

Approved Nov. 13, 2021

Long-range Planning Committees
Meeting Minutes
October 26, 2021 (6:00 - 8:30 pm)

I. Call to Order

The meeting was called to order at 6:03 pm by Ali Ghilarducci.

II. Approval of Minutes from September 30, 2021

The minutes will be approved at the next meeting.

III. Public Comment

No public comment.

IV. Equity by Design Process Check-in

- **Step 1 - Identify underserved communities**
- **Step 2 - Listen to the voices of the adversely affected**

An update was provided regarding what has been accomplished to date in the Equity by Design planning process.

V. Equity Action Plan and Equity Assessment Connection

The director of Equity, Leadership & Planning, Dr. Allen, discussed the relationship between the Equity Action Plan, Long-range Plan, and the Equity Assessment in relation to the Equity by Design planning process. He further explained how the plans are not mutually exclusive.

VI. Long-range Plan

- **Role of academics**

Chief Academics Officer, Elizabeth Casas, discussed the role of academics and the two layers academics is made of. One, access to high-quality, foundational academic experiences should be available to every student (and their families) on every campus. Two, all students need access to high quality academic programming and enrichment.

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- **Elements of the plan and interconnections**

The steps of the planning process were presented, including how they fit into the Equity by Design model. Additionally, it was mentioned that although each committee will complete its work by using the same Equity by Design process, each section of the plan will be unique to the area of focus.

The various elements of the plan were discussed, which includes developing problem statements, goals, strategies and a decision-making framework that helps prioritize the projects that will inform future bonds. The timeline for recommendations will vary depending on the area of focus, for example, the Facilities Committee will likely develop a roadmap for the next 20-25 years, while other areas including Technology and Transportation may only look 5 years into the future.

Athletics Director, Leal Anderson, presented an example of a potential athletics bond project and its relationship to the other long-range planning committees.

- **Transition to Bond Steering Committee**

Chief of Operations, Matias Segura, discussed the structure and role of the Bond Steering Committee. He further explained how the community co-chairs of each Long-range Planning Committee will transition to the Bond Steering Committee to represent the long-range planning process.

At the end of the presentations, committee members were asked if they had questions about the information that was presented. Below is a synopsis of the Q&A session.

1. Are these meetings open to the public?
 - a. Yes
2. Will campus communities not on that list of 25 [for focused outreach] also be engaged in dialogue?
 - a. Twenty-five (25) underserved campus communities were identified to be used as the district's starting point for engagement, however, the intent throughout this process is to talk to every single campus in the district.
3. How is the work of the long-range planning committees separate from the pre-bond steering committee? Can we have a meeting without talking about the bond?
 - a. The Long-range Plan is the starting point; it will establish a vision of where we want the district to be 5-20 years from now. When considering

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- long-term budget implications, there are a lot of things that can be accomplished without impacting the budget, like planning for programming. The next layer is making sure we have facilities that can provide what our long-range plan recommends, which is where the bond committee comes into play.
- b. Yes, there will be meetings without discussing the bond. This plan will inform many decisions that the district makes moving forward including annual budgets, academic planning and resource allocation.
4. What is the district's long-term plan for dual language, and provided Ridgetop as an example?
 - a. Dr. Elizalde explained that it is not a simple answer, and it is something we will continue to think about. Dr. Elizalde expanded on a previous comment and stated there are two problems arising. One, when we list schools of priorities [for focused outreach], part of our community may be hearing that it doesn't include their school, but this is not all the data we are looking at. Two, our enrollment problems are not simply because of boundaries, 22% of our student enrollment, not including magnets, are currently attending a school outside of their attendance zone. So we have to ask ourselves, what programs are attracting our families and what do we need to expand within our district.
 5. How will my student with disabilities be included in the Long-range Plan?
 - a. When we look at our students who receive special education services, we start by classifying them as a general education student. Once we identify the needs of the student, the proper additional support can be provided. For example, the Long-range Plan could include discussions on career pathway options for our students with disabilities by creating additional partnerships with industries in order for our students to have prior work experience. This could all be part of our foundational piece that we want all students to have access for.
 6. Are we planning on making our plans on a set budget?
 - a. No, as we think about long-range planning, we have to think outside of the box. As a committee we are making recommendations of what we want to happen in the district. The next step is to then look at it financially. If there are big dollar constraints that can't be addressed with our internal [M & O] budget, those items may be able to be funded through a bond.

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7. What is the connection to the resiliency hub grant with the City of Austin and the Long-range Plan?
 - a. The hub grant is a response to support our community better through significant crises. Currently, the district is taking part in collaborative conversations with the City and County to develop a plan on how to invest the limited amount of money to create a network of hubs to support our community. As part of the long-range planning process, we can learn how district facilities can be improved and designed to further create the network of hubs.
8. Will a similar discussion concerning the teacher staffing formula be welcomed as a part of this process?
 - a. Yes, it can be discussed as we think about what offerings we have, knowing that there are recurring costs and budgetary constraints that can affect staffing.
9. When the Long-range Planning Committee project does not overlap with the Bond Steering Committee, what will the plan be?
 - a. There will be a plan for the items that do not fall into a bond. There will be follow-up for those items relating to timeframes, or whether it's something that can be fixed within a campus.
10. Is there a timeline where we can expect to see a change in salary for classified staff?
 - a. It is very difficult to put a timeline on this. We are constantly trying to keep up with funding that the State provides, but also recognizing that it doesn't take into account the cost of living in Austin. We do have a two-year timeframe we are working on to get everybody to a minimum of \$15 on our classified staff, but I don't want to over promise.

