



## Facilities and Bond Planning Advisory Committee

June 14, 2018

6:00 – 8:30 PM

Carruth Administration Center, Board Auditorium

1111 West 6<sup>th</sup> Street, Austin, TX 78703

*Purpose. The Board of Trustees appoints citizens to the Facilities and Bond Planning Advisory Committee (FABPAC) to evaluate capital improvement needs of the district and to provide recommendations to the Board of Trustees on long-range facilities planning; amendments to the Facility Master Plan; and the scope of work and timing of future bond programs. More information can be found at [AISDFuture.org](http://AISDFuture.org)*

	AGENDA ITEM	TIME	STRATEGIC PLAN COMMITMENTS (IF APPLICABLE)
1.	Call to Order and Overview of Meeting Goals	6:00 PM	
2.	Citizens Communication*	6:05 PM	9, 10
3.	Approval of Minutes (April 12)	6:15 PM	
4.	Subcommittee Report Outs (Community Engagement; Equity; and Target Utilization Plan)	6:20 PM	9, 10
5.	Bond Implementation Related Items A. Presentation of Govalle ES Schematic Design	6:30 PM	9, 10
6.	Equity White Paper Discussion and Approval	6:40 PM	9, 10
7.	Facility Master Plan (FMP) Related Items A. Target Utilization Plans Update B. Planning for 2019 FMP Update	7:15 PM 7:40 PM	9, 10 9, 10
6.	Discussion of Committee Operations, Future Meetings Dates and Agenda Items	8:25 PM	9, 10
7.	Adjourn	8:30 PM	

\*All regular and plenary meetings of AISD advisory bodies are open to the public. If you would like to speak before a district advisory body during a regular meeting, please consult the [Citizens Communications and Visitor Guidelines](http://www.austinisd.org/advisory-bodies), which can be found on the AISD website under Advisory Bodies (<http://www.austinisd.org/advisory-bodies>.) Citizens Communication is limited to 10 minutes.

# FABPAC update to the Board of Trustees – May 2018

Status of Committee Membership & Meetings: 16 of 18 slots filled; 2 vacancies remain (D2, D3); 1 Tri-Chair vacancy. Some terms coming due in September 2018. We have met 3 times since the 2017 Bond passed (December, January, April); next meeting is June 14<sup>th</sup>, then we break for the Fall and plan to meet at least monthly August 2018 – March 2019. Equity and TUP subcommittees have met 2 times.

## What have we been doing?

### Bond/FMP Debrief and Continuity –

- Brainstormed suggestions for staff and the CBOC; developed a list of ideas that continue FABPAC's work and intentions as the bond is implemented and to more successfully lead future FMP/bond efforts.
- Drafted a formal survey to send to key stakeholders; in progress.

### Community Engagement

- FABPAC members continue to meet with their respective vertical teams, individual school communities, neighborhood associations and other civic groups. We believe we need to stay in front of key groups to build and maintain trust in our processes.

### Bond Implementation

- Mark Grayson from FABPAC moved to the CBOC to assist with project transitions and continuity.
- We are staying abreast of bond project updates, design teams, and related community impacts such as those in the Eastside Planning teams; we are answering questions in the community as well as passing along feedback to assure that our intentions are carried through into the projects.
- Staff has updated the bond website and we are sharing that with our communities.

### Equity Discussions

- The Equity subcommittee met several times since the FMP was approved in 2017; they collected feedback and developed a white paper to summarize their findings and recommendations; this was shared with FABPAC and will be discussed in detail at the June FABPAC meeting. The final white paper will be shared with the Board for its consideration.
- FABPAC will include Equity as a major consideration during the process for the 2019 FMP update.

### Target Utilization Plan (TUP) Progress

- The TUP subcommittee met with Dr. Cruz and staff several times since May 2017 and as recently as February 13, 2018 to discuss our recommendations for the TUP process.
- Dr. Cruz was receptive to most of our recommendations. We recently received the final Target Utilization Plan guidelines, which we will post on the district place for future reference. Individual school-specific plans will be shared with school communities and their associated stakeholders.
- The goal of the TUP process is to improve facility utilization by: 1) increasing enrollment with mostly students not enrolled in AISD and/or 2) optimizing building use through partnerships by generating revenue to mitigate costs. The focus of a TUP is on enrollment not consolidation or closure (different process and criteria); we are working hard to de-couple the TUP efforts from consolidation conversations, so we do not raise unnecessary concerns; however, we do want to make sure that the schools communities as well their key stakeholders are involved and well informed of the TUPs and progress toward their goals.
- In addition to the 5 TUP schools listed in the 2017 FMP (Joslin, Dawson, Norman, Brooke and Sanchez), 27 other schools are eligible for a TUP (under 75% of permanent capacity) and were asked to work on a plan, given the guidelines prepared by the district after FABPAC input.

- The schools were given a deadline of April 23, 2018 to submit their TUPs.
- We are hoping to get an update in June on who submitted a TUP and get a better understanding of what happens once a TUP is submitted to the associate superintendents.
- FABPACers remain interested and available to assist TUP schools in reaching their goals.

#### Safety & Security

- District police gave us an update on current upgrades to systems, processes and infrastructure.

#### Boundary Advisory Committee (BAC)

- A BAC Co-chair, Melanie Plowman, updated FABPAC in April 2018 on their committee's approach and recent efforts.
- In Fall 2017, the BAC evaluated all boundary-related FMP recommendations; no boundary changes were recommended by staff until January 2019 when work must begin on new school boundaries for the southwest Austin elementary.
- The group last met in February 2018; with little to do right now, they voted to go on hiatus until late Fall, unless directed by the Superintendent.
- In January 2019, they will initiate efforts to establish boundaries for the new southwest school and surrounding region.

#### Coming Up for FABPAC

- Master Planning for Fine Arts, Athletics and Career and Technical areas – FABPAC will work with district staff in master planning efforts as funded by the 2017 Bond and will include those plans in the 2019 FMP update; in 2019, secondary schools will do their bond-funded master planning.
- FMP Update due March 2019, to include:
  - 25-year roadmap (reflecting what is in bond); only minor updates; no facility assessments; updates to Academic reinvention efforts & their ties to facilities.
  - Educational Specifications impact on utilization & permanent capacity
  - Consolidation/Closure criteria & processes
  - Portable Study and Reduction plans; and, use of Permables
- Community Engagement
  - Planned for Fall 2018 to solicit community input into next FMP and to keep public abreast of bond efforts that are underway

#### Questions for the BOARD of TRUSTEES:

- 1- What input do you have as we move into the Fall?**
- 2- What else should we address/include in the 2019 update?**
- 3- Do you want an update in Oct/Nov before we finalize 2019 FMP Update? Staff has two Board work sessions tentatively scheduled for December 2018 and March 2018, with approval in April 2019.**



## **Facilities and Bond Planning Advisory Committee**

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**April 12, 2018**

**6:00 – 8:30 p.m.**

**Carruth Administration Center, Board Auditorium**

**1111 West 6th Street, Austin, TX 78703**

### **MEETING MINUTES**

#### **IN ATTENDANCE:**

Committee Members: Kristin Ashy, Leticia Caballero, Cherylanne Campbell, Ricardo De Camps, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Dusty Harshman, Jennifer Littlefield, Cynthia McCollum, Rick Potter, Robert Schmidt, Barbara Spears-Corbett, Tali Wildman

AISD Trustees: Julie Cowan, Amber Elenz

Staff: Paul Cruz, Nicole Conley Johnson, Beth Wilson, Melissa Laursen, Lydia Venegas, Celso Baez, Reyne Telles, Ali Ghilarducci, Craig Shapiro, Gilbert Hicks, Sandra Creswell, Christian Clarke Casarez, Thyrun Hurst, Chaneel Daniels, Jean Bahney, Michael Savercool, Chris Evoy, Jacob Reach

Consultants: Shuronda Robinson

Visitors: Melanie Plowman, Mark Grayson, Dale Sump

#### **1. Call to Order and Overview of Meeting Goals (6:13 PM)**

Tri-chair Leticia Caballero called the meeting to order at 6:13 PM and reviewed the meeting goals. New FABPAC member Robert Schmidt (appointed by Trustee Elenz) was recognized.

#### **2. Citizens Communication**

None.

#### **3. Approval of Minutes**

The February 12, 2018 minutes were approved as presented.

#### **4. Subcommittee Report Outs**

- Equity – The equity white paper was discussed as part of agenda item 7.
- Community Engagement – Celso Baez (Assistant Director of Community Engagement) mentioned the inaugural quarterly bond newsletter. Kristin Ashy reminded the committee to reach out to the schools within their vertical teams to discuss what happens now that the

bond has passed (especially those schools that are not receiving large modernization projects as part of the 2017 bond).

## **5. Bond Implementation Related Items**

### **A. Role of Community Bond Oversight Committee**

CBOC tri-chair Dale Sump and Mark Grayson discussed the charge of the Community Bond Oversight Committee. Mr. Sump explained the 2008 bond program is coming to closure, with the recent purchase of the land for a future south high school. The 2013 bond program is still underway. District staff will be providing recommendations to the CBOC for the remaining contingency funds—which must be in line with the scope of the bond program. Re-allocation of bond contingency funds must be approved by the Board of Trustees.

The 2017 bond program will offer new opportunities for the public to view the progress of the large modernization projects, through the use of cameras on site. CBOC members have been encouraged to attend CAT (Campus Architectural Team) meetings to observe and listen, and introduce themselves to the teams.

