



AISD LRP Committee Questions

ACADEMICS LRP COMMITTEE QUESTIONS

1. After visiting one of the schools and noticing some deficiencies expressed by the principal, how will they follow up to meet the schools' practical needs that interfere with academic success?
 - a. there are SPED issues - class size issues -asbestos issues
2. One school has a GPA- Graduation Prep Academy, there is a problem at Travis High with space and the principal has a plan and it is very logical, but how can we get around such impasses to get something approved? Another part of the same school has a teacher-lounge issue, and bathroom problems. The general plan has been approved to expand the lounge and fix the bathroom issue, but no action has been taken and the work crew has not been released. How can that be solved?
3. I hear that our general funding formula causes us to send away a huge percentage to the state and we are left with shortages. If we are a property rich district we shouldn't be suffering financially. Is there a way to petition the state to modify that formula? I know that this is a huge question, but a lot of the academic issues we face are impacted by lack of funding. Follow up: is the district legally able to provide guidance or information about this issue to encourage community advocacy on behalf of the district?
4. How will considerations for disability be in all plans?
5. How will the Long Range Planning actually improve outcomes for students and for systems?
6. Will the bond committee have anyone with disability knowledge?
7. High quality instructional materials are critical to student learning and teacher support. In the past two years, the TEA and districts across the state have adopted and implemented new materials, particularly in literacy. Is AISD exploring new materials implementation? Why has AISD been reluctant in the past?
8. What are the district's specific student achievement and student growth goals? Both in the short and long-term?

9. Middle school support and performance has been lagging across the district for years. What is AISD's strategy for supporting students, families, and teachers at some of Austin's low performing middle schools?
10. We know families are leaving for charter schools in Austin, particularly our middle school families. I often hear the district talk about communication or marketing concerns, but when I've spoken to charter families, they are often leaving for better academic opportunities, improved campus support, college preparation, etc. Does AISD know why parents are increasingly choosing to leave the district? How are you addressing the core academic and student experience concerns?
11. Our committee and AISD data has revealed inequities in AP access, both in courses available and in teacher experience and availability. How can AISD ensure equal and ambitious access to college preparatory options like AP to ALL Austin students?
12. What are the district's plans or hopes for expanding access to dual language programs?
13. The district currently has many schools with specialized areas or programs, with applications or transfers. Is this the direction the district plans to continue in? If so, how will feeder patterns and boundaries be affected or adjusted?
14. How does the district envision the future role of technology and online classes in accessing specialized curriculum (ie AP classes, specialized electives)?
15. Libraries are often the heart of the school. What do you see school libraries looking like in 10 years as books are increasingly available digitally?
16. Inequity in the district is increasing. Black, Hispanic and economically disadvantaged students disproportionately transfer out of district or to charter schools because they feel their home schools are not good. How do you plan to strengthen disadvantaged schools to attract and retain students?
17. What role do you see private funding having in the future of the district? Currently, some schools receive a large amount of enrichment from private funding. What can the district do to ensure that students in less affluent areas have equitable access to enrichment?
18. Which decisions does the district use the equity by design model in? Is it a tool used only in public facing decisions or is it used internally? It feels like a lot of big decisions lately have been made without consideration for how they disproportionately affect economically disadvantaged students.
19. What changes or improvements would you like to see at district schools in 10 years?

Curriculum

20. How does the district quality control the curriculum and Instructional Planning Guides that they provide teachers? How does the district ensure the curriculum and IPGs are high quality instructional materials?
21. How many of the grade-levels and content areas have complete curriculums and IPGs provided by the district? And how does the district monitor and keep track of how many teachers and which teachers are actually following the IPGs?

Dual Language

22. With regards to Dual Language programs, and the language of instructions, research overwhelmingly shows 90-10/80-20 and progressive models such as this that focus more on language-other-than-english acquisition are more effective than the 50-50 models that try to equalize time in home language and English. Austin ISD tried and was unsuccessful in implementing a 50-50 model in large part because that model doesn't give sufficient space to minoritized languages especially in Austin. Will you ignore both the research and the past failures of the district and return to a 50-50 model?
23. Will you ensure there are no cuts to the very small Multilingual Education Team when we greatly need that team's expertise to succeed with Dual Language?
24. How will you implement research-based Dual Language programs across the district while ensuring that those English Learning communities that most need the program are prioritized and have strong faithful implementation on their campuses, which are often Title 1?

