Facilities and Bond Planning Advisory Committee

October 11, 2018
6:00 – 8:30 PM
Carruth Administration Center, Board Auditorium
1111 West 6th 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

	AGENDA ITEM	TIME	STRATEGIC PLAN COMMITMENTS (IF APPLICABLE)
1.	Call to Order and Overview of Meeting Goals	6:00 PM	
2.	Public Comment	6:05 PM	9, 10
3.	Approval of Minutes (September 13)	6:15 PM	
4.	Subcommittee and Working Group Report Outs	6:20 PM	9, 10
5.	Discuss Timeline and Strategy for Athletics, CTE, and Fine Arts Facility Master Plans and Campus Master Plans	6:30 PM	9, 10
6.	Presentation of Doss ES Design	7:20 PM	9, 10
7.	Introduction to Portable Reduction Strategy	7:35 PM	9, 10
8.	Discuss Creation of Joint Advisory Committee to Explore Equity, Diversity and School Utilization	7:55 PM	9, 10
9.	Update on Boundary Advisory Committee Fall Work Plan	8:15 PM	9, 10
10.	Discussion of Committee Operations, Future Meetings Dates and Agenda Items	8:25 PM	9, 10
11.	Adjourn	8:30 PM	

- ☆ The Facilities and Bond Planning Advisory Committee may take action during the meeting as it clearly and directly relates to any agenda item on the table at the time, as determined by the presiding officer.

- ☆ 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 *Communications and Visitor Guidelines*, which can be found on the AISD website under Advisory Bodies (http://www.austinisd.org/advisory-bodies.) Public Comment is limited to 10 minutes.

2019 FACILITY MASTER PLAN
FABPAC WORK PRODUCTS - CHECKLIST

2019 FMP WORK PRODUCTS (Complete by April 11, 2019)	Sept 13, 2018	Oct 11, 2018	Nov 8, 2018	Dec 13, 2018	Jan 10, 2019	Feb 11, 2019	March 14, 2019	April 11, 2019	May 6, 2019	June 17, 2019
☐ Communications and community collaboration plan ☒ 25-Year roadmap – Annotated with 2017 bond program projects ☐ Updated academics reinvention projects list (Appendix C) ☐ Revised permanent capacity methodology (Appendix C) ☐ Portable reduction strategy ☐ Consolidation criteria and process (recommended policies) ☐ Athletics Master Plan (led by Stantec) ☐ CTE Master Plan (led by Stantec) ☐ Fine Arts Master Plan (led by Stantec)	☒ Introduction to current permanent capacity methodology (1/3) ☒ Introduce consultant for athletics, CTE, Fine Arts and campus MPs ☒ Establish new subcommittees ☒ Update on academic reinvention project list	☐ Discuss timeline for master plans ☐ Introduction to portable reduction strategy (1/3)	☐ Discuss portable reduction strategy (2/3) ☐ Introduction to consolidation criteria and process (1/3) ☐ Discuss community collaboration plan	☐ Discuss consolidation criteria and process (2/3) ☐ Update on CTE, Fine Arts and Athletics MPs	☐ Finalize portable reduction strategy (3/3) ☐ Review preliminary population projections	☐ Board work session – discussion of 2019 FMP	☐ Update on CTE, Fine Arts and Athletics MPs	☐ Agreement from FABPAC on draft FMP update, including CTE, Fine Arts, and Athletics MPs **(for May 6 Board work session)**	☐ Board work session – discussion of 2019 FMP	☐ Board Meeting – approval of 2019 FMP
OTHER FABPAC EFFORTS ☐ Equity white paper ☐ Campus master plans (led by Stantec)		**Oct 25, 2018** ☐ Discuss permanent capacity methodology (2/3) ☐ Finalize equity white paper	**Nov 29, 2018** ☐ Finalize permanent capacity (3/3) ☐ Update on CTE, Fine Arts, and Athletics MPs		**Jan 24, 2019** ☐ Update on CTE, Fine Arts and Athletics MPs	**Feb 12, 2019** ☐ Finalize consolidation criteria and process (3/3) ☐ Update on CTE, Fine Arts and Athletics MPs ☐ Discuss feedback from Board work session			**May 9, 2019** ☐ Discuss feedback from Board work session and make necessary revisions	

Schedule subject to change
Updated 10/11/2018

FABPAC - TIMELINE FOR 2019 FMP UPDATE

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

FABPAC Agenda

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 9 2019	June 13 2019	August 2019	Sept Nov 2019	December 2019	January 2020 April 2021
• Introduction to permanent capacity methodology (1/3) • Introduction to consultant for athletics, CTE, Fine Arts and campus MPs • Discuss new subcommittees • Update on 2017 academic reinvention project list • Presentation on Menchaca	• Update from BAC on work plan • Discuss timeline for master plans • Introduction to portable reduction strategy (1/3) • Discuss new committee on equity, diversity and utilization • Presentation on Doss	• Discuss community collaboration plan • Discuss portable reduction strategy (2/3) • Introduction to consolidation criteria and process (1/3)	• Discuss consolidation criteria and process (2/3) • Update on MPs	• Review preliminary population projections • Finalize portable reduction strategy (3/3)	• Discuss feedback from Feb 11 Board Work Session • Finalize consolidation criteria and process (3/3) • Update on MPs	• Update on MPs	• **Agreement from FABPAC** on draft FMP update, including CTE, Fine Arts, and Athletics MPs (for May 6 Board work session)	• Discuss feedback from May 6 Board Work Session and finalize draft FMP update (for June 17 Board approval)	• Topics TBD or no meeting	• Presentation on budget update • Presentation on TX legislative update	• Campus MP CATS begin in Sept - staggered • Presentations on campus MPs as they are completed	• Topics TBD or no meeting	• **BEGIN** 2021 FMP update in preparation of a future bond planning – shaped by components of the 2019 FMP update
	Oct 17 2018 [Joint Advisory Committee Meeting] Presentation/input Budget Stabilization	**Nov 29 2018** • Finalize permanent capacity (3/3) • Presentation on TUPs • Update on MPs • Presentation on Bowie MP (tour before meeting)		**Jan 24 2019** • Update on MPs	**Feb 21 2019** [Joint Advisory Committee Meeting] Presentation on 2018-19 Demographic Report								
	Oct 25 2018 • Finalize equity white paper • Discuss permanent capacity (2/3) • Presentation on T.A. Brown												

The work of the CTE, Fine Arts, Athletics and campus master plans will occur through subcommittees. Other subcommittees and work groups will continue to meet as needed.