### **B. Safety and Security (existing and planned facilities)**

Chris Evoy (Interim AISD Police Chief) and Mike Savercool (Life Safety Systems Supervisor) discussed current safety and security measures for school campuses. There is a district-wide emergency operations plan, and each school under guidance from Emergency Management, creates an emergency operations plan unique for their campus. Chief Evoy also explained the jurisdictions of the AISD Police and Austin Police, and how the departments collaborate with each other.

## **6. Boundary Advisory Committee Update**

Over several meetings, the Boundary Advisory Committee reviewed the potential boundary changes identified in the 2017 Facility Master Plan. Due to numerous factors, there will be no boundary changes for implementation in School Year 2019-2020. The BAC will meet in the fall to review new enrollment data to determine if any boundary changes for implementation in School Year 2020-21 are warranted. In addition, the BAC will begin their work on a boundary change to relieve overcrowding at Baranoff and Cowan in January 2019, concurrent with establishing an attendance area for the new southwest elementary school scheduled to open in August 2020.

Questions and comments from members:

- Will the BAC would re-look at the list of FMP boundary changes again next year.
  - Yes, the BAC will re-examine all FMP recommendations in the fall when new enrollment data is available.
- Boundary changes should be considered as the district is having conversations about equity.
- The district should communicate why boundary changes have not been implemented for the past couple of years.

**See attached table** for a list of FMP boundary changes reviewed by the BAC and the Superintendent, and the outcomes.

## **7. Equity White Paper Discussion**

Roxanne Evans (Equity subcommittee lead) explained the motivation to create a white paper on equity, and the need to incorporate equity into the Facility Master Plan. She asked that members provide feedback on the recommendations developed by the subcommittee prior to the June FABPAC meeting. Once the white paper (and recommendations) is finalized, it will be sent to the Board of Trustees for consideration.

## **8. Facility Master Plan (FMP) Related Items**

### **A. Planning for the FMP Update**

The committee was provided a draft outline of the contents/timeline of the FMP update scheduled to begin in the fall. Members were asked to provide feedback on the suggested contents below prior to the June FABPAC meeting:

- Amendment of the 25-year roadmap to indicate which projects are included in the 2017 Bond Program
- Incorporation of Athletics, CTE and Fine Arts master plans as new appendices
- Incorporation of Portable Strategy Guidelines
- Revisions to the consolidation criteria (consider adding a statement about TUP into criteria) and possibly recommend policy changes to the Board
- Updated Academic Reinvention Project List (Appendix C)
- Potential revision of the definition of permanent capacity in Glossary (Appendix C)
- Potential removal of the concept of permables as described in Glossary (Appendix C)

## **9. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items**

A written update to the Board is being drafted by the tri-chairs to share information on recent FABPAC efforts post bond approval.

Next meeting: June 14, 6 PM, Carruth Administration Center, Board Auditorium

## **10. Adjourn (8:40 PM)**



## Potential Boundary Adjustments Identified in Facility Master Plan (Approved April 3, 2017)

Reviewed by the Boundary Advisory Committee (September – November 2017)

The Boundary Advisory Committee's primary criterion was evaluated for each potential boundary change.

### Primary Criterion (without new school construction)

Recommend the adjustment of school attendance areas to balance student enrollments of areas affected. The student enrollments for these schools should be within the **target range of 75-115 percent of permanent capacity**. Projected student populations will also be considered as a factor when adjusting attendance areas, as they may affect future enrollments.

### List of boundary changes identified in the Facility Master Plan for further review

Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none"> <li>Brown ES</li> <li>Webb Primary</li> </ul>	Relocate Webb Primary students from portables currently located at Webb Middle School; reassign the Webb Primary students to a new modernized Brown Elementary.	09/21/17 10/10/17 11/30/17	<ul style="list-style-type: none"> <li>2017 Bond Program includes funding to rebuild Brown ES at a capacity to allow for the additional students currently assigned to Webb Primary.</li> <li>District administration will conduct outreach to the affected communities prior to taking this item to the Board for approval to merge the attendance areas.</li> </ul>	Members requested that the district engage with the affected communities as the merging of the attendance areas will not be reviewed by the BAC, which involves a public hearing as part of the process.	Board approval only, no BAC process
<ul style="list-style-type: none"> <li>Govalle ES</li> <li>Ortega ES</li> </ul>	Investigate a future boundary adjustment to send the Govalle students that reside east of Airport Blvd to Ortega. Goal is to support better aligning neighborhoods with appropriate attendance areas for students who wish to walk to school and to balance enrollments.	9/21/17 10/10/17	<ul style="list-style-type: none"> <li>In 2017-18, 228 (or 57%) Govalle students reside east of Airport Blvd.</li> <li>If the 228 students were reassigned to Ortega, it would result in a permanent capacity of 140% at Ortega (overcrowded) and 29% at Govalle (under-enrolled).</li> <li>Proposed boundary change does not support the BAC's primary criterion.</li> </ul>	After reviewing the data, the BAC did not support a boundary change at this time.	N/A



## Potential Boundary Adjustments Identified in Facility Master Plan (Approved April 3, 2017)

Reviewed by the Boundary Advisory Committee (September – November 2017)

Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none"> <li>Baranoff ES</li> <li>Cowan ES</li> <li>Kocurek ES</li> <li>Boone ES</li> </ul>	Review a boundary adjustment with these schools to relieve overcrowding at Baranoff and Cowan and balance enrollments across all four schools.	09/21/17 10/10/17 11/30/17	<ul style="list-style-type: none"> <li>Discussion around the timing to begin the BAC process; whether to start the process this fall or wait until January 2019 concurrent with creation of an attendance area for the new southwest elementary school.</li> <li>FMP recommends the new southwest elementary school provide relief from overcrowding at Kiker and Baranoff (specifically the Greyrock subdivision due to its proximity to the new school). Most likely, Baranoff will need additional relief.</li> <li>Proposed boundary change will help to balance student enrollments as described in the BAC's Primary Criterion.</li> </ul>	Undertake a comprehensive set of boundary changes with all listed schools in January 2019. This will be done concurrently with the creation of an attendance area for the new southwest elementary school, scheduled to open in August 2020. The new attendance area will affect the Kiker community and the Baranoff community (specifically the Greyrock subdivision which requested a boundary change to the BAC in 2016.)	Agreement with BAC recommendation
<ul style="list-style-type: none"> <li>Maplewood ES</li> <li>Campbell ES</li> </ul>	Consider a boundary change to address overcrowding at Maplewood; or consider a grade-level split with one campus supporting grades PK-2 and the other campus 3-5.	09/21/17 11/30/17	<ul style="list-style-type: none"> <li>BAC reviewed data that shows a high number of transfers into Maplewood contributes to overcrowding.</li> <li>SY2017-18, Maplewood was "frozen" to transfers, which should begin to address the overcrowding.</li> </ul>	After reviewing the data, the BAC did not support a boundary change at this time.	N/A
<ul style="list-style-type: none"> <li>Palm ES</li> </ul>	Consider a boundary adjustment to balance enrollment in the region.	9/21/17	<ul style="list-style-type: none"> <li>Palm is under-enrolled and has extra capacity.</li> <li>Blazier is currently the only overcrowded school in the region.</li> <li>2017 Bond Program includes funding for a new Blazier relief school. Once the relief school is opened in August 2020, Blazier will no longer be overcrowded.</li> </ul>	Based on data analysis of the proposed relief for Blazier and staff's recommendation, a boundary change was not pursued.	N/A





## Potential Boundary Adjustments Identified in Facility Master Plan (Approved April 3, 2017)

Reviewed by the Boundary Advisory Committee (September – November 2017)

Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none"> <li>Davis ES</li> <li>Summitt ES</li> </ul>	Consider a boundary adjustment to relieve potential future overcrowding at Davis.	9/21/17	<ul style="list-style-type: none"> <li>Davis is at 110% permanent capacity and Summitt is at 116%.</li> <li>FMP recommends classroom additions at both schools in years 1-6 (although it was not funded in the 2017 Bond Program).</li> <li>Proposed boundary change does not support the BAC's primary criterion.</li> </ul>	Because Summitt is currently overcrowded, the BAC did not support a boundary change with Davis.	N/A
<ul style="list-style-type: none"> <li>Oak Hill ES</li> </ul>	Investigate a boundary change with nearby schools for potential future overcrowding.	9/21/17	<ul style="list-style-type: none"> <li>At 112%, Oak Hill is currently within the optimal utilization target range (75-115%)</li> <li>Proposed boundary change does not support the BAC's primary criterion.</li> </ul>	Upon staff's recommendation to monitor enrollment for another year, a boundary change was not pursued.	N/A
<ul style="list-style-type: none"> <li>Patton ES</li> </ul>	Further study is needed to determine if the site will allow for expansion to replace the 8 portable classrooms/"permables" that are currently calculated into the schools' permanent capacity; if classroom additions cannot be accommodated due to site restrictions, then investigate a boundary adjustment with nearby schools.	9/21/17 11/30/17	<ul style="list-style-type: none"> <li>Further studies indicate an 8-classroom addition is feasible at Patton to replace the 8 "permables" that are currently calculated into the schools permanent capacity.</li> <li>Funding for a classroom addition could be included in a future bond program.</li> </ul>	Some BAC members expressed interest in a boundary change with Boone and requested direction from the Superintendent.	Do not start a boundary process at this time. A future boundary adjustment between Boone, Baranoff, Cowan and Kocurek (to be discussed in Jan 2019) may significantly limit the amount of additional capacity at Boone. If there is not enough capacity at Boone or other nearby schools, an 8-classroom addition could be considered for a future bond.



