Appendix A: School Changes Equity Analysis

The Equity Analysis represents work conducted by more than 50 district leaders who participated in introductory sessions on leading for educational equity. The sessions were tailored to the School Changes process and led by the AISD Equity Office. Through this process, leaders developed an equity framework, which was used to re-evaluate each scenario. This document does not reflect all considerations that entered into the decision-making process. Other considerations can be found in the scenario descriptions on page 30.

Equity Analysis Key

Problem

We recognize that we did not begin the School Changes process with a clear expression of the problems it is meant to address. After careful conversations on equity and reflection on what we heard from our communities, we have identified the following problem statements:

1. Austin ISD has been failing to meet the social, emotional, physical and academic needs of historically underserved students.
2. Discrimination and favoritism in the district have resulted in segregated schools that follow that pattern.
3. Limited funds restrict the district's ability to invest in the academic core, developing leaders and teachers, and districtwide programming.

The School Changes scenarios are intended to address these problem statements.

Solutions are equitable - Does the scenario align with the district's work toward educational equity?

To achieve equity in education, we must develop leaders who can transform our institutions by eliminating inequitable practices and who can cultivate the unique gifts, talents and interests of every child. Our ultimate goal is that success and failure are no longer predictable by student identity—racial, cultural, economic or any other social factor.

Adapted from the National Equity Project (Link)

Positive effect on historically underserved communities? - Would the scenario have a positive effect on historically underserved populations, such as:

+ Black students
+ Economically disadvantaged students
+ English Language Learners
+ Hispanic students
+ Students experiencing homelessness
+ Immigrant and refugee students
+ LGBTQIA+ students
+ Native American/Indigenous students
+ Students receiving Special Education/504 services

Community Feedback - Is the scenario responsive to feedback we received during the community engagement series?

Staff Feedback - Is the scenario responsive to feedback we received from our staff during the community engagement series?

Research Supports - Is there research that informs the assumption that the scenario will have a positive effect on historically underserved students?

Disrupts Historically Racist Practices - Does the scenario disrupt historical patterns of discrimination and favoritism?

Financial Viability, Years 1–2 - The district has the financial resources to implement the scenario in Year 1 or 2 without negatively affecting historically underserved populations.

Logistical Bandwidth, Years 1–2 - The district has the resources to implement the scenario in Year 1 or 2 without negatively affecting historically underserved populations.

Steering Committee Recommendation - Action recommended by steering committee members.

Full Moon - Significantly addresses

Half Moon - Somewhat addresses

Empty Moon - Does not address

Green: The scenarios could be proposed for a vote by trustees to be enacted for the 2020–21 school year.

Yellow: The scenarios are still under consideration and need further planning and engagement with potentially affected schools and communities.

Red: The scenarios are withdrawn from consideration as part of the School Changes process after community feedback and in-depth equity analysis.

School Changes 2019

Equity Analysis

● Significantly addresses

◐ Somewhat addresses

○ Does not address

G Could be implemented for the 2020–21 school year

Y Further planning and community engagement required

R No longer under consideration

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Scenario Name	Problem Being Addressed	Solutions are Equitable	Positive Effect on Historically Underserved Communities?	Community Feedback	Staff Feedback	Research-Informed	Disrupts Historically Racist Practices	Financial Viability, Years 1–2	Logistical Bandwith, Years 1–2	Steering Committee Recom-mendation
Esports Learning Expansion Pack	1	◐	◐	○	◐	●	◐	◐	◐	R
Pre-K to Pre-Med	1 & 2	●	●	◐	◐	●	●	◐	◐	Y
Bilingual, Biliterate, Bicultural: Dual Language and Immersion at Elementary	1	●	●	◐	◐	●	●	◐	◐	Y
Reilly-Ridgetop Two-Way Dual-Language Program	3	◐	◐	○	◐	●	◐	○	○	Y
Legal Studies & Social Justice Program at Gus Garcia Young Men's Leadership Academy	1 & 2	●	●	◐	◐	◐	◐	◐	◐	Y
Burnet Global Languages School	1 & 2	●	●	◐	○	●	●	○	◐	Y
Wooten Neighborhood Fine Arts Academy	1 & 2	●	●	◐	◐	●	●	○	◐	Y
Maplewood/Campbell Consolidation and Blackshear School for Digital Media and Performing Arts	1, 2, & 3	○	◐	◐	◐	◐	◐	○	○	Y
First Look at First Responders at LBJ ECHS	1	◐	●	◐	◐	○	○	◐	◐	G
Early Steps to College Prep at Northeast ECHS 6-12	1 & 2	◐	◐	○	○	◐	●	◐	◐	R

