superintendent evaluation.

10. Board Agenda

The board generally has two regularly scheduled meetings each month except July: A board information session on the second Thursday and a board voting meeting on the fourth Thursday. Progress toward scorecard goals is monitored at both types of meetings. The board also has public hearings required by policy or law and may schedule board retreats or other additional meetings as allowed or required by law and district policy.

[Policy BE \(Local\) – Board Meetings](#) details the agenda development process. In general, board officers meet regularly with Board Counsel, the Superintendent, and necessary administrative staff to review mandatory agenda items for upcoming board meetings, to schedule grievances, and consider other requests for agenda items.

A. Determination of Agenda Items

Any board member or the superintendent may propose an item for placement on the agenda. The board officers in consultation with the superintendent will consider the request and determine if an item should be added to an upcoming agenda or recommend another means of addressing the issue.

B. Development and Timelines

The following timeline shall apply to the development of the board meeting agenda:

- 14 calendar days prior to a board meeting: The superintendent shall provide to the board all items to be considered at the upcoming board meeting, including legal documents, support materials, and staff presentations. The superintendent shall provide

recommendations for items that require board approval and identify items that shall be placed on the consent agenda. Any item not submitted at least 14 calendar days in advance of the upcoming board meeting shall be moved to the next board meeting agenda.

- Nine calendar days prior to the board meeting: board members may submit questions to the superintendent regarding the proposed agenda.
- Six calendar days prior to the board meeting: The superintendent shall provide to the board a document with answers to the questions posed by board members (Q&A).
- Four calendar days prior to the board meeting: board members shall submit to the superintendent any “consent” agenda items to be placed on the “items for a separate vote” or “abstention consent” agenda. The Board Services Office shall immediately make the change.

C. Consent Agenda

A consent agenda shall include those items designated as consent eligible items, in accordance with this policy.

For each item listed as part of a consent agenda, the board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion. If necessary, board members may ask to pull items off the consent agenda for a separate vote during the board meeting. As per Robert’s Rules of Order, no second is required.

D. Posting

The following timelines shall apply to the posting of the meeting agenda:

- 14 calendar days prior to the board meeting: A draft agenda, without supporting documents, which lists all of the items to be considered at the next board meeting, shall be publicly posted.
- Seven calendar days prior to the board meeting: A draft agenda with supporting documents shall be publicly posted.
- 72 hours prior to the meeting: The final agenda shall be posted in accordance with state law. The final board meeting agenda shall include a copy of the Q&A referenced above. No additions or revisions to agenda items shall be made to the Board agenda during the 72-hour period prior to the board meeting.

E. Public Comment and Public Testimony

General Public Comment

General Public Comment will take place during Board Information Sessions.

- General public comment topics are not limited to action items and may pertain to any issue or topic the public would like to address.
- The Board may schedule up to 60 speakers who wish to provide comments to the Board.
- An additional 10 speakers may be placed on a waitlist to provide general public comment if time remains in the allotted 60 minutes for public comments.
- Each speaker will have one minute to provide public comment.
- General public comment may be provided in person or be pre-recorded over the phone between 3:30 p.m. – 4:45 p.m. the day before the meeting and between 7:45 a.m.–4:30 p.m. the day of the board meeting, unless otherwise posted in the agenda.

Public Testimony

Public Testimony will be heard any time agenda items are scheduled for action or for discussion with possible action, which typically happens during Board Voting Meetings and Board Public Hearings. Items may be scheduled for action or for discussion with possible action during any voting meeting. Additional meetings will be posted on the district calendar.

- The public may address agenda items scheduled for board action during public testimony. This includes consent agenda items, items for a separate vote and items scheduled for a public hearing.
- The public may provide comments related to any agenda item titled "Student Achievement and Scorecard Goals" on the Board agenda.
- Each speaker will have one minute to provide testimony.
- In general, there will be a parenthetical notation written after agenda items defining the purpose of the item. Purpose options include, but are not limited to: (recognition), (information), (discussion with possible action) and (action).
- Public testimony may be provided in person or recorded by phone between 3:30 p.m. – 4:45 p.m. the day before the meeting and between 7:45 a.m.–4:30 p.m. the day of the board meeting, unless otherwise posted in the agenda..
- Per Section [551.007](#) of the Texas Government Code, there is no limit to the number of speakers who may offer public testimony.