## Potential Boundary Adjustments Identified in Facility Master Plan (Approved April 3, 2017)

Reviewed by the Boundary Advisory Committee (September – November 2017)

Affected Schools	Facility Master Plan	Date of BAC Review	Meeting Minutes/Other Notes (Data used for discussions included the 2016-17 Demographic Report and 2017-18 enrollment data)	BAC Recommendation/Comments	Superintendent's Direction
<ul style="list-style-type: none"><li>Jordan ES</li><li>Overton ES</li></ul>	Review a boundary adjustment with Overton to avoid building an addition at Jordan.	9/21/17	<ul style="list-style-type: none"><li>Jordan's enrollment has decreased and the school is at 102% of its permanent capacity (within the target utilization range of 75-115%)</li><li>Proposed boundary change does not support the BAC's primary criterion.</li></ul>	After reviewing the data, the BAC did not support a boundary change at this time.	N/A
<ul style="list-style-type: none"><li>Akins HS</li><li>Crockett HS</li></ul>	Monitor enrollment trends, and consider a boundary adjustment with Crockett to relieve potential future overcrowding at Akins	9/21/17 11/30/17	At 116%, Akins is just above the target utilization range of 75-115%, while Crockett is at 70%	Some BAC members expressed interest in a boundary change between Akins and Crockett and requested direction from the Superintendent.	Do not start boundary process at this time.





# GOVALLE ELEMENTARY SCHOOL

AUSTIN Independent School District



SCHEMATIC DESIGN CONCEPT



FIRST FLOOR PLAN



SECOND FLOOR PLAN



# Equity White Paper

A report from the FABPAC Equity Subcommittee

November 2017

# Equity White Paper

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## A report from the FABPAC Equity Subcommittee

This product is the result of months of deliberation on how equity fit into the development of the Austin Independent School District Facility Master Plan.

The 18-member Facility and Bond Planning Advisory Committee had dozens of deep and often painful discussions about the role of equity in the facility planning process, as well as discussions on the history of Austin and AISD and the future of our city.

This report includes the reflections of the equity subcommittee of Roxanne Evans, Scott Marks, Dusty Harshman, Gabriel Estrada, Jodi Leach, Michael Bocanegra, Tali Wildman and Rich de Palma. FABPAC member Mark Grayson also contributed to this report.

This report includes possible policy recommendations the Board of Trustees might want to consider before the next FMP update.

Also included are AISD performance data, an AISD report, and links to reports on what other urban school districts are doing related to desegregation and equity, and links to myriad resources that could prove useful in the future. Also included is information on current AISD equity efforts, such as the Northeast Austin Plan and the Northeast Austin Human Capital Plan.

We apologize in advance for any omissions or repetition of material. This is just a humble attempt to memorialize some of our discussions, subcommittee recommendations and share some of the materials out in the public domain related to this issue. Perhaps the next FABPAC might consider equity in implementation of this bond.

Thank you.

## **Executive Summary**

The AISD Board of Trustees adopted seven guiding principles for the 2014 Facility Master Plan (FMP) and its updates. Of these principles, Equity in Facilities, is one that deserves greater elaboration in light of the experience of the Facilities and Bond Planning Advisory Committee (FABPAC). What constitutes ‘equity?’ Is it merely the quest to use objective measures such as facility conditions in order to treat similar schools similarly? Or does equity require redressing deeply-rooted consequences of historic inequitable decision-making on the part of AISD and the city over the past 150 years? Is equity best characterized by measures such as how AISD compares with other school districts on the achievement gap between white students and students of color? And, for these many points of view about equity, which ones can be appropriately addressed in facilities planning and improvements, and how?

Unfortunately, this white paper will not answer all of those very important questions. Instead, our approach here is to provide a record of the debate that one group of volunteers, the FABPAC, wrangled with as we worked on a 2017 update to the FMP and on the \$1.05 billion 2017 bond proposal that voters recently approved. Throughout more than 30 formal meetings, FABPAC repeatedly returned to equity as a guiding principle, trying to infuse it into the charts, plans, and ultimately, projects that will take shape in coming years. We feel an obligation now to provide the trustees, and the public, with a record of how we viewed equity during our deliberations.

We uncovered inequities that require imminent action. One example is that charter schools typically offer a school schedule that matches working parents’ schedule, such as 7am to 5pm, more so than in AISD schools. At AISD after-school programs are not offered at all elementary school campuses, and are offered for a fee at many campuses when parents can cover their work hours for free by placing their students in a charter school.

Another example is that international students must travel by bus to Eastside Memorial, in some cases more than one hour each way. Locating the international school closer to their homes, generally in North Austin, would provide a more equitable opportunity for these students, who are often new to this country, to have a fulfilling educational and extracurricular experience.

And a third example is Archer’s Challenge, when former student Archer Hadley explained the pressing need for schools, such as Austin High School, to become more accessible so that students with disabilities can excel in part because of facilities rather than in spite of barriers there.

FABPAC also did not shy away from controversial subjects, such as the under-enrollment of schools in central East and South Austin. To some extent, we may be able to address this problem with expanded after-school programs, targeted utilization plans, and public-private partnerships that expand affordable housing options for families with children. Equity becomes an issue when a school’s enrollment drops below a certain level, though, because at some point wraparound services cannot be sustained.

Our hope in presenting this Equity White Paper is to help those who must toil in the vineyard of facilities planning in the future, to give them the benefit of our debate as a starting point for their own, much in the same way that members of the previous

FMP group shared its lessons learned and other information with us. – The Equity Subcommittee.

## **Equity in AISD CONTEXT**

The AISD Facilities and Bond Planning Advisory Committee (FAPAC) was created by the Board of Trustees in September 2015 and charged with the task of updating the AISD Facility Master Plan (FMP) and evaluating AISD facilities data to make a determination as to whether the Board of Trustees should call a school bond election to address the needs of the district.

Although a guiding principle of the FMP is equity, some members felt that the principle couldn't be solely measured in terms of age and facilities and conditions without touching on some of the history of inequity in the school district, as well as other factors that extend beyond the initial FABPAC work on the master plan.

After the conclusion of the 25-year plan and as work toward a bond proposal neared completion, an equity subcommittee was created from the larger FABPAC group. Our subcommittee is now sharing its "lessons learned" from the past two years with the current members of the Board of Trustees as well as future FABPAC members.

In this paper, we endeavor to call out the major equity questions in our work, and explain how we either resolved the question or in some cases left the resolution to our successors and the trustees in the future. This document is not intended to paint AISD decision-makers in a corner, but rather to discuss the options we weighed and the equity factors that led FABPAC to some of the decisions we reached. By memorializing these important equity discussions, our intention is to provide a road map for future decision-making on these sensitive questions of race, income, gender, and ability.

## **HISTORY**

The history of the Austin Independent School District, like many institutions in the South, includes a legacy of racial animus.

Austin public schools were originally founded by the county in 1881 as racially segregated schools and remained that way after the Austin Independent School District formed in 1954.

By that time, the City of Austin 1928 master plan was well-established. That plan was the result of the Austin City Council decision based on a need for a comprehensive city plan and zoning map in 1927. One of the main objectives of the all-white City Council was to find a way to encourage residential segregation and compel African American families, who at that time were living throughout the city, to move to East Austin. The city used techniques such as eliminating utility services in certain areas where African American citizens lived in order to force them from their homes. Private developers then purchased these newly vacated areas in West Austin and elsewhere at very low prices and built new roads, homes, and commercial buildings. When these same neighborhoods "re-opened," higher rents, sales costs and newly created restrictive covenants prevented African American families from returning to their roots. Thus, the displaced African American families had few choices but to find housing in areas the city

reserved for non-whites, not unlike the reservation tactics used against Native Americans.

By the mid-1930s, nearly every African American family lived in East Austin which the city labeled "The Negro District." This also allowed the city to close African American schools in other parts of the city, placing added pressure on African American families to move to East Austin so that their children could attend a neighborhood school.

This plan was did not apply to Hispanics, although there was much discrimination aimed at Latinos. Mexican-Americans were not deemed a separate racial group, but were classified as "white." But between racially restrictive covenants that prevented non-whites from occupying certain neighborhoods, and because of the general lack of affordable housing in the city, East Austin became home to the majority of the city's African American and Mexican American residents.

In 1955, the Austin Independent School District adopted a resolution to integrate the school district beginning with senior high schools. The first stage of the plan allowed African American students to attend the schools closest to their homes. This meant that African- American students could attend white schools, if they happened to live outside traditionally African-American neighborhoods. Given the 1928 plan and history of *de jure* segregation, very few African-Americans attended integrated schools.

Austin bitterly fought desegregation legally until 1980, when AISD agreed to a consent decree which required it to comply with desegregation orders issued by the U.S. Fifth Circuit. (This went into effect in 1986).

Eventually, AISD was forced to introduce busing as a remedy to solve the historic racial inequities in education. In determining whether a dual school system existed, courts often found distinct differences between factors such as per pupil spending, total campus budget, teacher/student ratio, the average years of experience of its teaching staff, and the percentage of minority administrators per campus as tangible evidence of an intent to perpetuate a separate and unequal system of education. (These remain topics of discussion in 2017. The reasons for the segregation that persists today is a source of continual debate and dismay for a city that likes to think of itself as progressive.)

