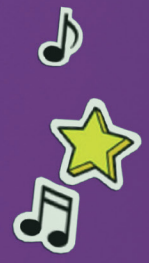


# School Changes 2019

Recommendations



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## More Planning & Community Engagement Needed

### Districtwide

Feeder Pattern Alignment
AISD Staff & Teacher Collaborative



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## **Elevating the Secondary Multicultural Studies Curriculum**

All middle and high schools

## **Expanded Access to Magnet & Application-Based Programs**

Sixth- and Ninth-graders from all campuses

## **Weighted Student Funding & School Autonomy**

Campuses in the Innovation Zone and 1882 Campuses

## **Consolidations**

### **Reilly & Ridgetop Two-Way Dual-Language Program**

Reilly and Ridgetop elementary schools

### **Maplewood/Campbell Consolidation and Blackshear School for Digital Media and Performing Arts**

Campbell and Maplewood elementary schools

### **South First and Manchaca Area Elementary Reinvention & Realignment**

Dawson, Galindo, Joslin and St. Elmo elementary schools

### **The Dobie-Webb Modernization Project**

Dobie and Webb middle schools

### **Austin's Only Bilingual, Biliterate, Bicultural Montessori School at Winn**

Norman & Sims, Pecan Springs, Pickle, and Winn elementary schools

### **Outdoor Leadership Schools**

Langford, Palm, Perez, and Widén elementary schools, Paredes Middle School

### **A New Northeast Middle School**

Dobie, Martin, Lamar and Webb middle schools, and Sadler Means Young Women's Leadership Academy

## **Campus-specific Programming**

### **Pre-K to Pre-Med**

Jordan, Norman and Overton elementary schools, New Northeast Middle School, LBJ Early College High School

### **Bilingual, Biliterate, Bicultural: Dual-Language & Immersion at Elementary Schools**

Andrews, Boone, Cook, Jordan, Mills, New Southwest, Pickle, and Winn elementary schools

### **Legal Studies and Social Justice Program at Gus Garcia Young Men's Leadership Academy**

Dobie, Lamar, Martin, New Northeast Webb middle schools, and Gus Garcia Young Men's Leadership Academy



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## **Burnet Global Languages School**

Burnet Middle School

## **Wooten Neighborhood Fine Arts Academy**

Wooten Elementary School

## **Garza Independence School of Choice**

Garza Independence High School

## **STEAM and Humanities Program at Martin Middle School & Feeder Schools**

Allison, Brooke, Govalle, Metz, Ortega, Sanchez and Zavala elementary schools, Martin Middle School, Eastside Memorial Early College High School

## **Patton & Small: World Languages and Green Technology Pathways**

Patton Elementary School, Small Middle School

## **Green Tech at Paredes**

Paredes Middle School

## **Travis Early College Tech**

Travis Early College High School

## **No Longer Under Consideration**

### **Campus-specific Programming**

#### **Esports Learning Expansion Pack**

Austin and International high schools, Eastside Memorial Early College High School

#### **Early Steps to College Prep at Northeast ECHS 6-12**

Northeast Early College High School

#### **Austin High School Academies Extension**

Barton Hills, Bryker Woods, Casis, Mathews, Oak Hill, Pease and Zilker elementary schools, O. Henry Middle School

#### **Fine Arts International Baccalaureate at Covington**

Covington Middle School

#### **Kocurek International Baccalaureate Primary Years Program**

Kocurek Elementary School, Covington Middle School

#### **Personalized Learning for Homeschooled Students**

Alternative Learning Center at Anita Ferrales Coy Facility

#### **Expansion of Bowie High School Engineering and Computer Science Programs**

Bowie High School, Bailey, Covington, Gorzycki and Small middle schools, Baldwin, Baranoff, Clayton, Cowan, Kiker, Mills, Oak Hill and Patton elementary schools





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Anderson International Baccalaureate Track  
Doss, Davis, Hill, Pillow and Summitt elementary schools

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# Districtwide Cultural Proficiency and Inclusiveness

**Description:** The Human Capital and Equity offices, in collaboration with district staff whose work encompasses race, equity, cultural proficiency and inclusiveness, will develop a framework for a comprehensive, multi-year plan to ensure all students—regardless of race, gender, language, ability, sexual orientation, gender identity, religion and other human differences—will be led, taught and supported by culturally proficient teachers, staff and administration.

**Our Why:** Leaders and teachers determine the quality of educational experiences. Most importantly, both diverse and culturally proficient administrators, staff and teachers increase the academic success rates of underserved and marginalized student groups and promote academic rigor and inclusive excellence as values throughout the district. Fewer than 1,000 of Austin ISD’s 10,000 employees and leaders are engaged in ongoing Culturally Proficiency & Inclusiveness needed to teach diverse students culturally responsive pedagogy, develop equity-focused policies and communication strategies, and develop equity-focused strategic plans and budget allocations.

## Preparing Our Students To Succeed By

- Building on the district’s strengths, diversity and Cultural Proficiency and Inclusiveness work.
- Eliminating racial disparities in the identification of special education and academically advanced students.
- Eliminating racial disparities in detention and suspension rates of children of color.
- Increasing literacy for students of color and English language learners by third grade.
- Eliminating, racist, Islamophobic, transphobic and other dehumanizing language and incidents throughout the district.
- Attracting, developing and retaining the nation’s most experienced and culturally responsive teachers and administrators to build on student strengths and meet the needs of underserved groups, and to support the cultural proficiency of all students.

## Scenario Summary

Meets Guiding Principles **1** ○ ○ ○ ○

### Anticipated Date

SY2019-20

### Campuses in this Scenario

Districtwide

### Financial Implications

Academic Program Cost ..... \$728,000  
 Reallocated 2017 Bond Funds ..... N/A  
 Deferred Maintenance Cost Avoidance..... N/A  
 Annual Operations & Maintenance Savings..... N/A

Note: All financial information is estimated based on current conditions.

### Summary of Changes

✓	Districtwide Changes	Ensure that equity and cultural proficiency are woven into the fabric of AISD’s culture
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	



# Academic Excellence: Academic Equity

**Description:** The district will review and adjust grade-level and course content, resources, instruction and course offerings to ensure core expectations are being met for every student. AISD's Theory of Action, as adopted by trustees in policy, ensures that curriculum, instruction and assessment are aligned to standards and incorporate Social and Emotional Learning competencies, equity, diversity and inclusion. The district's Theory of Change focuses on empowering teachers to design lessons for their students to develop 21st century skills of communication, collaboration, creativity, cultural proficiency, connections and critical thinking in psychologically, emotionally, and physically safe learning environments.

The district's curriculum management plan ensures that AISD provides a guaranteed and viable curriculum. Guaranteed curriculum means the district provides each student with access to effective teachers and to the same content, knowledge and skills to succeed in school. Viable curriculum ensures that students have enough time to learn the guaranteed curriculum and identifies what standards will be taught and when. Teachers will use the curriculum following the best instructional practices. They also will provide tutoring and support so all students will demonstrate mastery of learning.

**Our Why:** Austin ISD's students of color who have been identified as economically disadvantaged have faced systemic barriers and obstacles, making it more difficult for them to demonstrate their full strengths, talents and genius. The barriers include limited access to instruction that focuses on 21st century skills. Austin ISD will strengthen the academic core throughout the district, which will ensure students who have been underserved will have access to learning experiences that disrupt the predictability of who will and who will not succeed.

## Preparing Our Students To Succeed By

- Building capacity among teachers so they can use district curriculum to design personalized lessons for Black students, English Learners and Hispanic students identified as economically disadvantaged, who need support to ensure that students master the building blocks of learning.
- Ensuring that all students in Pre-K through second grade engage in the district's reading instruction to cultivate literacy and/or biliteracy.
- Ensuring that students in early childhood participate in numeracy lessons to develop skills for both computational and abstract understanding of mathematical concepts.
- Emphasizing developmentally appropriate practices in early childhood by ensuring that all Pre-K through second-grade students experience robust opportunities for learning through play every day.
- Providing strong, engaging instruction for intermediate and middle school students to ensure every student develops and demonstrates mastery of critical academic skills by solving real-world issues and problems.
- Reviewing current curriculum to ensure racial experiences and perspectives are infused to develop student capacity and mindfulness of race.
- Ensuring all high school students have access to courses required for graduation, along with at least 18 advanced courses (advanced placement or for college credit) in the four core content areas and in languages other than English courses.

## Scenario Summary

Meets Guiding Principles **1** **2** ○ ○ ○

### Anticipated Date

Timing will be determined upon comprehensive assessment of complete School Changes project phasing.

### Campuses in this Scenario

Districtwide

### Financial Implications

Academic Program Cost ..... **\$3 MILLION**  
 Reinvested 2017 Bond Funds ..... **N/A**  
 Deferred Maintenance Cost Avoidance ..... **N/A**  
 Annual Operations & Maintenance Savings ..... **N/A**

Note: All financial information is estimated based on current conditions.

### Summary of Changes

✓	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	



## Academic Excellence: Academic Equity continued

- Offering a minimum of three advanced courses in each core content area.
- Leveraging distance learning, student sharing or personalized blended learning including students assigned to alternative campuses so they may pursue an endorsements
- Leveraging distance learning, student sharing or personalized blended learning.
- Providing access to high school courses for all middle school students.
- Exploring the opportunities to offer year-round schools.





# Districtwide Special Education Systems

**Description:** The district will develop a plan to ensure that all campuses implement a high-quality special education inclusion model that fosters collaboration among teachers and supports them in delivering instruction. Teachers will be trained in best practices, including Universal Design for Learning, that provide students multiple ways to access and understand content, express their learning and engage. Teachers will participate in ongoing training to develop a strong understanding of UDL, which allows students to progress in a more inclusive learning environment alongside their general education peers. The co-teaching model will be implemented so that two or more educators will share responsibility for teaching special education and general education students together. Additionally, the district will introduce and develop programs that will most effectively support students in developing their academic, social and behavioral skills.

**Our Why:** Districtwide, 12.8 percent of Austin ISD students are served by special education. However, a higher percentage of Black and Hispanic students are currently identified as needing special education services, and the state has identified a disproportionate number of Asian students in a specific eligibility category. Disproportionate identification and differences in the quality of programming limit access and opportunities for underserved students in special education.

Students served through special education will thrive as AISD reshapes the options and philosophy surrounding special education services, trains administrators and teachers in best instructional practices, and ensures effective scheduling of services. This work will include training in cultural proficiency and best practices for referral committees and for evaluators responsible for the identification of students with disabilities. Improving early intervention and referral and evaluation systems will more appropriately identify and serve students' individualized needs and will reduce the over-identification of Black, Hispanic and Asian students as needing services. Students served by special education will benefit from services in locations that ensure inclusion, a sense of belonging and progress appropriate for each student's circumstances.

## Preparing Our Students To Succeed By

- Providing high-quality teaching and learning experiences through the co-teaching model.
- Providing high-quality teaching and learning experiences through all special education program models.
- Ensuring special education teachers have opportunities to participate in ongoing professional development that aligns to the professional accountability standards of their general education counterparts.
- Ensuring general education and special education teachers deliver engaging and high-quality lessons differentiated for all learners.
- Delivering ongoing professional learning for all teachers to build their capacity to design and implement lessons so special education students can adequately progress.
- Implementing the most effective and evidenced-based programming for students to meet their unique needs.
- Ensuring special education services—including referrals, evaluations and identification of students' needs—are of the highest quality and meet the uniqueness of the student population.

## Scenario Summary

Meets Guiding Principles **1** ○ ○ ○ ○

### Anticipated Date

Assessment in 2019–20 school year; Implementation in 2020–21 school year

### Campuses in this Scenario

Districtwide

### Financial Implications

Academic Program Cost ..... \$10.5 MILLION  
 Reinvested 2017 Bond Funds ..... N/A  
 Deferred Maintenance Cost Avoidance..... N/A  
 Annual Operations & Maintenance Savings..... N/A

Note: All financial information is estimated based on current conditions.

### Summary of Changes

✓	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	



# Families-First Expanded School Hours

**Description:** Austin ISD understands the difficulties families face trying to secure reliable, engaging and fun before- and after-school care for their children AISD will meet the needs of families by expanding the school hours to 6 a.m.–6:30 p.m. throughout the district, ensuring all students have safe, reliable care before and after school. This will be implemented over the course of several years, with priority given to those schools that are Title 1 or are affected by consolidation.

**Our Why:** Extending the hours of operation at all AISD campuses will allow additional time for instruction as well as better support for families’ efforts to find affordable, safe, reliable, and engaging care for their students before and after school.

## Preparing Our Students To Succeed By

- Providing safe, reliable, engaging care before and after school.
- Creating high-quality academic enrichment programs such as robotics, dance, music and arts programs, and civic engagement.
- Putting the needs of our students and families first.
- Ensuring all families and children, regardless of socio-economic background, can participate.

## Scenario Summary

Meets Guiding Principles **1**   **4**

### Anticipated Date

2020-21 school year at priority campuses, additional schools in subsequent years.

### Campuses in this Scenario

Districtwide

### Financial Implications

Academic Program Cost ..... **\$4.2 MILLION**  
 Reinvested 2017 Bond Funds ..... **N/A**  
 Deferred Maintenance Cost Avoidance ..... **N/A**  
 Annual Operations & Maintenance Savings ..... **N/A**

Note: All financial information is estimated based on current conditions.

### Summary of Changes

✓	Districtwide Changes	Before and after school care at all campuses
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	



# Strategic Staffing of Highly Effective Teachers

**Description:** Austin ISD will develop a three-tiered strategic staffing plan to find, connect, and keep highly effective, culturally proficient teachers in AISD. The tiers will reflect increasing levels of support that are based on a school’s status, with schools that receive an overall F rating in the state accountability system receiving the most intense level of support through a refined Comprehensive School Improvement Model.

**Our Why:** Research has shown the teacher is the single most important factor in student achievement. For this reason, AISD will ensure that all students have access to great teachers. Our data, however, suggest that campuses that face challenges often have lower retention, attract less-experienced teachers and hire a disproportionate number of educators teaching in subject areas or grade levels for which they are not specifically trained. AISD will prioritize strategic, equitable staffing of highly prepared, experienced, effective teachers who are culturally proficient, and must recruit, support, and retain them, particularly at campuses facing the most challenges.

## Preparing Our Students To Succeed By

- Sourcing and recruiting experienced, highly effective teachers from campuses throughout the district and providing sign-on bonuses at Tier 2 and 3 campuses
- Limiting the number of novice teachers (0-2 years of experience) at campuses that face the most challenges.
- Hiring teachers from traditional certification programs
- Ensuring racial and ethnic diversity of the teaching staff at all campuses.
- Recruiting and retaining highly effective teachers by providing competitive compensation and incentives, including a fall recruiting bonus and a spring retention bonus.
- Providing expanded performance pay incentives through PPFT.
- Screening teachers for cultural proficiency.
- Offering professional learning specific to campus and individual teacher needs, including cultural proficiency, implicit bias, identification of gifted and talented students, and social and emotional learning.
- Fostering a culture where teachers feel supported by school and district leadership, and by the community.
- Implementing a campus-based mentoring and coaching program for novice teachers.
- Being responsive to teacher feedback regarding culture and climate.

## Scenario Summary

Meets Guiding Principles **1** **2** ○ ○ ○

### Anticipated Date

Fall 2020 with two identified campuses beginning Fall 2019.

### Campuses in this Scenario

Districtwide

### Financial Implications

Academic Program Cost ..... **\$4.4 MILLION**  
for Tier III/striving campuses

Reinvested 2017 Bond Funds ..... N/A

Deferred Maintenance Cost Avoidance ..... N/A

Annual Operations & Maintenance Savings ..... N/A

Note: All financial information is estimated based on current conditions.

### Summary of Changes

✓	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	



# Cultivating Tomorrow's Teachers

**Description:** The AISD University of Accelerated Teaching and Learning will create pathways for AISD students currently participating in the Ready, Set, Teach programs at Akins and Navarro early college high schools. Cultivating Tomorrow's Teachers facilitates students returning to AISD and serving the school communities where they received their own education. AISD will partner with universities, both local and throughout the state, to cultivate and increase the number of culturally proficient teachers, to accelerate the teacher certification process and bring former AISD students into our classrooms. They will be student teachers and fully certified teachers at Paredes and Burnet middle schools in as early as three years following high school graduation. AISD University of Accelerated Teaching and Learning will provide continued mentoring and support to novice educators.

**Our Why:** Students who have been historically underserved across the district will benefit from learning from teachers who share their race, ethnicity, and life experiences. Eight percent of the students at Navarro Early College High School are Black and 86 percent of the students are Hispanic. At Akins Early College High School, 7 percent of the students are Black and 86 percent of the students are Hispanic. The ethnic makeup for staff in our district is: 5.7 percent Black, 32 percent Hispanic and 58 percent White. Aspiring teachers at Navarro and Akins who are under-represented in institutes of higher learning and teacher preparation programs will benefit from the accelerated path toward earning a tuition-free degree and teaching certification as well as from the mentorship and pre-service experiences. Intentionally cultivating tomorrows' Black and Hispanic teachers will benefit students who have been underserved by thriving in more classrooms with teachers who share their culture.

## Preparing Our Students To Succeed By

- Increasing the diversity of our educators so students can see themselves reflected in their teachers.
- Allowing students to learn from educators who are trained with the district's core values of equity, cultural proficiency, diversity and inclusion, student-centered learning, social and emotional learning, and brain-based trauma-informed instruction.
- Increasing the pool of bilingual educators and educators of color.

## Scenario Summary

Meets Guiding Principles 1 2 3 4 5

### Anticipated Date

2020–21 School Year

### Campuses in this Scenario

Akins ECHS                      Burnet Middle  
Navarro ECHS                      Paredes Middle

### Financial Implications

Academic Program Cost ..... \$533,000 for two sites  
Reinvested 2017 Bond Funds ..... N/A  
Deferred Maintenance Cost Avoidance..... N/A  
Annual Operations & Maintenance Savings..... N/A

Note: All financial information is estimated based on current conditions.

### Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Developing and supporting future educators
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	





# Norman & Sims Partnership

**Description:** Students from Norman and Sims elementary schools will have the opportunity to learn in a bright, modern school with flexible classrooms to serve both communities at the Norman site. The Sims facility will close, and resources will be combined and invested to enhance academic programming in welcoming and inspiring learning spaces. The campus communities will have the opportunity to provide input on the programming offered at the modernized Norman-Sims school, using the School Changes Implementation Team concept (see Appendix C). Demographic and facility data within this region, including at Pecan Springs Elementary School, will continue to be evaluated to determine if there are additional opportunities to combine and reinvest resources at the Norman-Sims campus.

The district will continue to collaborate with each school community to incorporate the Norman and Sims campus histories into the design of the new modernized facility. The Norman and Sims sites are significant historical symbols in the story of Austin's African American communities. The district will also support efforts to honor, preserve and memorialize each school community's legacy through programming and other creative means.

**Facility Reasoning:** The 2017 Bond Program identified \$25 million to modernize either Norman or Sims elementary. After receiving feedback from the community, analyzing the site and developing various layouts using the board-approved Educational Specifications, AISD determined that Norman would receive the modernization project. The school communities have co-located at Sims while construction is underway at Norman. Combined enrollment for the schools is projected to be 295 students in the 2020 school year. This project is fully funded by the 2017 Bond Program and the modernized campus is scheduled to open in January 2021.

**Our Why:** Bringing the Norman and Sims elementary communities together will build on the unity, strength and momentum of the currently co-located students. This consolidation will help support our district's underserved Black and Hispanic elementary school students, who will benefit from the access and opportunities created by combining teaching staff, academic resources and programs. The district will dedicate resources toward directly affecting racial and socio-economic disparities in literacy, gifted and talented placement, and more. This consolidation addresses the challenges of declining enrollment at each school while offering a thriving learning community better equipped to attract area students not currently enrolled in Austin ISD.

## Preparing Our Students To Succeed By

- Creating modern, flexible, inspiring learning spaces.
- Combining resources and talents into one school, improving student outcomes and success.
- Providing students more academic and after-school program opportunities.