Community Collaboration

Sept 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 2019	March 2019	April 2019	May 2019	June 2019	August 2019	Sept Nov 2019	December 2019	January 2020 April 2021
FABPAC LED COMMUNITY OUTREACH THROUGHOUT MINOR AND MAJOR FMP UPDATES													
• FABPAC led community outreach at Back to School events		• Promotion of community collaboration events in December	• Promotion of community collaboration events in January	• Promotion of community collaboration events in February	• Promotion of community collaboration events in March	• Close feedback loop on draft FMP, including CTE, Fine Arts, and Athletics MPs, through various communication strategies					• Campus MP CATs begin with public comment opportunities		• Community collaboration events (roadshows, regional meetings and other strategies)
		Engagement for Athletics, CTE, and Fine Arts MPs									Campus MP CATs		

Board of Trustees

Sept 10 2018	Oct 2018	Nov 2018	Dec 2018	Jan 2019	Feb 11 2019	March 2019	April 2019	May 6 2019	June 17 2019	August 2019	Sept Nov 2019	December 2019	January 2020 April 2021
• Work Session on Bond and FMP Update		• Correspondence to Board on equity white paper			• Work Session on 2019 FMP Update • Work Session on 2018-19 Demographic Report			• Work Session on FMP Update	• **APPROVAL OF 2019 FMP UPDATE** (including CTE, Fine Arts, and Athletics MPs)			• Authorization of FMP consultant • Authorization of FCA/ESA and bond planning consultant	• Work Sessions on FMP Update • **APPROVAL OF 2021 FMP UPDATE IN APRIL 2021**

10/11/2018 – Timeline Subject to Change

Facilities and Bond Planning Advisory Committee

September 13, 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: Leticia Caballero, Cherylann Campbell, Alejandro Delgado, Gabriel Estrada, Roxanne Evans, Paulette Gibbins, Dusty Harshman, Jennifer Littlefield, Cynthia McCollum, Rick Potter, Tali Wildman

Staff: Nicole Conley Johnson, Beth Wilson, Melissa Laursen, Bob Cervi, Jean Bahney, Christian Clarke Casarez, Gilbert Hicks, Michelle Cavazos, Samantha Alexander, Leandra Travino, Ali Ghilarducci

Consultants: Theo Pappas, Mark Rahe, Barry Nebhut, Lowell Tacker

Visitors: Emma Pabst, Daniel Ramirez

1. Call to Order and Overview of Meeting Goals (6:06 PM)

Tri-chair Cherylann Campbell called the meeting to order at 6:06 PM and reviewed the meeting goals.

2. Public Comment

Environment Texas advocate – Previous bond program included funding for the installation of solar panels on a number of schools. Some solar panels were added to schools, however additional funding remains. Questioned why the district does not have plans to utilize the remaining funds. Environment Texas' goal is to have solar panels on all schools by 2025 to reduce energy costs, and allow for opportunities to redirect the savings to teachers and students.

Environment Texas advocate – Discussed the benefits of implementing solar power on schools. Students could study the effects of solar as part of their academic programming—allowing students to think critically abut how schools create energy.

3. Approval of Minutes

The June 14 and August 9 minutes were approved as presented.

4. Subcommittee Report Outs

- Equity – Subcommittee lead, Roxanne Evans will revise the Equity White Paper in response to feedback from the Superintendent and FABPAC members. Revisions will include the

addition of the district's definition of equity, and clarifications to various sections of the paper. There was no consensus on whether the recommendations should be ranked. One member suggested scheduled check-ins with the Board every 6 months regarding the status of the recommendations.

- Community Engagement – FABPAC were encouraged to attend Back to School Nights to promote the 2019 FMP update.
- Target Utilization Plan – Subcommittee needs to follow-up with staff regarding the status of the additional information to be added to the TUPs to identify district resources.

5. Facility Master Plan Related Items

A. Update on Academic Reinvention Projects

The following updates were provided regarding the academic reinvention projects list in the 2017 Facility Master Plan.

- A+ Federal Credit Union Partnership – Implemented at Akins HS in SY2017-18
- Career Launch Early College High Schools – Implemented at Crockett (Construction Technology), Lanier (Computer Science), Lanier (Trio Electric) LBJ (Health Careers), Reagan (Computer Science), Bowie and Travis (Swift Coding); Future programs at Anderson (Engineering), Travis (Information Technology), Eastside (Health Careers)
- Dyslexia Middle School Program – Launched at Covington Middle School in SY17-18 with 6th grade; 7th grade in SY18-19, and 8th grade in SY19-20
- Montessori Program – Launched at Winn Elementary in SY17-18; additional grade to be added SY18-19
- Fine Arts Academy Facility Enhancements– Reinvention projects scheduled at Covington, Lamar, and McCallum; funding for Blackshear was not included in the 2017 bond program
- Potential New South Magnet – Project redefined with the expansion and relocation of LASA to a more central location, scheduled for SY21-22
- Life Ready Autism Academy – Project on hold
- World Language Academy – Project on hold

B. Introduction of Master Planning Consultant

On August 27, the Board of Trustees authorized district staff to move forward with contract negations with Stantec for the production of master plans for athletics, CTE, and Fine Arts, and seventeen (17) campus master plans. Stantec provided core team introductions and briefly discussed the capabilities and experience of their firm. Stantec will be working closely with the FABPAC on the master plans.

C. Establish subcommittees

Members were asked to sign up for the following subcommittees and working groups:

- Community Engagement
- TUP/Equity

- Athletics Master Planning
- CTE Master Planning
- Fine Arts Master Planning
- Permanent Capacity
- Portable Reduction Strategy
- Consolidation Criteria and Process

Members discussed whether the FABPAC should be developing a process for consolidation. There was agreement that a process should be developed, but questioned whether it was in their charge. Feedback will be provided to the Superintendent.

D. Presentation on Permanent Capacity Methodology

The FABPAC was asked to review the current permanent capacity methodology in advance of the meeting. Beth Wilson (Director of Planning) explained that permanent capacity is related to utilization, which is a data point used to inform whether a school is considered under-enrolled or overcrowded. She further explained there is not an industry standard, and school districts define permanent capacity using a variety of methods. One member questioned whether a separate methodology would need to be developed for the new modernized schools. All feedback received from the members will be shared and discussed with the Permanent Capacity subcommittee.

6. Bond Implementation Related Items

A. Presentation of Menchaca ES Design

Lowell Tracker (LPA) presented the new Menchaca Elementary School design.

7. Discussion of Committee Operations, Future Meeting Dates, Locations and Agenda Items

Future meetings:

- Thursday, September 27, 6:00 PM (Martin MS, library)
- Thursday, October 11, 6:00 PM (CAC, board auditorium)

8. Adjourn (8:38 PM)

Equity White Paper

A report from the FABPAC Equity Subcommittee

November 2017

Equity White Paper

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 members Barbara Spears-Corbett and 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, 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. In a companion document, AISD will amplify its work on equity in the district.

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 the issue of equity. Perhaps the next FABPAC might consider equity in implementation of this bond.

Thank you.

Executive Summary

The Austin Independent School District (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? Adopting themes offered by the National Equity Project in 2018, AISD defined equity as “reducing the predictability of who succeeds and fails, interrupting practices that negatively impact struggling students of color, and cultivating the unique gifts.” For these many points of view about equity, which ones can be appropriately addressed in facilities planning and improvements, and how?