In 1986, as the result of a long and bitter battle between the federal government and Austin schools officials, Austin was declared unitary under the terms of a consent decree between AISD and the U.S. plaintiffs entered into in 1980. Upon a finding of "unitariness," Austin was no longer compelled to use busing for desegregation/integration purposes, because the Austin schools no longer showed any significant "tangible" evidence of racial inequity.

Despite the freshness of the unitary designation, in 1987, AISD ended cross-town busing for desegregation purposes and returned to a neighborhood school policy. Given the housing segregation, schools in Austin become resegregated.

In an attempt, perhaps, to compensate for the concentration of low-income African American and brown students in 16 elementary schools, the district devised what it called a "Priority Schools Plan." Generally, these schools were to begin priority in terms of getting first access to high quality principals and teachers and funding for lower



classroom sizes/pupil teacher ratios and support staff and programs to help struggling students.

According to AISD analysis, this program was not implemented with fidelity at all 16 schools, and budget cuts and lack of sustained community pressure allowed the school district to eliminate funding for the program in 1995.

The school district did, however, show commitment to some level of integrated schools with the introduction of magnet schools.

The Science Academy was created in the 1985-1986 school year at LBJ High School.

The Liberal Arts Academy was created at Johnston in 1988.

When the former Kealing Junior High in East Austin was rebuilt and reopened as Kealing Middle School in 1986, it included a science magnet program that was to feed into the Science Academy at LBJ High School.

### **LASA HISTORY AND EQUITY CHALLENGES**

AISD responded to requests from the business community (an effort spearheaded by IBM) for a better-trained workforce by creating a magnet Science Academy (SA) program on the LBJ High School campus in 1985. A few years later, the Liberal Arts Academy (LAA) was created on the Johnston High School (now Eastside Memorial) campus in 1988.

The original intent was that these programs would also address desegregation by bringing students from other non-minority parts of the city into these predominantly minority campuses, which were both experiencing declines in enrollment. In addition, the presence of advanced academics on each campus was intended to create opportunities for neighborhood students who often came from disadvantaged backgrounds, even if they were not in the magnet program.

Within a decade, it became clear that such an approach had unintended negative consequences. Among the first issues to arise was that many in the LBJ and Johnston school communities felt that the programs and their placements were decided with little input or involvement from the neighborhood school communities. All subsequent decisions made by the district about these programs raised similar feelings in the respective school communities.

The next serious issue to arise involved class rankings. Because the advanced academic classes often include additional weightings for honors classes, most students in the magnet programs ranked "ahead" of the top-performing non-magnet students on the campus. This became an issue far more crucial than just who was valedictorian with the passage of the "Top Ten Percent Rule" in 1997, guaranteeing admission to UT-

Austin or Texas A&M to students graduating in the top of their class. Although the neighborhood students, were part of the population intended to be helped by the rule, many were not able to qualify for automatic admission. AISD's original solution—to rank students in the comprehensive program both in terms of the campus as a whole and against other comprehensive students—was found to be unfair to magnet students by a federal judge in 2000.

A new state law authored by State Rep. Dawnna Dukes allowed for LBJ neighborhood students to be only ranked against each other and not magnet students. While this solved a problem at LBJ High School, the law did not include Johnston High School.

In 2001, a 21-member citizens' Community Working Group proposed that AISD combine the Liberal Arts Academy and the Science Academy on the LBJ High School campus. The AISD Board of Trustees voted to do so, starting with the 2002 school year in a 6-3 decision. Parents of students in the magnet programs had often proposed a merger, so students could receive a balanced, well-rounded education including both science and the humanities. In addition, the departure of magnet students from Johnston High School would mean that neighborhood students had greater opportunities to be in the top ten percent of the graduating class.

Other hoped-for benefits to students in the comprehensive high school programs did not materialize before or after the combination of LAA and SA. Because of historical patterns of inequity in investments in elementary and middle schools in the nearby communities, neighborhood high school students were often not prepared for the rigor of the classes being offered in the magnet programs, and those who tried enrolling in them often experienced frustration instead of excitement. In addition, many neighborhood students reported feeling unwelcome in the magnet classes.

Over time, this led to increased separation between the two student populations, the opposite of what was intended. Students from the magnet were rarely enrolled in the same classes as neighborhood students, and vice versa. More teachers were specializing to teach one group or the other as a consequence. Eventually, the separations became physical, with magnet classes in one part of the school building (upstairs and in portables in the back) and the comprehensive classes for neighborhood students in another part of the school building (on the ground floor). Both groups of students use only a few spaces, such as the library, cafeteria, theater, and gym.

Extracurricular activities and sports continue to be open to all students. In practice, though, factors such as self-selection and home-based opportunities available only to magnet students (such as private music lessons or select sports leagues) resulted in many activities and teams comprising either predominantly magnet students or predominantly neighborhood students.

Through the 1990s and early 2000s, another disadvantage to having the magnet program co-located with a comprehensive high school program became increasingly evident. LBJ High School was turned down for several grants specifically intended for disadvantaged students because, on average, its students did not appear as disadvantaged as those in other schools elsewhere in the country. The presence of magnet students within the school's demographics obscured the specifics.

In response, AISD formally separated LBJ and LASA in 2007. This marks the start of the current "two-schools/two-principals/one-campus" co-location model. This action was taken because the district was pursuing a \$2 million grant for the LBJ High School from the Gates Foundation. As a consequence, the informal separation already experienced was formalized and built into the structure of the two schools' administrations and budgets.

The inaccurate perception that LASA's population is entirely wealthy and Anglo and that LBJ's population is entirely disadvantaged and minority has resulted in a feedback loop in which some neighborhood students believe they would be unwelcome at LASA, despite the color-blind holistic admissions process that involves middle school grades, essays, recommendations, and the CogAT test.

In the past few years, increased publicity about LASA as a nationally-ranked school has increased demand so much that the "cut score" for the holistic process that is used to evaluate students has had to be raised for several years, in order to keep classes to a manageable size, given the facilities constraints. Many students who would have qualified in prior years are being turned away because of demand for the limited number of seats at LASA.

### **EASTSIDE MEMORIAL VERTICAL TEAM**

Eastside Memorial High School presented a significant challenge for FABPAC, in part because of its under-enrollment. With the at-capacity International High School included, enrollment on the campus is only 55% of permanent capacity. The numbers are 851 students enrolled at a campus with a capacity of 1,548. Some FABPAC members were troubled by the under-enrollment, as well as by the fact that many of the International High School students are English Language learners from foreign countries who ride a considerable distance, for some an hour each way, to the campus. Several members of FABPAC pointed out that the history of Eastside Memorial is a unique part of the history of East Austin, with a historic pattern of neglect and somewhat recent investment of significant resources and expertise to turn around the campus.

The timeline below may be useful to those who are not familiar with the history of the Eastside Memorial campus:

#### ***Johnston & Eastside Memorial HS Timeline***

**1960** - Albert S. Johnston High School opens for the first time, named for a general of the Confederate Army.

**1980** - Busing starts throughout Austin. Many east Austin high school students are sent across the city to Anderson High School. Busing would continue until **1989**.

**1990** - Alumni group attempts to

rename Johnston to Gordon Bailey, in honor of the original principal of the school, but is voted down by the school board.

**1987** - AISD places the Liberal Arts Academy, a magnet program, at Johnston.

**2002** -, the Liberal Arts Academy magnet program is moved to LBJ High School to create LASA.

**2004** - Johnston is rated Academically Unacceptable for the first time and for the next four years.

**Summer of 2008** - Johnston HS

becomes the first school to be shut down by TEA. In the fall it is re-opened as Eastside Memorial HS at the Johnston Campus.\*

**Summer of 2009** - AISD splits the campus into two: Green Tech and Global Tech. Both schools implement specialized curriculums starting in 9th and 10th grade.

From **2009** until the end of the **2011** school year, Green and Global Tech alternated ratings - one was Academically Unacceptable one year, the next year the other one was.

**In May of 2011**- the Green and Global Tech were consolidated as Eastside Memorial at the Johnston Campus.

**December 2011**- AISD intervened again.

Board approves IDEA Charter Schools to become a partnering entity. Parents, students and teachers speak out against it, lead by PRIDE of the Eastside.

**December 2012** - newly elected AISD board members vote to terminate IDEA's contract.

**Spring 2013** - Johns Hopkins University's Talent Development Secondary is chosen by AISD and approved by TEA as the new partnering entity for Eastside.

**June 2013**, -Texas Education Commissioner Michael Williams announces that Eastside will remain open and be given three years to improve.

**2015** - Eastside meets all state standards including three distinctions.

**2016-2017** - Eastside wins the inaugural Rather Prize, graduation rates are above 90%

**Summer of 2009** - AISD splits the campus into two: Green Tech and Global Tech. Both schools

implement specialized curriculums starting in 9th and 10th grade.

*\* The PEIMS number was not changed when Johnston was re-opened as Eastside in the Fall of 2008.*

With this history in mind, FABPAC recommended full modernization as well as consideration of excess capacity for community and district uses to best serve the students, community, and AISD.

The Board of Trustees also weighed the excess capacity and long history of this community, and proposed moving Eastside Memorial to the Original Anderson/Alternative Learning Center campus, and moving LASA to the Eastside Memorial campus. The trustees left open the question of where the International High School would be located.