Enrollment and Staffing

25. What is the district's target utilization for each school building or campus in the district? For example, does the district want every campus to be within 80-90% utilization? Or what is the target metric for utilization?
26. What is the district's plan to ensure no campus is over 100% utilization or below 80% utilization?
27. What is the capacity and utilization of the central office building?
28. Despite the "weights" placed on certain demographics, the district's strategic staffing formula is ableist and racist. Will the district continue using the ableist and racist strategic staffing formula moving forward? What other more equitable methods of distributing staff has the district considered?

29. What is the district's plan to include the new north east middle school being built in the Mueller development in the educational ecosystem of the community and across North Austin at-large?

FACILITIES LRP COMMITTEE QUESTIONS

1. We don't know what we don't know. Please tell the LRP Committees what significant changes are currently on the books at Central Office that would/should affect our work.
2. Is AISD considering removing or restructuring Magnet programs at any of the schools? There has been much discussion in the community that AISD builds up programs with schools then drops the supports or removes them from the schools that built them.
3. I would like the new middle school in Mueller addressed
 - a. Who is AISD planning to zone to the school?
 - b. What programming will it have? Will it be a magnet? Dual Language?
 - c. How does AISD plan to support Gus Garcia and Sadler Means and other middle schools that it will be drawing from in the attendance zone?
 - d. What discussion will there be on feeder patterns/boundaries? Does AISD already have them drafted/in mind?
4. Does AISD already have a list of schools they would like to see rebuilt?
5. I would like to know as we go about this process of trying to heal wounds and promote community trust, how school communities who have the oldest facilities will be prioritized for full modernization? Regardless of its location, allowing an aging building to degrade at a certain point is the same as ensuring the closing of that school.
6. I would like to see Ed specs that do not simply promote building new schools but recycling and fully modernizing existing schools based on a number of variables including equity and age of facilities. How is this being addressed?
7. Does AISD have a list of potential Bond Projects for the 2022 Bond? Can you share it?
8. General LRP Questions:
 - a. Not really clear of our charge with the LRP... keeps changing from how to approach change in AISD to now just telling problems. (What are we doing exactly?)
9. Mendez/ Martin Recent Changes

- a. What is the plan for Fine Arts at Mendez and its feeder elementary schools to teach 6th grade band, and orchestra? Will they have new resources? Like new instruments? Will they have storage, new technology to teach band and orchestra?
- b. Do they know how this will impact numbers (growth) in the future for high school fine arts programs in the Travis and Eastside vertical teams? AISD has never had an entire 6th grade fine arts program taken out of middle school. Now all 6 to 10 elementary schools will have to teach beginning band and orchestra. Who will teach those beginning fine arts programs? Music Teachers? Band directors at Middle School?
- c. Can you show us or what research is being used to prove that the 6th grade students are better prepared for middle school by keeping them in Elementary vs. going to Middle School in the 6th grade? What is the timeline for the rest of middle schools in AISD to have 6th Grade moved back to Elementary schools? (Assuming the district is now saying this is preferred, but if they aren't then why this move?).

10. Bond:

- a. What is the criteria for schools over 60 years old to be put on bond for a total re-build?
- b. Can we have access to all feedback (from phone calls) information from the public and CAC meetings about issues with schools (work needed for school buildings, programs) Where is that information? How can the committees access that information? (Beyond ESA/FCA information.)