11. Code of Ethics & Conflicts of Interest

The Austin ISD Board of Trustees prioritizes transparency and ethical practices. Board Policies [BBFA](#) and [BBFB](#) identify conflict of interest disclosures and prohibited practices.

Trustees are legally prohibited from deliberating upon or voting upon matters before the Board in relatively limited circumstances:

- 1) When the Trustee (or the Trustee's spouse, parent, or child) has a "substantial interest" in a business entity or in real property about which the Board will deliberate or act.
- 2) When the Trustee's family member is, individually and not as part of a group or class of employees, subject to a Board deliberation or vote.

Before any deliberation or vote, each trustee must consider whether, even in the absence of a legal conflict of interest as described above, they can participate and/or vote in a manner that is unbiased, is in the best interest of the Austin ISD, and will not create an appearance of impropriety. A trustee who concludes they cannot do so should abstain from participating in deliberation and vote.

It is customary and expected that trustees will abstain from deliberation and vote in any matter concerning their respective employer. Such business items will be posted for a separate vote to facilitate abstention by affected trustees.

12. Board Member Information Requests

Texas Education Code addresses board member requests for information. [Policy BBE](#) does not restrict the board's ability to conduct business in a reasonable manner; does not restrict transparency on public matters; and does prevent individual board members from creating an unreasonable workload for the administrative staff. The policy states that a minimum threshold of three (3) board members to request a report to be developed. For additional information, refer to Section [11.1512\(c\)](#) of the Texas Education Code.

Trustees are expected to submit all requests for information through the "Trustee Tracker," an internal database that logs all Trustee information requests and allows Austin ISD staff to review

and respond. Answers to questions submitted to the tracker will be provided to all trustees. In addition, the superintendent will send regular board updates with common information to all trustees. Board updates may include information such as answers to questions from the dais and updates on initiatives.

13. Board Adopted Policy

Local board policy should be adopted to respond to a legal requirement to adopt the policy, to declare the district's choice among legal options, to reduce potential legal risk by establishing consistent practices across the district, or to clarify the administrative authority for managing district business. Locally adopted policies should be created through a collaborative process with the board and the superintendent.

A. Policy Committee

- The board's Policy Committee leads the work of policy development and revision for the board.
- The Policy Committee shall work closely with the superintendent's designee, who works under the direction of the superintendent, to review, develop, and revise policy; to consider draft policies recommended by the administration under the direction of the superintendent; to consider input from key stakeholders; and to make policy recommendations to the full board for possible action.

B. Policy Creation and Revision

- The Board of Trustees should act promptly to revise policy in response to legislative changes, using guidance from counsel, the Texas Association of School Boards, and district staff under the direction of the superintendent.
- The goal is to have a policy that offers clear direction by defining governing principles and designating responsibility and leaves implementation and administration to the superintendent or designee.
- Before creating a new policy, the board should determine if a local policy is necessary, if the policy manual is the best place for the information, or if a different form of board or administrative action is preferred.
- Texas Education Code 11.201 charges the superintendent with "preparing recommendations for policies to be adopted by the board of trustees and overseeing the implementation of adopted policies." While suggestions for policy changes can arise from many stakeholders, drafts of recommended policies should be prepared by the superintendent or designee.
- Changes to locally adopted policy should consider the recommendations of key stakeholders. That can include, as appropriate to the policy being considered, district professional staff, legal counsel, decision-making and other advisory committees, and the community.

C. Policy Review

- Each year, the board will review policies identified by the administration for consideration to confirm that they align with district practices and other district documents, such as student and employee handbooks.
- The board will receive policy review training from Lone Star Governance coaches while under the TEA Agreed Order.

14. Board Member Support & Concerns

Open communication and conflict resolution are hallmarks of an effective Board. Board members are expected to maintain effective working relationships with one another and to model mature and professional responses to conflicts and disagreements.

A trustee with a complaint or concern about a fellow trustee is encouraged to speak privately and directly with the other trustees involved to resolve the issue informally.