## Scenario Summary

Meets Guiding Principles   2   4  5

### Anticipated Date

Spring semester of the 2020–21 school year

### Campuses in this Scenario

Norman & Sims Elementary

### Financial Implications

Academic Program Cost . . . . .	<b>\$1.6 MILLION</b>
Includes:	
• Full-time Parent Support Specialist	
• Families First Expanded Hours, open 6 a.m.–6:30 p.m.	
• Communities in Schools	
• Read By Three Professional Development	
• Cultural Proficiency and Inclusiveness Professional Development	
• Special Education Systems	
Reallocated 2017 Bond Funds . . . . .	<b>\$213,000</b>
Deferred Maintenance Cost Avoidance . . . . .	<b>\$8.7 MILLION</b>
Annual Operations & Maintenance Savings . . . . .	<b>\$647,000</b>

Note: All financial information is estimated based on current conditions and reflects actual remaining 2017 Bond funds available.

### Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
✓	Campus Consolidation	Students at Sims will attend the modernized Norman-Sims
✓	Campus Repurpose	Sims
✓	Facility Improvement	Modernization at Norman (fully funded by 2017 Bond)
✓	Boundary or Feeder Implications	Norman & Sims

# Norman & Sims Partnership continued

## Campus Demographics

	Norman ES	Sims ES	Combined
Enrollment 2018–19	145	182	327
Permanent Capacity 2020	548	355	548
Utilization 2020	26.46%	51.27%	59.67%
Transfer in	14	84	98
Transfer out	83	77	160
Economically Disadvantaged	91.7%	94.5%	93.30%
Special Education	12.41%	9.89%	11%

## Academic Performance

2018 LAS Scaled Score	69	84	N/A
2018 State Scaled Score	86	88	N/A
EOY % of 2nd Graders Reading at Gade Level	61%	71%	N/A

## Finance and Operations

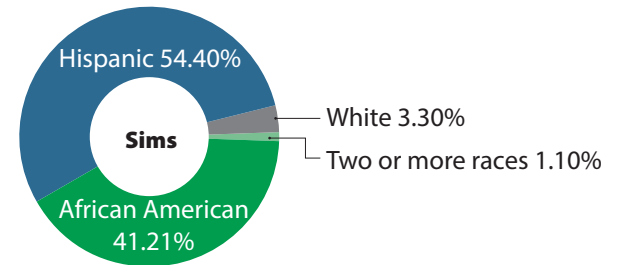
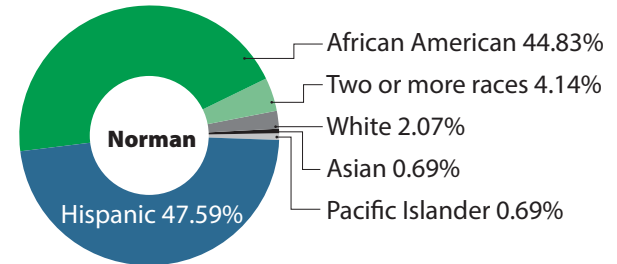
FCA	95	50	N/A
ESA	95	60	N/A
Count of Portables	1	1	N/A
Deficiency 2020	\$0	\$8,695,753	N/A
Bond 2017	\$280,000	\$2,130,00	N/A
Transportation Annual Cost	\$35,449.10	\$0	N/A
2017 FMP Timeframe	12–25 Years	12–25 Years	N/A
FMP Rec.	TUP	Full Modernization	N/A

## Human Capital

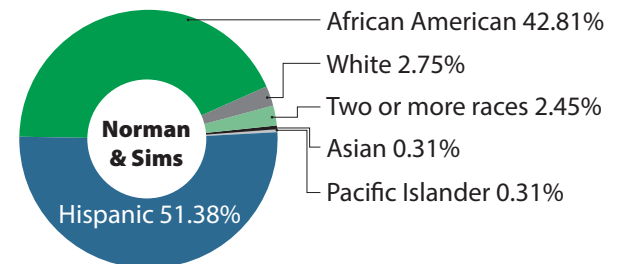
Novice Teachers	20%	14.29%	N/A
Effective Teachers	100%	100%	N/A
Customer Service		96.3%	N/A
Campus Climate	64%	71%	N/A

See Appendix E Legend

## 2018–19 Demographics



## Projected Combined Demographics



# Metz & Sanchez Partnership

**Description:** Students from Metz and Sanchez elementary schools will learn in a bright, modern school with flexible classrooms, serving both communities at the Sanchez site. The modernized Sanchez is a \$25 million investment from the 2017 Bond program. Metz will close and resources will be combined and invested to enhance academic programming at Sanchez. Using the School Changes Implementation Team concept (see Appendix C), the district will support the communities through the transition, including responding to the social and emotional needs of the students, families, and staff. Additionally, as part of the process, the campus communities will provide input on the programming offered at the modernized Sanchez site.

The district will continue to collaborate with each school community to incorporate the Metz and Sanchez campus histories into the design of the new modernized facility. The Metz and Sanchez sites are powerful symbols in the history of East Austin's Hispanic and Black communities. The district will support efforts to honor, preserve and memorialize each school community's legacy through programming and other creative means.

**Facility Reasoning:** Within the 2017 Bond Program, \$25 million was identified to modernize either Metz, Zavala or Sanchez elementary. After receiving feedback from the community, analyzing the sites and developing various layouts using the board-approved Educational Specifications, AISD determined that the Sanchez site would receive the modernization project. The Metz and Sanchez school communities have since co-located at Metz while construction is underway at the Sanchez site. The Metz and Sanchez campuses are 1 mile from each other. The modernized building at Sanchez will have a capacity of 522, which is the small-elementary school model. The Sanchez campus would be able to accommodate both student bodies at the time of opening in August 2021, with a slight reduction in the number of transfers the campus could accept.

**Our Why:** Bringing the Metz and Sanchez communities together will allow for a concentration of resources in a modernized learning environment that better serves our district's underserved Black and Hispanic students. Students will benefit from the access and opportunities created by combining teaching staff, academic resources and programs. This consolidation addresses the challenges of declining enrollment at each school, while fostering a welcoming learning community to support greater academic achievement and attracting new students to the district.

## Scenario Summary

Meets Guiding Principles 1 2 3 4 5

### Anticipated Date

Consolidate in 2020–21 school year.  
Move to modernized campus in 2021–22.

### Campuses in this Scenario

Metz Elementary  
Sanchez Elementary

### Financial Implications

Academic Program Cost . . . . . **\$1.7 MILLION**  
Includes:  
• Families First Extended Hours, 6 a.m.–6:30 p.m.  
• Full-time Parent Support Specialist  
• Cultural Proficiency and Inclusiveness Professional Development  
• Special Education Systems  
• Communities in Schools  
• Read by Three Professional Development  
Reallocated 2017 Bond Funds . . . . . **\$297,000**  
Deferred Maintenance Cost Avoidance . . . . . **\$7.8 MILLION**  
Annual Operations & Maintenance Savings . . . **\$1.2 MILLION**

Note: All financial information is estimated based on current conditions and reflects actual remaining 2017 Bond funds available.

### Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
✓	Campus Consolidation	Students at Metz will attend the modernized Sanchez
✓	Campus Repurpose	Metz will be repurposed
✓	Facility Improvement	Modernization at Sanchez (fully funded by 2017 Bond)
✓	Boundary or Feeder Implications	Metz, Sanchez



# Metz & Sanchez Partnership continued

## Preparing Our Students To Succeed By

- Creating modern, flexible, inspiring learning spaces.
  - Combining resources and talents into one school
  - Providing students with more academic and after-school programs.
- to improve student outcomes and success.





# Metz & Sanchez Partnership continued

## Campus Demographics

	Metz ES	Sanchez ES	Combined
Enrollment 2018–19	260	271	531
Permanent Capacity 2020	524	522	522
Utilization 2020	49.62%	51.92%	101.17%
Transfer in	120	74	194
Transfer out	36	57	93
Economically Disadvantaged	96.5%	86%	91.1%
Special Education	18.85%	10.33%	14.50%

## Academic Performance

	Metz ES	Sanchez ES	Combined
2018 LAS Scaled Score	96	92	N/A
2018 State Scaled Score	66	78	N/A
EOY % of 2nd Graders Reading at Gade Level	54%	75%	N/A

## Finance and Operations

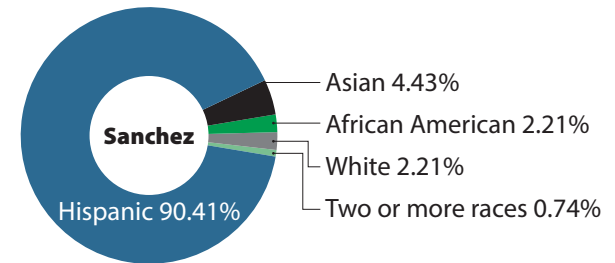
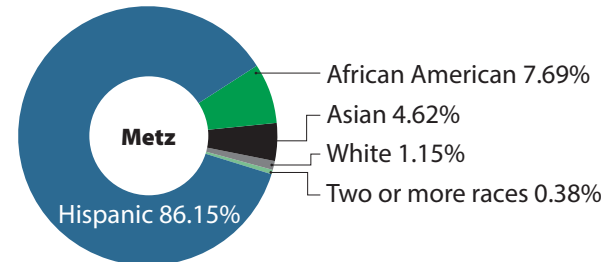
	Metz ES	Sanchez ES	Combined
FCA	60	95	95
ESA	75	95	95
Count of Portables	2	1	N/A
Deficiency 2020	\$7,813,206	\$0	N/A
Bond 2017	\$297,000	\$372,000	N/A
Transportation Annual Cost	\$108,456.26	\$23,829.67	N/A
2017 FMP Timeframe	12–25 Years	6–12 Years	N/A
FMP Rec.	Full Modernization	TUP	N/A

## Human Capital

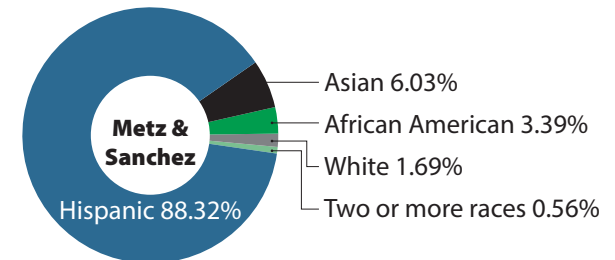
	Metz ES	Sanchez ES	Combined
Novice Teachers	5.56%	21.05%	N/A
Effective Teachers	100%	100%	N/A
Customer Service	84%	98.7%	N/A
Campus Climate	96%	100%	N/A

See Appendix E Legend

## 2018–19 Demographics



## Projected Combined Demographics



# Pease Reenvisioned

**Description:** Effective in the 2020–21 school year, Pease Elementary School will close, and the site will be repurposed to support a districtwide educational need. Using the School Changes Implementation Team concept (see Appendix C), the district will support the Pease community through the transition, including responding to the social and emotional needs of Pease students, families, and staff. Pease Elementary will co-locate at Zavala Elementary School in 2020–21. A critical mass of students would need to opt to stay together through the relocation for Pease to remain a separate campus for the 2020–21 school year. The school communities will be consolidated under a single school name and leadership in 2021–22.

The Pease site is very important to the history of Austin ISD, the city of Austin, and the state of Texas. The state recognizes Pease as a recorded Texas Historic Landmark. Pease’s historical significance will be woven into the AISD districtwide program developed in conjunction with the community and made available to all students and families.

**Facility Reasoning:** Austin ISD cannot support a fully modernized campus at the small-school capacity of 522 at the Pease location because of the limited size of the site and additional site constraints. The 2016 assessments identified \$7.02 million in deferred maintenance projects at Pease. The 2017 FMP recommends the school be renovated and modernized in a six- to 12-year timeframe. The Facility Condition Assessment score of 45 and the Educational Suitability Assessment score of 47 are both poor; a significant investment in a future bond would be required to improve the facility. A \$7.02 million investment in the next bond cycle would not, however, be enough to modernize the facility and bring the campus up to board-approved Education Specifications.

The cost to repurpose the site would be significantly less than the investment required to modernize the facility. The annual facility cost would be greatly reduced, as maintaining a school with students requires more frequent repairs, more consistently. The funds that would have been used to address long-standing facility issues at Pease will be reinvested districtwide.

Site complexities include:

- Impervious cover limitations,
- Parking requirement limitations,
- Fire access challenges,
- Potential for heritage trees removal,
- Slope and gradient on west side limits emergency access, and
- Family and bus drop transportation requirements.

## Scenario Summary

Meets Guiding Principles    4 5

### Anticipated Date

Co-location at Zavala in 2020–21.  
Consolidate schools in 2021–22.

### Campuses in this Scenario

Pease Elementary  
Zavala Elementary

### Financial Implications

Academic Program Cost . . . . . **\$1.6 MILLION**  
 Reallocated 2017 Bond Funds . . . . . **\$437,000**  
 Deferred Maintenance Cost Avoidance . . . . . **\$7.02 MILLION**  
 Annual Operations & Maintenance Savings . . . . . **\$926,000**  
 This amount has been decreased by \$66,000 to reflect the estimated annual operating expense of maintaining the Pease building for educational purposes.  
 See page 82 for details.

Note: All financial information is estimated based on current conditions and reflects actual remaining 2017 Bond funds available.

### Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
✓	Campus Repurpose	Repurpose Pease for educational purposes
✓	Facility Improvement	Possible future modernization of Zavala
	Boundary or Feeder Implications	



## Pease Reenvisioned continued

**Our Why:** The preservation of the Pease site for future generations can be achieved by transitioning students out of daily use of the school, thereby reducing wear and tear on the building. The Pease facility will be repurposed to support districtwide educational purposes. This plan for the site will be designed in collaboration with the Austin community to preserve the history of AISD and our school communities within a historically significant building. This scenario preserves the Pease site, with limited need for demolition or new construction.

### Preparing Our Students To Succeed By

- Reinvesting resources to enhance academic programming at other district schools.
- Creating new learning experiences around civic engagement for our elementary students throughout the district.



# Pease Reenvisioned continued

## Campus Demographics

	Pease ES	Zavala ES	Combined
Enrollment 2018–19	232	295	527
Permanent Capacity 2020	293	561	561
Utilization 2020	79.18%	52.58%	93.93%
Transfer in	232	105	337
Transfer out	0	43	43
Economically Disadvantaged	15.9%	96.3%	60.90%
Special Education	9.91%	25.76%	18.79%

## Academic Performance

	Pease ES	Zavala ES	Combined
2018 LAS Scaled Score	93	97	N/A
2018 State Scaled Score	86	83	N/A
EOY % of 2nd Graders Reading at Gade Level	83%	68%	N/A

## Finance and Operations

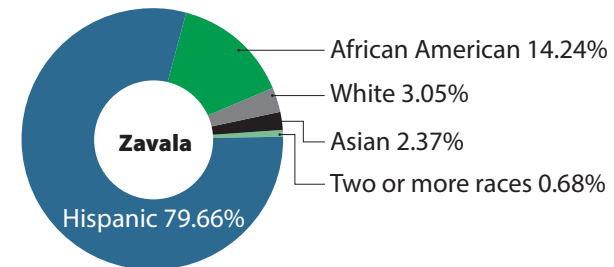
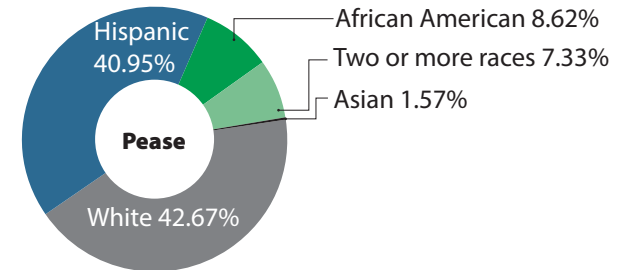
	Pease ES	Zavala ES	Combined
FCA	45	44	N/A
ESA	47	74	N/A
Count of Portables	0	0	N/A
Deficiency 2020	\$7,024,011	\$10,485,809	N/A
Bond 2017	\$638,000	\$332,000	N/A
Transportation Annual Cost	\$0	\$0	N/A
2017 FMP Timeframe	6–12 Years	6–12 Years	N/A
FMP Rec.	Renovation	Renovation	N/A

## Human Capital

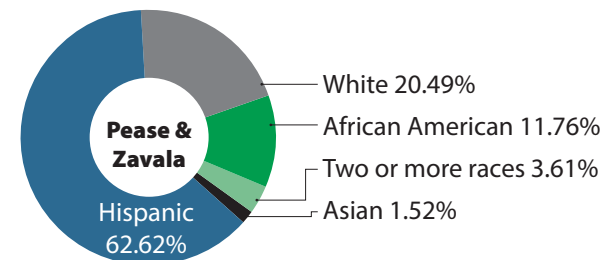
	Pease ES	Zavala ES	Combined
Novice Teachers	20%	16.67%	N/A
Effective Teachers	88.89%	96.3%	N/A
Customer Service	80.4%	98.9%	N/A
Campus Climate	75%	98%	N/A

See Appendix E Legend

## 2018–19 Demographics



## Projected Combined Demographics



# Brooke, Govalle, Linder Partnership

**Description:** Brooke students living north of Lady Bird Lake will be reassigned to the new Govalle Elementary School. Brooke students living south of Lady Bird Lake will be reassigned to Linder, which is planned to be fully modernized in the next bond program. Brooke students assigned to Linder may also transfer to Govalle, Zavala or Sanchez (if capacity is available) with transportation provided by the district until the Linder campus is modernized. The Brooke facility will be repurposed, and resources will be combined and reinvested to enhance academic programming at Govalle and Linder. Most students will be reassigned to schools closer to their homes, decreasing travel time. The Brooke campus community will have the opportunity to co-create with Govalle and Linder about programming and about how the Brooke culture and its Green ESTEAM program can be incorporated.

Using the School Changes Implementation Team process (see Appendix C), the district will support the communities during the transition by nurturing the campus and community cultures, shaping academic program design, and responding to the social and emotional needs of the students, families, and staff. The Brooke site has historical significance to the East Austin community, and the district will work to preserve its symbolism, and to memorialize its legacy and any artifacts important to the campus community.

**Facility Reasoning:** Within the 2017 Bond program, \$32.5 million was identified to construct a modernized Govalle Elementary School to a capacity of 522 students, the district’s small-sized school. That modernization project is underway and the school will open in spring 2020. Govalle has a projected enrollment of 358 students for the 2020 school year, and would open under-enrolled (below 75% of a school’s capacity). Brooke is within 1.4 miles of Govalle, and is also under-enrolled. The capacity of Brooke is 393, while the projected enrollment for the 2020 school year is 264 students.

Additionally, the Brooke facility has \$9.98 million in deferred maintenance costs and an FCA score of 41, which is considered to be in “poor condition.”The scenario addresses under-enrollment at both schools and provides more opportunities for robust programming.

**Our Why:** Consolidating the Govalle and Brooke elementary school communities will allow for a concentration of resources in a modernized facility and dynamic learning environment. Both the Brooke/Govalle and Brooke/Linder consolidations will help support the district’s underserved Black and Hispanic students. Students will benefit from the access and opportunities created by combining teaching staff, academic resources and programs. This includes intentionally dedicating resources toward directly affecting racial and socio-economic disparities in literacy, gifted and talented placement, and more. These consolidations address the challenges of declining enrollment at each school while offering a thriving learning community better equipped to attract students not currently enrolled in Austin ISD.

## Scenario Summary

Meets Guiding Principles **1** **2** **3** **4** **5**

### Anticipated Date

2020–21 School Year

### Campuses in this Scenario

Brooke Elementary  
Govalle Elementary  
Linder Elementary

### Financial Implications

Academic Program Cost . . . . . **\$3.1 MILLION**

Includes:

- Families First Extended Hours, 6 a.m.–6:30 p.m.
- Full-time Parent Support Specialist
- Cultural Proficiency and Inclusiveness Professional Development
- Special Education Systems
- Communities in Schools
- Read by Three Professional Development

Reallocated 2017 Bond Funds . . . . . **\$49,000**

Deferred Maintenance Cost Avoidance . . . . . **\$9.9 MILLION**

Annual Operations & Maintenance Savings . . . . . **\$937,000**

Note: All financial information is estimated based on current conditions and reflects actual remaining 2017 Bond funds available.