While this white paper does not answer all of those very important questions, the approach here is to provide a record of the research and 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 on November 7, 2017. 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 (FABPAC) 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 in Facilities", some members felt that the principle couldn't be solely measured in terms of age and facility 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. These feelings were enhanced in 2018 when AISD adopted themes offered by the National Equity Project and defined equity as ""reducing the predictability of who succeeds and fails, interrupting practices that negatively impact struggling students of color, and cultivating the unique gifts."

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 desire 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 entrench residential segregation and compel African American families, who at that time were living throughout the city, to move to East Austin. In fact, the plan also states a desire to limit segregation to one part of town. “This will eliminate the necessity of duplication of white and black schools, white and black parks, and other duplicate facilities for this area.”

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 reason 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.There were some in the East Austin community who felt the priority school funding should have been maintained, and that improvements were being seen when the program ended.

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 in1988.

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.
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 - Eastside wins the inaugural Rather Prize, graduation rates are above 90%

**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 and the International School to the Original Anderson/Alternative Learning Center campus, and moving LASA to the Eastside Memorial campus.

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

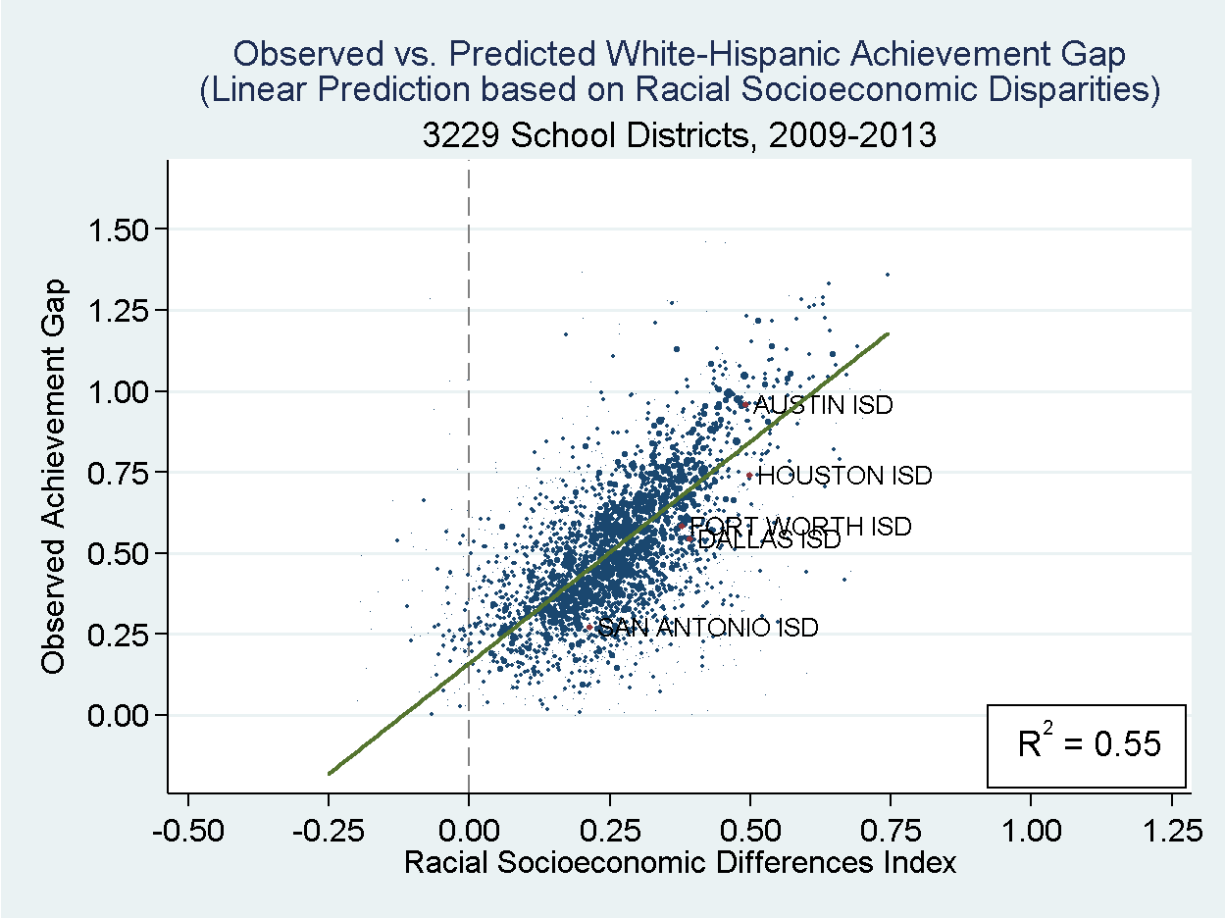
Austin Achievement Gap

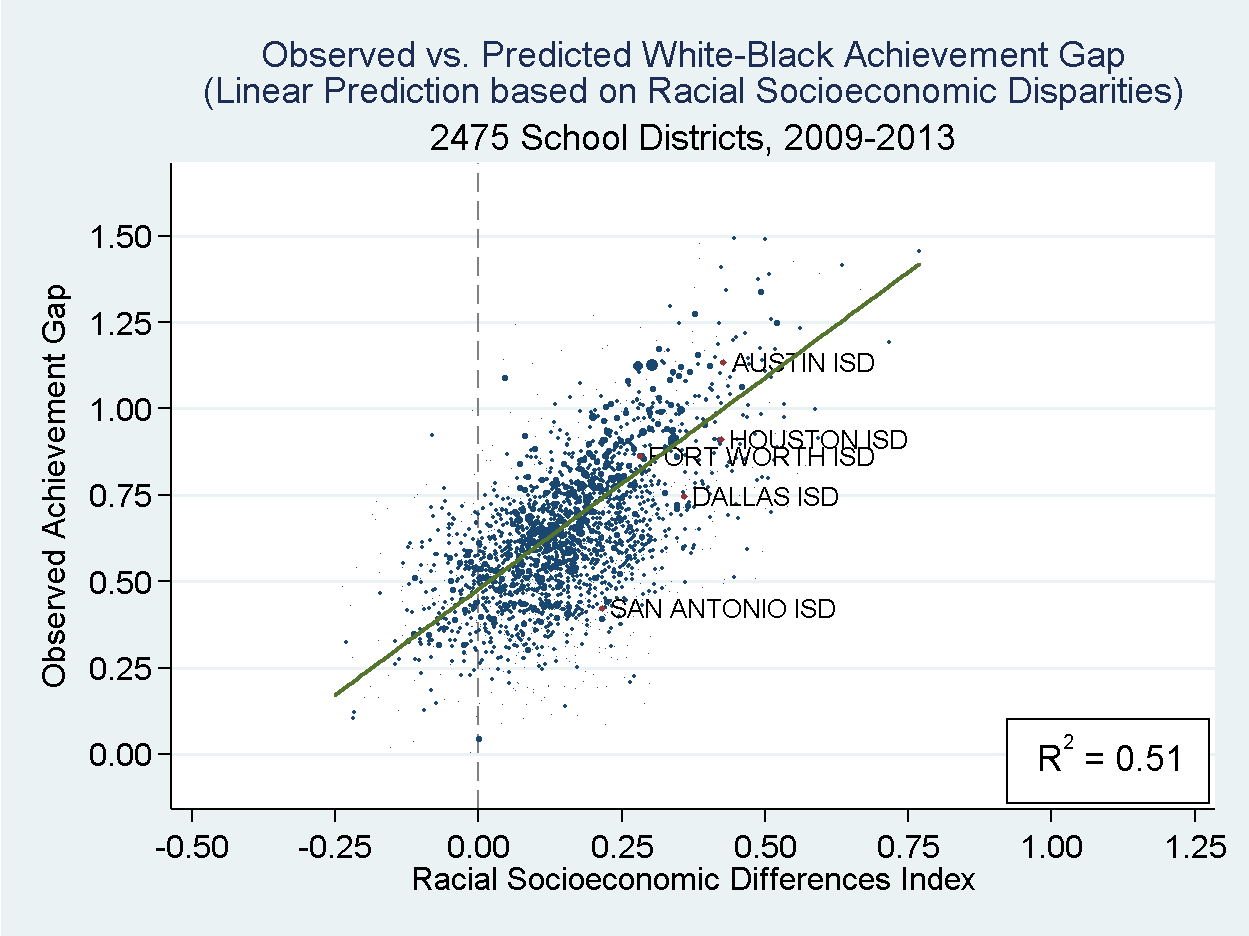
Academic research, such as by Professor Reardon at Stanford University (Center for Education Policy Analysis Working Paper No. 16-10, "The Geography of Racial/Ethnic Test Score Gaps") has focused on racial and ethnic disparities in students' academic performance, and has used statistical techniques to 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 different 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 starker 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.