VII. Break

A break was taken at 7:16 and ended at 7:21.

VIII. Committee Work (*breakout by planning category*)

Each committee reviewed the following meeting norms for engagement, and were asked if additional norms should be included. ***Refer to individual committee pages for additional notes.***

- Stay engaged (Ask and respond to questions etc.)

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- Please keep your camera on (if possible). Your “in-real time” face and authentic presence are important to all of us.
- Maintain confidentiality.
- Be mindful of being a dominant voice. We want to hear all voices.
- Share and make space for others to share questions and perspectives.
- One mic, one voice. Refrain from using the chat for side conversations.
- Speak only from the “I” perspective.

- **Data webinar - Identify underserved communities**

- **Highlights of data**
- **Committee members impressions**

Each committee received a presentation on the three lenses (students, neighborhoods and facilities) that were used to define underserved communities. The outcome of identifying underserved communities helped AISD prioritize its focused outreach efforts to further understand their needs.

Refer to individual committee pages for additional notes.

- **Additional data collection and analysis**

The committees engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process.

Refer to individual committee pages and mural activity attachment for additional notes.

IX. **Next Steps and Future Agenda Items**

- Nov 13 - Long-range planning committees meeting (9 am - noon)
 - Key themes from outreach, problem statements, and other topics to be determined
- Nov 15 - Equity by Design training opportunity (5-8 pm)

X. **Adjourn**

The meeting was adjourned at 8:33 pm by Ali Ghilarducci.



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Academics & CTE Committee

Members in Attendance:

Aiden Woodruff, Angela Schneider, Crosville Williams, Cuitlahuac Guerra-Mojarro, Lisa Flores, Lucienne Cannata, Michael Franco, Valerie Turullols, Gail Maduro-Johnson, Pamela Jessie, Sachi Edson, Sandy Chilton, Tara Bordeaux

Members Absent:

Brent Hasty, Heather Masters, Laura Martínez, Michele Freeman, Yenni Rosales, Lisa Heflin

Staff Support in Attendance:

Dr. Jobi Martinez – Epic, Rebeca Carranza-Hicks – DLR Group, Karla Rivera, Juanita Soto, Dr. Mays, Elizabeth Casas, Dr. Elizalde, David John, Tammy Caesar, Nekia Becerra

VIII. Committee Work (*breakout by planning category*)

- **Data webinar - Identify underserved communities**
 - **Highlights of data: Identify underserved Communities**
 - **Committee members impressions**

The committee received a presentation on the three lenses (students, neighborhoods and facilities) that were used to define underserved communities. The outcome of identifying underserved communities helped AISD prioritize its focused outreach efforts to further understand their needs.

The committee members had the following comments and questions:

- Concern as to why the CDC's measure of Social Vulnerability Index was used as a measure for planning, and questioned how it is aligned to the education goals of the district.
 - Are we looking at current status or previous bond issues?
 - Lecture format was not the most beneficial method to explain information for understanding. Is there another way to share information with committee members?
- **Additional data collection and analysis**

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The committees engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process. ***Refer to mural attachment for additional notes.***

A committee member suggested attending school dismissals as a way to obtain parent feedback.



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Athletics Committee

Members in Attendance:

Barbara Spears-Corbett, Clint Small, Jessica Cardenas, Veronica Fernandez, Jacob Anderson, Jennifer Shuttlesworth, Joe Frank Martinez

Members Absent:

Erin Zehr, Allison Baldwin, Sanchit Rai, Chikek Obianwu, Donetta Dean-Gibbs, Shalanda Byers, Abdul Mustafa

Staff Support in Attendance:

Brian Norgaard – Epic, Raechel French– DLR Group, Leal Anderson, Kevin Hendrickson, Odis Jones, Laura Stout, Tracilynn Wright

Each committee reviewed the meeting norms for engagement, and were asked if additional norms should be included.

An icebreaker activity was led by Team Lead, Anthony Mays. All Athletics staff advisors were introduced by Athletics Director, Leal Anderson.

VIII. Committee Work (*breakout by planning category*)

- **Data webinar - Identify underserved communities**
 - **Highlights of data**
 - **Committee members impressions**

The committee received a presentation on the three lenses (students, neighborhoods and facilities) that were used to define underserved communities. The outcome of identifying underserved communities helped AISD prioritize its focused outreach efforts to further understand their needs.

Data review was conducted by Project Manager, Traci Wright. In response to the question of if there were any surprises from the data, committee members indicated that there were no surprises, as traditionally, the eastern crescent of Austin has the most marginalized populations, receiving the least amount of resources from Austin ISD.

Committee members stressed the importance of all long-range planning committees, recognizing that Athletics is an integral part of the overall academic

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programming for a campus, and a greater emphasis should be placed on supporting and growing athletic programming.

Committee members stressed their concern about the plan developed by the committee being actualized by the school district. What will be the purpose of having done this intimate work in these committees if the plan is ignored once a bond is secured? How do we ensure that we are heard?

Project Manager Traci Wright reiterated the importance of selecting a community and staff co-chair for athletics, and shared the roles and responsibilities for the co-chair as a member of the Bond Steering Committee.