### **EQUITY OF ACCESS AND ARCHER'S CHALLENGE**

One highlight of FABPAC's more than 30 full committee meetings was when former AISD student Archer Hadley spoke to us about the need for expanded accessibility standards. He spoke eloquently with rain falling on him. FABPAC included strong recommendations in the master plan to expand beyond mere compliance with Texas Accessibility Standards and ADA Regulations, and to revisit Educational Specifications in light of Mr. Hadley's recommendations and the experience of other alumni and students with disabilities in spite of facilities rather than with the help of modern fully accessible and reinvented spaces.

Signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities are in the master plan. Archer's Challenge also invites trustees and other stakeholders annually to spend a day in a wheelchair riding a school bus and visiting multiple AISD facilities.

### **EQUITY QUESTIONS WITH CHARTER SCHOOLS & THE ALLAN CAMPUS**

One of the most public AISD equity dust-ups in recent years involved a contract with a charter school on the Allan campus in East Austin. Originally a junior high school opened in 1957, Allan became an elementary school in 1980. The board of trustees approved a contract for an out-of-district charter to operate the Allan campus in the 2012-13 school year. At that time there were fewer than 300 neighborhood elementary school age kids in the attendance boundaries, and the campus had an official capacity of 673. For many reasons, including equity and community engagement concerns, the board of trustees voted in 2013 to cancel the contract with the charter and close the school. Today Allan is a surplus property and provides office space for a number of local nonprofits, including a child care operator that uses some of the classrooms.

The proliferation of charters in Austin, and especially in East Austin, was a thread of discussion in many FABPAC meetings. There was a diversity of viewpoints, with some members expressing strong support for charters and other members opposed to recruitment tactics and other practices of charters that appeared to some not to be a level playing field with AISD.

Many of us were especially struck by the equity questions arising from the geographic location of charter schools, with dozens of popular schools operating and scheduled to open in East Austin, and especially in Northeast Austin. We heard testimony from a number of parents that especially in the middle school years, the charter schools are more attractive than traditional public schools in Northeast Austin. The reasons range from academic underperformance of some campuses to dissatisfaction with the single-gender school options at Garcia YMLA and Sadler Means YWLA. Formerly, co-ed Pearce and Garcia middle schools served Northeast Austin.

An additional concern at all grade levels is that charter schools offer a schedule that many working parents find much more attractive, with the school day ending at 5:30 or 6pm. Some AISD public schools do not offer after-school programs, or must charge a fee for these programs while charters offer the extended school day for free.

## **EQUITY IN THE CLASSROOM – THE ACHIEVEMENT GAP**

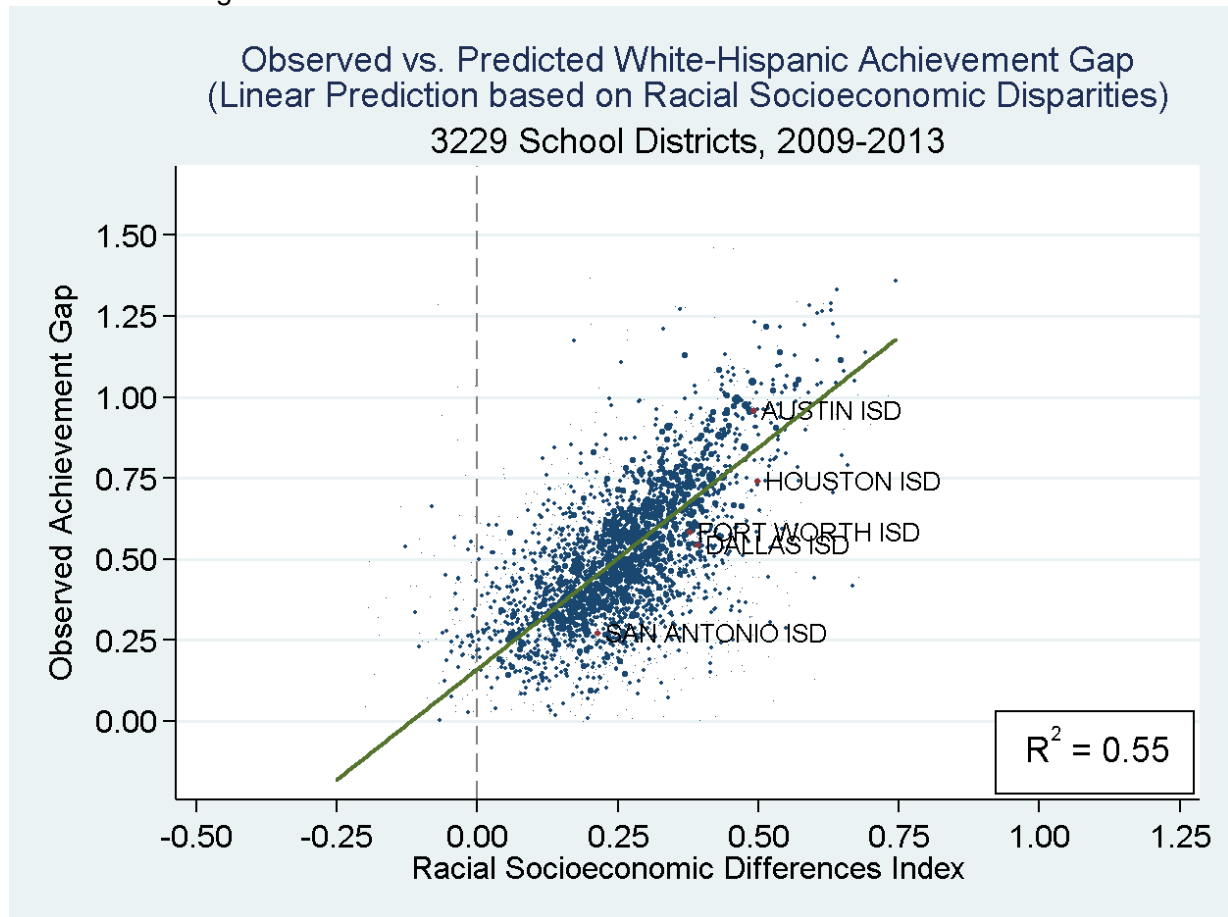
### **Austin Achievement Gap**

Academic research, such as by Professor Reardon at Stanford University (Center for Education Policy Analysis Working Paper No. 16-10, “The Geography of Racial/Ethnic Test Score Gaps”) has focused on racial and ethnic disparities in students’ academic performance, and has used statistical techniques to estimate the achievement gap in every school district in the United States. Factors that researchers have identified as contributing to an achievement gap include patterns of residential and school segregation and socioeconomic disparities among racial groups. For example, if parental education is on average a bachelor’s degree for white students and a high school diploma for minority students, this is a socioeconomic disparity that leads to an achievement gap. Similarly, the segregation factor that appears to be correlated with an achievement gap is the difference in white and minority students’ exposure to low-income schoolmates. If minority students are much more likely to attend Title I schools than white students, this will widen the achievement gap.

During the FABPAC meetings, Professor Reardon and his colleague, Professor Kenneth Shores, shared with FABPAC members how Austin stacks up with other school districts in Texas. The charts below describe their research but require some explanation. The further to the right a school district is, the more socioeconomic difference there is between racial groups in that ISD. So in San Antonio, for example, there is much less of a difference socioeconomically between Latino and Anglo families than in Austin or Houston. You can see in the chart that Austin and Houston are similarly far to the right, meaning they have comparable racial socioeconomic differences. This is unfortunate, but what is more even more stark is that the line in the chart represents the predicted achievement gap based on socioeconomic differences. You can see that Houston ISD is below the predictor line, meaning it is doing better than predicted at narrowing the achievement gap. Austin ISD, on the other hand, is above the line, which means the achievement gap between Latino students and white students, and similarly between African American students and white students, is even worse than would be predicted by differences in parental education and other socioeconomic factors.