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 2018/19 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.

($): Indicates there is a potential budgetary impact.

(*) After discussion of the entire FABPAC, there was concern that changing all the vertical team alignments/feeder patterns might inadvertently exacerbate segregation. A stronger recommendation might be to consider the racial/socioeconomic impact whenever vertical teams/feeder patterns are reviewed).

Additional recommendations from the group as a whole:

- ($) Look at transportation options/combining routes to enhance transfer options.
- Provide clarification on how majority/minority transfers are classified and coded, i.e. diversity choice.
- Understand and capitalize on students' culture, abilities and resilience.

Make sure the district remains mindful of how important current technology as well as safe, orderly learning environments for all students and educators.

Parent resource centers should also provide services to parents that include adult education, parenting, and adult education programs. And, as a complement to the work of family resource centers, make sure the main office is family friendly. The school climate is particularly important in areas where the District is trying to compete with charter schools.

Prologue:

The equity subcommittee met for the first time on May 1, 2017 and the work concluded close to the time the Austin voters approved the bond.

The subcommittee never intended for this white paper to continue to be expanded beyond the date of the election.

Likewise, this paper was not to be a continuous review and critique of AISD efforts to create equity for students in schools. Thus, accepting that shortcoming, it is more appropriate for the school district to provide a companion piece to this white paper that includes the programs and initiatives related to equity that may not have been captured in this paper, as well as new programs and initiatives that have been started since the passage of the bond.

The equity subcommittee is in agreement that this white paper, coupled with the district memorializing all of its programs and initiatives related to equity in one place, will provide the trustees and the community a full picture of the concerns of the equity subcommittee and the district's ongoing efforts to address these concerns and those of the community at large.

Because we view our work as a partnership with AISD, we welcome their companion document, showing the work that has been done, the work in progress, as well as the work that is planned in the future related to the shared goal of making AISD a more equitable school district, in all ways, including facilities and other resources.

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 that 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

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:

Leticia Caballero, Cherylann Campbell and Roxanne Evans*,
tri-chairs, and
Kristin Ashy
Michael Bocanegra*
Gabriel Estrada*
Jennifer Littlefield
Jodi Leach*
Cynthia
McCollum
Dusty
Harshman*
Scott Marks*
Mark Grayson
Marguerite Davis
Tali Wildman*
Joe Siedlecki
Paulette
Gibbins
Rich de
Palma*
Rick Potter

* Equity Subcommittee members

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 that assisted with
research.

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

It is our hope these discussions continue moving

forward.