# Brooke, Govalle, Linder Partnership continued

## Preparing Our Students To Succeed By

- Creating modern, flexible, inspiring academic spaces.
- Shortening travel time.
- Combining resources into fewer schools to expand opportunities.

## Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
✓	Campus Consolidation	Students from Brooke will be reassigned to either the new Govalle (those who live north of Lady Bird Lake) or Linder (those who live south of Lady Bird Lake). The Brooke families assigned to Linder may also transfer students to Govalle, Zavala or Sanchez (if capacity is available).
✓	Campus Repurpose	Brooke will be repurposed
✓	Facility Improvement	Modernize Linder
✓	Boundary or Feeder Implications	Brooke, Govalle, Linder



# Brooke, Govalle, Linder Partnership continued

## Campus Demographics

	Brooke ES	Govalle ES	Linder ES
Enrollment 2018–19	272	369	285
Permanent Capacity 2020	411	536	542
Utilization 2020	66.18%	68.84%	52.58%
Transfer in	85	66	35
Transfer out	82	111	205
Economically Disadvantaged	89.3%	90.5%	88.1%
Special Education	30.15%	26.02%	12.98%

## Academic Performance

2018 LAS Scaled Score	86	96	93
2018 State Scaled Score	79	85	79
EOY % of 2nd Graders Reading at Gade Level	44%	50%	74%

## Finance and Operations

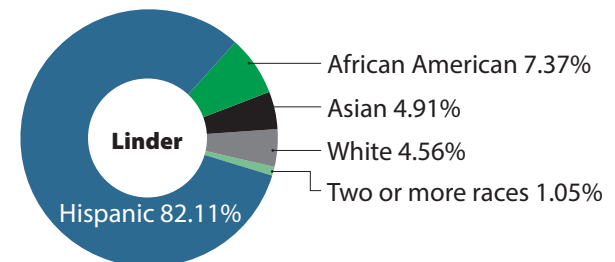
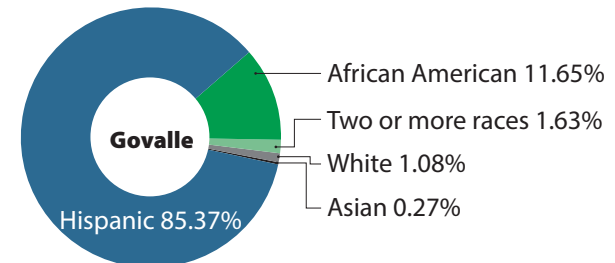
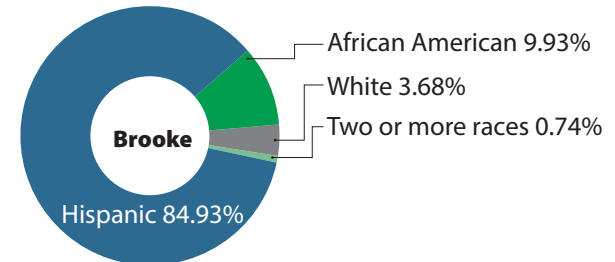
FCA	41	95	30
ESA	62	95	64
Count of Portables	2	3	1
Deficiency 2020	\$9,975,207	\$0	\$13,767,240
Bond 2017	\$251,000	\$32,565,000	\$2,284,000
Transportation Annual Cost	\$88,801.46	\$92,463.89	\$214,297.28
2017 FMP Timeframe	6 –12 Years	6 –12 Years	1–12 Years
FMP Rec.	TUP	Full Modernization	Full Modernization

## Human Capital

Novice Teachers	55.56%	17.14%	25%
Effective Teachers	95%	91.18%	95.45%
Customer Service	98.9%	95.70%	96.2%
Campus Climate	80%	85%	97%

See Appendix E Legend

## 2018–19 Demographics





# Space to Learn in Southwest/South Central Elementary Schools

**Description:** For almost a decade, both Kiker and Baranoff elementary schools have experienced severe overcrowding, and have had to rely on portable buildings to accommodate their students. To relieve this overcrowding, Austin ISD will build a new elementary school that will provide modern, flexible learning environments. A new attendance area must be established prior to the new school opening, scheduled for August 2020.

A portion of Kiker and only the closest neighborhood within the Baranoff attendance area are being recommended for inclusion in the new school boundary. It is projected that the New Southwest Elementary School will open with a student population of slightly more than 400, or around 80% of capacity—allowing for additional student growth to occur as the new neighborhoods are fully developed. Although the new school assignment area provides some relief to Baranoff, it is projected that the school would remain at more than 100% of capacity, therefore, an additional boundary change is recommended with Kocurek. At the middle school level, a boundary change between Bailey and Gorzycki is recommended to allow all of the students assigned to the New Southwest Elementary to track to one middle school, Gorzycki. Cowan, also within this region, has been overcrowded for the past five years and has had to use portables for an entire grade level, as well as for other student instruction. A boundary change is recommended between Boone and Cowan that would both provide relief to Cowan and bring Boone’s enrollment up to a healthy level. The result of all these boundary changes will more evenly distribute enrollment between the schools, and reduce the number of portables at the Baranoff, Cowan and Kiker campuses. See Appendix F for recommended maps and data tables.

Two additional recommendations associated with the boundary changes are:

- Allow rising fifth-graders and siblings affected by the boundary changes the option to remain at Baranoff, Cowan and Kiker elementary schools for the 2020-21 school year.
- Allow rising seventh- and eighth-graders affected by the boundary change the option to remain at Bailey Middle school for the 2020-21 and 2021-22 school years.

**Our Why:** A new elementary school is under construction in Southwest Austin as part of the 2017 Bond Program. Austin ISD will provide learning spaces and resources for students to thrive by creating an attendance area for the new Southwest Elementary School (relieving Kiker and Baranoff elementary schools), and changing the boundaries between Baranoff and Kocurek elementary schools, Cowan and Boone elementary schools and Bailey and Gorzycki middle schools. Overcrowded schools prevent students from learning in the best way possible. These schools require portable buildings, limiting the technology, innovative instruction and collaboration among classrooms. Shared spaces, such as the gym and cafeteria, can become stressed and schedules become restricted to accommodate the larger number of students.

## Scenario Summary

Meets Guiding Principles **1** **2** **3** ○ ○

### Anticipated Date

SY2020-21

### Campuses in this Scenario

Baranoff Elementary	Kocurek Elementary
Boone Elementary	New Southwest Elementary
Cowan Elementary	Bailey Middle
Kiker Elementary	Gorzycki Middle

### Financial Implications

Academic Program Cost (Programming costs specific to new school) .....	N/A
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Cost Avoidance .....	N/A
Annual Operations & Maintenance Savings .....	N/A

Note: All financial information is estimated based on current conditions.

### Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Construction of New Southwest Elementary school
✓	Boundary or Feeder Implications	Baranoff, Boone, Cowan, Kiker, Kocurek, new southwest elementary schools; Bailey, Gorzycki middle schools



## Space to Learn in Southwest/South Central Elementary Schools continued

### Preparing Our Students To Succeed By

- Creating an attendance zone for the New Southwest Elementary School to provide relief to Kiker and Baranoff.
- Changing boundaries between Baranoff and Kocurek to provide additional relief to Baranoff.
- Changing boundary between Cowan and Boone to provide relief to Cowan.
- Minor boundary adjustment between Bailey and Gorzycki middle schools to allow for all middle school students living within the new Southwest Elementary School attendance area to attend Gorzycki.



# First Look at First Responders at LBJ ECHS

**Description:** A focus on first responder pathways at LBJ Early College High School will offer students the opportunities to receive certifications in law enforcement, fire and emergency medical technician careers. LBJ ECHS currently offers career and technology classes in audio and video production, digital electronics, and health sciences. With these additional certifications, students can either directly enter in-demand, sustainable careers or build on them for future opportunities through college and additional professional paths.

**Our Why:** There is a high demand for careers as police, firefighters and EMTs in central Texas, and this program will provide clear career pathways. The new program will leverage the current Career Launch Health Sciences programs as well as future programming within the new Health Professions School, funded by the 2017 Bond. Students will also learn culturally proficiency and inclusiveness, better preparing them for a multicultural workforce.

## Preparing Our Students To Succeed By

- Expanding Career Launch for students interested in first responder professions.
- Building on the first responder certifications through college and additional career paths to help students acquire sustainable jobs.
- Partnering with AISD school resource officers and Austin police, fire and Austin-Travis County EMS for mentorship opportunities.
- Training AISD school resource officers and students in cultural proficiency side-by-side.

## Scenario Summary

Meets Guiding Principles **1** **2**   **5**

### Anticipated Date

SY2021-22

### Campuses in this Scenario

LBJ ECHS

### Financial Implications

Academic Program Cost .....	\$90,400
Reallocated 2017 Bond Funds .....	N/A
Deferred Maintenance Cost Avoidance .....	N/A
Annual Operations & Maintenance Savings .....	N/A

Note: All financial information is estimated based on current conditions.

### Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Public safety career track
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Space improvements to better serve new and enhanced programming
	Boundary or Feeder Implications	



# School Changes Scenario Analysis

Austin ISD evaluated all School Changes scenarios we had originally proposed to determine which to put forth for a vote by trustees Nov. 18. The district is proposing 11 scenarios for potential implementation for 2020–21. One scenario—Brooke, Govalle, Linder Partnership—is still under potential consideration for 2020–21. This analysis includes explanations for why scenarios were not proposed for the upcoming vote. The district’s recommendations—to continue planning with the community to advance the scenario, or to withdraw the scenario—are based on key elements of a comprehensive equity analysis, a qualitative review of community and staff feedback, and an evaluation of each scenario’s alignment to the Guiding Principles.

## More Planning & Community Engagement Needed

### Feeder Pattern Alignment

The recommendation to continue a community discussion on the Feeder Pattern Alignment scenario is based on the following key considerations:

- + Many communities have requested that feeder patterns be improved to better align academic programming from elementary to middle to high school. As some of this work is informed by school consolidations, additional time is needed to continue evaluating changes to improve feeder patterns.
- + New enrollment and student population data from the 2019–20 school year is being evaluated to continue to look for opportunities to address overcrowding and under-enrollment through boundary changes.

### AISD Teacher Collaborative

The recommendation to continue a community discussion on the AISD Teacher Collaborative scenario is based on the following key considerations:

- + Providing affordable housing solutions focused on those who support our students will increase AISD’s ability to compete for and retain high-quality educators.
- + The district would like to work more closely with teachers and staff to design and implement this scenario.

### Elevating the Secondary Multicultural Studies Curriculum

The recommendation to continue a community discussion on the Elevating the Secondary Multicultural Studies Curriculum scenario is based on the following key considerations:

- + Multicultural studies is something the district already does in the form of the Ethnic Studies

courses in several high schools, but it will take additional resources and bandwidth to expand to all middle and high school campuses.

- + Students who have engaged in this critical examination of history from a cultural perspective and who have participated in meaningful problem-solving civic engagement have strongly expressed their belief that all students in AISD would greatly benefit from such learning from middle to high school.
- + The district ultimately plans to review all other curriculum materials by taking a look through a multicultural lens. This work will require additional training and resources that will need to be identified.

### Expanded Access to Magnet & Application-Based Programs

The recommendation to continue a community discussion on the Expanded Access to Magnet and Application-Based Programs scenario is based on the following key considerations:

- + The district would like to work more closely with teachers and staff to design and implement this scenario.
- + The successful design and implementation of this scenario is dependent upon all staff undergoing Cultural Proficiency and Inclusiveness training.

### Weighted Student Funding and School Autonomy

The recommendation to continue a community discussion on the Weighted Student Funding and School Autonomy scenario is based on the following key considerations:

- + This scenario allows campuses to work more efficiently to ensure equally high outcomes for all students by removing the predictability of success or failure that currently correlates with any social or cultural factor.
- + The scenario also gives autonomy to campuses to



# School Changes Scenario Analysis continued

create a more flexible system that discovers and cultivates the unique gifts, talents and interests of every student and teacher.

- + Because we are starting this scenario with our Transformation Zone campuses, the district will carefully plan and intentionally expand weighted student funding when and if there is more information about how the funding model affects student outcomes.

## Reilly-Ridgetop Two-Way Dual-Language Program

The recommendation to continue a community discussion on the Reilly-Ridgetop Two-Way Dual-Language Program is based on the following key considerations:

- + The Ridgetop community expressed concerns about losing the fidelity of the school's wall-to-wall dual-language model and philosophy if it is consolidated with the Reilly campus, which offers an additional language program in Mandarin (Chinese).
- + The district would need to carefully plan the timing of the closure and placement of transfer students as the Reilly campus cannot currently accommodate all students from the two campuses.
- + The district would like to work more closely with the community to discuss whether alternatives exist regarding the relocation of Ridgetop's two-way English/Spanish dual-language program, potentially to a site with more English language learners.

## Maplewood/Campbell Consolidation and Blackshear School for Digital Media and Performing Arts

The recommendation to continue a community discussion on the Maplewood/Campbell Consolidation and Blackshear School for Digital Media and Performing Arts proposals is based on the following key considerations:

- + The district understands how critical Campbell's digital media program and Maplewood's two-way

dual language program are to their communities.

- + Although both Maplewood and Campbell have arts-rich programming, the district needs additional time to continue conversations with the communities about how the unique characteristics of each school could be merged.
- + The district would need to plan the timing of the closure strategically as the Campbell campus cannot currently accommodate all students from the two campuses.

## South First and Manchaca Area Elementary Reinvention and Realignment

The recommendation to continue a community discussion on the South First and Manchaca Area Elementary Reinvention and Realignment scenario is based on the following key considerations:

- + Approximately one quarter of the students at Dawson Elementary are served by special education programs; to create a seamless transition with the least amount of disruption for our most vulnerable students, families and district staff would need to co-create transition plans for each student.
- + The work of the Joslin Elementary community and its recent School Action Fund Grant from TEA to support a foreign language elementary school needs to be further evaluated as to how the new program may attract new students to the school, and how the proposed scenario may affect the grant funding.
- + Because this scenario involves campus communities being moved into more than one school, and the merging of several school communities, it is important to bring the groups together to co-create options and discuss academic programming.
- + The district would need to plan the timing of the closures strategically as the St. Elmo campus would need to be rebuilt with increased capacity.

## The Dobie-Webb Modernization Project

The recommendation to continue a community discussion on the Dobie-Webb Modernization Project is based on the following key considerations:

- + This scenario would be influenced by the final attendance area for the new Northeast Middle School because the scenario for the new attendance area reassigns portions of the Dobie and Webb attendance areas to the new school. The new attendance area, in combination with the single-gender choice options, would result in a significant decrease in the Dobie and Webb student populations.
- + The district plans to re-evaluate demographic data after the boundaries for the new Northeast Middle School are determined.

## Austin's Only Bilingual, Biliterate, Bicultural Montessori School at Winn

The recommendation to continue a community discussion about the Austin's Only Bilingual, Biliterate, Bicultural Montessori School at Winn scenario is based on the following key considerations:

- + The district recognizes that splitting campus communities into more than one school is potentially more disruptive than allowing the entire campus community to move together into a single school.
- + The district needs more time to consider the effects of the neighborhood losing such a vital community asset.
- + The district would like to work more closely with the community regarding how solutions can be developed to improve equity and better support students of color.
- + Although geographically closer, the potential transition of a portion of the Winn students to the



# School Changes Scenario Analysis continued

Pickle campus would need to be discussed in more detail with both school communities.

## Outdoor Leadership Schools

The recommendation to continue a community discussion about the Outdoor Leadership Schools scenario is based on the following key considerations:

- + The district would like to further explore a potential boundary change between Palm and Blazier elementaries.
- + The Palm community expressed concern with the proposal to reassign students to Perez because of previous flooding in the area, and their inability to get to their students in the event of a heavy rain.
- + The district would need to plan the timing of the closure strategically as the Perez campus cannot currently accommodate all students from the two campuses.
- + The district will continue to engage with all schools about the Outdoor Leadership programming to ensure that it does not interfere with programs and initiatives the campuses are currently cultivating.

## A New Northeast Middle School

The recommendation to continue a community discussion about A New Northeast Middle School scenario is based on the following key considerations:

- + The district would like to work more closely with the community to look for options for Sadler Means YWLA students to continue in a single-gender environment and for solutions that would disrupt historically inequitable practices.
- + The district must continue to evaluate the proposed boundaries for the new Northeast Middle School to ensure that historically underserved students benefit.

## Pre-K to Pre-Med

The recommendation to continue a community discussion on the Pre-K to Pre-Med scenario from the proposals is based on the following key considerations:

- + The scenario has the potential to transform the academic experience for the Black and Hispanic early childhood and elementary students who would eventually attend LBJ Early College High School.
- + The scenario proposes to prepare students from an early age to love and excel in science, and, if they choose, pursue rigorous preparatory course work to succeed in LBJ's new medical school and in the LBJ health science programming.
- + The district would like to continue community conversations to further refine the academic goals of the program to make sure it is a good fit for the students in the LBJ ECHS vertical team.

## Bilingual, Biliterate, Bicultural: Dual Language and Immersion at Elementary

The recommendation to continue a community discussion on the Bilingual, Biliterate, Bicultural: Dual Language and Immersion at Elementary scenario is based on the following key considerations:

- + To address equity issues that have stifled opportunities for students who are English language learners, the scenario builds students' multilingual strengths and transforms the deficit instructional methods that are based on English-only instruction.
- + The district needs to further consider where to place programs to best align instruction within a vertical team and to plan for effective staffing.
- + The district would like to work more closely with potentially affected communities to ensure that the programs are the best fit.

## Legal Studies and Social Justice Program at Gus Garcia Young Men's Leadership Academy

The recommendation to continue a community discussion on the Legal Studies and Social Justice Program at Gus Garcia Young Men's Leadership Academy scenario is based on the following key considerations:

- + The scenario would provide the students of color who attend the Garcia YMLA the opportunity to transform decades of racial discrimination by delivering an authentic legal studies and social justice curriculum. The curriculum would be designed to prepare them for future careers where they can transform the institutions that have failed to serve communities of color.
- + The district could launch and sustain the financial and logistical demands of the program; however, the proposal to extend the grade levels at Garcia to include high school requires further review to ensure that the program does not negatively affect the students and community of LBJ Early College High School.

## Burnet Global Languages School

The recommendation to continue a community discussion about the Burnet Global Languages School scenario is based on the following key considerations:

- + The district recognizes the need to provide greater support to Burnet Middle School to give students what they need to succeed; however, it is not clear that this program is what the campus needs.
- + The district would like to work more closely with the campus community to co-create programming that will ensure services are provided that meet student needs and remove barriers to academic success in the multicultural community.

## Wooten Neighborhood Fine Arts Academy

The recommendation to continue a community discussion





## School Changes Scenario Analysis continued

about the Wooten Neighborhood Fine Arts Academy scenario is based on the following key considerations:

- + The scenario provides a transformative experience that addresses the social, emotional and academic needs of students who are identified as economically disadvantaged and who are not able to access enhanced arts experiences.
- + Further exploration of this kind of unique arts programming in the area is still desirable; however, the district would like to work more closely with staff and the community to determine if Wooten is the right fit.

### Garza Independence School of Choice

The recommendation to continue a community discussion on the Garza Independence School of Choice scenario is based on the following key considerations:

- + Expanding access to a school that creates opportunities for nontraditional pathways to graduation has the potential to meet the needs of students who have been historically underserved.
- + The district would like to continue exploring options to increase access to Garza's programming. Additional time to plan is required to maintain the programming's level of quality as it expands. The district also needs more time to work with communities where the program might land to ensure it meets the needs of the students it's designed to serve.