- If, having done so, the complaint or concern persists, they should next communicate their concerns to the Board President (or Board Vice President if the concern relates to the Board President).
- The Board President/Vice President will work with the trustee to attempt to resolve the concern in the manner they deem most appropriate. This could involve a facilitated meeting between trustees and a review of the Board Handbook or Board policy, among other things.
- Following these efforts, if the complaint or concern has not been resolved to the satisfaction of the complaining trustee, the Board President/Vice President will ensure the matter is added as an executive session agenda item at the earliest practicable opportunity, to be considered by the full board. Directly impacted parties will be notified before the discussion takes place.
- Should there be a consensus among the full board that specific board action is necessary, the board officers will ensure that such is added to a meeting agenda at the earliest practicable opportunity.

At all times, trustees pursuing resolution of complaints shall ensure that deliberation does not occur among a quorum of trustees outside a posted meeting.

Appendix A: District Scorecard

Austin ISD Lone Star Governance Goals, GPMs, Constraints, and CPMs

VISION STATEMENT

We are Austin's home for inclusive learning: high expectations for all children, and high outcomes for every student.

STUDENT OUTCOME GOALS

Goal 1 - 3rd Grade Literacy

The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 47% in June 2024 to 59% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	42	53	50	47	49	52	55	57	59
American Indian	*	50	56	70	60	61	61	62	63
Asian	65	74	69	68	69	71	73	74	75
African American	20	30	22	23	25	28	31	34	37
Hispanic/LatinX	25	37	34	29	31	34	37	40	42
Pacific Islander	*	*	60	*	≥47	≥47	≥47	≥47	≥47
Two or More	64	77	77	73	74	75	76	77	78
White	70	79	77	75	76	77	78	79	80
Economic Disadvantage	19	31	28	23	25	28	31	34	37
Emergent Bilingual	20	31	27	23	24	25	28	31	34
Special Education	17	25	23	22	23	25	27	29	31

GPM 1.1: [2nd Grade Literacy Intervention]

The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Reading Achievement Score Proficiency Indicator (below 30th percentile in English/40th percentile in Spanish) will decrease from 30% in June 2024 to 29% by June 2029.

	Past Data						Yearly Targets				
Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2024-25 (Fall)	2024-25	2025-26	2026-27	2027-28
All Students	48	47	40	34	32	30	29	30	≤29	≤29	≤29
American Indian	71	25	33	10	13	45	30	42	38	35	32
Asian	21	25	26	23	21	18	15	≤25	≤25	≤25	≤25
African American	64	59	63	55	59	52	50	48	43	39	35
Hispanic/LatinX	64	61	56	43	42	41	37	39	36	33	31
Pacific Islander	*	*	*	*	*	*	*				
Two or More	19	16	18	21	22	17	18	≤20	≤20	≤20	≤20
White	18	19	14	17	14	11	14	≤15	≤15	≤15	≤15
Economic Disadvantage	68	64	60	48	48	46	38	43	39	35	32
Emergent Bilingual	71	67	61	43	42	44	38	42	38	34	31
Special Education	70	69	69	51	53	48	39	45	41	37	33

Goal 2 - 3rd Grade Numeracy

The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 39% in June 2024 to 55% by June 2029.

	Past Data				Yearly Targets					
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
All Students	26	43	43	39	40	42	46	50	55	
American Indian	*	17	56	*	33	34	35	37	39	
Asian	61	71	69	63	64	65	67	69	72	
African American	7	20	14	13	14	17	21	25	30	
Hispanic/LatinX	12	28	27	23	24	26	29	33	36	
Pacific Islander	*	*	40	*	33	34	35	36	37	
Two or More	45	64	70	63	64	65	67	69	70	
White	46	64	67	65	66	67	69	71	73	
Economic Disadvantage	9	23	22	18	19	21	24	28	32	
Emergent Bilingual	11	28	24	21	22	23	26	29	33	
Special Education	9	17	21	19	20	21	23	25	28	

GPM 2.1: [2nd Grade Numeracy Intervention]

The percentage of 2nd-grade students scoring in the recommended-for-intervention level on the NWEA MAP Mathematics Achievement Score Proficiency Indicator (below 30th percentile in English and Spanish) will decrease from 37% in June 2024 to 29% by June 2029.