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Austin's Only Bilingual, Biliterate, Bicultural Montessori School at Winn	1 & 3	◐	◐	○	○	◐	○	○	○	Y
Families-First Expanded Schools Hours	1 & 2	●	●	●	●	●	●	◐	◐	G
Elevating the Secondary Multicultural Studies Curriculum	1 & 2	●	●	●	●	●	●	◐	◐	Y
District Wide Special Education Systems	1, 2, & 3	●	●	●	◐	●	●	◐	◐	G
Brooke, Govalle, Linder Partnership	1 & 3	◐	◐	○	○	○	◐	○	◐	Y
Outdoor Leadership Schools	1 & 3	◐	○	○	○	◐	○	○	○	Y
South First and Manchaca Area Elementary Reinvention and Realignment	3	◐	◐	○	○	◐	○	○	○	Y
Space to Learn in Southwest/South Central Elementary Schools	2	●	◐	◐	●	●	●	●	●	G
AISD Teacher Collaborative	N/A	●	●	●	●	◐	●	◐	◐	Y
Green Tech at Paredes	1 & 2	●	●	○	○	●	◐	◐	◐	Y

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Cultivating Tomorrow's Teachers	1	●	●	◐	●	●	●	◐	◐	G
Patton & Small: World Languages and Green Technology Pathways	1	◐	◐	◐	◐	●	◐	◐	◐	Y
Austin High School Academies Extension	1	◐	◐	○	○	○	○	○	◐	R
Fine Arts International Baccalaureate at Covington	1 & 2	◐	◐	○	○	●	●	○	◐	R
Expanded Access to Magnet and Application-Based Programs	1 & 2	●	●	●	◐	●	●	◐	◐	Y
Kocurek International Baccalaureate Primary Years Program	1 & 2	◐	◐	◐	◐	◐	◐	○	○	R
The Dobie-Webb Modernization Project	3	○	◐	○	○	◐	◐	○	○	Y
Personalized Learning for Homeschooled Students	1	◐	◐	○	○	◐	◐	●	◐	R
Metz & Sanchez Partnership	1 & 3	●	◐	◐	◐	●	◐	●	●	G
District Wide Cultural Proficiency and Inclusivity	1, 2, & 3	●	●	●	●	●	●	◐	◐	G

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Weighted Student Funding and School Autonomy	1	◐	◐	○	◐	◐	◐	●	●	Y
Garza Independence School of Choice	1	●	●	◐	◐	◐	●	○	◐	Y
Expansion of Bowie High School Engineering and Computer Science Programs	1	○	○	◐	●	●	○	◐	◐	R
Travis Early College Tech	1 & 2	●	●	○	◐	●	●	◐	○	Y
Anderson International Baccalaureate Track	1	○	○	◐	◐	●	○	◐	◐	R
STEAM and Humanities Program at Martin Middle School and Feeder Schools	1 & 2	●	●	○	○	●	◐	○	○	Y
A New Northeast Middle School	N/A	◐	◐	◐	○	○	◐	●	●	Y
Norman-Sims and Pecan Springs	3	●	●	◐	◐	●	◐	●	●	G
Pease Reenvisioned	3	◐	◐	○	○	●	●	●	●	G
Feeder Pattern Alignment	2 & 3	◐	◐	◐	●	●	◐	●	●	Y

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Academic Excellence: Academic Equity	1 & 2	●	●	●	●	●	◐	◐	◐	G
Strategic Staffing of Highly Effective Teachers	1 & 2	●	●	●	◐	●	●	◐	◐	G