### STEAM and Humanities Program at Martin Middle School and Feeder Schools

The recommendation to continue a community discussion about the STEAM and Humanities Program at Martin Middle School and Feeder Schools scenario is based on the following key considerations:

- + The proposed programming has the potential to disrupt inequitable practices of the past and work

to ensure higher outcomes for this underserved community at Martin and its feeder schools; this community is made up of 83% Hispanic and 11% Black students.

- + The district would like to work more closely with the school communities to explore the proposed programming.

### Patton & Small: World Languages and Green Technology Pathways

The recommendation to continue a community discussion on the Patton & Small: World Languages and Green Technology Pathways scenario is based on the following key considerations:

- + The scenario would provide programming that transforms the experience for Patton Elementary School's and Small Middle School's English language learners and students who are identified as being economically disadvantaged.
- + The district would like to work more closely with the two schools to further explore the proposed programs and how the schools could partner.

### Green Tech at Paredes

The recommendation to continue a community discussion about the Green Tech at Paredes scenario is based on the following key considerations:

- + This scenario creates a strong link between academic programming in two vertical team campuses, which interrupts inequitable practices and creates an inclusive multicultural school environment for the Hispanic and Black students of Paredes Middle School.
- + The district is committed to redirecting funds to support students and to partnering with the community to create vibrant learning environments. At this time, this academic investment needs more time for clarification and will require funding to set

up new programming.

### Travis Early College Tech

The recommendation to continue a community discussion on the Travis Early College Tech scenario is based on the following key considerations:

- + The district will continue to explore the financial support required to create a robust technical program at Travis ECHS.
- + This district plans to continue conversations to align the feeder pattern with Martin Middle School Innovation Academy, which works to ensure higher outcomes for this historically underserved community.

## No Longer Under Consideration

### Esports at Eastside Memorial Early College High School and International and Austin High School

The recommendation to withdraw from consideration the ESports scenario from the proposals is based on the following key considerations:

- + While the scenario could potentially address the social, emotional and academic needs of some underserved students in the district, it is not clear from the review of community and staff feedback how the students would benefit from this program.
- + There is no clear evidence about how the program transforms systemic inequities.

### Early Steps to College Prep at Northeast ECHS 6–12

The recommendation to continue a community discussion about the Early Steps to College Prep at Northeast ECHS 6–12 scenario is based on the following key considerations:

- + The community voiced concerns about the co-location of middle and high school students on one





# School Changes Scenario Analysis continued

campus.

- + The district would like to work more closely with the school communities to find a solution that promotes a strong academic pathway to college readiness for students of color in northeast Austin.
- + The district would like to work more closely with the school communities to find a way to help underserved students of color earn tuition-free college credits while also discovering and cultivating the unique gifts, talents and interests of those students.

## Austin High School Academics Extension

The recommendation to withdraw from consideration the Austin High School Academics Extension scenario is based on the following key considerations:

- + Additional programming at the proposed campuses would not address the district's highest needs.
- + The proposal does not provide systemic solutions to address historical inequities for the district's underserved students and fails to solve for issues related to the district's limited funding for academic programming.

## Covington 6-12 International

### Baccalaureate Fine Arts

The recommendation to withdraw from consideration the development of a 6–12 International Baccalaureate Fine Arts program is based on analysis of the following key considerations:

- + The scenario does not address problems that School Changes strives to solve by providing

transformational change throughout the district for students who have been underserved and whose social, emotional, physical and academic needs have not been met.

- + The community and staff did not support the expansion of 9–12 programming at Covington Middle School and expressed a strong desire to consider an expansion of fine arts programming for the students who attend Crockett Early College High School.
- + The equity analysis and community feedback supports the recommendation to explore a new proposal for a fine arts academy at Crockett ECHS.

## Kocurek International Baccalaureate Primary Years Program

The recommendation to withdraw from consideration the development of a Kocurek International Baccalaureate Primary Years Program program is based on the following key considerations:

- + The scenario does not provide a systemic solution to meet the social, emotional and academic needs of our historically underserved students throughout the district.
- + Students at Kocurek Elementary would not have a vertical pathway to continue with IB programming.

## Personalized Learning for Homeschooled Students

The recommendation to withdraw from consideration the development of a Personalized Learning for Homeschooled Students program is based on the following key

considerations:

- + This scenario did not garner community or campus staff support.
- + Although the idea is innovative in nature, it does not meet the needs of our historically underserved students in a meaningful way.
- + Despite the potential financial gains from bringing homeschooled students into the student population, this specific scenario does not offer sufficient or predictable equity benefits.

## Expansion of Bowie High School Engineering and Computer Science Programs

The recommendation to withdraw from consideration the development of an Expansion of Bowie High School Engineering and Computer Science Programs is based on the following key considerations:

- + The proposal to expand engineering and computer science programming at Bowie High School does not provide systemic solutions to address the historical inequities for the district's underserved students and fails to solve for issues related to the district's limited funding for academic programming.

## Anderson International Baccalaureate Track

The recommendation to withdraw from consideration the development of an Anderson International Baccalaureate Track program is based on the following key considerations:

- + The proposal does not provide systemic solutions to address the historical inequities for the district's underserved students and fails to solve for issues related to the district's limited funding for academic programming.



# 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](#)

### 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

**Problem 1.** Austin ISD has been failing to meet the social, emotional, physical and academic needs of historically underserved students.

**Problem 2.** Discrimination and favoritism in the district have resulted in segregated schools that follow that pattern.

**Problem 3.** Limited funds restrict the district's ability to invest in the academic core, developing leaders and teachers, and districtwide programming.

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 Bandwidth, Years 1–2	Steering Committee Recommendation
Esports Learning Expansion Pack	1	◐	◐	○	◐	●	◐	◐	◐	<b>R</b>
Pre-K to Pre-Med	1 & 2	●	●	◐	◐	●	●	◐	◐	<b>Y</b>
Bilingual, Biliterate, Bicultural: Dual Language and Immersion at Elementary	1	●	●	◐	◐	●	●	◐	◐	<b>Y</b>
Reilly-Ridgetop Two-Way Dual-Language Program	3	◐	◐	○	◐	●	◐	○	○	<b>Y</b>
Legal Studies & Social Justice Program at Gus Garcia Young Men's Leadership Academy	1 & 2	●	●	◐	◐	◐	◐	◐	◐	<b>Y</b>
Burnet Global Languages School	1 & 2	●	●	◐	○	●	●	○	◐	<b>Y</b>
Wooten Neighborhood Fine Arts Academy	1 & 2	●	●	◐	◐	●	●	○	◐	<b>Y</b>
Maplewood/Campbell Consolidation and Blackshear School for Digital Media and Performing Arts	1, 2, & 3	○	◐	◐	◐	◐	◐	○	○	<b>Y</b>
First Look at First Responders at LBJ ECHS	1	◐	●	◐	◐	○	○	◐	◐	<b>G</b>
Early Steps to College Prep at Northeast ECHS 6-12	1 & 2	◐	◐	○	○	◐	●	◐	◐	<b>R</b>



# School Changes 2019

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- ◐ Somewhat addresses
- Does not address

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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 Bandwidth, Years 1–2	Steering Committee Recommendation
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



# School Changes 2019

## Equity Analysis

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





# School Changes 2019

## Equity Analysis

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- ◐ Somewhat addresses
- Does not address

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**Problem 1.** Austin ISD has been failing to meet the social, emotional, physical and academic needs of historically underserved students.

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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 Bandwidth, Years 1–2	Steering Committee Recommendation
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



# School Changes 2019

## Equity Analysis



Significantly addresses



Somewhat addresses



Does not address



Could be implemented for the 2020–21 school year



Further planning and community engagement required



No longer under consideration

**Problem 1.** Austin ISD has been failing to meet the social, emotional, physical and academic needs of historically underserved students.

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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 Bandwidth, Years 1–2	Steering Committee Recommendation
Academic Excellence: Academic Equity	1 & 2	●	●	●	●	●	◐	◐	◐	G
Strategic Staffing of Highly Effective Teachers	1 & 2	●	●	●	◐	●	●	◐	◐	G





## Appendix B: Five Guiding Principles

The Austin ISD Board of Trustees approved the following School Changes 2019 Guiding Principles at its regular board meeting May 20.

- 1 Ensure equitable access to programmatic opportunities that engage and inspire all students.**
  - A. Ensure services are provided to meet the diversity of student needs and remove barriers to academic success.
  - B. Increase the comprehensive menu of rich options to appeal to diverse student interests that mitigate programmatic deserts.
  - C. Consider all regions for a districtwide, holistic approach.
  - D. Strengthen the connection of programming within the feeder pattern.
  - E. Increase the number of students who have after school and extracurricular offerings.
  - F. Consider staffing and staff performance (retaining high quality)
- 2 Put more students in reimagined, 21st-century learning environments that engage and inspire.**
  - A. Increase average Education Suitability Assessment score.
  - B. Increase average Facility Condition Assessment score.
  - C. Ensure strong culture, climate, and safety at campuses (families, students and staff feel welcome at a school).
  - D. Increase building utilization while considering programs and boundaries.
  - G. Reduce portable classrooms.
  - E. Do not add students to create over-enrolled schools.
  - F. Strengthen and stabilize student population levels within feeder patterns.
  - G. Cap the percentage of economically disadvantaged students experiencing school closures after more information has been received and an equity officer has been hired.
- 3 Maintain assigned-school concept and other choices options.**
  - A. Optimize opportunities for socio-economic diversity while balancing proximity to neighborhood schools
  - B. Consider road patterns, travel duration, proximity and start/stop times to increase number of students with reasonable access to an elementary school
- 4 Reduce financial obligations not directed toward student learning and support.**
  - A. Redirect investments to student support.
  - B. Mitigate projected increase in transportation costs (Consider impact of transportation cost on program access.).
  - C. Minimize negative impact to taxpayers
  - D. Reduce deferred maintenance costs.
- 5 Optimize facility use to benefit students, families and communities.**
  - A. Partner with municipalities, health care organizations, county government, the city of Austin, Travis County and others to align assets with our community need (affordable housing, private development, recreation spaces, shared use, social services, and workforce housing).
  - B. Maximize opportunities for co-locating non-governmental organizations, nonprofits and other partners in facilities or shared sites.



## Appendix C: School Changes Implementation Overview

Over the next two years, Austin ISD will work with our campuses and communities to implement the School Changes plan. For Years 1–2, there are two implementation tracks:

1. Scenarios that need further evaluation and community input, and
2. Scenarios that include school closures that can be accomplished within the next 12 to 18 months.

### School Changes Track 1: Further Study and Community Co-Creation

Working with staff and our communities, the district will collaborate with communities and stakeholders affected by potential closures or the addition of academic programs. During this phase, campuses and communities will address:

- + The problem we are trying to solve;
- + A study of the existing research on the problem;
- + Ways to change or improve the scenario options; and
- + An analysis of the financial effects.

Additional planning and community engagement will start early in spring 2020. At the conclusion of this process, the district may present revised scenarios for consideration and a board vote.

### School Changes Track 2: Closures/Consolidations in Years 1–2

We want to ensure that students, families, teachers and school leaders have the resources to more easily navigate a closure

or consolidation. The district envisions a six- to nine-month process to design, implement and provide the support needed to transition schools affected by closures and consolidations. Each campus is unique and will have its own needs, challenges and successes that will be addressed during the process.

A School Changes Implementation Team will be created for each affected campus or group of affected campuses. The SCIT will be responsible for advising the district on how to support the campus culture and environment for 21st-century learning. The team is charged with supporting the transition of school communities into a consolidated campus. The transition will:

- + Nurture campus and community culture for consolidated schools,
- + Minimize student disruptions,
- + Inform immediate and future facility needs,
- + Shape academic program design, and
- + Respond to the social and emotional needs of students and staff.

In addition to the SCIT meetings, AISD will hold community meetings to share updates from the SCIT meetings, answer questions and collect feedback from campus communities.

### Updates and Communications

To ensure transparency during the process, the district will provide regular updates on the progress, timeline, and issues.

### Community Schools Planning

The School Changes Implementation Overview will follow best practices and principles that align with the district's Community Schools model. This model prioritizes

collaborative strategic planning processes that intentionally include families, community members, students, campus staff and partner organizations in the work required to support the whole child.

Community schools are grounded in equitable design practices, and work to align school and community resources with specific campus needs. The district's [Community Schools Implementation Guide](#) will inform tracks 1 and 2.

### School Naming, Renaming, Historical Preservation and Memorialization

Should campuses close or consolidate as part of the School Changes process, schools will establish School Changes Implementation Teams. The charge of the teams will be to ensure that students, families, teachers and school leaders have the resources they need to more easily navigate a closure or consolidation.

As part of this process, it is also a district priority to ensure the proper historical preservation, memorialization and museumization of school histories, artifacts and legacies. This includes the process of renaming or naming of facilities per district and board policy and regulation, outlined in [CW LOCAL](#) and [CW REGULATION](#).

Campus communities combined by a closure can make a decision in collaboration with campus leadership to initiate a naming or renaming process by following the procedures outlined in policy.



## Appendix D: Framework for Repurposing School Sites

The School Changes 2019 process creates new opportunities for how campus sites can be repurposed to support communities. Austin ISD's goal is to ensure that any future use of repurposed sites continues to add value to the community.

The district will consider many options for repurposing sites — affordable housing, workforce housing, creative space, vocational and shared work spaces, mixed-use community centers, child care facilities and educational gardens, for example — and will actively seek out ideas from our communities. Whatever the use, we will evaluate long-term solutions and strive to create repurposing options that best serve and enhance the surrounding community.

To be sure that repurposing and reuse for these sites are made in partnership with our communities, AISD will follow the framework described below.

### Community Input Process

As AISD identifies new and beneficial uses for the properties, the district commits to offering significant community feedback opportunities, including hosting community meetings and smaller focus groups to hear from community members and stakeholders. The district will also provide frequent updates, details and timelines on the AISD School Changes webpage, [austinisd.org/schoolchanges](http://austinisd.org/schoolchanges).

### Site Feasibility Studies

The district will conduct a process, called a feasibility study, to understand the best uses for each site. The study can include:

- + Environmental effects and costs of any future use of the site,
- + Effects on the surrounding community,
- + Financial viability,
- + Ability to be used efficiently in the current layout, and
- + Any zoning restrictions or allowances on the site.

Through this framework, the district will seek guidance from qualified real estate and legal professionals to ensure any ideas presented in the feasibility study are made with integrity and with the community in mind.

### Board Voting Decisions

All final decisions related to repurposing any sites—including options for long-term leases, partnerships or, if required, sale—will be publicly voted on by the AISD Board of Trustees.



Elementary  
Schools



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

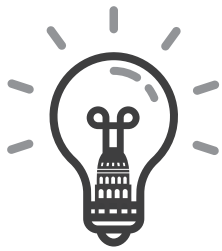
# Academic Performance

	2018 LAS Scaled Score	2018 State Scaled Score	EOY % of 2nd Graders Reading at Grade Level
<b>Elementary Schools</b>			
Allison	84	80	77%
Andrews	82	72	55%
Baldwin	89	89	81%
Baranoff	99	93	89%
Barrington	83	77	55%
Barton Hills	99	92	85%
Becker	83	81	73%
Blackshear	92	82	62%
Blanton	91	82	54%
Blazier	96	86	74%
Boone	87	84	64%
Brentwood	93	86	86%
Brooke	86	79	44%
Brown	84	80	57%
Bryker Woods	100	88	90%
Campbell	86	71	32%
Casey	92	73	79%
Casis	97	92	92%
Clayton	95	96	94%
Cook	89	81	53%
Cowan	89	90	74%
Cunningham	58	85	44%
Davis	86	84	84%
Dawson	78	72	44%
Doss	91	89	80%
Galindo	94	76	80%
Govalle	96	85	50%
Graham	94	94	74%
Guerrero Thompson	87	90	61%
Gullett	96	96	80%
Harris	90	65	74%
Hart	86	82	79%
Highland Park	99	96	88%
Hill	92	93	87%
Houston	92	72	46%
Jordan	93	81	52%
Joslin	86	62	45%
Kiker	92	97	82%
Kocurek	93	74	69%
Langford	93	80	58%
Lee	97	88	90%



# Elementary Schools

# Academic Performance



## School Changes 2019

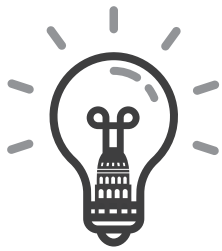
REIMAGINE  
REINVEST  
REINVENT

	2018 LAS Scaled Score	2018 State Scaled Score	EOY % of 2nd Graders Reading at Grade Level
<b>Elementary Schools Continued</b>			
Linder	93	79	74%
Maplewood	97	77	80%
Mathews	88	91	89%
McBee	87	84	43%
Menchaca	89	72	65%
Metz	96	66	54%
Mills	98	96	92%
Norman	69	86	61%
Oak Hill	95	84	71%
Oak Springs	84	64	81%
Odom	91	74	58%
Ortega	89	88	79%
Overton	98	76	55%
Padron	96	84	74%
Palm	93	82	70%
Patton	93	79	86%
Pease	94	86	83%
Pecan Springs	89	80	38%
Perez	90	78	73%
Pickle	76	71	51%
Pillow	86	63	68%
Pleasant Hill	90	80	82%
Reilly	87	81	46%
Ridgetop	77	75	56%
Rodriguez	90	70	80%
Sanchez	92	78	75%
Sims	84	88	71%
St. Elmo	94	83	87%
Summitt	87	79	86%
Sunset Valley	93	74	81%
Travis Heights	80	88	53%
Walnut Creek	81	80	43%
Widén	93	59	66%
Williams	88	80	67%
Winn	86	72	79%
Wooldridge	93	72	61%
Wooten	97	87	57%
Zavala	97	83	68%
Zilker	97	86	76%



## Middle Schools

# Academic Performance



## School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

	2018 LAS Scaled Score	2018 State Scaled Score
<b>Middle Schools</b>		
Bailey	85	83
Bedichek	84	78
Burnet	75	63
Covington	68	77
Dobie	78	68
Garcia YMLA	86	68
Gorzycki	89	94
Kealing	86	92
Lamar	92	86
Lively	85	81
Martin	87	64
Mendez	71	54
Murchison	89	85
O. Henry	86	83
Paredes	89	73
Sadler Means YWLA	79	59
Small	91	87
Webb	86	62



# Academic Performance



## School Changes 2019

REIMAGINE  
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	2018 State Scaled Score	CCMR
<b>High Schools</b>		
Akins	81	54%
Anderson	92	86%
Ann Richards School	97	96%
Austin	89	78%
Bowie	97	81%
Crockett ECHS	80	59%
Eastside Memorial ECHS (2021)	76	35%
Garza Independence	91	40%
LBJ ECHS	79	56%
International High School (2021)	83	
LASA High School (2021)	99	100%
McCallum	92	79%
Navarro ECHS	80	56%
Northeast ECHS	80	52%
Travis ECHS	83	48%
<b>Special Campuses</b>		
ALC		
Rosedale School	56	
Uphaus Early Childhood Center		





# Campus Demographics



**School  
Changes  
2019**

REIMAGINE  
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	Enrollment 2018/19	Permanent Capacity 2020	Utilization 2020	Transfer in	Transfer out	Economically Disadvantaged	Special Education
<b>Elementary Schools</b>							
Allison	513	486	105.56%	112	62	91.4%	15.20%
Andrews	354	486	72.84%	69	114	84.2%	14.97%
Baldwin	781	669	116.74%	38	82	13.3%	10.24%
Baranoff	997	794	125.57%	51	158	12.9%	12.84%
Barrington	500	556	89.93%	233	60	94.8%	12.40%
Barton Hills	447	251	178.09%	198	31	8.1%	9.84%
Becker	444	449	98.89%	297	86	25.5%	7.43%
Blackshear	395	561	70.41%	194	54	62.8%	15.95%
Blanton	482	711	67.79%	186	173	59.3%	11.83%
Blazier	859	598	143.65%	49	377	68.8%	14.09%
Boone	517	673	76.82%	181	98	43.1%	18.76%
Brentwood	673	696	96.7%	127	132	18.9%	14.26%
Brooke	272	393	69.21%	85	82	89.3%	30.15%
Brown	447	526	84.98%	64	125	96.7%	16.67%
Bryker Woods	425	251	169.32%	83	36	10.6%	7.06%
Campbell	188	524	35.88%	51	129	84%	26.60%
Casey	603	692	87.14%	118	198	66%	17.25%
Casis	744	800	93%	57	18	3.9%	7.93%
Clayton	826	815	101.35%	77	25	2.3%	13.44%
Cook	500	542	92.25%	74	88	90.8%	12.00%
Cowan	802	648	123.77%	169	225	30.50%	11.85%
Cunningham	395	606	65.18%	116	185	62.3%	21.52%
Davis	745	731	101.92%	70	56	23.80%	12.62%
Dawson	362	524	69.08%	221	49	72.4%	25.14%
Doss	828	1008	82.14%	53	41	17.4%	7.73%
Galindo	568	711	79.89%	122	112	85.4%	20.42%
Govalle	369	536	68.84%	66	111	90.5%	26.02%
Graham	504	580	86.9%	16	168	81%	12.50%
Guerrero Thompson	627	748	83.82%	100	57	96.30%	13.40%