	Past Data						Yearly Targets				
Group	2020-21 (Spring)	2021-22 (Spring)	2022-23 (Spring)	2023-24 (Fall)	2023-24 (Winter)	2023-24 (Spring)	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	*	38	32	38	39	37	36	35	33	31	29
American Indian	*	33	10	20	0	36	36	35	34	33	32
Asian	*	19	19	20	17	17	≤20	≤20	≤20	≤20	≤20
African American	*	63	55	57	62	64	61	56	50	42	33
Hispanic/LatinX	*	54	46	53	54	52	50	47	43	37	31
Pacific Islander	*	*	*	*	*	*					
Two or More	*	13	12	20	22	18	≤15	≤15	≤15	≤15	≤15
White	*	14	10	14	14	12	≤15	≤15	≤15	≤15	≤15
Economic Disadvantage	*	59	49	55	59	57	54	51	47	41	34
Emergent Bilingual	*	58	48	60	61	59	56	53	49	42	35
Special Education	*	62	53	54	58	55	53	50	46	40	33

Goal 3 - College Career and Military Readiness

The percentage of annual graduates who demonstrate CCMR by meeting TSI criteria and at least of one of the following items: earning an associate’s degree concurrent with graduation, enrolling at a postsecondary institution following graduation, earning an industry-based certification, or earning a Level I or Level II certificate will increase from 43.7% for the class of 2022 to 54.6% in class of 2027.

	Past Data			Yearly Targets				
Group	Graduates 2020	Graduates 2021	Graduates 2022	Graduates 2023	Graduates 2024	Graduates 2025	Graduates 2026	Graduates 2027
All Graduates	53.0	45.9	43.7	45.7	47.8	50.0	52.3	54.6
American Indian	66.7	60.0	14.3	14.5	14.8	15.2	15.8	16.4
Asian	80.1	75.8	74.6	75.8	77.4	80.0	82.8	85.8
African American	31.3	24.4	18.4	19.3	20.2	21.1	22.0	23.0
Hispanic/LatinX	40.1	31.9	29.0	30.0	31.3	32.8	34.5	36.3
Pacific Islander	*	*	40.0	41.0	42.2	43.4	44.7	46.0
Two or More	65.9	64.3	54.5	55.7	58.2	61.2	64.6	68.1

White	73.3	65.8	65.2	66.7	68.5	70.6	72.7	75.0
Economic Disadvantage	33.3	25.3	21.2	22.2	23.2	24.3	25.4	26.5
Emergent Bilingual	12.7	7.0	5.8	6.0	6.2	6.4	6.7	7.0
Special Education	9.6	9.1	5.3	5.5	5.8	6.1	6.5	6.9

GPM 3.1: [TSI]

The percentage of 11th-12th grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from 43.6% in June 2024 to 52.3% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	45.0	45.5	49.2	43.6	44.6	46.2	48.1	50.1	52.3
American Indian	31.6	20.0	35.7	50.0	34.9	36.9	38.9	40.9	42.9
Asian	78.9	82.3	84.7	75.5	76.7	79.0	81.5	84.1	86.8
African American	22.0	19.6	22.4	20.7	21.7	22.7	23.7	24.8	25.9
Hispanic/LatinX	29.1	29.0	32.2	25.9	26.9	28.0	29.3	30.8	32.4
Pacific Islander	75.0	50.0	66.7	56.3	56.9	58.0	59.2	60.6	62.0
Two or More	61.2	61.2	65.8	64.0	65.2	66.8	68.7	71.1	73.6
White	71.2	72.2	75.8	70.9	72.4	74.2	76.5	79.0	81.5
Economic Disadvantage	23.1	19.4	25.5	20.1	20.7	21.3	22.5	23.7	25.1
Emergent Bilingual	5.8	6.3	16.8	10.8	11.1	11.5	12.0	12.5	13.0
Special Education	2.6	11.1	11.7	8.4	8.6	8.9	9.3	9.7	10.1

GPM 3.2: [College Credit]

The percentage of 11th-12th grade students who are eligible for college credit (passing a dual credit, OnRamps, 3-5 on the AP exam, and/or 4-7 on the IB exam) will increase from 48.2% in June 2024 to 53.8% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	50.7	47.8	48.3	48.2	49.3	50.4	51.5	52.6	53.8
American Indian	36.8	30.0	40.0	42.9	≥38.0	≥38.0	≥38.0	≥38.0	≥38.0
Asian	77.1	77.1	78.7	77.9	≥78.0	≥78.0	≥78.0	≥78.0	≥78.0
African American	32.0	30.3	26.6	23.5	24.5	25.5	26.6	27.7	28.8