Stantec

Austin ISD
Doss Elementary School

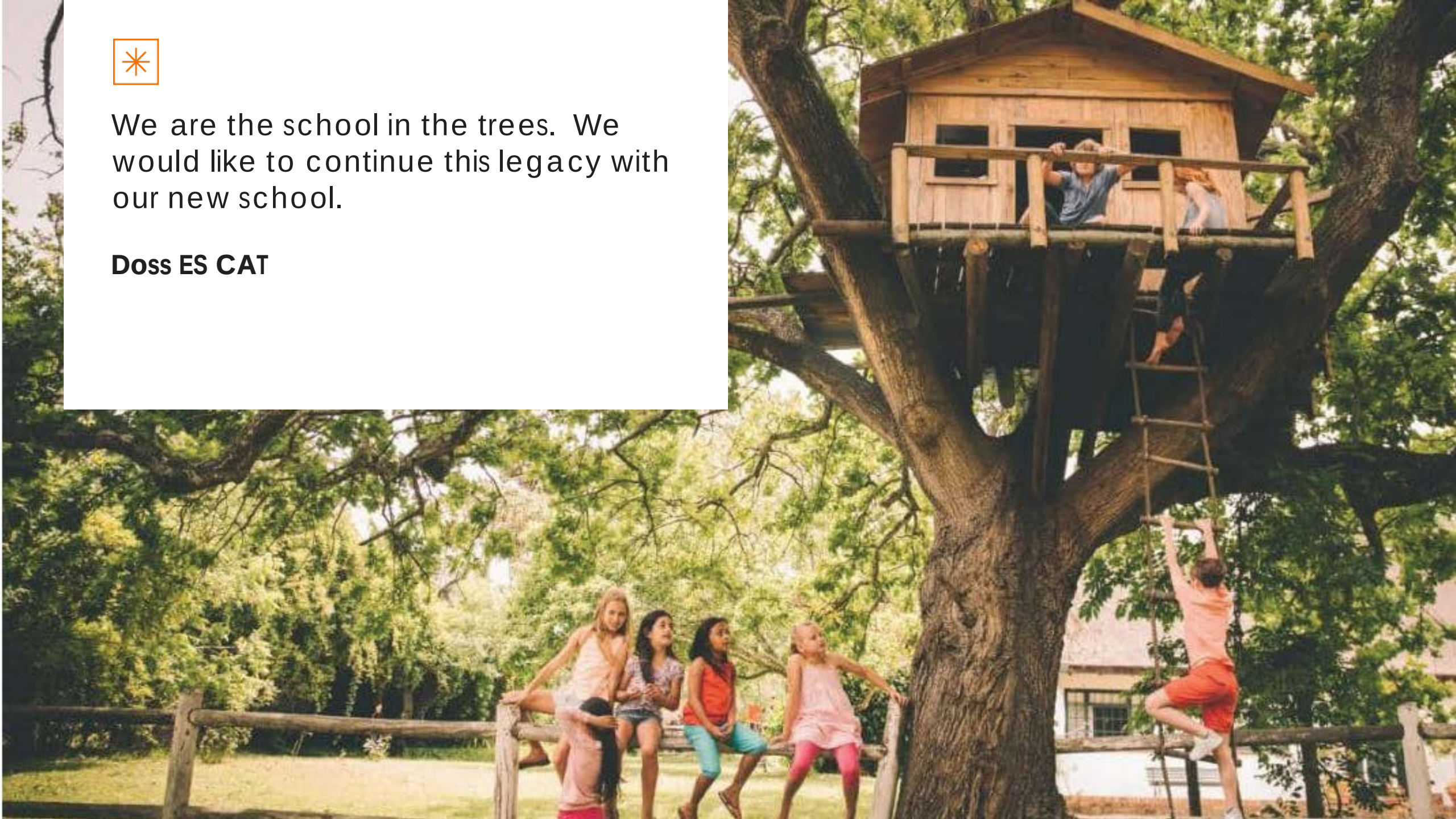
CBOC Presentation

Doss Elementary School

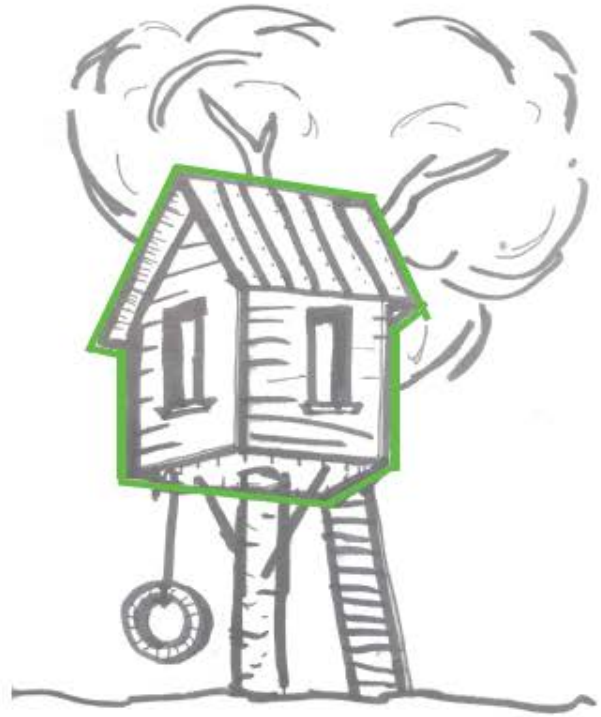
DESIGN VISION

We are the school in the trees. We would like to continue this legacy with our new school.