TECHNOLOGY LRP COMMITTEE QUESTIONS

1. What do you believe is the most urgent concern regarding both the physical technological plant and the softer side of technology instruction/classroom use?
2. To what grade levels should 1:1 extent to, in your view, or is it already at its maximum bound? Is eighth grade the lowest grade that 1:1 is necessary?
3. What role do you see for the old-style computer lab? What importance do you place on maker spaces in comparison to regular (or even mixed collaborative) classroom spaces?
4. What physical plant should, in your view, be provided to students/teachers at the campus level that is not already being provided? What physical plant needs to be improved at the campus level?
5. Which do you believe holds back classroom instruction/student development more -- the technology itself or the instruction in the use of that technology (including instruction in how to fix/troubleshoot that technology)?

6. Do you believe that, at the elementary level, there is too much technology use or too little to prepare students for middle/high school?
7. For ESL/SPED students, is there adequate technological provision (both in terms of software and hardware) to provide an experience comparable, in the macro view, to students in the general student body?
8. For buses/food service/other non-classroom activities, do you believe that AISD is using all necessary and requisite technology in these fields, or is there room for improvement? 9. What are the greatest strains on servicing the technology already present at the campus level (i.e. are the problems platform based, personnel based, etc.)?

VAPA LRP COMMITTEE QUESTIONS

1. The 6th grade shift that came without community input, really made me feel like all our work might just be to keep us busy.
 - a. How much equity, inclusion, and cultural proficiency training have they done, and how do they incorporate it in daily decisions?
 - b. Do they believe that the communities at the affected schools are smart enough to speak about their own futures? (It didn't feel like it.)
 - c. Do they see that the way this decision was presented was paternalistic?
 - d. Are they now open to dialogue to co-create a reasonable plan that can bring needed programming and resources and reassure parents/students, who can hold them accountable to some real benefits? (Or did they not open the dialogue, because they don't intend to put more resources towards anything?)
 - e. How does removing 6th grade, and disrupting the feeder pattern support an increase in opportunities and staffing for 7th/8th graders at these schools?
 - f. Are we increasing equity across middle school experiences in the district?
 - g. What do kids at Martin and Mendez need to succeed?
 - h. Is there a plan that shows how what you've done will help achieve coalescing feeder patterns?
 - i. What was just done fractures another pattern. Can you explain how what was done strengthens the community? And how it fits into the systemically racist history of AISDs neglect for some area feeder patterns?

- j. Which patterns are you strengthening with this move?
 - k. Is there a grand plan? If not - we've just begun to unravel another community that was invisible to you. At the end of all this, we need cohesive feeder patterns in NE and East Austin, meanwhile you've blown out the foundation of the most stable part of Martin's pattern. So show us how this works. We need to see, so we can all rest assured you are actually seeing.
2. Elementary schools need more support for specialized VAPA programming, and all the kinds of enrichment opportunities that help kids get a leg up, that we typically see privileged parents often provide for kids starting in 1st grade. Middle schools need more support in general, smaller class sizes, and more consistent and varied electives across all schools.
 - a. Can we pledge to expand extracurriculars and enrichment for elementary school students, during the day and after school, not just for 6th graders? It's never a great thing to do anything for 1 year. Start a variety of options to spark interests starting with 3rd-6th grades, or as young as we can.
 - b. Can we bring more options to elementary kids: band, orchestra, theater, and dance?
 - c. Could we create a regional 4-6th grade band, orchestra, theater, and dance, rather than only school-based? Once our feeder patterns are coalescing, having regional enrichment makes a lot more sense.
 3. In September of last year, Dr. Elizalde gave direction for Alan Lambert and the Fine Arts department to work directly with HR and principals to determine appropriate fine arts staffing before any campus-level decisions were made regarding the reduction and/or elimination of fine arts staff positions. Within the last two weeks, middle school Principals met with their superiors and received guidance that more than one Principal interpreted as a mandate to use a hard class size requirement in determining staffing, with no mention of Dr. Elizalde's directive regarding fine arts. Why is there still no fixed, formal process between Fine Arts, HR, and Principals to discuss fine arts staffing decisions, as was directed by the Superintendent five months ago?.

SAFETY, SECURITY & RESILIENCY LRP COMMITTEE QUESTIONS

1. Explain the rationale for the changes to the PE, Art, and Music scheduling at the elementary level. Are the gyms large enough to accommodate two class sizes?