



Equity Advisory Committee

August 3, 2021





AUSTIN
Independent School District



Call to Order

Pastor A.W. Mays



AUSTIN
Independent School District



Interpretation Services Meeting Updates

Farid Razavi

Interpretation Services

- All participants in this meeting must select a language.
- It is important that ALL participants select a language.
- If English speakers do not select a language, they will be unable to hear the interpreter if at any point the interpreter needs to address the English group.

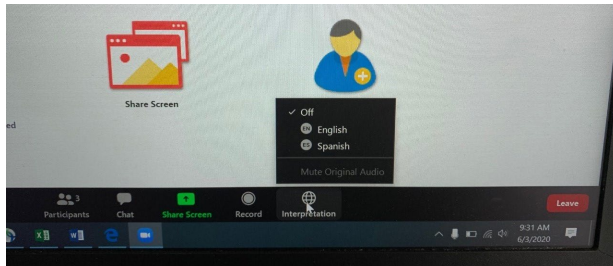


Please Choose Your Preferred Language For The Meeting

Elija el Idioma en el Que Prefiera Escuchar la Junta

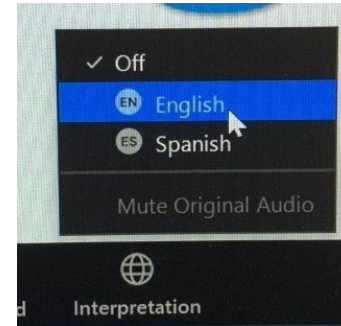
On a desktop or laptop
En una computadora de escritorio o una computadora portátil

1. Hover at the bottom of the screen to see the toolbar and click on the Interpretation icon.
- Ponga el cursor en la parte de abajo de la pantalla para ver la barra de herramientas y haga clic en el ícono del globo terráqueo que dice “Interpretation”.



- *The interpretation feature is not available in some devices.
- *La función de interpretación no está disponible en algunos equipos.

2. Click on your preferred language.
- Haga clic en el idioma de su preferencia.



3. If you don't want to hear the original language in the background, click on Mute Original Audio. This sometimes can help when the sound is choppy.
- Si no quiere escuchar el idioma original en el fondo, haga clic en “Mute Original Audio”. Esto a veces puede ayudar cuando el sonido se está cortando.

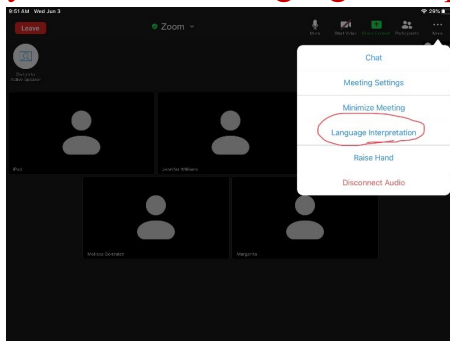


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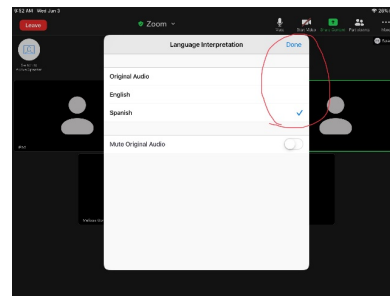
On an iPad
En un iPad

1. Press the three dots on the upper right corner to access the menu and select Language Interpretation.
- Presione los tres puntos del menú arriba a la derecha y seleccione “Language Interpretation”.



*The interpretation feature is not available in some devices.
*La función de interpretación no está disponible en algunos equipos.

2. Select your preferred language.
- Seleccione el idioma de su preferencia.



If you don't want to hear the original language in the background, click on Mute Original Audio. This sometimes can help when the sound is choppy. Press Done.

- Si no quiere escuchar el idioma original en el fondo, haga clic en “Mute Original Audio”. Esto a veces puede ayudar cuando el sonido se está cortando. Presione “Done” cuando termine.