Doss ES CAT



PLAY



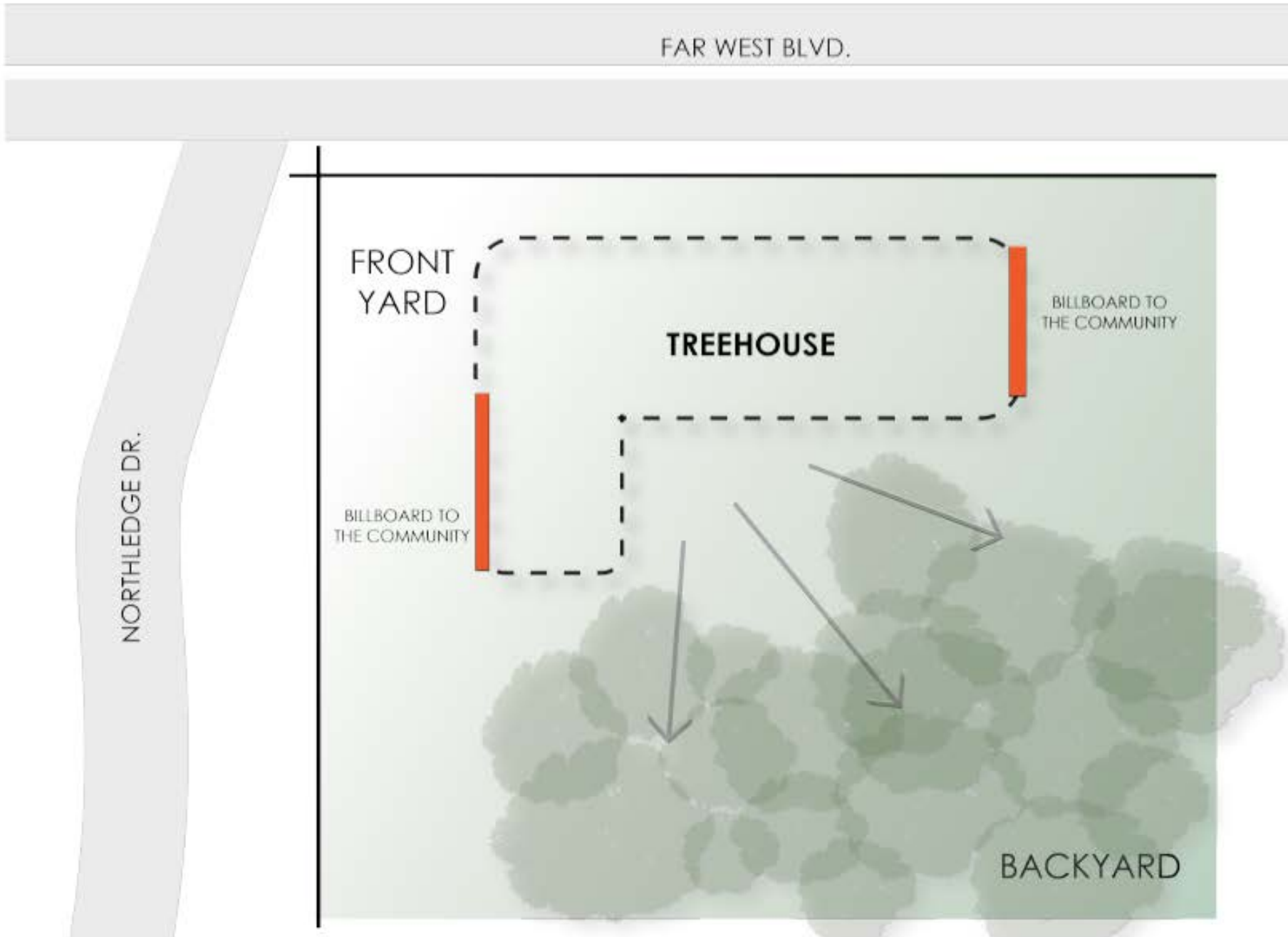
SHELTER

OBSERVATION

Doss Elementary School

SITE


INSTITUTIONAL
COMMUNITY CENTER
SITE
DOSS SCHOOL PARK
MURCHISON POOL
MO-PAC
FAR WEST BLVD
RESIDENTIAL

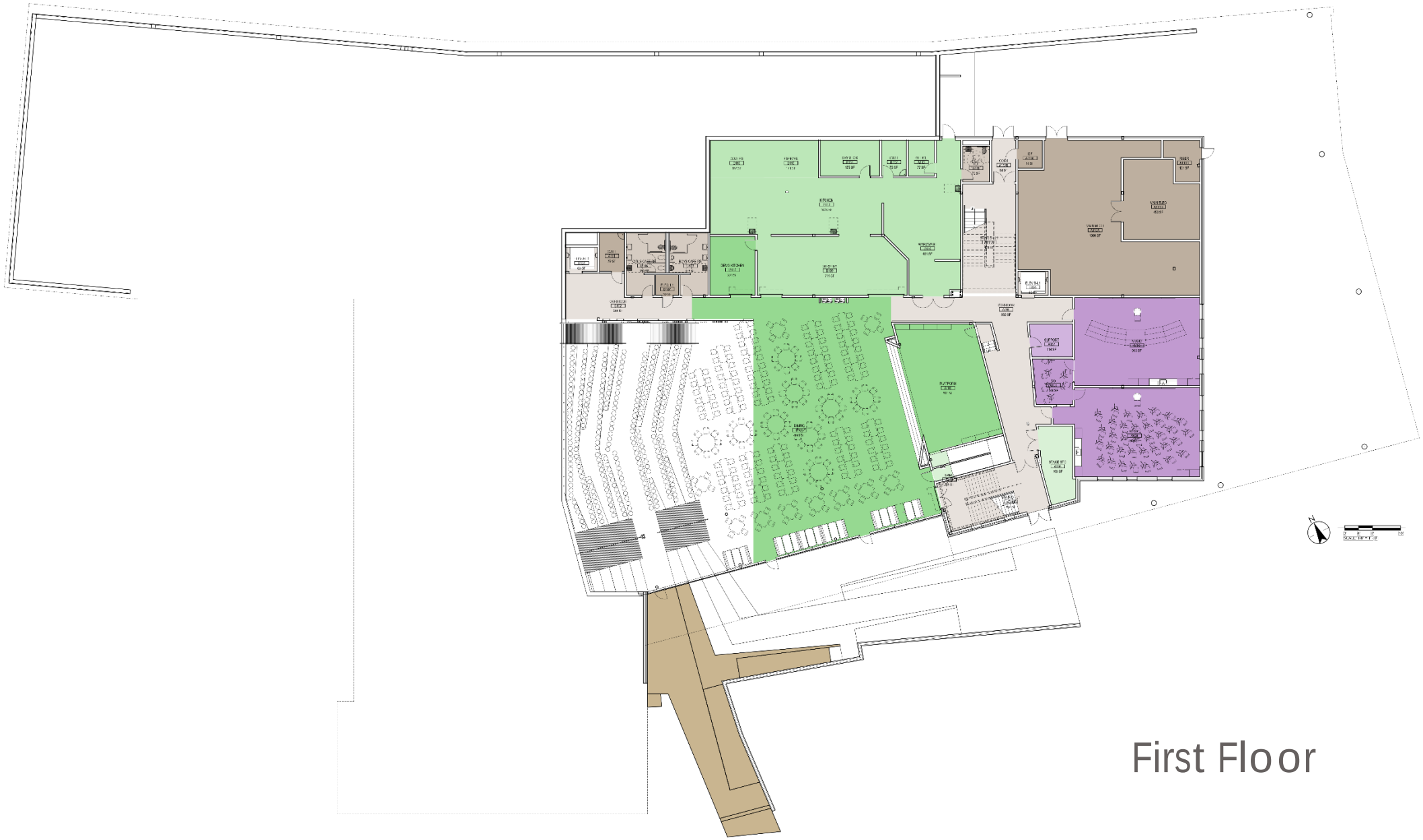

FAR WEST BLVD.
NORTHLEDGE DR.
FRONT YARD
TREEHOUSE
BILLBOARD TO THE COMMUNITY
BILLBOARD TO THE COMMUNITY
BACKYARD


Northledge Drive
Far West Blvd.
Chimney Corner
Sped Bus Drop off
NEW BUILDING
Rain Garden
Parent Drop
EXT GYM
Bus Drive
Rain Garden
Concrete Basketball Court
Mechanical Yard
Jointly Owned AISD & COA Land
(6.2 Acres)
Rain Garden
Turf Soccer Field
Concrete Basketball Court
Existing Running Track
Retention
North Hills Drive
N
0 30 100
10 60
132 Parking Spots

