



**Austin Kids First Action Voter Packet
District 4 November 6, 2018 Elections**

Who is Austin Kids First Action? The purpose of Austin Kids First Action is to find, support and elect great school board leaders. We believe that great school board leaders possess the skills necessary to make informed decisions with every Austin ISD kid in mind. We exist to engage voters about the importance of school board elections and provide actionable information about public school governance. In an attempt to increase voter turnout and engagement, Austin Kids First Action wants to reach out to every Austin ISD stakeholder and clearly outline candidate strengths and weaknesses in actionable information cards.

What's a Candidate Information Card? Austin Kids First Action has given each candidate a score from "Exceptional" to "Weak" based on:

1. Written responses to Candidate Questionnaires
2. Personal meetings with candidates
3. Voting Records (if applicable) and other publicly available data

Are Austin Kids First information cards transparent? Careful documentation has gone into our information cards, and voters can easily understand scores by reviewing the candidate rubric and the candidate questionnaires, which are all posted on www.akfaction.org

What qualities define great school board candidates?

We believe that great school board leaders are those who have experience practicing good governance and who will be advocates for all kids in Austin ISD. Great school board leaders are aware of the challenges and opportunities that exist within the district and with their constituents. We want to empower leaders who seek collaboration and dialogue with a broad coalition of stakeholders, instead of creating divisions or pursuing personal agendas. The candidates that we endorse are strong advocates of public schools. We look for those who will prioritize kids and their schools. Finally, these candidates possess the experience and desire to be effective in improving educational outcomes for all kids in Austin. We believe that our rubric below describes the ideal candidate.

District	Location	Voting Date
4	Northwest	November 6, 2018

Candidate Name	Kristin Ashy	Zachary Price
Election Status	Challenger	Challenger
Experience	3.0	1.0
Issues Awareness	2.5	2.0
Vision and Priorities	2.0	2.0
Efficacy	2.5	1.5
Overall	2.5	1.6

Kristin Ashy		
Trait	Description	Score
Experience	<ul style="list-style-type: none">) Significant prior experience on many AISD committees, including FABPAC) AISD parent and former early-childhood SPED teacher) Director of an early childhood center) Limited experience with budget and problem-solving in governance 	3.0
Issues Awareness	<ul style="list-style-type: none">) Identifies school leader as a crucial lever for change) Depth of knowledge of District 4 issues as well as facilities district-wide) Generally committed to equitable outcomes within AISD but lacks specifics on how to achieve this and specific root causes of the achievement gap 	2.5
Vision and Priorities	<ul style="list-style-type: none">) Articulated vision of high-quality facilities and PreK for all, but no clear plan for how to execute) She represents her districts priorities well, but at times prioritizes D4 needs over the needs of the overall district) Committed to educating the whole child but lacks detail for evidence that it is happening 	2.0
Efficacy	<ul style="list-style-type: none">) Demonstrated commitment to collaboration and building consensus around shared goals with many competing interests, particularly in work on FABPAC) Clearly articulates the role of the board vs. Superintendent, but lacks specifics on how to utilize role to build academic success) Student success a priority but needs to approach with urgency 	2.5
Overall	<p>Ms. Ashy demonstrates a community-centered approach to problem-solving and brings her knowledge and relationships with key stakeholders. She is focused on serving students in the district and acknowledges the need to continue learning about best practices and root causes of systemic issues.</p>	2.5

Zachary Price		
Trait	Description	Score
Experience	<ul style="list-style-type: none">) Brings unique perspective to the Board as a recent AISD student) Commitment to serving Austin kids through volunteer service at APIE, CIS, and as founder to UT organization to support bilingual AISD students) Lacks experience in a policy or governance setting 	1.0
Issues Awareness	<ul style="list-style-type: none">) Recognizes inequities are a result of poor policies and systematic structures within AISD) Aware of budgetary and academic issues at a high level, but lacks understanding policy and practices contributing to the root cause of these issues 	2.0
Vision and Priorities	<ul style="list-style-type: none">) Specific priorities address high needs areas for high school students but little vision for rest of district) Commitment to listening to underrepresented voices and voices of all parts of the community to understand the needs of the whole district 	2.0
Efficacy	<ul style="list-style-type: none">) Committed to a sense of urgency and demonstrates the ability to set and reach goals through leadership in TX Votes) Supports spending more time in the community to understand the perspectives of others) Shows a desire to build support for change but does not have a track record of efficacy on education-based initiatives 	1.5
Overall	Mr. Price demonstrates a passion for service and has shown success in accomplishing specific, programmatic goals. His perspective and ideas are a value-add to AISD. His particular lack of policy knowledge and the budget limit his effectiveness.	1.6