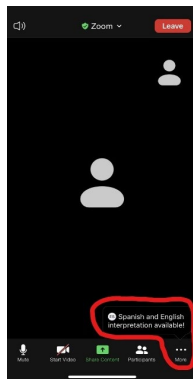
Please Choose Your Preferred Language For The Meeting

Elija el Idioma en el Que Prefiera Escuchar la Junta

On an iPhone
En un iPhone

1. Press the three dots (More) on the lower right corner to access the menu.

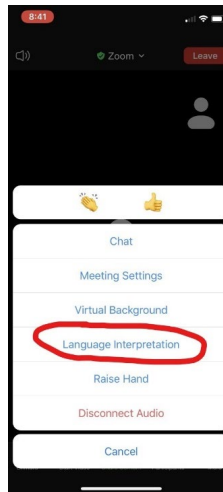
- Presione los tres puntos del menú “More” abajo a la derecha.



*The interpretation feature is not available in some devices.
*La función de interpretación no está disponible en algunos equipos.

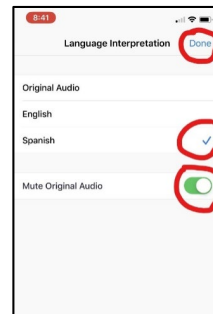
2. Select Language Interpretation.

- Seleccione “Language Interpretation”.



3. Select your preferred language. If you don't want to hear the original language in the background, click on Mute Original Audio. This sometimes can help when the sound is choppy. Press Done.

- Seleccione el idioma de su preferencia. Si no quiere escuchar el idioma original en el fondo, haga clic en “Mute Original Audio”. Esto a veces puede ayudar cuando el sonido se está cortando. Presione “Done” cuando termine.



Public Comments

- Sign-up on [Google Form](#) before meeting
- During meeting -- type the word "*casa*" in chat bar or use the "raise hand" Zoom feature
- 20 minutes total for Public Comment. 2 minutes per speaker. Please say your name before making comment
- For other agenda items, co-chairs will announce if public commentary is designated for that part





AUSTIN
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Meeting Minutes

Pastor A.W. Mays

Approval of Meeting Minutes

7.13.21 Meeting Minutes





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Public Comments

Vanessa Santamaría-Dainton



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The Equity Action Plan (EAP)

Dr. Joseph Allen

The Equity Action Plan (Source Document for the District's Strategic Plan Development)

- 1,500+ Participants & Contributors
- Fall 2019 - Fall 2020
- Aligned with Board Priorities
- Identified Pervasive Problems
- Potential Community-Informed Solutions/Actions/Budget Implications



Major Themes in the EAP

Student Well-Being and Academic Achievement

| | |
|--|---|
| <ul style="list-style-type: none">• Racially disparate outcomes in discipline data (primarily for Black and Latino students) | <ul style="list-style-type: none">• Shortage of opportunities for student agency (self-advocacy) and student voice in decision- making processes |
| <ul style="list-style-type: none">• Inequitable, biased policing practices (AISD Police) | <ul style="list-style-type: none">• Limited support for students based on their identities: race/ethnicity, sexual orientation/gender identification, dominant languages, zip code, and ability |
| <ul style="list-style-type: none">• Inequitable facilities management for schools in marginalized communities | <ul style="list-style-type: none">• Inconsistent social-emotional learning (SEL) support for students |
| <ul style="list-style-type: none">• Culturally insensitive/racist school names and mascots with regard to Native American and Indigenous students and communities | <ul style="list-style-type: none">• Need for more diverse/specialized teachers and staff to support marginalized student groups |
| <ul style="list-style-type: none">• Minimal district-wide accountability regarding equity | <ul style="list-style-type: none">• Inconsistent professional learning to support culturally relevant/sustaining practices for teachers and staff |
| <ul style="list-style-type: none">• Need for development of leadership for racial equity and inclusiveness | <ul style="list-style-type: none">• Lack of culturally relevant/sustaining curriculum |
| <ul style="list-style-type: none">• Limited collection and appropriate use of disaggregated data in decision-making processes | <ul style="list-style-type: none">• Few alternative curricular options (i.e. trade programs) |
| <ul style="list-style-type: none">• Obstacles to equitable access to high quality and rigorous educational programs (barriers in application process to specialized/magnet programs, barriers based on language, and barriers based on race/ethnicity) | <ul style="list-style-type: none">• Concerns regarding teach-to-test teaching vs. content mastery |