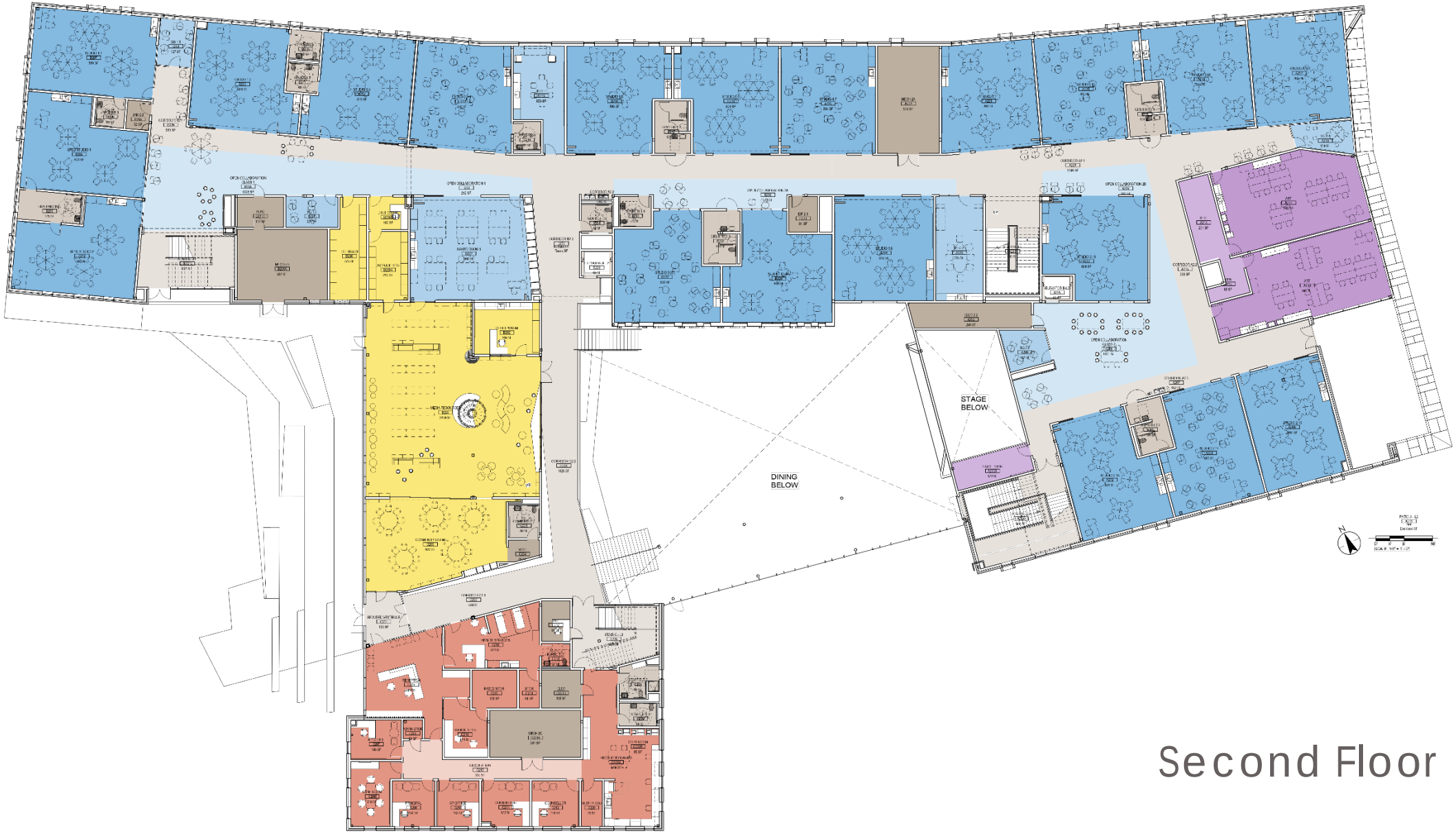
Site Plan

Doss Elementary School

FLOOR PLANS



First Floor



Second Floor

Third Floor

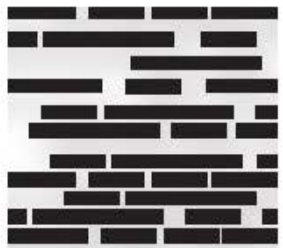
Doss Elementary School

EXTERIOR DESIGN

Branch Structure

Orderly
Opening Scale

Shadow Pattern



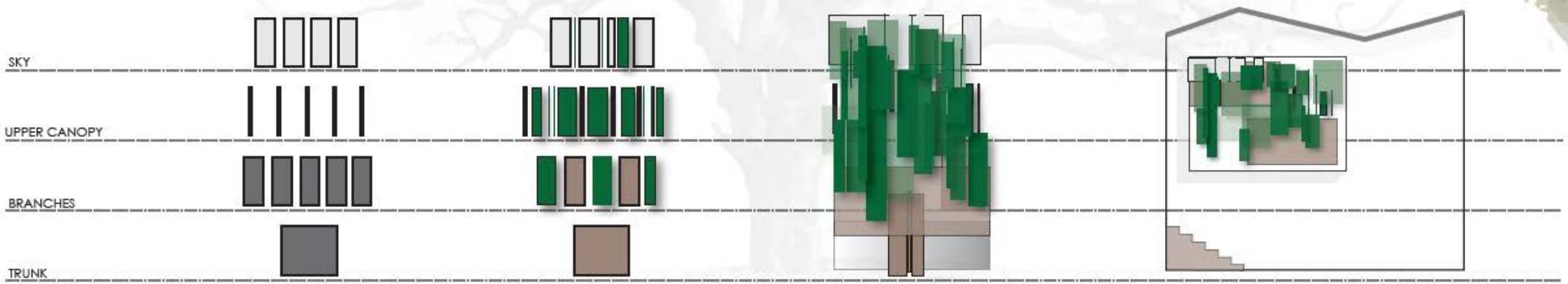
Organic Brick
Combination

View Frame

Iconic Visual
Opening

Doss Elementary School

INTERIOR DESIGN


SKY
UPPER CANOPY
BRANCHES
TRUNK

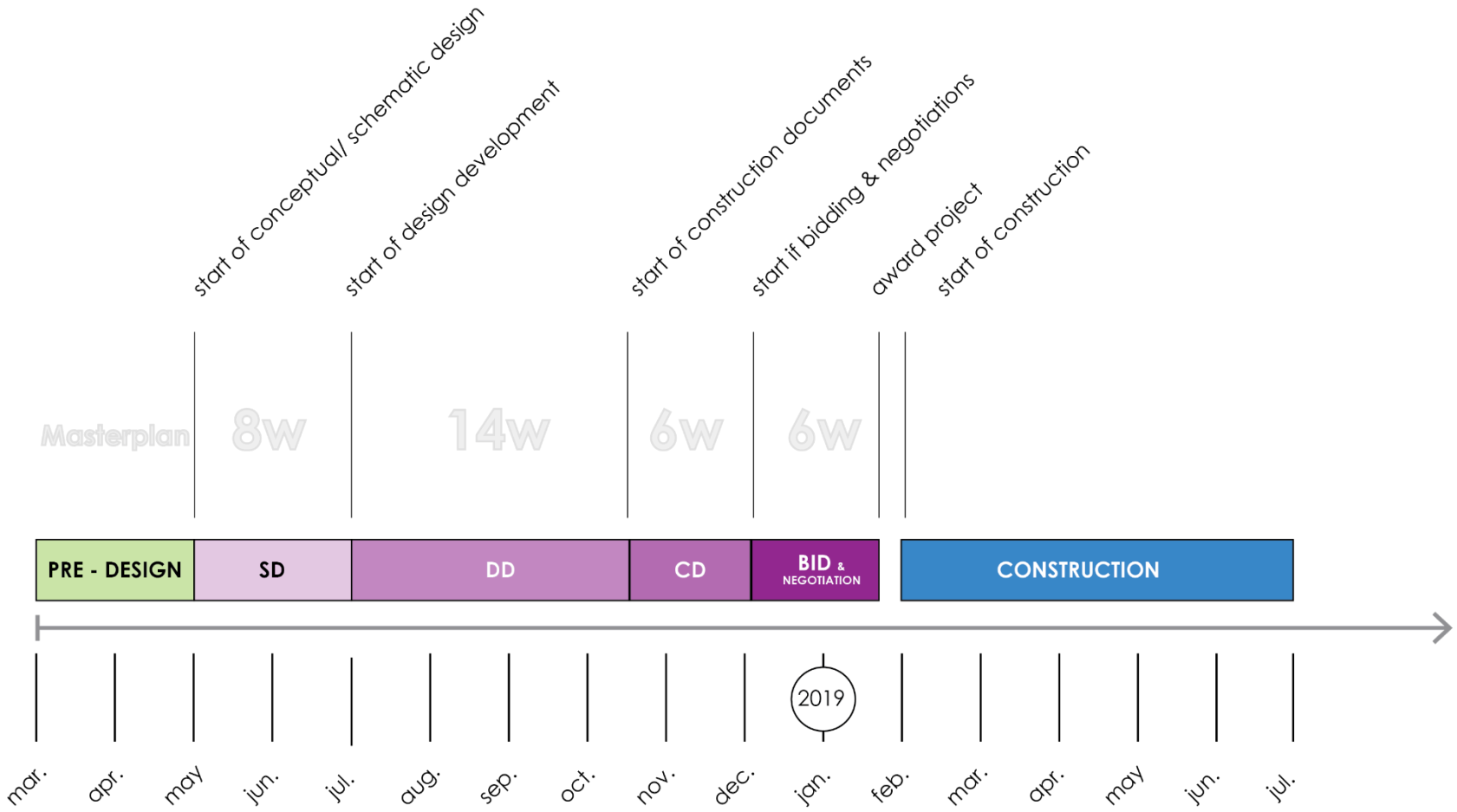

Cozy as can be house.
– Shel Silverstein, Tree House


How to Provide "Unique Value" in Your Content
Modern Criteria for Content:
One-of-a-kind - doesn't appear elsewhere on the web
Relevant - resolves context both human + engines interpret as unique to the searcher's symptoms
Helpful - resolves the searcher's query in a useful, efficient manner
Uniquely Valuable - provides information that's irreplaceable or hard to get elsewhere
Great UX - is easy and pleasurable to consume on any device
Unique Value
How to Provide "Unique Value" in Your Content


OWL WORKSHOP

Doss Elementary School

SCHEDULE



Schedule

“Play is the only way the highest intelligence of humankind can unfold.”

Joseph Chilton Pearce

AUSTIN
Independent School District

Introduction to AISD Portable Reduction Strategy