# Campus Demographics



**School  
Changes  
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	Enrollment 2018/19	Permanent Capacity 2020	Utilization 2020	Transfer in	Transfer out	Economically Disadvantaged	Special Education
<b>Elementary Schools</b>							
<b>Gullett</b>	606	418	144.98%	152	14	7.80%	13.53%
<b>Harris</b>	522	561	93.05%	130	134	96.2%	12.26%
<b>Hart</b>	659	711	92.69%	44	231	95%	15.93%
<b>Highland Park</b>	651	606	107.43%	72	49	6.6%	10.29%
<b>Hill</b>	1003	870	115.29%	67	45	9.30%	8.37%
<b>Houston</b>	582	692	84.1%	94	118	93.3%	12.71%
<b>Jordan</b>	615	655	93.89%	66	132	94.3%	12.36%
<b>Joslin</b>	272	374	72.73%	139	56	62.9%	20.96%
<b>Kiker</b>	1121	731	153.35%	73	67	3.7%	10.17%
<b>Kocurek</b>	565	673	83.95%	123	142	63.5%	17.35%
<b>Langford</b>	545	729	74.76%	70	118	93.6%	16.7%
<b>Lee</b>	432	418	103.35%	166	25	17.6%	14.58%
<b>Linder</b>	285	542	52.58%	35	205	88.1%	12.98%
<b>Maplewood</b>	481	355	135.49%	166	130	33.3%	17.88%
<b>Mathews</b>	420	397	105.79%	164	45	29.3%	12.62%
<b>McBee</b>	453	580	78.1%	64	95	92.9%	19.43%
<b>Menchaca</b>	730	920	79.35%	90	173	43.7%	14.66%
<b>Metz</b>	260	524	49.62%	120	36	96.5%	18.85%
<b>Mills</b>	848	794	106.8%	189	42	6.6%	12.85%
<b>Norman</b>	145	548	26.46%	14	83	91.7%	12.41%
<b>Oak Hill</b>	885	692	127.89%	70	122	42.5%	14.8%
<b>Oak Springs</b>	255	411	62.04%	56	65	98.8%	19.61%
<b>Odom</b>	411	542	75.83%	59	126	87.1%	12.9%
<b>Ortega</b>	238	355	67.04%	85	70	89.9%	15.13%
<b>Overton</b>	540	598	90.3%	63	83	95.9%	12.59%
<b>Padron</b>	717	880	81.48%	90	48	96.4%	10.46%
<b>Palm</b>	445	636	69.97%	119	42	88.3%	14.38%
<b>Patton</b>	1003	773	129.75%	135	149	23.1%	10.77%
<b>Pease</b>	232	293	79.18%	232	0	15.9%	9.91%



# Campus Demographics



**School  
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	Enrollment 2018/19	Permanent Capacity 2020	Utilization 2020	Transfer in	Transfer out	Economically Disadvantaged	Special Education
<b>Elementary Schools</b>							
<b>Pecan Springs</b>	387	524	73.85%	98	82	93%	17.31%
<b>Perez</b>	602	617	97.57%	131	131	88.5%	19.1%
<b>Pickle</b>	460	561	82.00%	50	55	94.6%	10.43%
<b>Pillow</b>	526	449	117.15%	90	115	75.1%	12.74%
<b>Pleasant Hill</b>	439	505	86.93%	85	133	90.4%	18.68%
<b>Reilly</b>	217	318	68.24%	107	80	58.1%	11.98%
<b>Ridgetop</b>	373	251	148.61%	286	33	24.9%	9.12%
<b>Rodriguez</b>	444	711	62.45%	31	158	97.7%	16.67%
<b>Sanchez</b>	271	522	51.92%	74	57	86%	10.33%
<b>Sims</b>	182	355	51.27%	84	77	94.5%	9.89%
<b>St. Elmo</b>	299	411	72.75%	104	67	85.6%	14.72%
<b>Summitt</b>	825	731	112.86%	239	55	31.6%	12.36%
<b>Sunset Valley</b>	559	561	99.64%	319	101	44.5%	13.95%
<b>Travis Heights</b>	502	524	95.80%	137	132	65.1%	16.14%
<b>Walnut Creek</b>	655	655	100%	79	66	94.8%	14.66%
<b>Widén</b>	447	655	68.24%	98	108	95.5%	21.48%
<b>Williams</b>	473	561	84.31%	145	163	68.1%	22.62%
<b>Winn</b>	243	524	46.37%	88	88	74.1%	18.11%
<b>Wooldridge</b>	528	505	104.55%	59	127	94.1%	13.83%
<b>Wooten</b>	455	468	97.22%	65	80	95.8%	19.12%
<b>Zavala</b>	295	561	52.58%	105	43	96.3%	25.76%
<b>Zilker</b>	524	460	113.91%	125	44	16.6%	11.07%



# Campus Demographics



**School  
Changes  
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	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or more races
<b>Elementary Schools</b>							
Allison	5.46%	0%	0.19%	92.40%	0%	1.95%	0%
Andrews	12.71%	0%	2.82%	80.51%	0%	2.82%	1.13%
Baldwin	1.41%	0.13%	10.76%	22.41%	0%	59.28%	6.02%
Baranoff	2.41%	0.20%	4.11%	27.68%	0%	60.58%	5.02%
Barrington	7.20%	0.20%	3.20%	85.00%	0%	4.00%	0.40%
Barton Hills	0.67%	0%	2.24%	25.06%	0%	66.22%	5.82%
Becker	3.38%	0.23%	2.25%	51.58%	0%	39.64%	2.93%
Blackshear	26.08%	0%	1.01%	47.85%	0%	18.23%	6.84%
Blanton	7.05%	0%	0%	64.94%	0.21%	25.73%	2.07%
Blazier	7.45%	0.12%	2.21%	75.09%	0.35%	11.76%	3.03%
Boone	2.71%	0.19%	2.90%	43.13%	0%	45.07%	6.00%
Brentwood	2.67%	0%	1.19%	29.42%	0%	62.85%	3.86%
Brooke	9.93%	0.37%	0.37%	84.93%	0%	3.68%	0.74%
Brown	6.67%	0%	2.50%	82.92%	0%	7.08%	0.83%
Bryker Woods	0.94%	0%	2.35%	20%	0.24%	71.53%	4.94%
Campbell	49.47%	0%	3.19%	30.32%	0%	11.70%	5.32%
Casey	4.64%	0%	2.99%	71.14%	0%	18.41%	2.82%
Casis	1.08%	0%	4.57%	12.50%	0%	78.36%	3.49%
Clayton	0.36%	0.12%	17.19%	13.68%	0.12%	62.71%	5.81%
Cook	7.60%	0.20%	1.00%	87.00%	0%	2.80%	1.40%
Cowan	4.11%	0.25%	4.86%	41.15%	0%	43.77%	5.86%
Cunningham	7.59%	0.51%	2.28%	60%	0%	24.81%	4.81%
Davis	4.56%	0.27%	13.96%	23.36%	0.27%	52.21%	5.37%
Dawson	8.84%	0%	1.93%	69.34%	0%	17.68%	2.21%
Doss	2.54%	0%	10.87%	17.63%	0.12%	64.13%	4.71%
Galindo	4.93%	0.18%	1.76%	88.38%	0%	4.05%	0.70%
Govalle	11.65%	0%	0.27%	85.37%	0%	1.08%	1.63%
Graham	10.52%	0.20%	1.19%	80.56%	0%	5.95%	1.59%



# Campus Demographics

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or more races
<b>Elementary Schools</b>							
<b>Guerrero Thompson</b>	3.99%	0.32%	4.78%	86.44%	0.16%	3.83%	0.48%
<b>Gullett</b>	2.31%	0%	1.98%	16.17%	0.17%	75.08%	4.29%
<b>Harris</b>	12.07%	0%	2.49%	82.18%	0%	2.11%	1.15%
<b>Hart</b>	9.10%	0.15%	4.86%	80.27%	0%	4.86%	0.76%
<b>Highland Park</b>	0.61%	0%	5.38%	14.13%	0.15%	74.35%	5.38%
<b>Hill</b>	3.69%	0%	7.18%	16.05%	0%	67.20%	5.88%
<b>Houston</b>	6.19%	0%	0.34%	91.58%	0%	1.55%	0.34%
<b>Jordan</b>	20%	0.33%	0%	77.56%	0.16%	1.63%	0.33%
<b>Joslin</b>	4.04%	0%	1.47%	61.76%	0.37%	27.94%	4.41%
<b>Kiker</b>	1.87%	0.27%	13.38%	16.32%	0%	64.05%	4.10%
<b>Kocurek</b>	6.37%	0%	0.88%	58.76%	0.71%	28.14%	5.13%
<b>Langford</b>	7.34%	0.18%	0.55%	87.71%	0.18%	3.67%	0.37%
<b>Lee</b>	6.25%	0.23%	4.40%	23.84%	0%	58.56%	6.71%
<b>Linder</b>	7.37%	0%	4.91%	82.11%	0%	4.56%	1.05%
<b>Maplewood</b>	13.93%	0%	2.70%	26.40%	0%	50.31%	6.65%
<b>Mathews</b>	5.48%	0.24%	9.29%	33.10%	0%	44.05%	7.86%
<b>McBee</b>	3.31%	0%	1.55%	92.27%	0%	1.99%	0.88%
<b>Menchaca</b>	3.42%	0%	2.74%	62.05%	0%	27.53%	4.25%
<b>Metz</b>	4.62%	0%	7.69%	86.15%	0%	1.15%	0.38%
<b>Mills</b>	0.83%	0.24%	10.14%	24.53%	0%	56.49%	7.78%
<b>Norman</b>	44.83%	0%	0.69%	47.59%	0.69%	2.07%	4.14%
<b>Oak Hill</b>	3.16%	0.34%	5.20%	47.34%	0.23%	38.19%	5.54%
<b>Oak Springs</b>	26.27%	0.39%	0.39%	67.06%	0%	3.53%	2.35%
<b>Odom</b>	5.11%	0%	0.97%	85.40%	0%	8.03%	0.49%
<b>Ortega</b>	8.40%	0%	1.26%	80.67%	0%	5.88%	3.78%
<b>Overton</b>	20.19%	0.19%	0.56%	76.30%	0%	1.67%	1.11%
<b>Padron</b>	4.32%	0%	0.98%	92.47%	0.14%	1.26%	0.84%
<b>Palm</b>	4.72%	0.22%	1.57%	88.31%	0.67%	2.92%	1.57%



**School  
Changes  
2019**

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# Campus Demographics



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or more races
<b>Elementary Schools</b>							
<b>Patton</b>	4.49%	0.30%	18.25%	27.42%	0.10%	43.77%	5.68%
<b>Pease</b>	8.62%	0%	0.43%	40.95%	0%	42.67%	7.33%
<b>Pecan Springs</b>	31.78%	0%	0.26%	59.17%	0%	7.24%	1.55%
<b>Perez</b>	4.98%	0%	0.17%	88.21%	0%	4.98%	1.66%
<b>Pickle</b>	7.83%	0.22%	0.87%	89.35%	0.43%	1.30%	0%
<b>Pillow</b>	12.17%	0.57%	4.94%	59.32%	0.19%	18.82%	3.99%
<b>Pleasant Hill</b>	10.71%	0%	0.46%	81.09%	0%	5.69%	2.05%
<b>Reilly</b>	3.23%	0%	6.91%	73.27%	0%	15.21%	1.38%
<b>Ridgetop</b>	1.34%	0%	2.41%	55.23%	0%	35.12%	5.90%
<b>Rodriguez</b>	7.66%	0%	0.45%	90.32%	0%	0.90%	0.68%
<b>Sanchez</b>	2.21%	0%	4.43%	90.41%	0%	2.21%	0.74%
<b>Sims</b>	41.21%	0%	0%	54.40%	0%	3.30%	1.10%
<b>St. Elmo</b>	4.35%	0%	0.33%	82.94%	0%	11.04%	1.34%
<b>Summitt</b>	4.73%	0%	24.73%	23.88%	0.12%	41.33%	5.21%
<b>Sunset Valley</b>	3.04%	0%	0.89%	59.93%	0%	32.74%	3.40%
<b>Travis Heights</b>	8.57%	0%	6.18%	53.98%	0.40%	28.49%	2.39%
<b>Walnut Creek</b>	9.16%	0.15%	3.97%	77.40%	0%	8.40%	0.92%
<b>Widén</b>	7.61%	0.22%	0.22%	89.04%	0%	2.01%	0.89%
<b>Williams</b>	4.86%	0%	2.96%	75.26%	0%	13.32%	3.59%
<b>Winn</b>	25.10%	0.82%	0.82%	62.14%	0.41%	7.00%	3.70%
<b>Wooldridge</b>	5.87%	0%	1.70%	86.74%	0.19%	4.17%	1.33%
<b>Wooten</b>	5.49%	0.22%	0.22%	88.79%	0%	4.84%	0.44%
<b>Zavala</b>	14.24%	0%	2.37%	79.66%	0%	3.05%	0.68%
<b>Zilker</b>	1.34%	0.19%	1.91%	31.11%	0%	60.11%	5.34%



# Campus Demographics



**School  
Changes  
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	Enrollment 2018/19	Permanent Capacity 2020	Utilization 2020	Transfer in	Transfer out	Economically Disadvantaged	Special Education
<b>Middle Schools</b>							
<b>Bailey</b>	1003	1,197	83.79%	177	214	32.3%	11.27%
<b>Bedichek</b>	835	941	88.74%	160	288	82.5%	17.72%
<b>Burnet</b>	923	1,039	88.84%	26	204	90.7%	17.55%
<b>Covington</b>	697	1,050	148.61%	178	295	60.1%	19.08%
<b>Dobie</b>	554	902	61.42%	33	615	93.3%	16.79%
<b>Garcia YMLA</b>	411	1,215	33.83%	411	0	93.2%	18%
<b>Gorzycki</b>	1280	1,323	96.75%	117	254	5.5%	11.33%
<b>Kealing</b>	1229	1,333	92.2%	880	189	33.2%	8.30%
<b>Lamar</b>	1194	1,008	118.45%	384	193	21.9%	9.80%
<b>Lively</b>	1077	1,078	99.91%	597	145	61.4%	11.98%
<b>Martin</b>	513	804	63.81%	47	584	92.8%	22.03%
<b>Mendez</b>	605	1,235	48.99%	12	298	89.9%	16.03%
<b>Murchison</b>	1410	1,392	96.70%	177	197	22.3%	10.78%
<b>O. Henry</b>	827	945	87.51%	326	366	28.2%	14.27%
<b>Paredes</b>	872	1,156	75.43%	94	431	77.1%	14.79%
<b>Sadler Means YWLA</b>	370	1,078	34.32%	370	0	91.6%	13.78%
<b>Small</b>	1278	1,239	103.15%	436	148	27%	11.82%
<b>Webb</b>	684	804	85.07%	67	351	95.3%	16.23%



# Campus Demographics



**School  
Changes  
2019**

REIMAGINE  
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	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or more races
<b>Middle Schools continued</b>							
<b>Bailey</b>	4.79%	0.30%	3.19%	49.75%	0.20%	36.29%	5.48%
<b>Bedichek</b>	5.51%	0%	0.72%	86.23%	0%	5.99%	1.56%
<b>Burnet</b>	7.8%	0.22%	1.08%	85.7%	0%	4.66%	0.54%
<b>Covington</b>	6.6%	0.43%	1.43%	59.4%	0.14%	28.98%	3.01%
<b>Dobie</b>	10.11%	0%	3.07%	81.95%	0%	4.69%	0.18%
<b>Garcia YMLA</b>	25.3%	0.24%	0.73%	68.61%	0%	3.41%	1.7%
<b>Gorzycki</b>	1.48%	0.23%	6.88%	21.56%	0.08%	65.39%	4.38%
<b>Kealing</b>	10.01%	0.08%	16.11%	32.79%	0.08%	36.37%	4.56%
<b>Lamar</b>	4.77%	0.08%	1.59%	31.16%	0.17%	57.45%	4.77%
<b>Lively</b>	5.57%	0.09%	2.88%	62.3%	0%	25.72%	3.44%
<b>Martin</b>	14.62%	0%	0.78%	79.73%	0%	3.51%	1.36%
<b>Mendez</b>	8.1%	0%	0%	90.58%	0%	0.5%	0.83%
<b>Murchison</b>	4.68%	0.14%	8.79%	28.79%	0.35%	51.49%	5.74%
<b>O. Henry</b>	4.47%	0.12%	1.93%	39.9%	0.24%	49.94%	3.39%
<b>Paredes</b>	6.54%	0.34%	1.72%	81.19%	0.23%	7.91%	2.06%
<b>Sadler Means YWLA</b>	17.57%	0.27%	1.35%	77.03%	0%	2.43%	1.35%
<b>Small</b>	3.21%	0.00%	3.99%	41.94%	0.23%	45.77%	4.85%
<b>Webb</b>	8.77%	0.00%	0.58%	86.99%	0%	3.22%	0.44%





# Campus Demographics



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

	Enrollment 2018/19	Permanent Capacity 2020	Utilization 2020	Transfer in	Transfer out	Economically Disadvantaged	Special Education
<b>High Schools</b>							
<b>Akins</b>	2,801	2,394	117%	110	764	60.3%	11.71%
<b>Anderson</b>	2,228	2,478	89.91%	378	345	24%	8.48%
<b>Ann Richards School</b>	856	1,015	84.33%	856	0	50.7%	0.82%
<b>Austin</b>	2,327	2,247	103.56%	726	422	24.9%	9.45%
<b>Bowie</b>	2,927	2,463	118.84%	222	554	11.3%	8.75%
<b>Crockett ECHS</b>	1,469	2,163	67.91%	468	333	65.5%	13.41%
<b>Eastside ECHS (2021)</b>	396	800	49.5%	99	535	89.9%	13.13%
<b>Garza Independence</b>	163	321	50.78%	163	0	30.7%	3.07%
<b>LBJ ECHS</b>	841	1,842	45.66%	131	238	78.8%	13.44%
<b>International High School (2021)</b>	203		0%	203	0	95.1%	4.43%
<b>LASA High School (2021)</b>	1,239	1,548	80.04%	1239	0	9.9%	1.13%
<b>McCallum</b>	1,774	1,596	111.15%	533	358	20.5%	8.23%
<b>Navarro ECHS</b>	1,560	1,627	95.88%	102	538	84%	13.01%
<b>Northeast ECHS</b>	1,124	1,588	70.78%	202	553	87.5%	11.12%
<b>Travis ECHS</b>	1,250	1,862	67.13%	212	506	77.4%	12.72%
<b>Special Campuses</b>							
<b>ALC</b>	84			84	0	60.7%	17.86%
<b>Rosedale School</b>	250			250	0	33.6%	80.8%
<b>Uphaus Early Childhood Center</b>	348	410	84.88%	348	0	89.1%	17.24%