Hispanic/LatinX	41.3	37.5	37.4	35.6	36.7	37.8	38.9	40.1	41.4
Pacific Islander	*	*	58.3	56.3	≥43.0	≥43.0	≥43.0	≥43.0	≥43.0
Two or More	62.6	60.2	61.7	64.0	64.6	65.2	65.8	66.5	67.2
White	65.8	62.4	64.6	67.5	68.2	69.0	69.8	70.6	71.4
Economic Disadvantage	35.8	31.1	32.2	29.4	30.2	31.0	31.8	32.6	33.4
Emergent Bilingual	19.5	19.1	24.5	22.9	23.4	23.9	24.4	25.0	25.6
Special Education	7.8	7.1	9.7	9.0	9.2	9.5	9.8	10.1	10.4

GPM 3.3: [IBC Aligned Courses]

The percentage of 11th-12th grade students who enroll in courses aligned with an Industry Based Certification and persist to successful course completion will increase from 46.8% in June 2024 to 55.0% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	52.0	48.9	49.2	46.8	47.2	48.4	50.2	52.5	55.0
American Indian	47.0	45.0	27.0	36.0	36.2	37.0	38.2	40.2	42.5
Asian	84.5	60.6	63.4	58.6	58.8	59.6	60.9	62.4	64.5
African American	47.9	42.5	42.1	39.8	40.2	41.3	43.1	45.4	47.8
Hispanic/LatinX	52.5	48.0	48.8	45.2	46.0	47.3	49.5	51.8	54.3
Pacific Islander	*	*	67.0	56.0	56.8	58.2	59.7	62.0	64.5
Two or More	51.3	53.0	46.4	47.7	48.5	49.4	50.4	52.5	54.8
White	51.1	49.4	49.8	49.1	49.6	50.4	51.4	53.1	54.9
Economic Disadvantage	50.7	46.2	47.2	43.3	43.9	45.2	47.3	49.5	52.0
Emergent Bilingual	45.9	43.1	46.3	41.4	41.6	42.1	43.4	45.1	47.6
Special Education	40.4	36.8	38.2	37.4	37.6	38.1	39.3	40.5	41.9

Goal 4 - Middle School Algebra

The percentage of annual 8th grade class members identified as economically disadvantaged who successfully completed the Algebra I course by earning course credit and achieving meets grade level or above on the Algebra I EOC will increase from 8% in June 2024 to 14% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All 8th Economically Disadvantaged Students	3031	2898	2906	2713					

American Indian & ED	*	*	*	*					
Asian & ED	20	21	24	15	17	19	19	20	21
African American & ED	3	6	6	5	6	7	7	8	10
Hispanic/LatinX & ED	5	8	7	6	7	8	8	9	11
Pacific Islander & ED	*	*	*	*					
Two or More & ED	8	13	13	14	15	16	16	17	18
White & ED	10	22	19	21	23	25	25	26	28
Economic Disadvantage	5	10	9	8	10	11	11	12	14
Emergent Bilingual & ED	3	5	6	7	8	9	9	10	11
Special Education & ED	<1	1	1	1	1	2	2	3	4

GPM 4.1: [6th Grade Advanced Mathematics]

The percentage of 6th-grade students identified as economically disadvantaged who enroll in accelerated mathematics and persist to course completion will increase from 21% in June 2024 to 39% by June 2029.

Group	Past Data				Yearly Targets				
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
All 6th Economically Disadvantaged Students	1900 Total	2019 Total	1914 Total	2314 Total					
American Indian & ED	*	*	*	*					
Asian & ED	28	30	24	37	39	43	46	50	54
African American & ED	8	20	14	17	18	20	21	23	25
Hispanic/LatinX & ED	8	19	20	20	23	27	30	34	38
Pacific Islander & ED	*	*	*	*					
Two or More & ED	24	27	24	21	23	25	27	29	31
White & ED	23	37	36	28	31	34	36	39	42
Economic Disadvantage	10	22	21	21	24	28	31	35	39
Emergent Bilingual & ED	8	17	19	21	23	25	27	29	32
Special Education & ED	<1	7	4	7	7	8	8	9	10

Goal 5 - Biliteracy

The percentage of graduates who earn a state or district recognition of bilingualism and biliteracy (Austin ISD Dual Language Seal of Biliteracy, Texas Performance Acknowledgement in Bilingualism and Biliteracy, Global Seal of Biliteracy) will increase from 10.3% in June 2024 to 11.8% by June 2029.