- **Additional data collection and analysis**

The committee engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process. *Refer to mural attachment for additional notes.*

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Visual & Performing Arts Committee

Members in Attendance:

Gabriel Estrada, Charles Mead, Devereaux Morkunas, Valerie Tyler, Brian Benavidez, Elisabeth Wilborn, Ruth Lim, Luzvic Backstrom, Brian Benavides, Nhi Lieu, Nadia Khan,

Members Absent: Ted Barnhill, Zachary Gibson, Antonio Ross, Charlotte Blanch, Jennifer Church, Mohneesha Washington, Para Agboga

Staff Support in Attendance:

Kyra Hardwick – Epic, Korey White – DLR Group, Alan Lambert, John Green-Otero, Andrea Serra

VIII. Committee Work (*breakout by planning category*)

- **Data webinar - Identify underserved communities**
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The committee received a presentation on the three lenses (students, neighborhoods and facilities) that were used to define underserved communities. The outcome of identifying underserved communities helped AISD prioritize its focused outreach efforts to further understand their needs.

Committee members discussed the presentation and had the following questions:

- Is there data behind the data?
- Is there a link that could be added to see what comprises the ESA and FCA scores?
- Do you know where the ESA criteria can be seen? Or where the data of how each school is scored can be seen?
- Are our Magnet Programs on the chopping block, to be diffused to all campuses? Or are they to be improved upon, diversified and made available to all students via preparation, information access and bussing?
- What are in these data sets?

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- Is all the data related to students we are talking about - disaggregated?
- **Additional data collection and analysis**

The committee engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process. *Refer to mural attachment for additional notes.*

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Facilities

Members in Attendance:

Will Louis, Ryan Turner, Andrew Rottas, April Clark, Gloria Vera-Bedolla, Kelsey Campbell, Sara Alicia Costa, David Contreras, Steve Wilson

Members Absent:

Nyeka Arnold, Zachary Lyons, Ivy Le, Darrick Norton, Demo Ode, Sarah Macomber Happms, Noelia Oquendo

Staff Support in Attendance:

Carlecia Wright – Epic, Taryn Kinney – DLR Group, Shanna Crutchfield - Vanir, Richard Hamett, Ali Ghilarducci, Alejandro Delgado, Melissa Laursen, Beth Wilson, Abby Weiss

Each committee reviewed the meeting norms for engagement, and were asked if additional norms should be included. In addition to the agreements discussed, the Facilities Committee added: *Assume the best and offer grace.*

Additionally, one member requested access to internal district pre-meeting notes for transparency.

VIII. Committee Work *(breakout by planning category)*

- **Data webinar - Identify underserved communities**
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The committee received a presentation on the three lenses (students, neighborhoods and facilities) that were used to define underserved communities. The outcome of identifying underserved communities helped AISD prioritize its focused outreach efforts to further understand their needs.

The committee asked for more information about the process used to conduct focused outreach, and whether the campus advisory councils, principals, PTAs, and students were being engaged.

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- **Additional data collection and analysis**

The committees engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process. ***Refer to mural attachment for additional notes.***

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Safety, Security, & Resiliency Committee

Members in Attendance:

Gabriel Keller, Courtney Perry, Lyssette Galvan, Erica Leak, Felicity Maxwell, Francisca “Tina” Cruz-Schindler, Leah Kelly, Amanda Mortl, Daniel Dawer

Members Absent: Annette Palacios, Christi Cox, Shontay Olson, Lindsey Baker, Margaret Zapata

Staff Support in Attendance:

LaTonya Pegues – Epic, Charles Brant – DLR Group, AISD staff: Bethany Shaw, Jessica Conant, William Easely, Darien Clary, Officer David Herrera, Lt. Beverly Freshour

VIII. Committee Work (*breakout by planning category*)

- **Data webinar - Identify underserved communities**
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The committee received a presentation on the three lenses (students, neighborhoods and facilities) that were used to define underserved communities. The outcome of identifying underserved communities helped AISD prioritize its focused outreach efforts to further understand their needs.

Committee members provided the following comments and questions:

- Not necessarily surprising that the most vulnerable neighborhoods according to the CDC’s Social Vulnerability Index are in eastern crescent, but it should still be shocking that Austin’s history hasn’t changed. In many ways it has intensified. Inequalities in access to resources. It is shocking and disturbing that these trends have continued.
- Interesting that the schools in most need of repairs are scattered through the district which is why it is important to include underserved students and neighborhoods on top of that.
- Committee members feel comfortable sharing the data process with others.

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- So glad that AISD is starting these discussions of equity. The school closures were really depressing and disappointing so I am very happy that we are focusing on equity throughout the process.
- Are there language barriers on how this data is presented, is it only in english?
 - No, it has been translated and a link was dropped in the chat to the Spanish translation of the Story Map.

- **Additional data collection and analysis**

The committees engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process. ***Refer to mural attachment for additional notes.***

Committee members had the following comments and questions:

- *“Our school was supposed to get all new windows, we only got two. We also had a Shelter hazmat drill and our windows don’t even close properly. Our budget did not cover all the windows. I feel like it was underestimated in Budget”*
 - We do need a more strategic process to make sure the plans do address this.
- Mental Health is not on list of marginalized students
- What is in the crime data? We need a description.