# Campus Demographics



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or more races
<b>High Schools continued</b>							
<b>Akins</b>	6.85%	0.07%	2.53%	76.83%	0.21%	11.57%	1.93%
<b>Anderson</b>	6.01%	0.18%	9.29%	30.92%	0.18%	49.06%	4.35%
<b>Ann Richards School</b>	5.26%	0.12%	3.97%	63.2%	0.12%	23.48%	3.86%
<b>Austin</b>	4.17%	0.21%	2.19%	39.62%	0.04%	49.94%	3.82%
<b>Bowie</b>	3.01%	0.03%	5.6%	30.82%	0.10%	55.62%	4.82%
<b>Crockett ECHS</b>	7.28%	0.07%	1.09%	72.02%	0.07%	16.88%	2.59%
<b>Eastside ECHS (2021)</b>	12.12%	0%	1.52%	83.33%	0%	2.53%	0.51%
<b>Garza Independence</b>	4.91%	0%	0%	45.4%	0%	44.17%	5.52%
<b>LBJ ECHS</b>	37.46%	0.24%	0.48%	58.26%	0%	1.78%	1.78%
<b>International High School (2021)</b>	2.96%	0%	2.46%	88.67%	0%	5.91%	0%
<b>LASA High School (2021)</b>	1.69%	0.08%	21.39%	20.58%	0.16%	50.12%	5.97%
<b>McCallum</b>	7.89%	0.11%	2.14%	31.45%	0%	54.11%	4.28%
<b>Navarro ECHS</b>	8.40%	0%	2.12%	84.74%	0%	3.4%	1.35%
<b>Northeast ECHS</b>	14.15%	0.09%	2.31%	80.43%	0%	2.58%	0.44%
<b>Travis ECHS</b>	9.04%	0.08%	1.52%	83.68%	0%	4.96%	0.72%
<b>Special Campuses continued</b>							
<b>ALC</b>	11.90%	1.19%	1.19%	70.24%	0%	13.1%	2.38%
<b>Rosedale School</b>	8.00%	0.4%	4.4%	42%	0%	42.4%	2.8%
<b>Uphaus Early Childhood Center</b>	6.03%	0%	3.16%	85.06%	0.29%	3.74%	1.72%



# Finance & Operations



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

	FCA	ESA	Count of Portables	Deficiency 2020	Bond 2017	Transportation Annual Cost	Site Acreage	Permanent Capacity	Projected Enrollment
<b>Elementary Schools</b>									
Allison	43	50		\$11,466,198	\$1,140,000	\$66,512.21	11	486	497
Andrews	63	59	8	\$7,777,652	\$496,000	\$161,322.04	6	486	319
Baldwin	92	75	4	\$1,953,755	\$631,000	\$221,255.03	14	669	769
Baranoff	60	69	8	\$11,299,999	\$3,038,000	\$49,619.43	16	794	957
Barrington	61	45	12	\$11,380,914	\$1,585,000	\$7,119	12	556	486
Barton Hills	61	68	7	\$6,184,863	\$349,000	\$64,351.62	9	251	428
Becker	42	41	3	\$11,126,248	\$1,467,000	\$0	3	449	448
Blackshear	61	59		\$10,677,832	\$1,715,000	\$30,049.45	3	561	438
Blanton	39	54	5	\$14,117,917	\$773,000	\$143,479.22	8	711	506
Blazier	73	78	16	\$6,364,240	\$395,000	\$196,972.29	15	598	821
Boone	66	67		\$8,666,952	\$2,503,000	\$29,226.85	14	673	481
Brentwood	95	95	6	\$0	\$35,817,000	\$126,899.14	8	696	648
Brooke	41	62	2	\$9,975,207	\$251,000	\$88,801.46	5	393	264
Brown	95	95	1	\$0	\$30,842,000	\$68,109.55	7	526	366
Bryker Woods	46	58	6	\$8,417,187	\$381,000	\$10,170	6	251	409
Campbell	67	89		\$6,491,027	\$968,000	\$85,645.30	10	524	180
Casey	43	72		\$13,488,094	\$1,176,000	\$135,972.22	18	692	601
Casis	95	95	9	\$0	\$35,216,000	\$107,175.17	12	800	681
Clayton	75	83	4	\$7,325,252	\$1,158,000	\$88,128.83	17	815	779
Cook	36	56	7	\$15,052,369	\$2,435,000	\$102,417.98	12	542	448
Cowan	34	74	7	\$14,304,521	\$4,928,000	\$73,322.39	23	648	785
Cunningham	48	64	2	\$11,019,046	\$1,647,000	\$121,981.64	8	542	364
Davis	81	67	5	\$4,795,522	\$1,238,000	\$127,342.66	13	731	733
Dawson	61	68	3	\$7,436,569	\$1,841,000	\$72,358.85	8	524	363
Doss	95	95	16	\$0	\$43,052,000	\$223,277.44	12	1,008	776
Galindo	55	76	4	\$10,679,733	\$1,252,000	\$131,054	11	711	563



# Finance & Operations



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT



	FCA	ESA	Count of Portables	Deficiency 2020	Bond 2017	Transportation Annual Cost	Site Acreage	Permanent Capacity	Projected Enrollment
<b>Elementary Schools Continued</b>									
<b>Govalle</b>	95	95	3	\$0	\$32,565,000	\$92,463.89	8	536	358
<b>Graham</b>	57	60	6	\$11,529,044	\$2,352,000	\$40,200.44	10	580	415
<b>Guerrero Thompson</b>	90	86	1	\$2,527,890	\$970,000	\$32,385.10	18	748	593
<b>Gullett</b>	45	53	9	\$7,478,849	\$542,000	\$194,387.11	9	418	605
<b>Harris</b>	67	57	9	\$6,204,596	\$1,965,000	\$63,711.04	6	561	474
<b>Hart</b>	57	63	7	\$10,365,748	\$2,371,000	\$118,862.85	16	711	586
<b>Highland Park</b>	39	67	6	\$12,340,188	\$2,017,000	\$95,083.18	6	606	651
<b>Hill</b>	58	69	12	\$8,591,699	\$17,783,000	\$79,326	9	870	967
<b>Houston</b>	53	44	8	\$13,824,706	\$3,299,000	\$66,906.76	13	692	486
<b>Jordan</b>	70	71	5	\$7,496,502	\$1,319,000	\$140,674.64	12	655	536
<b>Joslin</b>	55	53	3	\$7,071,644	\$2,235,000	\$112,824.40	5	374	265
<b>Kiker</b>	72	61	13	\$7,329,206	\$1,109,000	\$119,116.82	12	731	1,095
<b>Kocurek</b>	62	71	1	\$10,518,184	\$1,482,000	\$13,892.22	14	673	558
<b>Langford</b>	63	53	9	\$10,212,856	\$645,000	\$73,879.24	15	729	481
<b>Lee</b>	46	53	1	\$8,700,089	\$984,000	\$54,104.51	4	418	448
<b>Linder</b>	30	64	1	\$13,767,240	\$2,284,000	\$214,297.28	10	542	237
<b>Maplewood</b>	46	66	8	\$8,109,304	\$902,000	\$11,187	6	355	490
<b>Mathews</b>	43	57	3	\$7,768,882	\$1,089,000	\$17,166.96	2	397	411
<b>McBee</b>	52	80	1	\$10,165,162	\$1,456,000	\$118,512.79	11	580	399
<b>Menchaca</b>	95	95	8	\$0	\$33,351,000	\$170,329.34	19	920	720
<b>Metz</b>	60	75	2	\$7,813,206	\$297,000	\$108,456.26	8	524	253
<b>Mills</b>	65	81	6	\$9,063,687	\$1,160,000	\$80,997.50	11	794	824
<b>Norman</b>	95	95	1	\$0	\$280,000	\$35,449.10	19	548	118
<b>Oak Hill</b>	40	51	6	\$16,367,257	\$1,161,000	\$0	25	692	868
<b>Oak Springs</b>	47	55	2	\$9,023,931	\$316,000	\$262,044.28	9	411	315
<b>Odom</b>	29	61	2	\$14,249,301	\$4,110,000	\$0	8	542	373
<b>Ortega</b>	51	72	5	\$8,278,381	\$1,488,000	\$27,174.24	7	355	251

# Finance & Operations



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT



	FCA	ESA	Count of Portables	Deficiency 2020	Bond 2017	Transportation Annual Cost	Site Acreage	Permanent Capacity	Projected Enrollment
<b>Elementary Schools Continued</b>									
<b>Overton</b>	73	90	7	\$6,234,328	\$1,224,000	\$23,391	70	598	430
<b>Padron</b>	97	95		\$1,100,895	\$1,321,000	\$0	8	880	643
<b>Palm</b>	39	65		\$14,827,497	\$1,656,000	\$47,616.23	15	636	398
<b>Patton</b>	55	63	10	\$9,677,510	\$1,701,000	\$111,737.79	57	773	997
<b>Pease</b>	45	47		\$7,024,011	\$638,000		2	293	223
<b>Pecan Springs</b>	35	57	3	\$13,074,539	\$3,790,000	\$102,390.55	8	524	372
<b>Perez</b>	63	70	10	\$8,812,925	\$1,003,000	\$90,955.01	28	617	527
<b>Pickle</b>	60	74	5	\$11,379,185	\$2,218,000	\$0	18	561	375
<b>Pillow</b>	60	49	8	\$7,176,108	\$2,669,000	\$309,406.75	8	449	576
<b>Pleasant Hill</b>	40	62	5	\$13,105,803	\$2,749,000	\$41,287.14	16	505	374
<b>Reilly</b>	42	66	5	\$8,406,756	\$3,060,000	\$56,669.86	13	318	253
<b>Ridgetop</b>	61	57	4	\$4,514,044	\$2,166,000	\$0	5	251	385
<b>Rodriguez</b>	54	77	11	\$11,827,754	\$1,371,000	\$12,810.74	15	711	375
<b>Sanchez</b>	95	95	1	\$0	\$372,000	\$23,829.67	9	522	290
<b>Sims</b>	50	60	1	\$8,695,753	\$213,000	\$0	8	355	177
<b>St. Elmo</b>	42	58	1	\$9,394,989	\$495,000	\$31,840.99	9	411	278
<b>Summitt</b>	73	73	8	\$7,252,859	\$1,095,000	\$46,782	21	731	829
<b>Sunset Valley</b>	48	71	2	\$11,716,643	\$2,384,000	\$11,187	10	561	610
<b>Travis Heights</b>	58	45	3	\$9,128,119	\$9,528,000	\$81,829.80	2	524	521
<b>Walnut Creek</b>	48	57	4	\$13,024,616	\$2,962,000	\$38,910.42	12	655	629
<b>Widén</b>	65	53	4	\$8,168,201	\$1,700,000	\$46,463.83	10	655	378
<b>Williams</b>	34	47	4	\$15,234,853	\$741,000	\$125,006.15	14	561	468
<b>Winn</b>	40	43	2	\$11,650,905	\$1,615,000	\$6,102	11	524	220
<b>Wooldridge</b>	66	49	7	\$8,272,470	\$895,000	\$4,068	11	505	490
<b>Wooten</b>	47	50	12	\$9,714,009	\$2,737,000	\$0	6	468	374
<b>Zavala</b>	44	74		\$10,485,809	\$332,000	\$0	3	561	292
<b>Zilker</b>	41	63	7	\$11,964,710	\$1,230,000	\$7,658.01	7	460	453

# Finance & Operations



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

	FCA	ESA	Count of Portables	Deficiency 2020	Bond 2017	Transportation Annual Cost	Site Acreage	Permanent Capacity	Projected Enrollment
<b>Middle Schools</b>									
<b>Bailey</b>	66	62	3	\$15,457,837	\$6,196,000	\$193,636.62	41	1,197	1,033
<b>Bedichek</b>	50	55	13	\$23,514,087	\$5,293,000	\$120,532.26	23	941	815
<b>Burnet</b>	68	57	13	\$13,659,580	\$3,425,000	\$157,158.87	25	1,039	806
<b>Covington</b>	51	55		\$23,863,929	\$6,190,000	\$117,160.65	23	1,050	730
<b>Dobie</b>	44	50	20	\$24,921,343	\$3,267,000	\$187,064.08	20	902	561
<b>Garcia YMLA</b>	64	80		\$16,071,532	\$4,325,000	\$315,555	41	1,215	402
<b>Gorzycki</b>	68	84	5	\$16,179,543	\$2,057,000	\$271,824.24	14	1,323	1,309
<b>Kealing</b>	81	63		\$12,250,158	\$3,719,000	\$925,793.10	6	1,333	1,235
<b>Lamar</b>	69	55	8	\$12,258,270	\$14,882,000	\$196,152.20	15	1,008	1,261
<b>Lively</b>	57	54	6	\$20,513,049	\$5,472,000	\$777,230.30	5	1,078	1,163
<b>Martin</b>	44	46	1	\$18,825,413	\$4,715,000	\$223,979.18	10	804	461
<b>Mendez</b>	56	51	5	\$19,595,341	\$2,668,000	\$47,307.38	20	1,235	526
<b>Murchison</b>	95	95	16	\$14,165,734	\$25,308,000	\$450,883.36	23	1,392	1,346
<b>O. Henry</b>	38	63	6	\$20,769,806	\$3,135,000	\$328,471.67	14	945	891
<b>Paredes</b>	66	80	4	\$17,314,504	\$3,157,000	\$434,727.31	78	1,156	908
<b>Sadler Means YWLA</b>	49	69		\$19,620,579	\$3,112,000	\$141,805.99	14	1,078	369
<b>Small</b>	64	70	1	\$16,194,855	\$1,225,000	\$274,522.76	37	1,239	1,283
<b>Webb</b>	51	43	20	\$17,534,125	\$3,181,000	\$103,842.10	16	804	573



# Finance & Operations



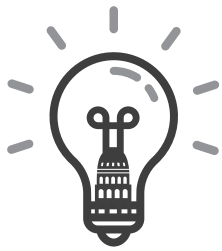
## School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

	FCA	ESA	Count of Portables	Deficiency 2020	Bond 2017	Transportation Annual Cost	Site Acreage	Permanent Capacity	Projected Enrollment
<b>High Schools</b>									
<b>Akins</b>	68	60	20	\$46,468,022	\$13,196,000	\$825,069.62	69	2,394	2,710
<b>Anderson</b>	84	64	5	\$22,714,217	\$11,163,000	\$568,000.16	40	2,478	2,274
<b>Ann Richards School</b>	95	95	4	\$0	\$70,416,000	\$727,107.54	15	1,015	849
<b>Austin</b>	64	60	5	\$31,474,143	\$30,198,000	\$654,611.38	32	2,247	2,439
<b>Bowie</b>	74	72	11	\$30,759,018	\$91,030,000	\$764,705.46	62	2,463	2,955
<b>Crockett ECHS</b>	65	58	1	\$47,952,212	\$15,095,000	\$220,910.07	39	2,163	1,481
<b>Eastside ECHS (2021)</b>			1	\$48,178,102	\$80,699,000	\$536,967.48	20	800	379
<b>Garza Independence</b>	59	65	4	\$7,499,118	\$544,000		3	321	171
<b>LBJ ECHS</b>	76	42	14	\$23,444,758	\$25,575,000	\$237,413.88	41	1,842	819
<b>International HS (2021)</b>				\$0	\$0				183
<b>LASA High School (2021)</b>	95	95		\$0	\$10,380,000	\$963,556.65	28	1,548	1,286
<b>McCallum</b>	65	71	9	\$36,055,795	\$8,455,000	\$290,413.89	31	1,596	1,920
<b>Navarro ECHS</b>	69	62	15	\$37,767,895	\$7,172,000	\$248,032.32	29	1,627	1,496
<b>Northeast ECHS</b>	68	58	2	\$39,430,121	\$6,703,000	\$153,047.08	31	1,588	1,103
<b>Travis ECHS</b>	53	62	5	\$40,180,023	\$1,253,000	\$243,511.37	35	1,862	1,176
<b>Special Campuses</b>									
<b>ALC</b>	0	0	8	\$22,411,889	\$88,000	\$493,396.66	20		88
<b>Rosedale School</b>	95	95	5	\$0	\$40,092,000	\$562,427.57	5		245
<b>Uphaus ECC</b>	66	95		\$6,807,831	\$425,000		7	410	343



# Human Capital



## School Changes 2019

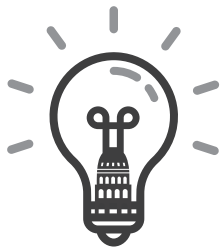
REIMAGINE  
REINVEST  
REINVENT

	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
<b>Elementary Schools</b>				
Allison	21.21%	96.97%	96.6%	98%
Andrews	25.58%	91.67%	70.5%	36%
Baldwin	13.79%	96%	97.6%	89%
Baranoff	9.09%	100%	95.6%	96%
Barrington	38.24%	90.63%	92%	89%
Barton Hills	3.45%	100%	93.2%	100%
Becker	16.67%	96.67%	97.4%	98%
Blackshear	27.59%	100%	91%	85%
Blanton	22.5%	94.74%	96.4%	97%
Blazier	32.69%	98.04%	96.9%	99%
Boone	2.7%	100%	98.1%	100%
Brentwood	16.67%	97.78%	96.8%	100%
Brooke	55.56%	95%	98.9%	80%
Brown	35%	100%	100%	92%
Bryker Woods	20.69%	100%	95.9%	97%
Campbell	23.81%	100%	100%	93%
Casey	20.45%	100%	93.2%	93%
Casis	12.50%	100%	95.1%	100%
Clayton	7.84%	100%	95.8%	97%
Cook	21.21%	93.33%	94.8%	93%
Cowan	8%	100%	95.6%	100%
Cunningham	20.69%	90.63%	93.8%	83%
Davis	17.65%	100%	92.9%	100%
Dawson	16%	100%	98.7%	100%
Doss	9.62%	98.18%	96%	100%
Galindo	28.26%	97.62%	96.9%	93%
Govalle	17.14%	91.18%	95.7%	85%
Graham	9.52%	100%	94.7%	100%
Guerrero Thompson	23.26%	97.50%	88.2%	100%
Gullett	14.29%	94.87%	92.4%	96%
Harris	12.77%	97.44%	92.4%	98%
Hart	17.78%	100%	96.1%	97%
Highland Park	11.63%	94.87%	98.2%	100%
Hill	11.67%	100%	96.7%	100%
Houston	26.67%	97.56%	97%	91%
Jordan	19.57%	100%	94.6%	100%
Joslin	9.52%	91.67%	96.7%	95%
Kiker	8.33%	100%	94.2%	99%
Kocurek	14.63%	92.11%	96.3%	100%
Langford	32.43%	100%	97.9%	98%
Lee	10.71%	100%	93.9%	95%
Linder	25%	95.45%	96.2%	97%





# Human Capital



## School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
<b>Elementary Schools Continued</b>				
Maplewood	17.95%	100%	87.2%	98%
Mathews	25%	93.75%	95.1%	96%
McBee	20%	96.55%	94.4%	93%
Menchaca	10%	95.92%	87.2%	94%
Metz	5.56%	100%	84%	96%
Mills	23.21%	100%	97.6%	99%
Norman	20%	100%		64%
Oak Hill	27.27%	100%	90.4%	99%
Oak Springs	31.48%	91.3%	90.9%	83%
Odom	32.26%	96.67%	97%	94%
Ortega	25%	100%	93.6%	97%
Overton	9.76%	94.74%	95.5%	96%
Padron	28%	100%	98.9%	97%
Palm	25%	96.88%	93.3%	97%
Patton	20.63%	93.55%	88.6%	87%
Pease	20%	88.89%	80.4%	75%
Pecan Springs	25%	100%	89.4%	56%
Perez	25.49%	89.36%	94.9%	93%
Pickle	27.03%	85.71%	99.1%	83%
Pillow	12.82%	100%	95.1%	94%
Pleasant Hill	20%	97.14%	93.3%	91%
Reilly	31.82%	100%	98%	100%
Ridgetop	30.43%	100%	92.2%	92%
Rodriguez	17.95%	100%	97.1%	96%
Sanchez	21.05%	100%	98.7%	100%
Sims	14.29%	100%	96.3%	71%
St. Elmo	5%	100%	94%	100%
Summitt	21.43%	96.49%	90.5%	100%
Sunset Valley	23.08%	88.24%	95.9%	94%
Travis Heights	26.47%	86.84%	91%	93%
Walnut Creek	50%	87.8%	94.7%	98%
Widén	31.82%	97.56%	95.5%	96%
Williams	14.71%	87.5%	94.7%	86%
Winn	5%	100%	84.6%	90%
Wooldridge	33.33%	90.91%	95.9%	91%
Wooten	11.90%	94.74%	99.2%	85%
Zavala	16.67%	96.3%	98.9%	98%
Zilker	18.60%	97.44%	95.9%	95%