October 11, 2017

FABPAC

I. REVIEW PORTABLE ASSESSMENT FROM APRIL 2017

PORTABLE ASSESSMENT - APRIL 2017

OVERVIEW:

- AISD operates approx. **650 portables at 107 facilities**
- Lower cost and easier to build than permanent buildings
- Higher cost to operate and maintain than permanent buildings
- Not an optimal long-term solution to space needs
- No new owned portables since 1997
- AECOM assessed all owned portables from October to December, 2016

AECOM

PORTABLE ASSESSMENT - APRIL 2017

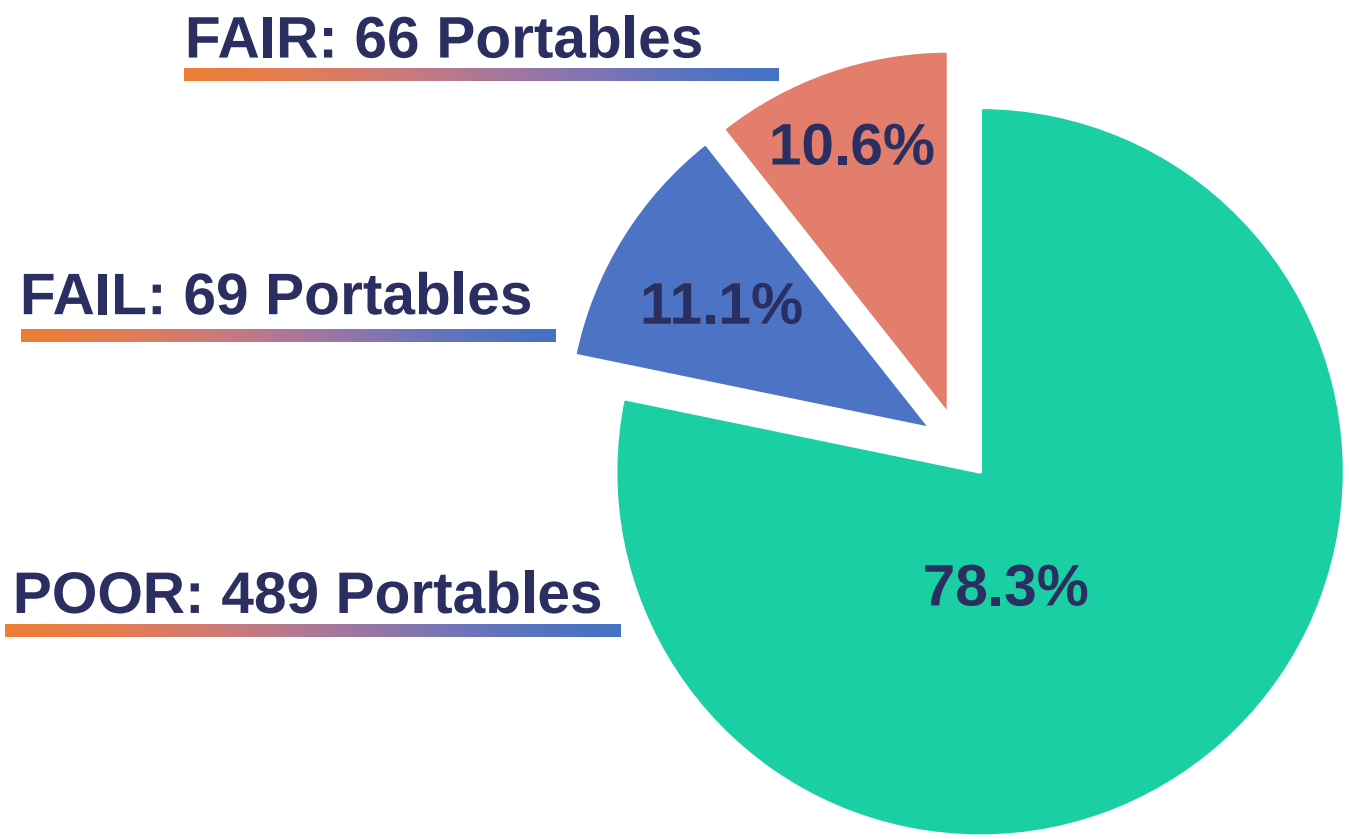
BY THE NUMBERS:

- Owned - 624
- Leased - 26
- Oldest Portables – 1952
- Newest Portables – 1997
  - Industry Life Expectancy is 15-20 years
- Campus with Most:
  (20) Akins HS, (20) Webb MS, (20) Dobie MS
  Includes Webb and Dobie Primary
- Total Gross Square Footage – 940K
- Equal to (2) Bowie HS and (1) Murchison MS Permanent buildings combined
- Data points collected – 21,000+

AECOM

PORTABLE ASSESSMENT - APRIL 2017

CONDITION



Zero portables are classified as Good or Excellent

AECOM

II. UPDATE

SINCE THE PORTABLE ASSESSMENT IN APRIL 2017, THE DISTRICT HAS DEMOED 10 PORTABLES.

2017 BOND PROGRAM

Portables will be removed from campuses that have modernization projects.

AISDFUTURE.COM

- EVENTS & KEY DATES
- CAMPUS INFO
- BLOG
- FAQ’s