		Yearly Targets				
Group	2023-24 BASELINE	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	10.3	10.5	10.9	11.2	11.5	11.8
American Indian	*					
Asian	11.0	11.3	11.7	12.1	12.4	12.7
African American	1.6	1.6	1.7	1.8	1.9	2.0
Hispanic/LatinX	8.3	8.6	9.0	9.4	9.7	10.0
Pacific Islander	*					
Two or More	15.6	16.0	16.5	17.0	17.5	17.9
White	13.9	14.3	14.8	15.2	15.6	16.0
Economic Disadvantage	6.5	6.7	6.9	7.1	7.3	7.5
Emergent Bilingual	7.8	8.0	8.4	8.8	9.1	9.4
Special Education	1.2	1.2	1.2	1.3	1.4	1.5

GPM 5.1: [5th Grade STAMP4S]

The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 82.6% in June 2024 to 88.0% by June 2029.

		Yearly Targets				
Group	2023-24 BASELINE	2024-25	2025-26	2026-27	2027-28	2028-29
All Students	82.6	83.0	84.0	85.3	86.6	88.0
American Indian	*					
Asian	95.7	≥88.0	≥88.0	≥88.0	≥88.0	≥88.0
African American	45.5	46.2	47.2	48.4	49.6	50.9
Hispanic/LatinX	82.8	83.3	84.3	85.5	86.7	88.0
Pacific Islander	*					
Two or More	78.6	79.3	80.3	81.5	82.8	84.1
White	81.3	82.3	83.6	85.0	86.5	88.0
Economic Disadvantage	81.5	82.5	83.8	85.1	86.5	88.0
Emergent Bilingual	82.9	83.4	84.4	85.6	86.8	88.0

Special Education	63.3	64.4	65.7	67.2	69.0	70.9
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GPM 5.2: [Seal of Biliteracy]

The percentage of 9th-12th grade students on track in program coursework to earn an Austin ISD Seal of Biliteracy will increase from BASELINE in June 2025 to Y% by June 2029.

		Yearly Targets			
Group	2024-25 BASELINE	2025-26	2026-27	2027-28	2028-29
All Students					
American Indian					
Asian					
African American					
Hispanic/LatinX					
Pacific Islander					
Two or More					
White					
Economic Disadvantage					
Emergent Bilingual					
Special Education					

SUPERINTENDENT CONSTRAINTS

Constraint 1 - Underserved Students

The superintendent shall not allow campus practices that exclude, disproportionately impact, or fail to support historically underserved student groups.

CPM 1.1: [Chronic Absenteeism]

The percentage of K-12 grade students experiencing chronic absenteeism will decrease from 26.33% in August 2024 to 17.58% by August 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Target Chronic Absenteeism					24.58	22.83	21.08	19.33	17.58
Actual Chronic Absenteeism	15.27	29.12	28.8	26.33					

CPM1.2: [Special Education Evaluations]

The number of pending special education evaluations will be less than the set goals for summer, fall, and spring, and at zero evaluations exceeding the required evaluation timelines by December 2025.

	Past Data			Yearly Targets
Group	2021-22	2022-23	2023-24	2024-25
Target Evaluations	NA	3968	3403	1077
Actual Evaluations	NA	3536	1879	

Constraint 2 - Caregiver Engagement

The superintendent shall not allow families to be without meaningful partnerships with their home campus and district.

CPM 2.1: [Caregiver Engagement]

The number of campuses that develop and meet a goal in their Campus Improvement Plan (CIP) based on the Dual Capacity Building Framework for Family-School Partnerships will increase from BASELINE in June 2025 to Y by June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target Campus Goals	BASELINE				
Actual Campus Goals					

Constraint 3 - Historically Marginalized Groups

The superintendent shall not allow practices that lead to academic disparities within specific student populations (African American students, emergent bilingual students, students receiving special education services).