# Human Capital



## School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
<b>Middle Schools</b>				
Bailey	19.67%	96.67%	94%	99%
Bedichek	22.86%	88.06%	97.6%	93%
Burnet	45.45%	78.95%	90.7%	63%
Covington	18%	98%	95.8%	97%
Dobie	27.16%	80%	94.1%	94%
Garcia YMLA	32.43%	100%	87.2%	91%
Gorzycki	7.69%	100%	92.3%	99%
Kealing	19.77%	89.53%	94.1%	97%
Lamar	32.39%	87.32%	94%	99%
Lively	23.88%	93.85%	91.9%	81%
Martin	23.68%	63.16%	88.7%	78%
Mendez	48.21%	84.21%	90.2%	51%
Murchison	20.45%	98.81%	80%	81%
O. Henry	12.73%	96.23%	82.6%	100%
Paredes	30.16%	95%	82.1%	67%
Sadler Means YWLA	31.25%	93.55%	100%	73%
Small	20%	88.89%	92.20%	99%
Webb	35.78%	92.16%	91.9%	63%



## High Schools & Special Campuses



# School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

# Human Capital

	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
<b>High Schools</b>				
Akins	25.63%	94.27%	89.7%	97%
Anderson	20.61%	98.44%	87.2%	100%
Ann Richards School	12%	93.75%	96.7%	98%
Austin	18.46%	96.88%	92.2%	82%
Bowie	16.46%	98.76%	85%	94%
Crockett ECHS	20.95%	84.16%	94.2%	90%
Eastside Memorial ECHS (2021)	31.91%	74.42%	92%	86%
Garza Independence	25.93%	100.00%	100%	100%
LBJ ECHS	37.5%	89.83%	79%	68%
International High School (2021)	36.84%	100%	100%	92%
LASA High School (2021)	22.06%	96.92%	97%	98%
McCallum	12.75%	98%	90.2%	99%
Navarro ECHS	32.14%	95.41%	92%	89%
Northeast ECHS	29.76%	98.77%	86.8%	79%
Travis ECHS	20.45%	98.97%	92.6%	95%
<b>Special Campuses</b>				
ALC	27.59%	96%	100%	81%
Rosedale School	30.43%	100%	100%	100%
Uphaus Early Childhood Center	0%	100%	92.6%	84%





# School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

# Legend

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## Academic Performance

### 2018 LAS Scaled Score

Local accountability: An evaluation by the district for campuses with an overall letter grade of an A, B or C from TEA. AISD's proposal for local accountability would include elements that measure campus culture and climate (student, staff, family survey results, SEL, student health, family engagement, etc.), and academics (early literacy, fine arts, technology, etc.).

### 2018 State Scaled Score

State accountability: A measure that includes student progress and growth on state assessments (STAAR, EOC), how well students are prepared for after high school, and how well schools are closing gaps for historically underperforming student groups, as well as performance by students with limited English proficiency.

### EOY % of 2nd Graders Reading at Grade Level

Percentage of second-graders reading at or above grade level (end of 2017–18 school year)

### CCMR

College, Career and Military Readiness graduates demonstrate college, career or military readiness by meeting benchmarks on indicators such as college entrance exams (ACT/SAT/TSIA), Advanced Placement tests, dual credit courses and the completion of certain industry-based certifications.

## Human Capital

### Novice Teachers

Percentage of new teachers during the 2017–18 school year who have 0–2 years of reported experience

### Effective Teachers

Percentage of teachers rated effective or better based on annual 2017–18 Professional Pathway for Teachers evaluation scores

### Customer Service

Percentage based on district's annual family survey administered each spring to parents and guardians of all AISD students

### Campus Climate

TELL Good Place to Work and Learn score based on responses to district's annual campus staff climate survey administered each spring to all campus staff

## Finance & Operations

### FCA

The Facility Condition Assessment score is a measure of the physical condition of a building, based on the cost to repair the aged and broken systems of the building (HVAC, roof, windows, etc.). The higher the score, the better the condition of the building.

### ESA

An Educational Suitability Assessment score is a measure of how well a campus/building supports current teaching and learning methods. It includes components such as health and safety, technology, natural light, and athletic and play areas, etc.

### Count of Portables

The number of portables at a given campus in the 2018–19 school year.





# School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

# Legend

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## Deficiency 2020

A deficiency is an aged or broken system of the building, such as a leaky roof, failing HVAC unit, old plumbing fixtures, etc.

## Bond 2017

The amount of 2017 Bond dollars allocated to the listed campus

## Transportation Annual Cost

Transportation annual costs are based on the Texas Education Agency cost per mile that are reported by Dec. 1 every year. Cost per mile includes all cost to provide the service: labor, fuel, maintenance, etc.

## FMP

The Facility Master Plan outlines the current status and future use of district facilities, guides the development of future capital improvements, and supports planning for future bond elections. It is a living document that is reviewed and updated on a recommended cycle.

## Permanent Capacity

Texty texty texty

## Projected Enrollment

Texty Text Texty

## Campus Demographics

### Enrollment 2018/19

The number of students enrolled at the listed campus in the 2018–19 school year

### Permanent Capacity 2020

The number students the campus can serve before needing portable buildings.\*

\*Adjusted to represent the completion of the 2017 Bond modernization projects.

### Utilization 2020

The number of students enrolled at a school, divided by that schools' permanent capacity. Permanent capacity does not include portable classrooms.

### Transfer in

The number of students who live in a different attendance area and attend the listed campus

### Transfer out

The number of students who live in the listed campus attendance area and attend a different campus

### Economically Disadvantaged

A student identified as economically disadvantaged is defined as one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

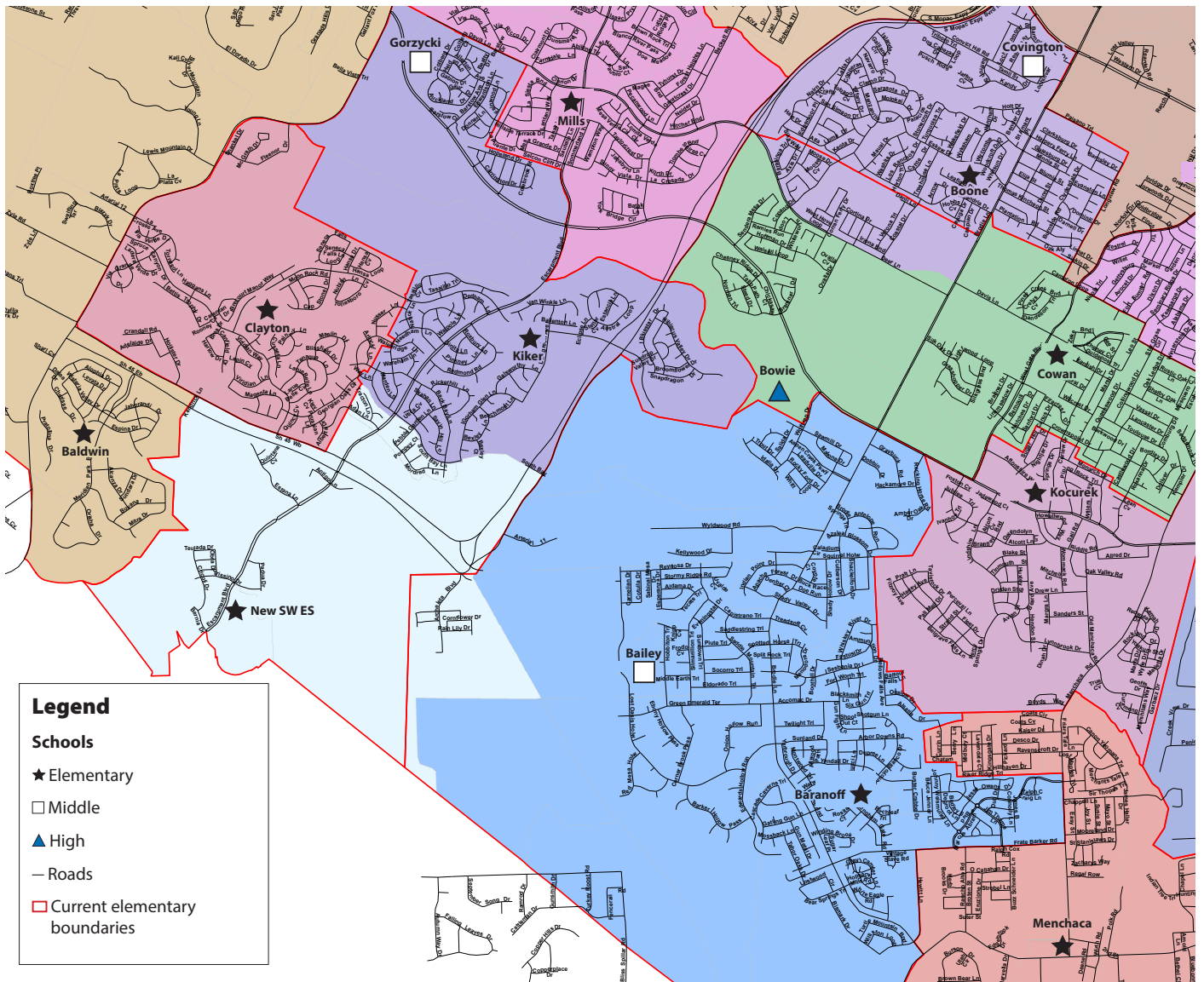
### Special Education

The percentage of students receiving special education services



## Appendix F: Boundary Maps

# Plan B–New SW/Kiker/Baranoff Superintendent’s Recommended Boundary Map



### Existing Boundaries Campus Level Enrollment (Where AISD Students Attend) Projections

Campus	Capacity	Fall 2018/19	Enrollment Projections										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 YR	3 YRS	5 YRS	10 YRS
Baranoff ES	794	997	971	957	951	947	938	933	928	922	930	940	122%	120%	118%	118%
Kiker ES	731	1,121	1,100	1,095	1,107	1,103	1,078	1,070	1,046	1,043	1,039	1,036	150%	151%	147%	142%
<b>Totals</b>	<b>1,525</b>	<b>2,118</b>	<b>2,071</b>	<b>2,052</b>	<b>2,058</b>	<b>2,050</b>	<b>2,016</b>	<b>2,003</b>	<b>1,974</b>	<b>1,965</b>	<b>1,969</b>	<b>1,976</b>				

### Proposed Boundaries Campus Level Projections

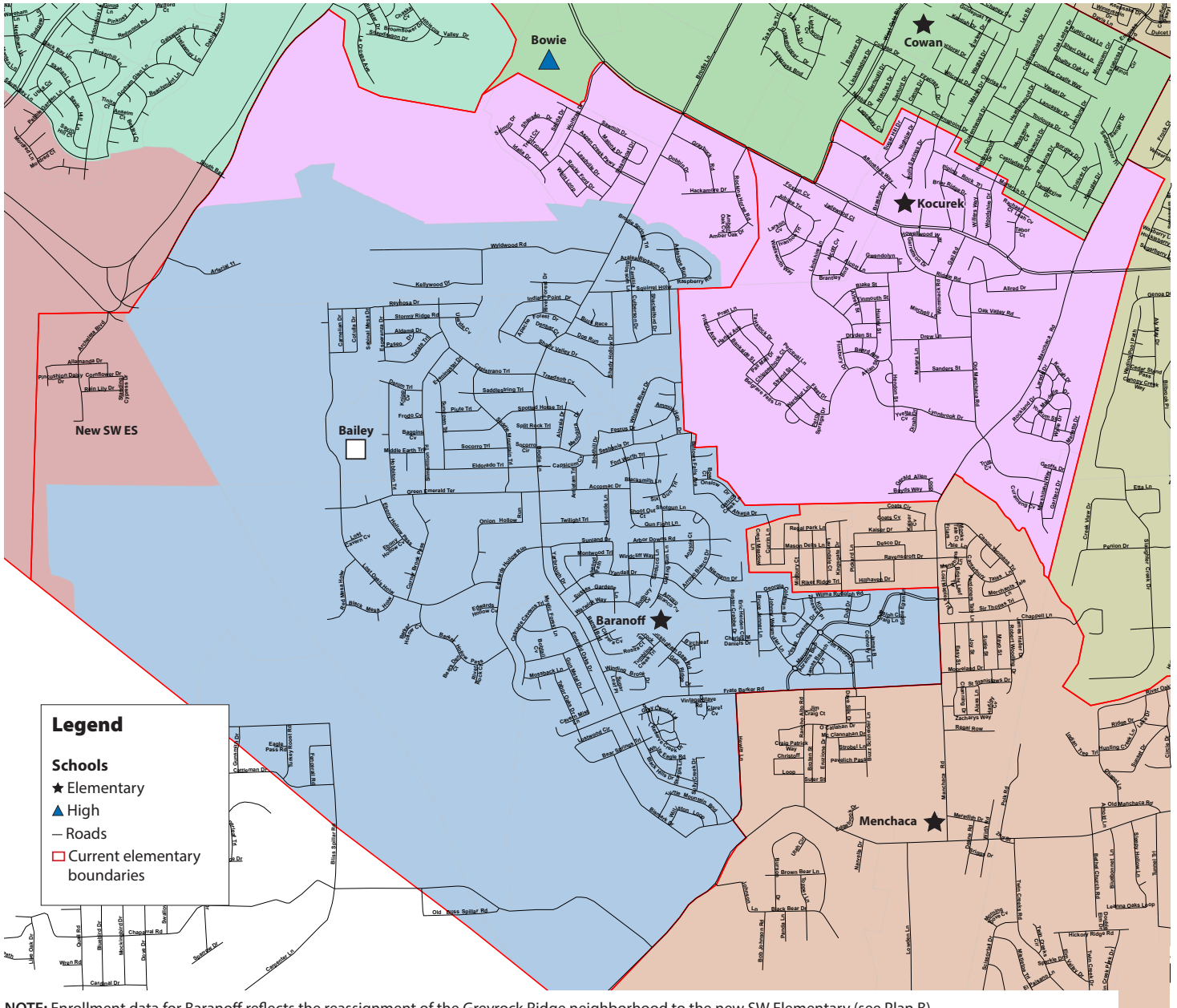
Campus	Capacity	Fall 2018/19	Plan B Population Projections (Where AISD Students Live)										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 YR	3 YRS	5 YRS	10 YRS
New SW ES	522	0	0	407	417	446	434	430	422	421	418	416	0%	80%	83%	80%

Campus	Capacity	Fall 2018/19	Plan B Enrollment Projections (Where AISD Students Attend)										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 YR	3 YRS	5 YRS	10 YRS
Baranoff ES	794	997	971	903	905	897	886	886	888	885	895	908	122%	114%	112%	114%
Kiker ES	731	1,121	1,100	788	807	798	792	789	778	781	779	780	150%	110%	108%	107%
<b>Totals</b>	<b>2,047</b>	<b>2,118</b>	<b>2,071</b>	<b>1,691</b>	<b>1,712</b>	<b>1,695</b>	<b>1,678</b>	<b>1,675</b>	<b>1,666</b>	<b>1,666</b>	<b>1,674</b>	<b>1,688</b>				



# Plan I–Baranoff/Kocurek

## Superintendent’s Recommended Boundary Map



NOTE: Enrollment data for Baranoff reflects the reassignment of the Greyrock Ridge neighborhood to the new SW Elementary (see Plan B).

### Existing Boundaries Campus Level Enrollment (Where AISD Students Attend) Projections

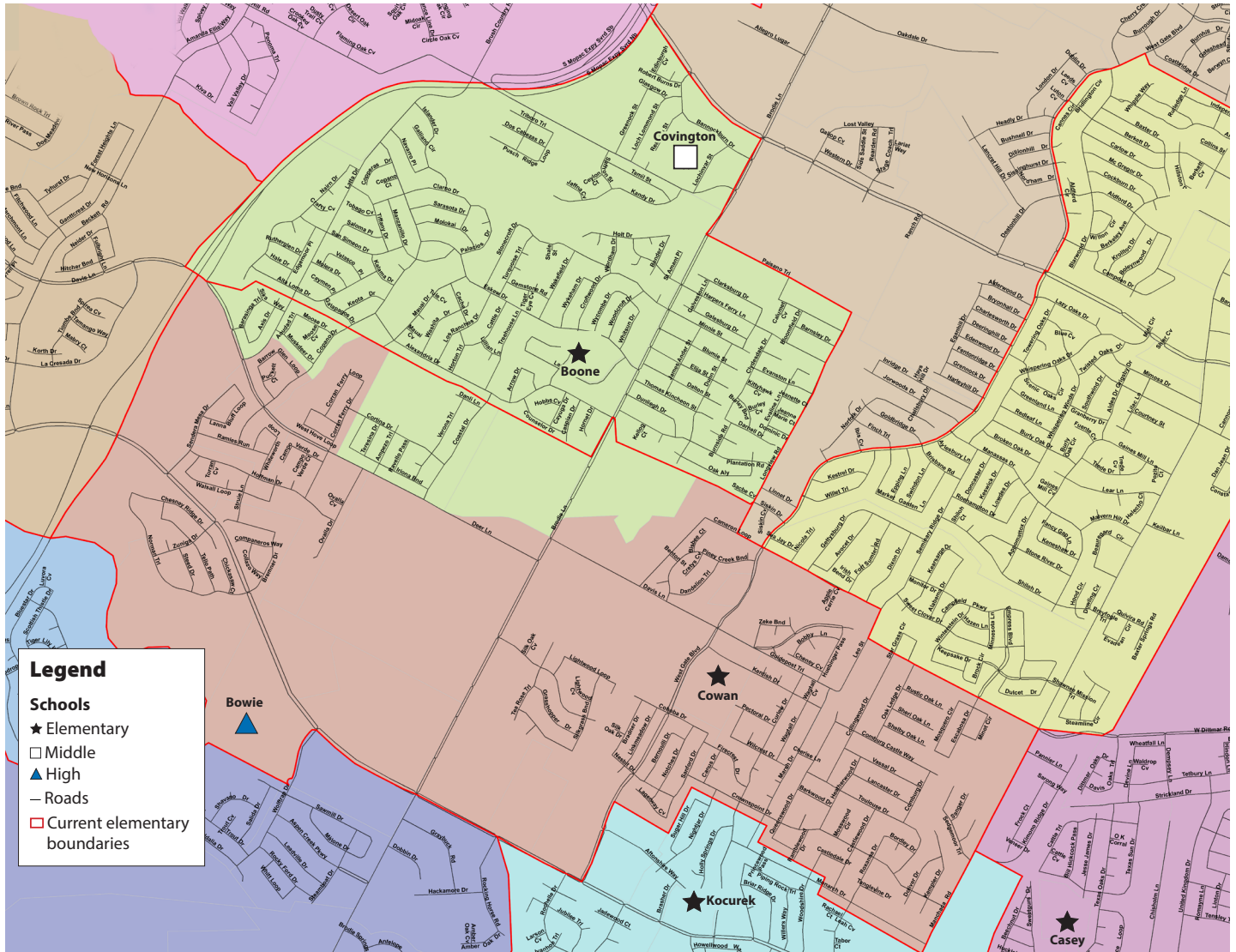
Campus	Capacity	Fall 2018/19	Enrollment Projections										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 Yr	3 Yr	5 Yr	10 Yr
Baranoff ES	794	997	971	957	951	947	938	933	928	922	930	940	122%	120%	118%	118%
Kocurek ES	673	565	549	558	546	547	534	532	526	521	522	522	82%	81%	79%	78%
<b>Totals</b>	<b>1,467</b>	<b>1,562</b>	<b>1,520</b>	<b>1,515</b>	<b>1,497</b>	<b>1,494</b>	<b>1,472</b>	<b>1,465</b>	<b>1,454</b>	<b>1,443</b>	<b>1,452</b>	<b>1,462</b>				