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Transportation, Food Services & Maintenance Committee

Members in Attendance:

Adolphus Anderson, Maria de los Ángeles Desantos Quezada, Anastasia Teague, Ashley Blumoff, Mary Selby

Members Absent:

Andrea Troncoso, Jennifer Wenzel, Melissa Jimenez, Amir Emamian, Diana Croll-Guard, John Green, William Marshall

Staff Support in Attendance:

Nevin Kamath – Epic, AJ Sivakumar – DLR Group, Louis Zachary, Kris Hafezizadeh, Christine Steenport, Yolanda Dehoyos, Lisa Sanders, Rebecca Cohen

VIII. Committee Work (*breakout by planning category*)

- **Data webinar - Identify underserved communities**
 - **Highlights of data**
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The committee received a presentation on the three lenses (students, neighborhoods and facilities) that were used to define underserved communities. The outcome of identifying underserved communities helped AISD prioritize its focused outreach efforts to further understand their needs.

Committee members shared the following comments and questions:

- What improvements were made based on the 2017 bond program?
 - Will gentrification affect the plans we are trying to make in the east side since some people cannot afford to live in Austin?
 - Statement that some campuses are not enrolled at full capacity and tax dollars are being used for facilities that are not fully utilized.
- **Additional data collection and analysis**
 - The committees engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process. *Refer to mural activity for additional notes.*

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Technology Committee

Members in Attendance:

Nevin Hall, Joseph Thompson, Matthew Holzgrafe, Austin McElroy, Caroline Tipton, Jessica Mraz, Stephanie Perrone, Bronwyn Merritt, Sarah Ruttan, Kevin Baker

Members Absent: Charlie Jackson, Alexandria Diaz, Jenna King, Lyria Zeh, Shelly Duggal, Gabriel Sepulvado, Jayden Ashford

Staff Support in Attendance:

Yvonne Harris – Epic, Andrew Kline - DLR, Sean Brinkman, Jim Cook, Samantha Dula, Edward Hill, John Kohlmorgan, Oscar Rodriguez, Jon Hurley, Daniel English

The committee reviewed the meeting norms for engagement, and were asked if additional norms should be included.

Icebreaker activity and data review was led by Team Lead, Sean Brinkman.

VIII. Committee Work (*breakout by planning category*)

- **Data webinar - Identify underserved communities**
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Committee members shared the following concerns and questions:

- If certain campuses already have a PTA budget for technology, how can we be equitable in allocating funds for technology to campuses that may not have this resource?
- How can librarians be included in the conversation? They would be a good resource as they have a "birds eye view" of the campus and often take an active role in tech curriculum. In the past 10-15 years many librarians have taken on informal tech roles and have added maker spaces and lessons for students to learn about digital literacy. Is there a way to

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look at library spaces and how they support teaching and using technology?

- **Additional data collection and analysis**

The committees engaged in an activity to discuss additional data needed to progress the work, and discussed how these data points could be integrated into the process. *Refer to mural activity for additional notes.*



Academics & CTE

Data Set District HAS	Why does your committee think it is important and how would it be utilized?	Data Set District HAS	Why does your committee think it is important and how would it be utilized?	Data Set District HAS	Why does your committee think it is important and how would it be utilized?	Data Set District HAS	Why does your committee think it is important and how would it be utilized?
Elementary Programs		Family Survey		Discipline Data 2015-2021		ESA Data	
Middle School Programs		TELL Survey (Teaching, Empowering, Leading, and Learning)	Will not suffice	Community Partners by Campus		Student Transfer Data	
High School Programs		Student Climate Survey		Special Education Program Enrollment		2019 School Changes Community Feedback Report	
Academic Ratings		2004, 2008, 2013 Bond Program Budgets		History of Education in Austin since 1876		2017 Bond CBOC Report	
Absenteeism Rates		Staff Demographics					

Are any of the other available data points helpful for your committee? (can copy from gray squares under "Currently Compiled Data")

Data Point	Why does your committee think it is important and how would it be utilized?

Are any additional data points requested?

Note: not all data that may be helpful is available

Data Point	Why does your committee think it is important and how would it be utilized?
teacher input	Which schools have specialists and what is their case load? (Specifically reading) → Students receiving SPED services that aren't officially enrolled in program → Which schools have integrated SPED → Schools without SPED offerings on campus
Literacy rates & types of literacy instruction	Staff vacancies → IEP minutes for students → Average class size for schools → campus improvement plans that tie into underserved student populations
methodology of reading instruction	community in schools by campus (program/partnerships) → waivers for class sizes by campus and year (which ones consistently have waivers) → staffing - funded Asst. Principals by school

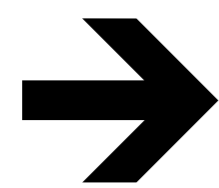


Athletics

Data Set
District HAS

Why does your committee think it is important and how would it be utilized?

Elementary Programs



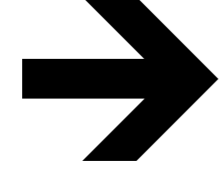
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Middle School Programs



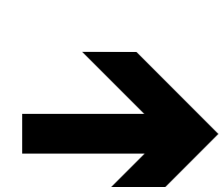
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High School Programs



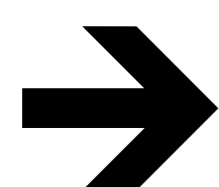
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2004, 2008, 2013 Bond Program Budgets



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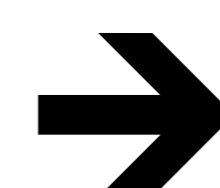
Campus Concept Plans



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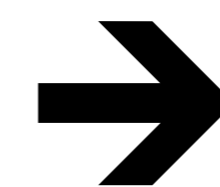
Why does your committee think it is important and how would it be utilized?

