



Austin Independent School District Local Innovation Plan

First Adopted by the Austin ISD Board of Trustees On March 27, 2017

Revision of Plan

Revised in accordance with the Texas Education Code, Chapter 100, Subchapter C, Section 100.002, Texas Education Code (TEC) § 100.002(b)(5)

House Bill 1842, Section 4, passed in the 84th Texas Legislative Session, provides an opportunity for Texas public school districts be designated as Districts of Innovation, thereby allowing them the flexibility to be exempt from or modify state requirements at the local level to better meet the needs of the students and personalize learning.

Districts of Innovation provide opportunities for:

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Timeline for Updating DOI Plan

December 20, 2023– Reconvened the committee to review proposed revisions to the plan and voted to approve the revised draft.

January 16, 2024– Presented for input to the District Advisory Council.

January 24, 2024– Proposed revision of the plan was posted online for 30 days.

February 22, 2024–The Board of Trustees approved the revised plan.

Committee Members IDAC 2023-24

Non-Staff:

Jessica Bazan, O'Connell Robertson

Genevieve Dell, Community Member

Shelly Grabe, Parent - Greenleaf

Alberto Gonzalez, Community Member

Nicole Hepburn, Parent - Ann Richards MS

Richard Kelly, Parent - Austin HS

Paul Mitchell, Community Member

Helen Miller, Community Member

Heather Shaw, Community Member

David Smith, United Way

Laurie Solis, President of the Austin Chapter of the Parent Teacher Association

Sharon Vagstad, Community Member

AISD Strategic Plan Framework

AISD: Every Child, Every Day

Vision

We are Austin's home for ir

Culture and Climate

Strategy 5: Improve systems for students who access special education, dyslexia, and bilingual services to ensure high expectations and high outcomes for every child.

Strategy 6: Expand access to enrichment opportunities for students from communities that are marginalized.

Strategy 7: Build a cultural of respect and inclusion by increasing the cultural competence and diversity of our teaching staff to support the students we serve and foster growth and

Section 21.003, 21.0031, and 21.053 of the TEC limit the district's ability to hire educators to teach Secondary (7-12) Math, Science, CTE & Technology Applications and LOTE courses along with EC – 6 core subjects when quality certified teachers are not available.

In a highly competitive market, delays in hiring out of state teachers does not allow us to support our campuses and students. Having the ability to hire out-of-state teachers with certifications from other states will help expedite the immediate need to fill teacher vacancies.

Guiding Principles

Current expectations for employee certification should be maintained and a dedicated effort should be made to hire individual w(d)27061 me m b mioo htificatfi2 (h)2(t)-2.9 a1.9 (at)-2.6ho sndi1a due(t)-2.9 (m)n (ld)2.2 (b)

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- Unequal instructional time in the fall and spring semester
- Unable to begin the year before the 4th Monday in

Requirements Imposed by the Texas Education Code That Inhibit the District's Goals

A student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. A student who is in attendance for at least 75 percent but less than 90 percent of the days a class is offered may be given credit or a final grade for the class if the student completes a plan approved by the school's principal that provides for the student to meet the instructional requirements of the class.

The board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit or a final grade by students who

Class Size Waiver (5)

Current Challenges

Staffing based on the total number of students per grade level with a maximum of 22 per teacher, regardless of instructional program, may result in classrooms with a mix of students in a bilingual/dual language program and students not in a bilingual/dual language program. Although AISD has worked to staff elementary classrooms based on language in recent years, certain ratios beyond the 22-student maximum may be necessary to prevent mixed-language classrooms.

Mixed language classrooms have many negative effects:

- Mixed-language classrooms negatively impact student performance, on average, on academic outcomes in reading, both for Emergent Bilingual students (students classified as LEP) in bilingual programs and native English speakers not in bilingual programs.

- Other campus leveling that takes place early in the school year is disruptive to both teachers and students and negatively impact social-emotional development.

- Prevents Dual Language teachers from meeting the required minimum of 50% of the day taught in their target language (Spanish, Mandarin, Vietnamese.)

- Creates challenges for teachers to instruct students in their native language to read specifically in grades Pre-K, Kinder, 1st when their classrooms are mixed with monolingual and bilingual student groups.

- Prevents teachers from providing English instruction to students not in a bilingual/dual language program when they are placed in bilingual classrooms.

- Prevents teachers from instructing Emergent Bilingual students in the target language without translating when English-only students are placed in bilingual/dual language classrooms.

Exemptions

25.112 Class Size

25.113 Notice of Class Size (a) A campus or district that granted an exception under Section

25.112(d) from class size limits shall provide written notice of the exception to the parent of or

childhood instruction.

Culture and Climate

Strategy 5: Improve systems for students who access special education, dyslexia, and bilingual services to ensure high expectations and high outcomes for every child.

Strategy 6: Expand access to enrichment opportunities for students from communities that are marginalized.

Reflective and Inspirational Leadership

Strategy 8: Provide teachers and principals with ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous and relationship-centered instruction.

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Accelerated instruction as defined by TEA entails either 1) assigning a classroom teacher who is a certified master, exemplary, or recognized teacher.

Guiding Principles

Current expectations for employee's certification should be maintained and a dedicated effort should be made to utilize current certified teachers in the areas of Math, English, Social Studies, and Science to tutor students according to HB 4545. If certified teachers are not available, then AISD will hire a student teacher who is under the direction of a certified teacher to be allowed to tutor students in a content area of need.

Alignment to AISD Strategic Plan

Academic Excellence

Strategy 1: Implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Strategy 2: Serve more young learners from communities that are marginalized in quality early childhood instruction.

Strategy 4: Prioritize improvements of program opportunities, communication and facility planning for campuses in communities that are marginalized.

HB 114 Mandatory DAEP for E-Cigarettes/Vaping

Current Challenges

The new statute is effective, as of September 1, 2023

Marijuana, THC, E-Cigarettes related offenses are a **mandatory** DAEP placement. Includes:

- o E-cigarette or

Reflective and Inspirational Leadership

Strategy 9: Build trusting relationships with our families and community by engaging with them to listen and improve AISD environments, processes, and experiences.