| Teacher and Employee Well-Being | Culture of Customer Service and Respect | Financial Stewardship and Prioritization |
|---|---|--|
| <ul style="list-style-type: none"> Minimal opportunities for teacher agency (self-advocacy) and teacher voice in decision-making processes | <ul style="list-style-type: none"> Lack of communication of equity accountability measures with marginalized communities | <ul style="list-style-type: none"> Limited focus on equity in budget allocations |
| <ul style="list-style-type: none"> Inequitable recruitment and incentive methods | <ul style="list-style-type: none"> Limited accessibility and direct engagement with caregivers and families in marginalized communities | <ul style="list-style-type: none"> Minimal focus on equity in the distribution of general resources |
| <ul style="list-style-type: none"> Inequitable and exclusionary hiring practices that exclude community input | <ul style="list-style-type: none"> Narrowed opportunities for caregiver/family agency (self-advocacy) and caregiver/family voice in district decision making processes | <ul style="list-style-type: none"> Lack of equity in financial support of staff/staffing |
| <ul style="list-style-type: none"> Inconsistent professional development (PD) that promotes and supports equitable practices | <ul style="list-style-type: none"> Non-transparent and non-inclusive communication practices regarding major decisions | |
| | <ul style="list-style-type: none"> Identified need to build authentic relationships/trust with marginalized communities | |



Contacts

For questions, comments, or additional information, please reach out to:

Dr. Joseph Allen

Director of Equity, Leadership & Planning

Office of Equity

joseph.allen@austinisd.org

(512) 414 - 9579





EAC Committee Member Team Building Activity

Community Building Subcommittee



Team Building Activity

Please share the following:

- Your name
- Pronouns if you're comfortable
- How you identify racially if you're comfortable
- Your role/roles that brings you to the EAC

What is one thing that changed dramatically for you this summer?





Equity Assessment/RFP Subcommittee Presentation

Candace Hunter
Stacie Holiday

Major Questions to Consider

- What do we want in an Equity assessment?
- What areas do we want an Equity assessment to address?



Questions by Departments

| Human Resources | Transportation | Discipline | Feeder Patterns |
|---|--|---|--|
| <ul style="list-style-type: none">● Support/Training for instructional (teachers, administrators) and non-instructional staff (clerks, registrars)● What are the processes in HR to evaluate and/or move teachers to campuses? Will effective teachers be strategically placed?● What are the turnover rates and what is being done to address these? | <ul style="list-style-type: none">● Are students being served with transportation in an equitable manner? (i.e. magnet students vs neighborhood residential students or DL students) | <ul style="list-style-type: none">● Examination of police placement and response● We know that some students are disproportionately affected by disciplinary action. Is there a way to implement standards and accountability when it comes to discipline? | <ul style="list-style-type: none">● Is there a focus on or explanation of the logic behind movement of students through feeder patterns? Causation behind the resulting imbalance in enrollment. |



| Academics | Finance & Facilities | Family Communication |
|--|---|--|
| <ul style="list-style-type: none"> • Overrepresentation in Special Ed programs • Underrepresentation in other classes and programs • Advanced Academic options for students | <ul style="list-style-type: none"> • Work orders - response time, allocation of resources and staffing related to facility work and management • Allocation of resources: (PTA, grants, etc. - beyond per pupil and per campus funding) • What system is in place to examine district programs and services that are underutilized or in need of additional funding? | <ul style="list-style-type: none"> • Enrollment processes - magnet, dual language, PreK, etc. offer barriers to our families' ability/willingness to enroll • Is there a sufficient and standardized way in which the district communicates with families? (e.g., texting, language interpretation) • Accessibility to AISD resources: Are the resources available in a manner that all community members can easily access them? |



Questions We Have

- How can we gather information from all stakeholders to provide input on the equity assessment?
- What policy, procedures, and practices need to change to achieve equity?
- What do we want to change? What is the end goal?
- What data do we need to do this work?