History of Education in Austin since 1876



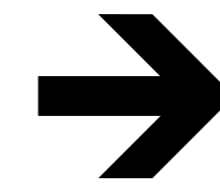
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2019 School Changes Community Feedback Report



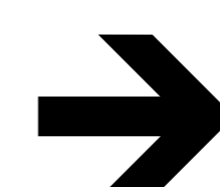
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2017 Bond CBOC Report



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ESA Data



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General Comments: Athletics and Academics need to go hand in hand; need to highlight how they work together

Want to see more relationships between programs at MS/HS

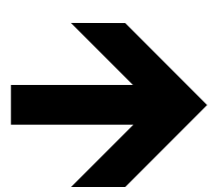
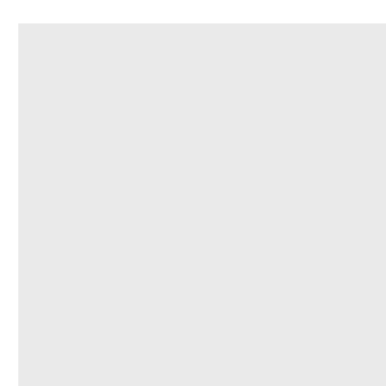
Concern about program access pre-HS (many families can't access community sports) - offer more robust programs at ES/MS

Career-development around athletic programs (root-cause is next step of our process)

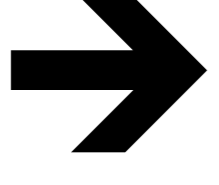
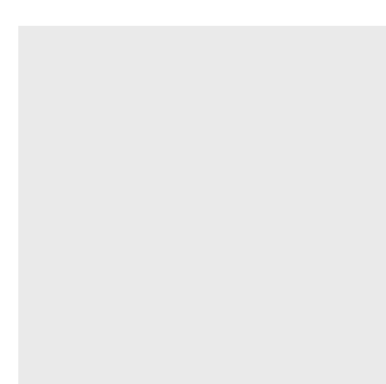
Are any of the other available data points helpful for your committee? (can copy from gray squares under "All Available Data")

Data Point

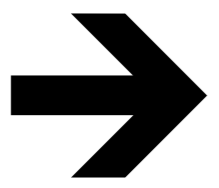
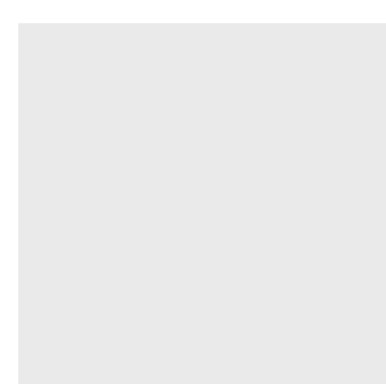
Why does your committee think it is important and how would it be utilized?



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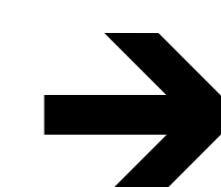
Are any additional data points requested?

Note: not all data that may be helpful is available

Data Point

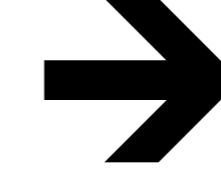
Why does your committee think it is important and how would it be utilized?

Which programs attract students? (are there exit surveys?)



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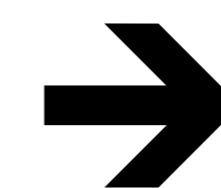
What are existing sport opportunities available (non-AISD; esp. in eastern crescent)?



incl cost since that is often a barrier

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What sports do Boys and Girls club offer?



incl cost since that is often a barrier

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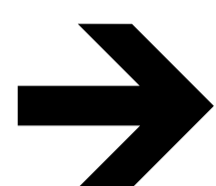


Facilities

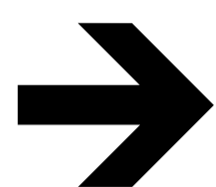
Data Set
District HAS

Why does your committee think it is important and how would it be utilized?

Campus
Concept
Plans



ESA Data



FCA Data



2004, 2008,
2013 Bond
Program
Budgets



are there still
schools that
haven't had
urgent needs
addressed?



Capacity_
Population_
Enrollment
2015-2021



Transfer In/Transfer out -
Why? which schools are
drawing more attendance
vs. those that aren't;
qualitative data is not
collected currently,
application for next year will
start to collect this info.

why are
families
leaving
district?

why are staff
not choosing
one school
over another?

how are
capacities
calculated?

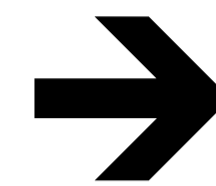
concern over inaccurate
demographic data -
projection/growth data
specifically

district cannot track
students that are not
enrolled in district (for
example those
attending charter
schools)

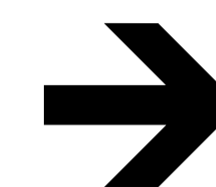
Data Set
District HAS

Why does your committee think it is important and how would it be utilized?

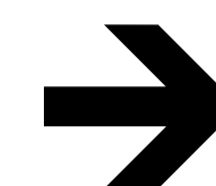
Community
Partners by
Campus



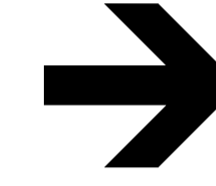
2017 Bond
CBOC
Report



History of
Education in
Austin since
1876



2019 School
Changes
Community
Feedback
Report



Are any additional data points requested?

Are any of the other available data points helpful for your committee?