CPM 3.1: [Advanced Academics]

The percentage of 9-12th grade students within specific student populations who successfully complete an advanced academic course (a course that earns weighted credit as defined by Policy EIC) will increase from 76% in June 2024 to 86% by June 2029.

	Past Data				Yearly Targets					
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	
Total Student Groups (AA, EB, SPED)	72	72	76	76	78	80	82	84	86	
All Students	87	85	86	87	88	89	91	92	93	
American Indian	78	86	93	86	86	87	87	88	89	
Asian	94	93	94	94	96	96	97	97	97	
African American	77	73	77	78	79	81	83	85	86	
Hispanic/LatinX	84	82	82	83	84	86	88	90	91	
Pacific Islander	84	81	100	100	91	91	91	91	91	
Two or More	90	89	90	92	93	94	94	95	95	

White	93	92	94	94	95	96	96	97	97
Economic Disadvantage	80	78	80	80	82	84	86	88	90
Emergent Bilingual	76	75	78	81	82	84	86	88	90
Special Education	57	60	65	65	67	69	71	73	75

CPM 3.2 [Dual Language Instruction]

The number of campuses scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from BASELINE in June 2025 to Y% in June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target DL Walkthrough	BASELINE				
Actual DL Walkthrough					

CPM 3.3 [Gifted and Talented]

The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from 0.47 in June 2024 to 0.66 in June 2029.

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
American Indian	*	*	*	*					
Asian	2.39	2.37	1.91	2.26	≥1.0	≥1.0	≥1.0	≥1.0	≥1.0
African American	0.77	0.65	0.52	0.47	0.50	0.53	0.57	0.61	0.66
Hispanic/LatinX	0.85	0.71	0.65	0.63	0.65	0.68	0.72	0.76	0.80
Pacific Islander	*	*	*	*					
Two or More	1.65	2.01	2.04	1.96	≥1.0	≥1.0	≥1.0	≥1.0	≥1.0
White	1.04	1.26	1.46	1.47	≥1.0	≥1.0	≥1.0	≥1.0	≥1.0
Economic Disadvantage	1.12	0.63	0.62	0.53	0.56	0.60	0.64	0.69	0.74
Emergent Bilingual	1.24	1.11	0.61	0.67	0.68	0.70	0.73	0.76	0.80
Special Education	0.35	0.30	0.37	0.35	0.37	0.40	0.43	0.46	0.49

Constraint 4 - Early Learning

The superintendent shall not require or support developmentally inappropriate practices or assessments in early childhood through 2nd-grade.

CPM 4.1: [Early Education Walkthroughs]

The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from BASELINE in June 2025 to Y% in June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target EE Walkthrough	BASELINE				
Actual EE Walkthrough					

Constraint 5 - Social and Emotional Learning

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

CPM 5.1: [SEL]

The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from BASELINE in June 2025 to Y% in June 2029.

		Yearly Targets			
Group	2024-25	2025-26	2026-27	2027-28	2028-29
Target SEL Rubric	BASELINE				
Actual SEL Rubric					

CPM 5.2: [Restorative Practices]

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

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Target African American					11.00	10.00	9.00	8.00	7.00
Actual African American	11.00	11.03	11.08	11.35					

CPM 5.3: [Restorative Practices]

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

	Past Data				Yearly Targets				
Group	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Target Special Education					14.50	13.00	11.50	10.00	8.50
Actual Special Education	16.30	13.83	15.44	16.03					

Appendix B: EIGHT CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

EIGHT CHARACTERISTICS OF AN EFFECTIVE SCHOOL BOARD

1. Effective school boards **commit to a vision of high expectations** for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have **strong shared beliefs and values** about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and **more time focused on policies to improve student achievement.**
4. Effective school boards have a collaborative relationship with staff and the community and establish a **strong communications structure** to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are **data savvy**; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
6. Effective school boards **align and sustain resources**, such as professional development, to meet district goals.
7. Effective school boards **lead as a united team with the superintendent**, each from their respective roles, with **strong collaboration and mutual trust.**
8. Effective school boards **take part in team development and training**, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

AGREED THIS _____ DAY OF _____ 202X

Austin ISD Board of Trustees

District 1 _____

District 2 _____

District 3 _____

District 4 _____

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Superintendent _____