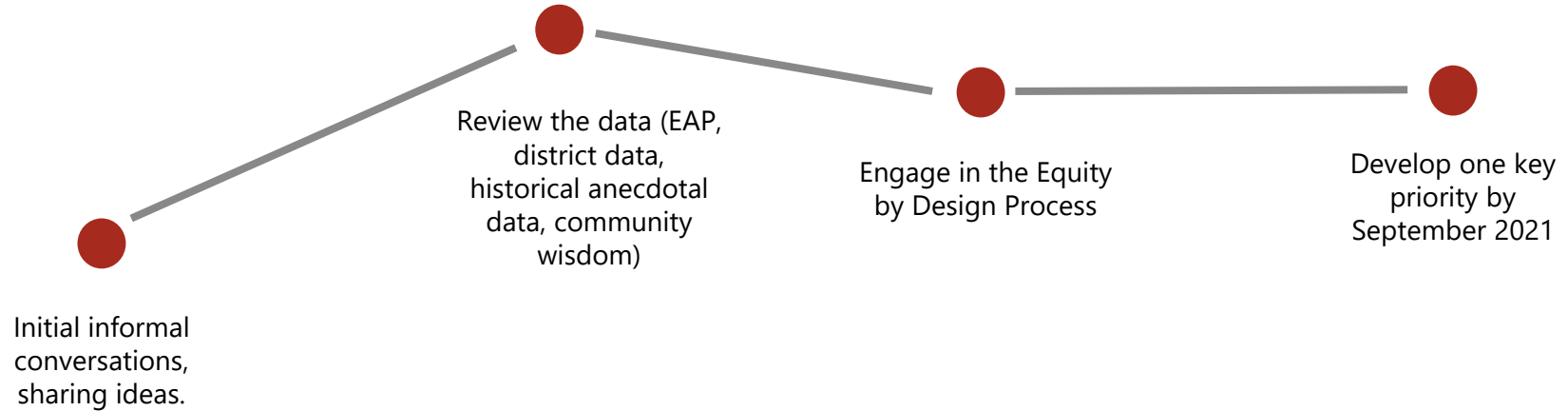
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Connecting the Dots and Identifying Priorities

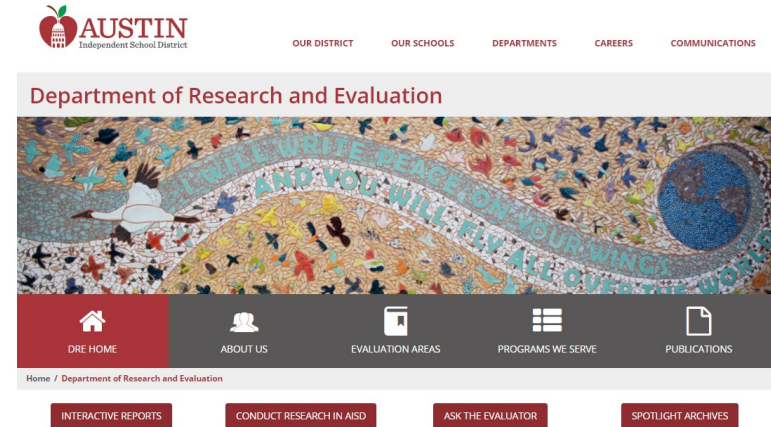
EAC Co-chairs

What are the ways a subcommittee can identify its priorities?



Available Data

- **Campus Improvement Plans (CIPs):** Available on each campuses' website
 - <https://www.austinisd.org/schools>
- **Teaching, Empowering, Leading and Learning (TELL) AISD Survey:** Available on the Dept. of Research and Evaluation webpage
 - <https://www.austinisd.org/dre/surveys/2018-2019/teaching-empowering-leading-and-learning-tell-aisd-survey-executive-summary>
- **Climate Surveys:** Available on the Dept. of Research and Evaluation webpage
 - <https://www.austinisd.org/dre/district-campus-surveys>



Next steps

- Identify at least 1 key priority of each subcommittee
- Discuss with EAC during subcommittee presentations September 7th EAC meeting
- DRE presentation will be requested for 9.7.21 EAC





Optimistic Closing & Adjournment

Vanessa Santamaría-Dainton