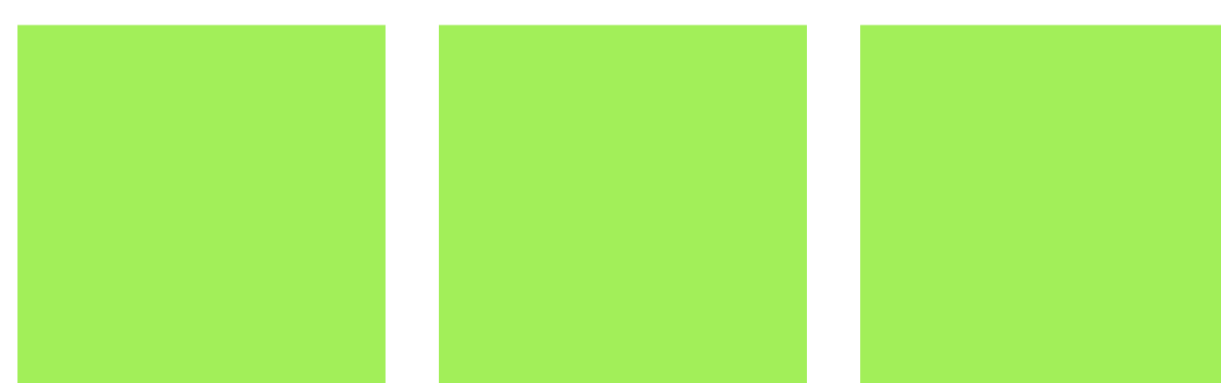
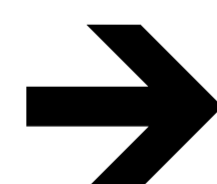
(can **copy** from gray squares under "All Available Data")

Note: not all data that may be helpful is available

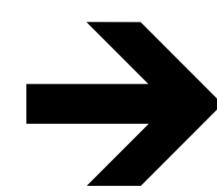
Data Point

Why does your committee think it is important and how would it be utilized?

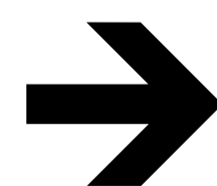
history of
boundary
changes
(possibly since
mid-90's)



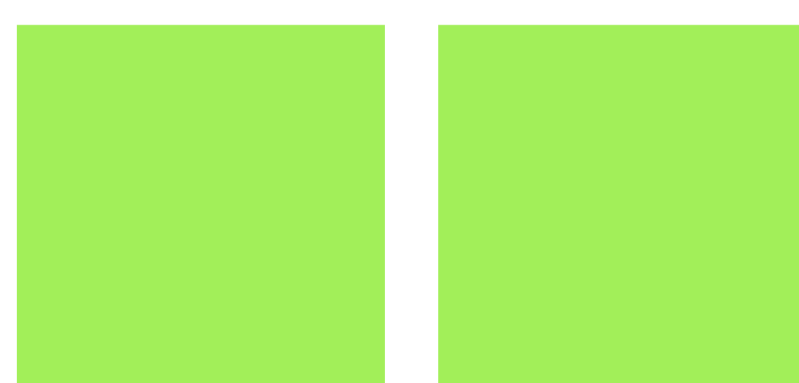
comparison
data with other
districts or
charter schools
(age of facilities)



neighborhood/home
technology access



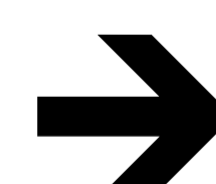
marry
availability and
concentration



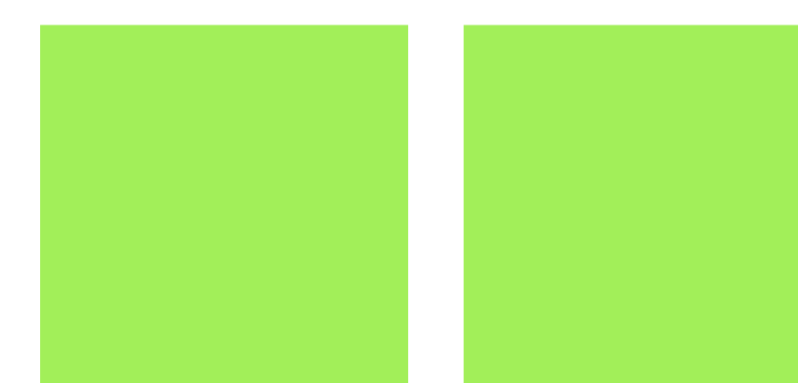
Data Point

Why does your committee think it is important and how would it be utilized?

schools still
experiencing
damage from
winter storm



learn from that
experience, identify list
of needs and costs
associated, passed
bonds have not always
been allocated

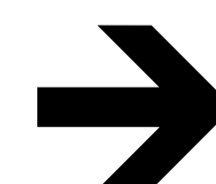
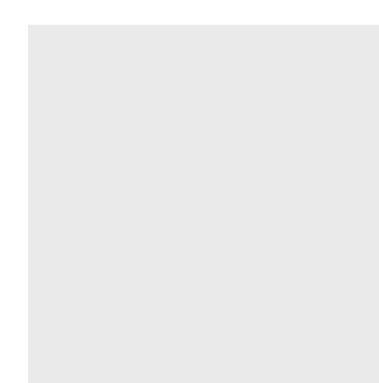


allow campuses
to report their
own history in
terms of uses
over the years



tell us what they
may need, help
them understand
what the
implications could
be

to understand
equitable issues
that have
occurred over
time





Safety, Security, & Resiliency

Data Set
District HAS

Why does your committee think it is important and how would it be utilized?