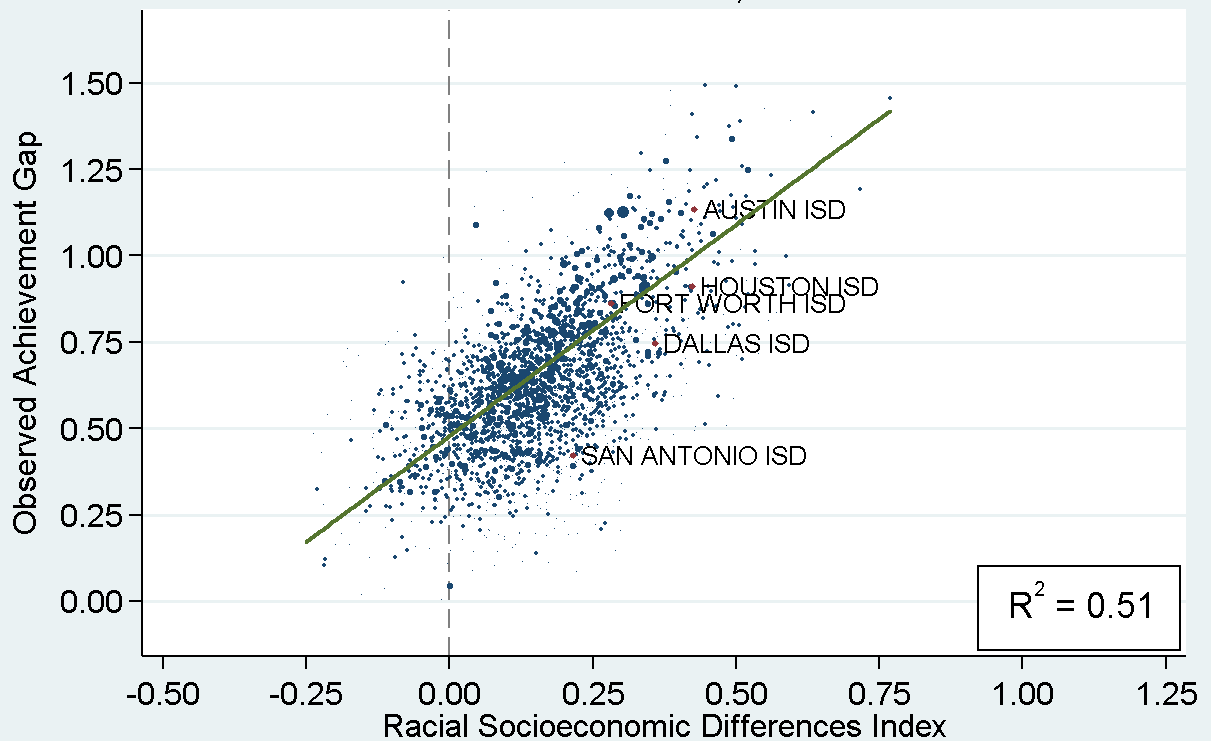
While it is difficult to translate this academic research to facilities planning, there are some potential strategies that could work. The first is that if minority parents in Austin have to work two jobs to make ends meet, anything the school district can do to defray costs associated with child care will help reduce the achievement gap. Similarly,

because exposure to low-income classmates is a predictor of the achievement gap, racial and income integration is a strategy that is also likely to reduce the achievement gap. So takeaways for AISD should be to promote free after-school care for families who cannot otherwise afford to pay, and to do whatever we can to promote racial and income integration in schools, which may include more innovative academic programming in Title I schools and more of an opportunity for low-income students to attend schools outside their neighborhoods.





Observed vs. Predicted White-Black Achievement Gap  
(Linear Prediction based on Racial Socioeconomic Disparities)  
2475 School Districts, 2009-2013



### NORTHEAST MIDDLE SCHOOL AT MUELLER

The City of Austin master development agreement with the developer of the 711-acre former Robert Mueller Municipal Airport provides for a school to be located on the redeveloped land. FABPAC weighed many options, and there were diverse viewpoints on whether a new school should be constructed at Mueller. While some members did not see the need for a school given enrollment patterns, others advocated seizing this opportunity for AISD to become more competitive with charter schools.

Because of the live-in population and enrollment patterns of nearby elementary schools, FABPAC dismissed the option of an elementary school for the Mueller community. Middle schools, however, serve a much larger geographic area, and FABPAC, consultants, and the board of trustees found the site to be an important opportunity for a co-ed middle school in Northeast Austin, where one does not currently exist, and an opportunity for racial and income integration. For these reasons, the board of trustees voted unanimously to make this site a year 1-6 priority in the approved Facility Master Plan.

## RECOMMENDATIONS

Most of the recommendations discussed in this paper are memorialized in the Facility Master Plan, but some have arisen from a closer look in the mirror at the equity issues that consumed us for the past 18 months. These include:

- After-school care at all AISD elementary school campuses. This would be an excellent use of any tax swap revenue with the City of Austin, and is a critical need for AISD to remain competitive with charters.
- Make the Facilities and Bond Planning Advisory Committee a permanent AISD Board of Trustees Committee. Keeping at least some current FABPAC members on the committee provides for both continuity and institutional knowledge that would be valuable in the future. (It is a given that members will need to leave/be replaced, but it would be valuable to not have to start the 2019 process with a whole new group. ) Add staggered terms for one or two years to retain knowledge of facilities based equity.
- The district should make facilities questions a part of all annual parent and staff surveys to have current information on how they view facilities needs/issues. Use an enhanced TEL survey to find out how parents rate facilities/conduct surveys using School Messenger, teacher polling, in multiple languages.
- Conduct a major review of the AISD school boundary process and consider whether boundaries are artificial barriers that are no longer relevant or if perhaps the district should consider attendance zones that provide for two or three options for parents, particularly at elementary schools.
- Consider redrawing/adjusting boundaries in 2018 in an attempt to truly right-size schools for optimum capacity.
- Create more non-boundary/all district schools. These schools could be advanced academic or specialized programs in all district quadrants.
- Conduct semi-annual review of transfers and effect on school enrollment. Consider freezing more schools and scrutinizing transfer categories. Add SES qualifier to transfer/free and reduced lunch as basis for transfer. Review race-based transfers and perhaps revamp
- Correct vertical team/feeder pattern alignments district wide so there is less student disruption and more predictability in school assignments.
- Also, consider making the BAC a FABPAC subcommittee, or at minimum hold joint meetings at least quarterly.

### **Other districts**

<http://www.denverpost.com/2017/06/19/segregation-denver-colorado-schools/>

<http://www.denverpost.com/2017/06/19/segregation-denver-colorado-schools/>

<https://tcf.org/content/report/dallas-independent-school-district/>

<https://prestonhollow.advocatemag.com/2011/07/22/a-gray-matter-40-years-of-disd-desegregation/>

Other school districts who have done significant research on desegregation:

Cambridge MA

Charlotte, NC

Louisville KY

Portland, OR

### **Other resources, information**

[https://www.austinisd.org/sites/default/files/dept/ina/Northeast Austin Plan v20.pdf](https://www.austinisd.org/sites/default/files/dept/ina/Northeast_Austin_Plan_v20.pdf)

<http://lakewood.advocatemag.com/2011/07/22/a-gray-matter/>

<http://www.epi.org/publication/unfinished-march-public-school-segregation/>

<http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1278&context=elj>

<https://www.washingtonpost.com/posteverything/wp/2015/10/23/forced-busing-didnt-fail-desegregation-is-the-best-way-to-improve-our-schools/?u>

<https://www.tolerance.org/magazine/spring-2004/brown-v-board-timeline-of-school-integration-in-the-us>

<https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/>

<https://tcf.org/content/report/school-integration-practice-lessons-nine-districts/>

<http://magnet.edu/resources/research-studies>

<https://www.propublica.org/article/ferguson-school-segregation>

This white paper was the result of the hard work and discussion of the Facilities and Bond Planning Advisory Committee members:

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Also, we would like to thank all of the AISD Board of Trustees, particularly Dr. Ted Gordon and former trustee Paul Saldana.

A special thanks to AISD staff who assisted with research.

A special thanks to the editing prowess of Mark “The Knife” Grayson.

It is our hope these discussions continue moving forward.

FABPAC – The following feedback is provided by district staff for your consideration as you discuss the recommendations provided in the Equity White Paper.

## EQUITY WHITE PAPER RECOMMENDATIONS

Most of the recommendations discussed in this paper are memorialized in the Facility Master Plan, but some have arisen from a closer look in the mirror at the equity issues that consumed us for the past 18 months. These include:

1. After-school care at all AISD elementary school campuses. This would be an excellent use of any tax swap revenue with the City of Austin, and is a critical need for AISD to remain competitive with charters.
  - After school programming was considered as a funding item in previous year-long discussions with the City regarding a tax rate swap. However, due to both legal and political constraints, it is highly unlikely that a tax rate swap with the City could be effectuated at this time.
  - Alternative means of accomplishing this goal could be investigated.
2. Make the Facilities and Bond Planning Advisory Committee a permanent AISD Board of Trustees Committee. Keeping at least some current FABPAC members on the committee provides for both continuity and institutional knowledge that would be valuable in the future. (It is a given that members will need to leave/be replaced, but it would be valuable to not have to start the 2019 process with a whole new group. ) Add staggered terms for one or two years to retain knowledge of facilities based equity.
  - The bylaws state that the FABPAC is a standing, advisory body and shall serve to provide guidance and counsel of the Board of Trustees, Superintendent and District administration.
  - Terms are currently staggered, although not necessarily by Trustee—this could be changed if directed by the Board of Trustees. The 2019 FMP update process will have members who participated in the 2017 FMP process.
3. The district should make facilities questions a part of all annual parent and staff surveys to have current information on how they view facilities needs/issues. Use an enhanced TEL survey to find out how parents rate facilities/conduct surveys using School Messenger, teacher polling, in multiple languages.
  - Here are the current questions/statements that are provided to campus staff specific to facilities and resources that are on the TELL survey. Their choice options range from strongly agree to strongly disagree.
    - Teachers have sufficient access to appropriate instructional materials.
    - Teachers have sufficient access to instructional technology, including computers, printers, software and Internet access.
    - Teachers have sufficient training and support to fully utilize the available instructional technology.
    - Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.
    - Teachers have sufficient access to a broad range of professional support personnel.
    - Teachers have adequate space to work productively.
    - My school is provided sufficient data and information to make informed decisions.