2018 Austin Kids First PAC Endorsement Rubric

<i>Trait</i>	<i>Description of Scoring</i>		
	Strong (4.0)	Moderate (2.0)	Weak (0)
Experience	<ul style="list-style-type: none">) Valuable and relevant experience to the board) Prior service as a board member or in other leadership roles) Demonstrated history of problem-solving in governance) Demonstrated successes in setting and reaching organizational goals) Demonstrated commitment to Austin kids 	<ul style="list-style-type: none">) Some previous tangible successes that demonstrate problem-solving skills) Some relevant experience to the board) Demonstrated commitment to service, but not in direct service of kids 	<ul style="list-style-type: none">) Lack of demonstrated successes in similar environments) Limited relevant experience to the board
Issues Awareness	<ul style="list-style-type: none">) Demonstrates an understanding of the various perspectives and interests that underlie disagreements within Austin ISD's board) Demonstrates an understanding of the root causes underpinning key issues as well as the policies and practices that influence these issues) Knowledgeable of unique challenges facing individual districts versus district as a whole and can articulate tradeoffs that might occur when addressing some issues over others 	<ul style="list-style-type: none">) Has a general familiarity with Austin ISD's challenges, but lacks command of data) Conversant with some key areas of division within Austin ISD's board, but not able to articulate the varying perspectives clearly) Has limited knowledgeable of unique challenges facing individual district versus district as a whole and lacks a thorough understanding of tradeoffs that might occur when addressing some issues over others 	<ul style="list-style-type: none">) Is unaware of key issues facing Austin ISD, or defines them one-dimensionally) Lacks understanding of different perspectives and interests on the AISD school board.) Unaware of unique challenges facing individual district versus district as a whole and does not understand the tradeoffs that might occur when addressing some issues over others OR shows a clear preference for own individual district priorities over that of the whole



<p>Vision & Priorities -</p>	<ul style="list-style-type: none">) Able to articulate and defend a set of priorities for Austin ISD’s short-term and long-term future) Advocates for tangible improvements and clear plans of action in Austin ISD’s areas of need) Unequivocal commitment to policies that promote achievement and opportunity for all students) Effectively articulates how to balance needs of individual district vs. district as a whole) Sense of personal accountability for student achievement 	<ul style="list-style-type: none">) Has priorities for service as Austin ISD trustee, but they are general ones, or lack a clear justification) Appreciates the importance of improving student achievement and opportunity, but does not clearly prioritize them over other goals or concerns) Commitment to policies that promote opportunity for all students, but lacks commitment to equitable outcomes) Articulates willingness to balance needs of individual district vs. district as a whole without specific tactics 	<ul style="list-style-type: none">) Lacks priorities, or relies on unsupported and/or anecdotal reasons in selecting priorities) Shows willingness to subordinate student achievement and opportunity to political considerations) Lacks commitment to serving all students in Austin
<p>Efficacy</p>	<ul style="list-style-type: none">) Student success is top priority in policy-setting, budget goals and superintendent accountability) Shows capacity to seek and build support for changes) Student success drives decision making) Conversant with key data (academic, fiscal, demographic, growth trends, etc.) and community priorities, utilizing both to make decisions in the interest of all students.) Works with a sense of urgency) Understands the relationship between the board and executive, and how their roles are distinct and articulate specific examples on how to use board role to support students 	<ul style="list-style-type: none">) Student success one of many factors but not top priority) Limited capacity to build support for change) General awareness of the board’s function but unable to articulate specific actions board members can take to influence change) Aware that current policy and practices impact key data, but unable to articulate specifics contributing to the impact. (root cause)) Lacks a sense of urgency for improvement) Instances of success in fostering change are personal rather than organizational, or otherwise, do not demonstrate efficacy in guiding an organization 	<ul style="list-style-type: none">) Non-student factors play disproportionate role in decision making) May promote inaction or status quo by creating impediments or discord, or by pursuing own agenda) Unclear about the board’s role, or defines objectives in a way suggesting micromanagement of staff) Unaware of root causes underlying key issues and the policies and practices that influence them