2004, 2008, 2013 Bond Program Budgets	→	how equitable/ inequitable have funds been spent in the past for future 'correction' of distribution	what items in the past bonds was considered 'safety/ security/resiliency' and how do those relate to SVI	
TELL Survey (Teaching, Empowering, Leading, and Learning)	→			
Family Survey	→			
Crime data	→	what is in the crime data?	specifically identify and disaggregate hate crimes	
ESA Data	→			

Data Set
District HAS

Why does your committee think it is important and how would it be utilized?

Student Climate Survey	→			
2017 Bond CBOC Report	→			
History of Education in Austin since 1876	→			
2019 School Changes Community Feedback Report	→			

Are any of the other available data points helpful for your committee? (can copy from list of available data points below)

Are any additional data points requested?

Note: not all data that may be helpful is available

Data Point

Why does your committee think it is important and how would it be utilized?

Work Order Data	→	what are the campus needs currently related to security? (broken fences, doors locks, etc). What is the response time on these requests being fixed/corrected	How are work orders closed when they can not be fixed?	are there actions to take now, to protect against short term resiliency issues?	
Transfer rates	→	is safety a factor in where students transfer to/from?			
mental health services	→	understanding how funds are supporting services and where additional needs are			
FCA	→	general understanding on facility hardening, and resiliency, safety, etc.			

Data Point

Why does your committee think it is important and how would it be utilized?

ISS and school discipline	→	have these overly targeted certain groups?	Campus disciplinary data (incl student demographic breakdowns)	
physical disability services	→	who needs what? disaggregate the services to allow the hub to be aligned to the community need		
Food Nutrition / Food Security	→	understand which campuses have high utilization and identify where insecurities might exist in the district.		
Austin Climate Vulnerability https://tmo.utexas.edu/austin-climate-vulnerability		Shows SVI compared to heat risk, flood risk, fire risk, etc		
Housing Costs		general health and well being	how are raising costs impacting students transferring / leaving	how is gentrification impacting crime data and policing in transitioning neighborhoods



Technology

Data Set
District HAS

Why does your committee think it is important and how would it be utilized?

ESA Data	→	Data is relevant because infrastructure must support current and future technology needs. Do facilities meet baseline?	Should not make assumptions on baseline for educational technology purposes.	Baseline access is provided for educational technology purposes.	
2004, 2008, 2013 Bond Program Budgets	→	Relevant to reference prior bond allocations for technology and how it may inform future funding & potential limits.	Necessary information to influence future technology discussions.	Changes / influence on M&O budget due to capital spending?	
History of Education in Austin since 1876	→	Would be useful to understand the history & development of technology.	Any districts that are 'gold standard' in technology that could be referred to? (EANES ISD)	How might technology serve non-traditional students? (Audio reinforcement or otherwise)	What happens to old/outdated technology? Can it be recycled or reused? What does it look like in AISD?
History of Education in Austin since 1876	→	Can local Technology companies be utilized to help with training / assessments / solution development?			

Data Set
District HAS

Why does your committee think it is important and how would it be utilized?

2019 School Changes Community Feedback Report	→	How can a more accessible technology platform between staff & parents be created?	Reoccurring problems that technology could help address or fix?	Understanding how past changes impacted the community will help position better for future successes.
2017 Bond CBOC Report	→	Could be useful to determine if technology was mis-allocated.	Appears significant amount of funding was not used... What happened to it? Can it be utilized in some way?	Can ROI at a campus level be understood to determine impact of technology spending?
	→			

Are any of the other available data points helpful for your committee?

(can copy from gray squares under "All Available Data")

Data Point

Why does your committee think it is important and how would it be utilized?

Baseline Technology Needs Met / Not Met @ Campus Level	→	Would be useful to determine which campuses need to be elevated or focused on.		
	→			
	→			

Are any additional data points requested?

Note: not all data that may be helpful is available

Data Point

Why does your committee think it is important and how would it be utilized?

Teacher Technology Training Funding	→	Would be useful to understand how teachers are equipped to instruct on/via technology.			
Pre/Post COVID Funding	→	Suspect significant change in funding due to remote learning.	Large influx of device issues / maintenance to replace devices when issues arise vs. repair existing.		
Support Structures	→	What is technology goal for end of each ES/MS/HS?	How can staff be supported to instruct technology curriculum and where existing expertise exists?	Ensure technology mirrors what teachers want to teach & are prepared to do so.	
Device / Application Statistics & Surveys	→	Who uses what for how long & when?	Can / has AISD polled staff to determine what would be useful to best support teaching?	Timelines & explanation of technology training & rollout.	"Let's Talk" Datamining could be useful.

Transportation, Food Services & Maintenance

Data Set
 District HAS

Why does your committee think it is important and how would it be utilized?

FCA Data	→	FCA and ESA data were collected before the last bond and fully assessed ASD facilities with the cost of improvements, community could afford \$4.5 bil in bond and scaled back bond upgrades to all campuses did not move the needle on FCA scores of now compared to then (money didn't go as far as we needed it to go)		
ESA Data	→	can help us understand if schools along the boundaries are not scoring and understand what resources are where and bussing support		
2004, 2008, 2013 Bond Program Budgets	→			
	→			
	→			
	→			

Data Set
 District HAS

Why does your committee think it is important and how would it be utilized?

History of Education in Austin since 1876	→			
2017 Bond CBOC Report (includes 2013 bond)	→			
2019 School Changes Community Feedback Report	→			

Are any of the other available data points helpful for your committee?