- The school environment is clean and well maintained.
  - The physical environment of classrooms in this school supports teaching and learning.
  - My school receives instructional resources commensurate with student needs.
  - My school receives instructional resources commensurate with other schools in the district.
  - Research and Evaluation Dept. could add the following statement for parents/guardians:
    - I am satisfied with the condition of my child's school building.
    - The response choices would be Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know/NA
4. Conduct a major review of the AISD school boundary process and consider whether boundaries are artificial barriers that are no longer relevant or if perhaps the district should consider attendance zones that provide for two or three options for parents, particularly at elementary schools.
- District administration recommends the BAC review the boundary process with input from the demographer on national best practices, whose contract could include an add-on service for this type of work.
5. Consider redrawing/adjusting boundaries in 2018 in an attempt to truly right-size schools for optimum capacity.
- The Boundary Advisory Committee reviewed all potential boundary adjustments identified in the 2017 FMP. Upon direction of the Superintendent there will be no boundary changes for the 2019-20 school year. The BAC will review enrollment data in fall 2019 to discuss any needed boundary adjustments for the 2020-21 school year.
6. Create more non-boundary/all district schools. These schools could be advanced academic or specialized programs in all district quadrants.
- Decisions about schools open to all students should be made on how to increase student choice for instructional options desired by students.
7. Conduct semi-annual review of transfers and effect on school enrollment. Consider freezing more schools and scrutinizing transfer categories. Add SES qualifier to transfer/free and reduced lunch as basis for transfer. Review race- based transfers and perhaps revamp.
- Campus principals and associate superintendents monitor transfers and enrollment and associate superintendents respond to transfer appeals. Principals of non-frozen schools can open up spaces and accept additional transfers at any time.
  - The decision to freeze a campus is largely based on permanent capacity with the goal being to reduce over-crowding. There are currently 28 frozen schools. Please see attached regarding: frozen schools, types of transfers, deadlines.
  - The attachment also includes a description of the types of transfers. Majority to minority transfers are approved to non-frozen campuses if the student's ethnic group is under 50 percent of the school's population and the request is submitted by the deadline. The ethnic groups are defined by policy: 1) Black (and not of Hispanic origin) and Hispanic students, and 2) American Indian/Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, and White (and not of Hispanic origin) students. See attachment for specific schools. Changes to FDB Local were last approved by the Board in spring 2015.
  - Summary information as of 1st 6 weeks of SY2017-18
    - New transfer requests: 8,070
    - Percent approved: 87%

- Total students on a transfer (new and continuing): 17,075
8. Correct vertical team/feeder pattern alignments district wide so there is less student disruption and more predictability in school assignments.
    - It is possible to align vertical teams and feeder patterns, however, it is projected that approximately 5,000-6,000 middle and high school students would be affected by new school assignments. In addition, this realignment would likely exacerbate overcrowding and under-enrollment across the district.
    - Staff would need direction from the Board of Trustees before undergoing this massive effort with the Boundary Advisory Committee.
  9. Also, consider making the CBAC a FABPAC subcommittee, or at minimum hold joint meetings at least quarterly
    - **Clarity needed** - The Citizens Bond Advisory Committee (CBAC) is a previous version of the FABPAC. Should this recommendation reference the Boundary Advisory Committee (BAC) or Community Bond Oversight Committee (CBOC)?
    - **Question** – What is the goal of creating a new subcommittee and how does it relate to equity? Is there a concern regarding the current CBOC or BAC?
    - There is a significant workload placed on the FABPAC during the FMP update and bond planning processes. The creation of a new subcommittee to either work on boundary changes or monitor bond implementation at the same time would result in a tremendous time commitment from the FABPAC. Additionally, staff strongly recommends that facility and bond planning remain separate functions from bond implementation to ensure unbiased oversight.
    - Regularly scheduled information sharing and/or joint meetings between the FABPAC, BAC and CBOC are recommended.



# **Target Utilization Plan Guide**

## **Updated 05.01.2018**

**Goal:** The goal of the Target Utilization Plan (TUP) is to improve facility utilization by:  
1) increasing enrollment mostly with students not enrolled in AISD and/or 2)  
optimizing building use through partnerships by generating revenue to mitigate costs.

**TUP Eligibility:** Student enrollment less than 75% of permanent capacity, as defined by the Facility Master Plan.

**Due Dates:**

First Round: March 9, 2018

Second Round: April 23, 2018

For subsequent school years, TUPs shall be due the first Monday in March.

The following sections will help guide the development of the TUP process for each designated campus:

Section 1 - Needs Assessment

Section 2 - Plan Development

Section 3 - Monitoring Plan Implementation

Section 4 - Communication

Each eligible campus should complete and submit a TUP to demonstrate intervention efforts taken to improve utilization.

### **Section 1 - Needs Assessment**

#### **A. Data Review**

1. What programs have been implemented in the past to maintain and/or boost enrollment?
2. What was campus enrollment for the last 5 years?
3. How many Austin ISD students have been in the school assignment area for the last 5 years?
4. What is the projected enrollment and population in the out years?
5. What have been the in/out transfers for the last 5 years? What were the reasons for transfers?
6. What have been the TELL or campus climate survey trends?
7. What has been the building utilization rate for the last 5 years?
8. What are the changing demographics and/or housing changes impacting the campus?
9. What are other issues the campus may be facing in the next 5 years? This includes over/under-enrollment in contiguous schools, new private and/or charter

schools, new housing, less housing, housing affordability, new programming in surrounding AISD schools, etc.

10. What have the operational (M&O) and capital (I&S) costs been for the school campus over the last few years? What are the projected capital and facility maintenance costs for upkeep of the school?

#### B. Background Review

1. What are the points of pride or strengths of the campus?
2. What are the challenges and/or areas of opportunity?
3. What marketing and community relations strategies have been used to recruit students such as neighborhood walks, phone calls, campus tours, campus highlight fairs, neighborhood association presentations, website information, campus orientations for potential students and families, realtor info sessions, flyers, etc?
4. What new programs have been offered or can be offered to meet student and parent needs/expectations that may boost enrollment?
5. Are there any partnerships with other entities that can be housed on the campus to support students and families and offset campus utilization costs?
6. How do you rate the level of customer service at the school? What were some of the trends from the climate data? Have staff been through customer service training? If not, would it be helpful?
7. Are there potential boundary changes that may increase student enrollment but not negatively impact surrounding schools? If so, what are those potential changes? These potential changes must be submitted to the Boundary Advisory Committee.

## **Section 2: Plan Development**

The TUP must include the following components:

- A. Review of Needs Assessment - Data and Background Information
- B. Goals and Annual Student Enrollment and Facility Utilization Targets
- C. Strategies and Actions
  1. Development of the TUP may include, but not be limited to, principals, Campus Advisory Councils/PTA members, and teachers.
  2. Opportunities for community dialogue to provide feedback on TUP strategies shall be incorporated into process.
- D. Person Responsible
- E. Resource Allocation
- F. Timeline
- G. Progress Checks

Please use the attached Stoplight Report to develop the TUP. The Campus Advisory Council and the campus principal must approve the draft TUP and submit it to the superintendent and the respective associate superintendent for final review and approval.

### **Section 3: Monitoring Plan Implementation**

#### *Quarterly review by the campus principal and CAC*

- The TUP must be reviewed by the CAC and the principal at least quarterly and may make adjustments as necessary.
- Representatives from the Department of Communication and Community Engagement, Teaching and Learning, and the respective associate superintendent should meet with school leadership to assess progress.
- The final review of the TUP must be submitted to the respective associate superintendent.

#### *Annual review by the associate superintendent*

- The TUP will be reviewed annually by the respective associate superintendent.
- The associate superintendent may remove the campus from the TUP process based on progress on TUP targets and plan implementation, Facility Master Plan review, bond planning, and school consolidation criteria.
- While the TUP process is new, plans and actions to boost student enrollment and address facility utilization have been deployed for several years. This information must be considered in the annual TUP review.

### **Section 4: Communication**

- A. The following groups should be informed about the TUP:
  - 1. Faculty
  - 2. Campus Advisory Councils
  - 3. PTAs
  - 4. School families
- B. Other groups who may be informed of the TUP include, but not limited to:
  - 1. Nearby neighborhood associations
  - 2. City Council representative
  - 3. Other key stakeholders as deemed appropriate
- C. The goal of the TUP is to increase enrollment, and is not a guaranteed path to consolidation/closure. The Facility Master Plan has separate consolidation criteria that can be considered by the Board of Trustees at any time, in conjunction with district policy CT (LOCAL).