(can **copy** from gray squares under "All Available Data")

Data Point

Why does your committee think it is important and how would it be utilized?

Campus Concept Plans	→	what are opportunities for the future of food service/ campus facilities	understand if the Ed Spec vision is what the community wants and how does that tie into testing/ other requirements; how do you talk about the community about that and respond to their culture	
Community Partners by Campus	→	Huge for food (Community in Schools, Brighter Bites)	Do our partners move students, or is it AISD/how are kids getting to after care?	Resiliency Hub?
Student Attendance	→	understand attendance at our boundaries		

Are any additional data points requested?

Note: not all data that may be helpful is available

Data Point

Why does your committee think it is important and how would it be utilized?

History of the 2 Miles Rule (transportation)	→			
Transportation Data from bordering school districts	→			
forecast of enrollment data (past and future)	→			



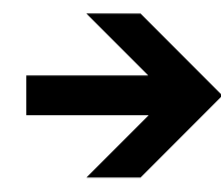
Visual & Performing Arts

Indication of specific programs at each school location

Data Set District HAS

Why does your committee think it is important and how would it be utilized?

Elementary Programs



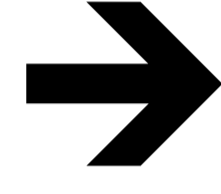
equity across the board

Can ensure equal access to the same programs, if not place charge related to how to do this

identify missing programs related to V&P Arts

create opp for all art forms at ES level so they are aware and can choose at later levels of AISD career

Middle School Programs



equity across the board

Can ensure equal access to the same programs, if not place charge related to how to do this

keep in mind not just what is offered at each school but also staffing, funding, retention, vertical alignment, opps and successes

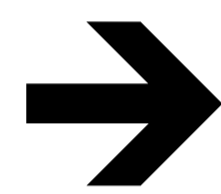
High School Programs



equity across the board

Can ensure equal access to the same programs, if not place charge related to how to do this

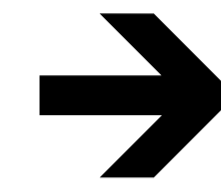
2004, 2008, 2013 Bond Program Budgets



Data Set District HAS

Why does your committee think it is important and how would it be utilized?

History of Education in Austin since 1876

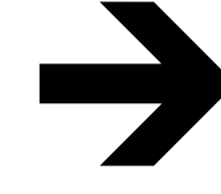


part of the conversation of equity

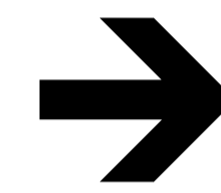
look at equity across the board

right wrongs of the past

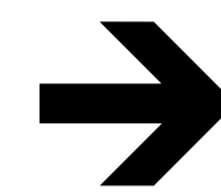
2019 School Changes Community Feedback Report



2017 Bond CBOC Report



ESA Data



Parking Lot

G&T for V&P Arts

Dual Language

Programs may be offered, but under supported

Extra-curricular grant funded programs (free)

follow up email with data sets?

<https://ysm-austin.org/>

is all this data disaggregated? a lot of it is.

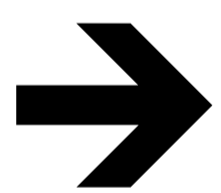
Are any of the other available data points helpful for your committee?

(can **copy** from gray squares under "All Available Data")

Data Point

Why does your committee think it is important and how would it be utilized?

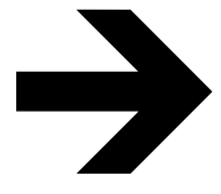
Student Experience related to art programs (done a few years ago)



looks at how deep students are going in different arts programs

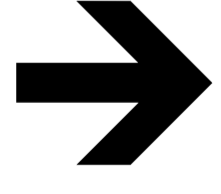
gives student perspective/experience

Three-year program review from they have used for Strategic Planning for VAPA



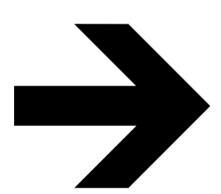
Visual Arts specific, narrative form

Specifically disaggregated data for VAPA programs



is there access for all students?

DRE Dashboards



<https://www.austinisd.org/dre>

published, public data specific to arts access

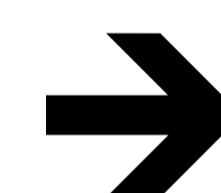
Are any additional data points requested?

Note: not all data that may be helpful is available

Data Point

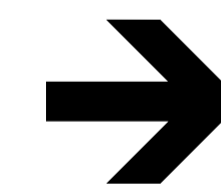
Why does your committee think it is important and how would it be utilized?

Arts op funding outside standard M&O budget



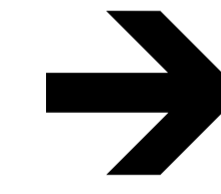
grant funding can be unreliable

Where more advanced art programs are located and where students come from to attend

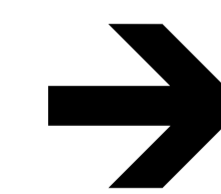


are there real pathways for all students?

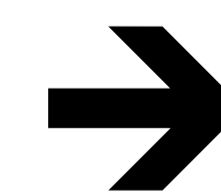
Asset map for arts deserts



Where students go to get their arts instruction/classes if not the district



Arts programs in surrounding districts



are people sending students outside the district for other programs?

what is the market place?

maybe AISD offers the same program but it isn't as robust