**2017-18 TUP Eligible Schools**  
Percent of Capacity by Enrollment

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	2015-16 Enrollment	% of Permanent Capacity	2016-17 Enrollment	% of Permanent Capacity	<b>FINAL 2017-18 Enrollment</b>	% of Permanent Capacity	Seats	1 year Delta
CAMPBELL	524	250	48%	223	43%	197	38%	194	37%	330	(3)
NORMAN	486	309	64%	316	65%	261	54%	196	40%	290	(65)
SANCHEZ	580	443	76%	410	71%	354	61%	260	45%	320	(94)
WINN	524	333	64%	303	58%	245	47%	244	47%	280	(1)
ZAVALA	561	387	69%	376	67%	350	62%	304	54%	257	(46)
METZ	524	363	69%	308	59%	313	60%	290	55%	234	(23)
SIMS	355	230	65%	265	75%	232	65%	201	57%	154	(31)
BROWN	449	414	92%	364	81%	361	80%	268	60%	181	(93)
DOBIE PK	337	256	76%	272	81%	208	62%	206	61%	131	(2)
LINDER	542	420	71%	368	63%	324	60%	336	62%	206	12
BROOKE	393	347	88%	266	68%	270	69%	249	63%	144	(21)
GOVALLE	598	539	90%	504	84%	468	78%	402	67%	196	(66)
DAWSON	524	332	63%	377	72%	344	66%	354	68%	170	10
MCBEE	580	541	93%	491	85%	456	79%	393	68%	187	(63)
BLACKSHEAR	561	271	48%	295	53%	384	68%	386	69%	175	2
PALM	636	504	79%	478	75%	462	73%	443	70%	193	(19)
BOONE	752	498	66%	569	76%	573	76%	533	71%	219	(40)
ST ELMO	411	297	72%	300	73%	287	70%	295	72%	116	8
BLANTON	711	537	76%	483	68%	482	68%	516	73%	195	34
REILLY	318	287	90%	281	88%	261	82%	233	73%	85	(28)
LANGFORD**	729	742	107%	695	100%	618	87%	536	74%	193	(82)
RODRIGUEZ	711	798	112%	703	99%	592	83%	530	75%	181	(62)
JOSLIN	374	286	76%	278	74%	259	69%	282	75%	92	23

GARCIA*	980	390	32%	424	35%	430	35%	394	40%	586	(36)
SADLER MEANS*	882	350	32%	370	34%	392	36%	390	44%	492	(2)
MENDEZ**	1,235	839	69%	801	66%	704	58%	651	53%	584	(53)
MARTIN	804	549	68%	456	57%	440	55%	441	55%	363	1
DOBIE	902	699	78%	639	71%	598	66%	580	64%	322	(18)
COVINGTON*	1,000	632	56%	641	57%	617	55%	658	66%	342	41

EASTSIDE MEMORIAL	1,156	636	55%	568	49%	571	49%	504	44%	652	(67)
CROCKETT	2,163	1,519	70%	1,478	68%	1,521	70%	1,513	70%	650	(8)
TRAVIS	1,784	1,420	80%	1,316	74%	1,360	76%	1,242	70%	542	(118)

Note: The capacity of Eastside does not include the International program; the capacity of Travis does not include the GPA program.

\* Capacity decreased for SY2017-18 to account for the dedicated use of classrooms on campus

\*\*Capacity increased for SY2017-18 due to classroom additions



## FABPAC - TIMELINE FOR 2019 FMP UPDATE

[Components of 2019 update will be incorporated into the 2021 FMP update for future bond planning]

FABPAC Agenda	June 14 2018	July 12 2018	Aug 9 2018	Sept 13 2018	Oct 11 2018	Nov 8 2018	Dec 13 2018	Jan 10 2019	Feb 12 2019	March 14 2019	April 11 2019	May - November 2019	December 2019	January 2020 – April 2021
	<ul style="list-style-type: none"><li>Discuss FMP update roadmap</li><li>Update on TUPs</li><li>Discuss and finalize equity white paper</li></ul> <p>[Community Engagement subcommittee – begin to discuss community collaboration plan]</p>	<ul style="list-style-type: none"><li>No FABPAC meeting</li></ul>	<ul style="list-style-type: none"><li><b>BEGIN</b> 2019 FMP Update</li><li>Review 25-year roadmap</li><li>Discuss permanent capacity methodology and permables (1/3)</li><li>Develop community collaboration plan (1/2)</li><li>Discuss role of academics and update on reinvention projects</li><li>Presentation on Ann Richards MP</li></ul>	<ul style="list-style-type: none"><li>Discuss permanent capacity methodology and permables (2/3)</li><li>Finalize community collaboration plan (2/2)</li><li>Establish subcommittees and charge for CTE, Fine Arts, Athletics and campus MPs</li></ul>	<ul style="list-style-type: none"><li>Review fall enrollment data</li><li>Update from BAC on potential boundary changes</li><li>Discuss portable reduction strategy (1/3)</li><li>Update on CTE, Fine Arts and Athletics MPs</li></ul>	<ul style="list-style-type: none"><li>Finalize portable reduction strategy (3/3)</li><li>Discuss consolidation criteria (1/2)</li><li>Update on CTE, Fine Arts and Athletics MPs</li><li>Presentation on Eastside/International MP</li></ul>	<ul style="list-style-type: none"><li>Discuss community feedback from regional meetings</li><li>Discuss Board feedback from Dec 10 work session</li><li>Finalize consolidation criteria (2/2)</li><li>Update on CTE, Fine Arts and Athletics MPs</li><li><b>BEGIN</b> campus MPs</li></ul>	<ul style="list-style-type: none"><li>Review preliminary population projections</li><li>Update on CTE, Fine Arts and Athletics MPs</li><li>Update on campus MPs</li></ul>	<ul style="list-style-type: none"><li>Agreement from FABPAC on draft FMP update, including CTE, Fine Arts, and Athletics MPs (for March 11 Board work session)</li><li>Update on campus MPs</li></ul>	<ul style="list-style-type: none"><li>Discuss community feedback (from closing the loop conversations)</li><li>Discuss feedback from March 11 Board work session</li><li>Make needed adjustments to FMP based on community and Board feedback and finalize draft FMP update (for April 22 Board meeting)</li></ul>	<ul style="list-style-type: none"><li>Presentation on budget update</li><li>Presentation on TX legislative update</li><li>Update on campus MPs</li></ul>	<ul style="list-style-type: none"><li>Presentations on campus MPs as they are completed (may go beyond 2019)</li></ul>	<ul style="list-style-type: none"><li>Topics TBD or No Meeting</li></ul>	<ul style="list-style-type: none"><li><b>BEGIN</b> 2021 FMP update in preparation of a future bond planning – shaped by components of the 2019 FMP update</li><li>Refinement of Ed Specs (consultant-led)</li></ul>
		July or August (TBD) 2018	July or August (TBD) 2018	Sept 27 2018	Oct 25 2018	Nov 29 (if needed) 2018			Feb 21 2019					
		[Joint Advisory Committee Meeting] <ul style="list-style-type: none"><li>Presentation/input Budget Stabilization Task Force</li></ul>	[Joint Advisory Committee Meeting] <ul style="list-style-type: none"><li>Presentation/input Budget Stabilization Task Force</li></ul>	<ul style="list-style-type: none"><li><b>BEGIN</b> CTE, Fine Arts and Athletics MPs</li><li>Finalize permanent capacity methodology and permables (3/3)</li><li>Presentation on Blazier relief MP</li></ul>	<ul style="list-style-type: none"><li>Discuss portable reduction strategy (2/3)</li><li>Presentation on Murchison and Bowie MPs</li></ul>	<ul style="list-style-type: none"><li>Topics TBD</li></ul>			[Joint Advisory Committee Meeting] <ul style="list-style-type: none"><li>Presentation on 2018-19 Demographic Report</li></ul>					
The work of the CTE, Fine Arts, Athletics and campus master plans will occur through subcommittees. Community Engagement, Equity, and TUP subcommittees will continue to meet as needed.														
Community Collaboration	June 2018	July 2018	Aug 2018	Sept 2018	Oct 2018	Nov 2018	Dec 3-8 (tentative) 2018	Jan 10 2019	Feb 2019	March 2019	April 2019	May - November 2019	December 2019	January 2020 – April 2021
			<ul style="list-style-type: none"><li>FABPAC led community outreach at Back to School events</li></ul>	<ul style="list-style-type: none"><li>FABPAC led community outreach at Back to School events</li></ul>		<ul style="list-style-type: none"><li>Promotion of community collaboration events in December</li></ul>	<b>REGIONAL MEETINGS</b> <ul style="list-style-type: none"><li>Present info on 2017 bond program progress</li><li>Present info on FMP update timeline/contents</li><li>Receive feedback on CTE, Fine Arts, and Athletics MPs</li><li>Receive feedback on community needs for potential partnerships</li></ul>		<ul style="list-style-type: none"><li>Close feedback loop on draft FMP, including CTE, Fine Arts, and Athletics MPs, through various communication strategies (we listened...these are the results)</li></ul>	<ul style="list-style-type: none"><li>Close feedback loop on draft FMP, including CTE, Fine Arts, and Athletics MPs, through various communication strategies (we listened...these are the results)</li></ul>				<ul style="list-style-type: none"><li>Community collaboration events (regional meetings and other strategies)</li></ul>
Community meetings for campus master plans will be ongoing by vertical team														
Board of Trustees	June 2018	July 2018	Aug 27 2018	Sept 2018	Oct 2018	Nov 2018	Dec 10 2018	Jan 2019	Feb 4 or 11 2019	March 11 2019	April 22 2019	May - November 2019	December 2019	January 2020 – April 2021
	<ul style="list-style-type: none"><li>Correspondence to Board on proposed FMP process</li><li>Correspondence to Board on equity white paper</li></ul>		<ul style="list-style-type: none"><li>Authorization of CTE, Fine Arts, Athletics and campus master plan consultants</li></ul>				<ul style="list-style-type: none"><li>Work Session on FMP progress</li></ul>		<ul style="list-style-type: none"><li>Dialogue or Work Session on 2018-19 Demographic Report</li></ul>	<ul style="list-style-type: none"><li>Work Session on FMP Update</li></ul>	<ul style="list-style-type: none"><li><b>APPROVAL OF 2019 FMP UPDATE</b> (including CTE, Fine Arts, and Athletics MPs)</li></ul>		<ul style="list-style-type: none"><li>Authorization of FMP consultant</li><li>Authorization of FCA/ESA and bond planning consultant</li><li>Authorization of Ed Specs consultant</li></ul>	<ul style="list-style-type: none"><li>Work Sessions on FMP Update</li><li><b>APPROVAL OF 2021 FMP UPDATE IN APRIL 2021</b></li></ul>