### Proposed Boundaries Campus Level Enrollment (Where AISD Students Attend) Projections

Campus	Capacity	Fall 2018/19	Enrollment Projections										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 Yr	3 Yr	5 Yr	10 Yr
Baranoff ES	794	997	971	847	841	837	828	823	818	812	820	830	122%	106%	104%	105%
Kocurek ES	673	565	549	632	620	621	608	606	600	595	596	596	82%	92%	90%	89%
<b>Totals</b>	<b>1,467</b>	<b>1,562</b>	<b>1,520</b>	<b>1,479</b>	<b>1,461</b>	<b>1,458</b>	<b>1,436</b>	<b>1,429</b>	<b>1,418</b>	<b>1,407</b>	<b>1,416</b>	<b>1,426</b>				

# Plan 13–Cowan/Boone

## Superintendent’s Recommended Boundary Map



**Existing Boundaries Campus Level Enrollment Projections (Where AISD Students Attend)**

Campus	Capacity	Fall 2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29
Boone ES	752	517	490	481	453	440	439	445	453	455	461	467
Cowan ES	648	802	795	785	775	775	772	760	746	731	717	704
<b>Totals</b>	<b>1,400</b>	<b>1,319</b>	<b>1,286</b>	<b>1,266</b>	<b>1,228</b>	<b>1,215</b>	<b>1,211</b>	<b>1,205</b>	<b>1,200</b>	<b>1,185</b>	<b>1,178</b>	<b>1,171</b>

Utilization			
1 Yr	3 Yr	5 Yr	10 Yr
65%	60%	58%	62%
123%	120%	119%	109%

**Proposed Boundaries Campus Level Enrollment Projections (Where AISD Students Attend)**

Campus	Capacity	Fall 2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29
Boone ES	752	517	490	609	572	555	552	563	579	587	599	610
Cowan ES	648	802	795	642	638	645	648	635	619	604	593	586
<b>Totals</b>	<b>1,400</b>	<b>1,319</b>	<b>1,286</b>	<b>1,251</b>	<b>1,210</b>	<b>1,200</b>	<b>1,200</b>	<b>1,198</b>	<b>1,198</b>	<b>1,191</b>	<b>1,192</b>	<b>1,196</b>

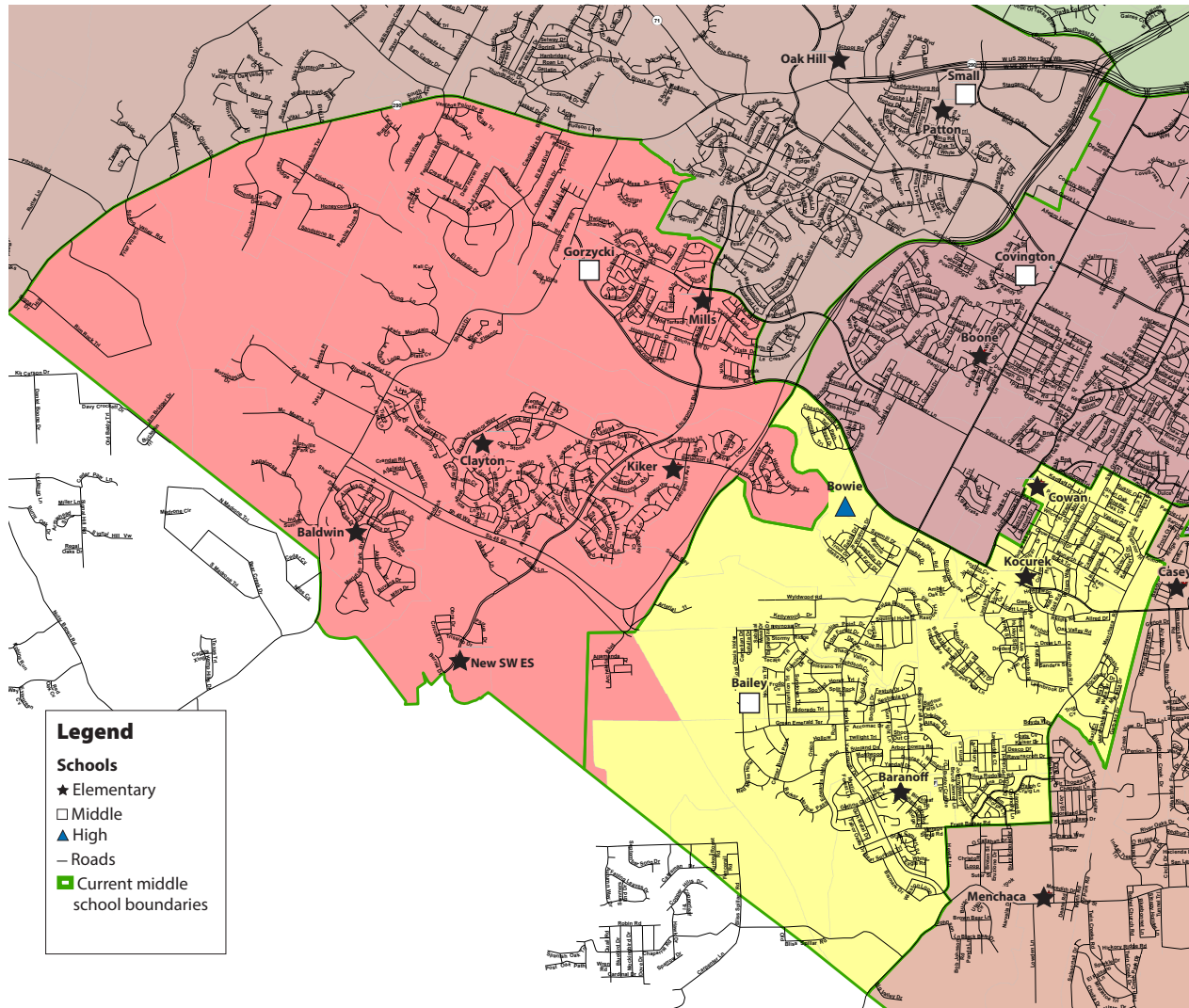
Utilization			
1 Yr	3 Yr	5 Yr	10 Yr
65%	76%	73%	81%
123%	98%	100%	90%





# Plan X–Bailey/Gorzycki

## Superintendent’s Recommended Boundary Map



**Existing Boundaries Campus Level Enrollment (Where AISD Students Attend) Projections**

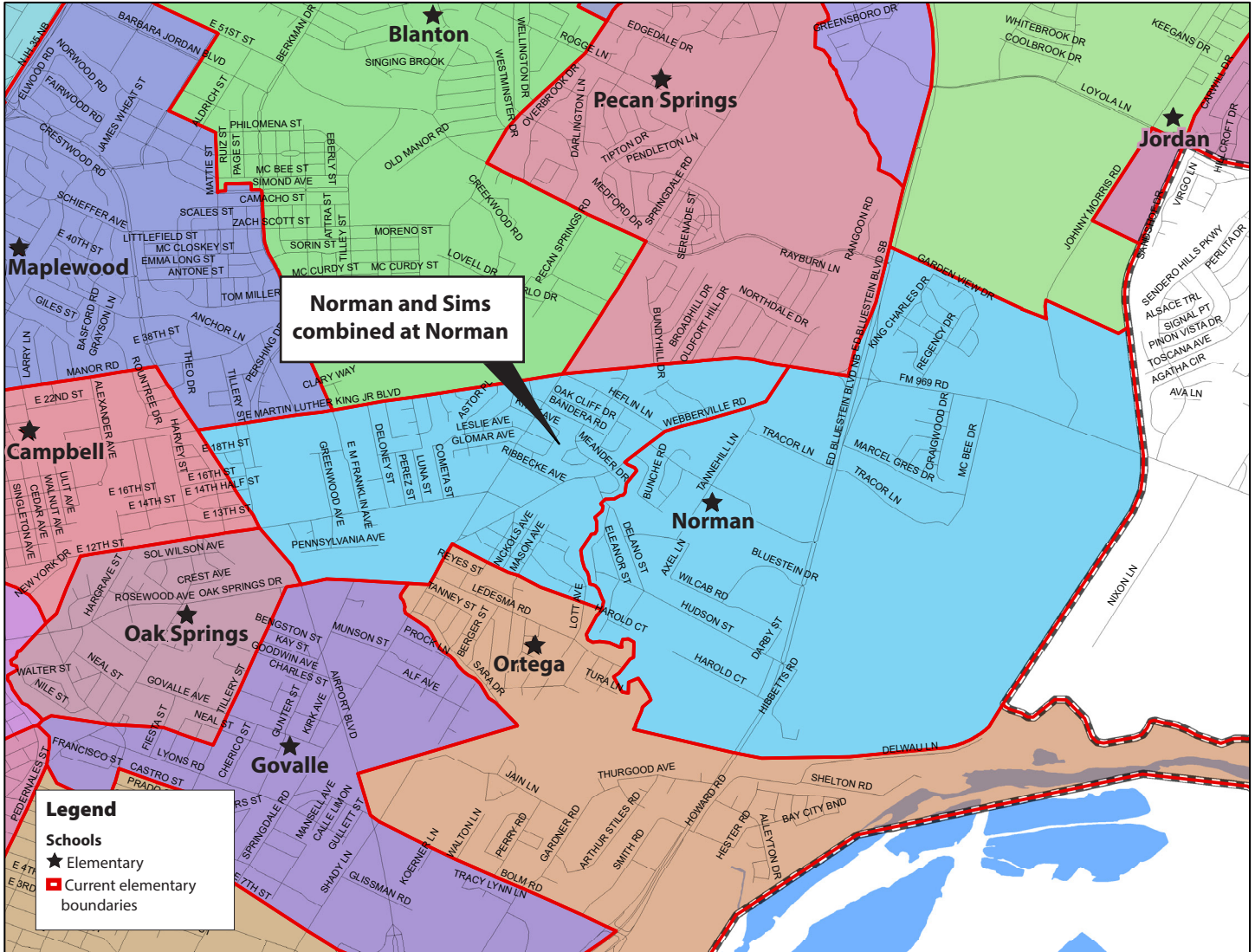
Campus	Capacity	Fall 2018/19	Enrollment Projections										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 Yr	3 Yrs	5 Yrs	10 Yrs
Bailey MS	1,197	1,003	1,064	1,033	988	912	894	884	886	881	879	875	89%	83%	75%	73%
Gorzycki MS	1,323	1,280	1,321	1,309	1,237	1,181	1,168	1,160	1,156	1,134	1,129	1,121	100%	93%	88%	85%
<b>Totals</b>	<b>2,520</b>	<b>2,283</b>	<b>2,385</b>	<b>2,342</b>	<b>2,225</b>	<b>2,093</b>	<b>2,062</b>	<b>2,044</b>	<b>2,042</b>	<b>2,015</b>	<b>2,008</b>	<b>1,996</b>				

**Proposed Boundaries Campus Level Enrollment (Where AISD Students Attend) Projections**

Campus	Capacity	Fall 2018/19	Enrollment Projections										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 Yr	3 Yrs	5 Yrs	10 Yrs
Bailey MS	1,197	1,003	1,064	1,021	976	898	880	870	873	869	867	863	89%	82%	74%	72%
Gorzycki MS	1,323	1,280	1,321	1,321	1,249	1,195	1,182	1,174	1,169	1,146	1,141	1,133	100%	94%	89%	86%
<b>Totals/Totales</b>	<b>2,520</b>	<b>2,283</b>	<b>2,385</b>	<b>2,342</b>	<b>2,225</b>	<b>2,093</b>	<b>2,062</b>	<b>2,044</b>	<b>2,042</b>	<b>2,015</b>	<b>2,008</b>	<b>1,996</b>				

# Proposed Norman–Sims Boundary

Bringing the Norman and Sims elementary communities together will build on the unity, strength and momentum of the currently co-located students. Details on page 13.

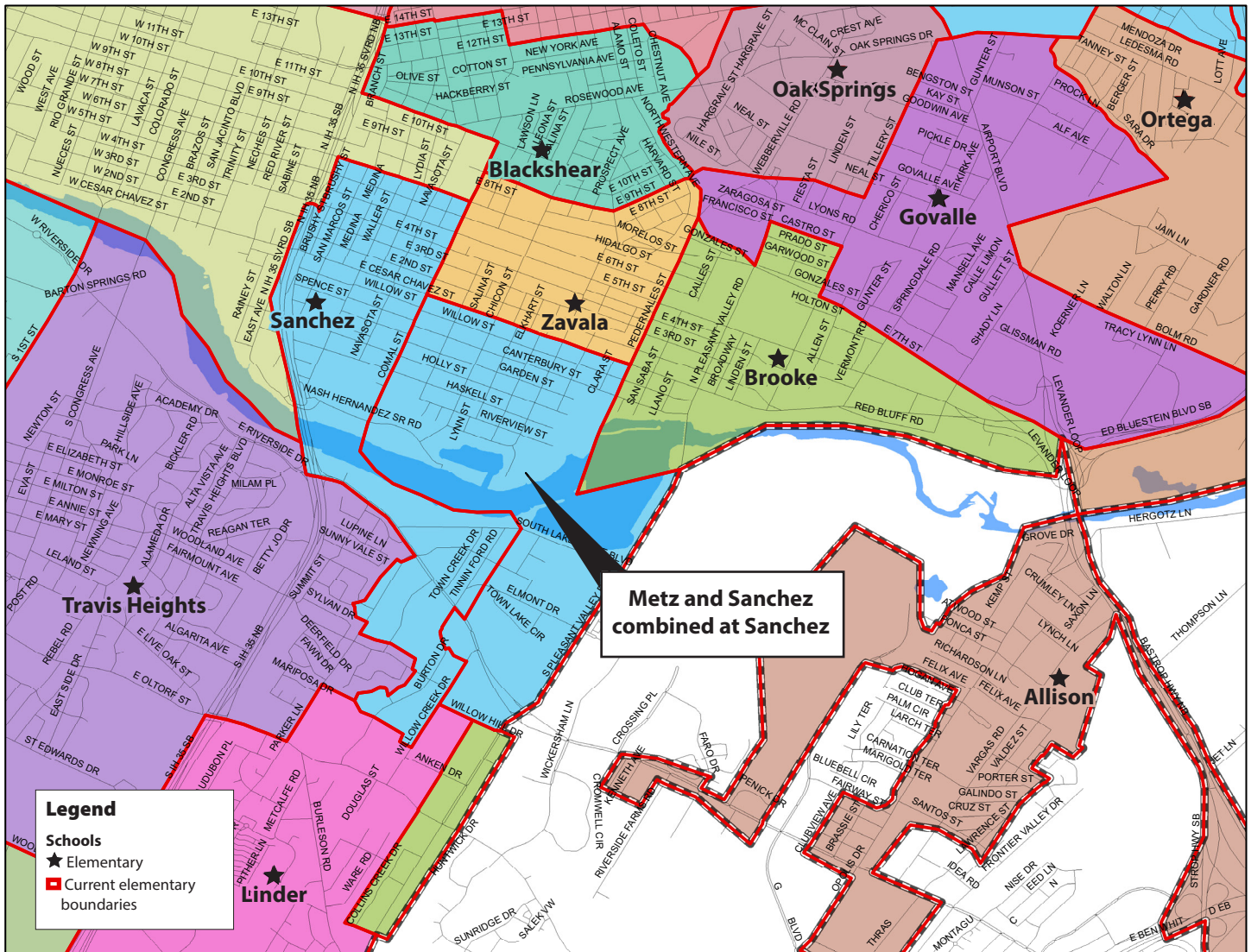




# Proposed Metz–Sanchez Boundary

Bringing the Metz and Sanchez communities together will allow for a concentration of resources in a modernized learning environment that better serves our district's underserved Black and Hispanic students.

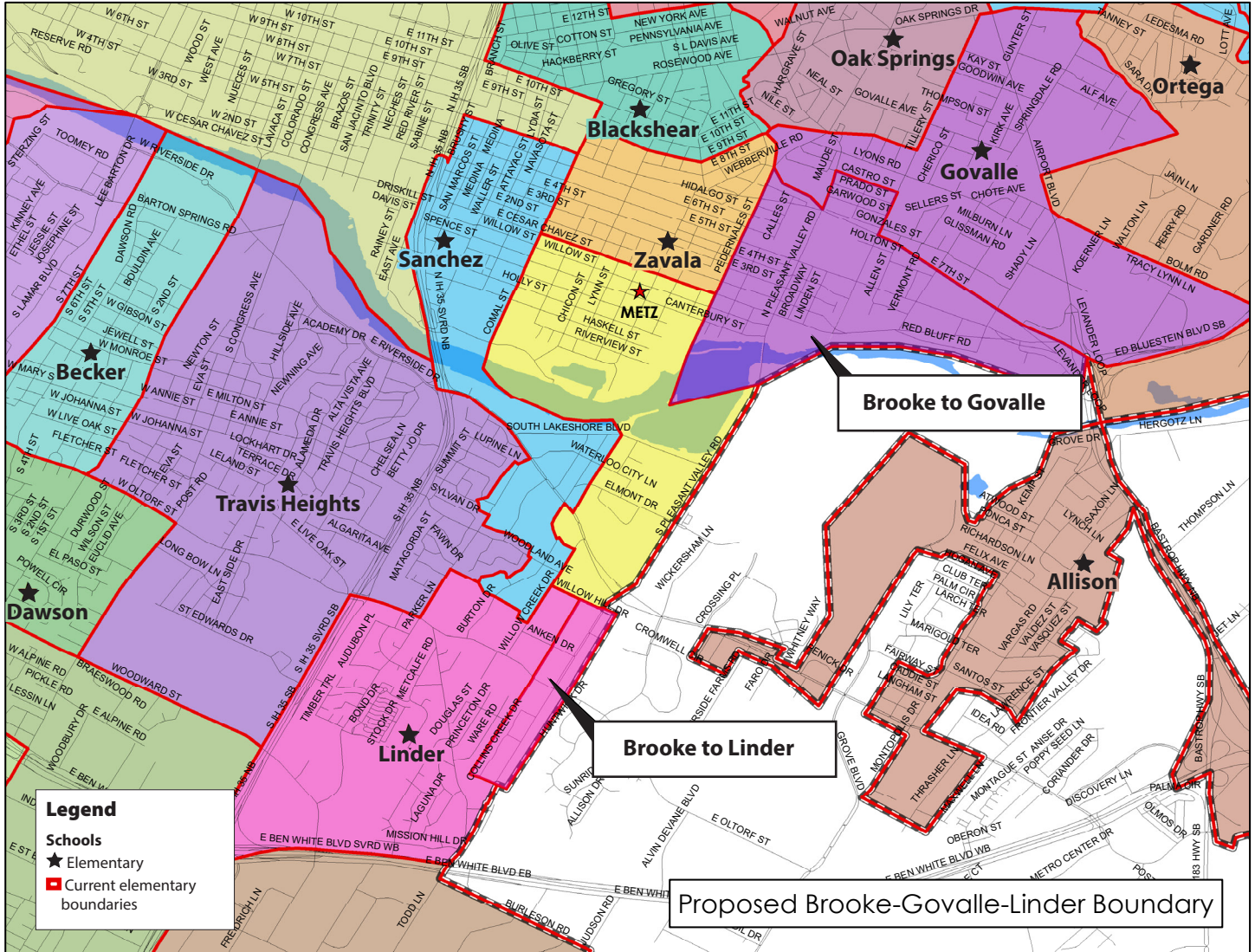
Details on page 15.



# Proposed Brooke-Govalle-Linder Boundary

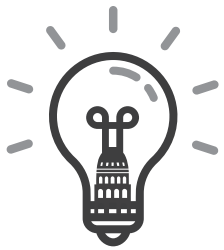
Consolidating the Govalle and Brooke elementary school communities will allow for a concentration of resources in a modernized facility and dynamic learning environment.

Details on page 21.





Estimated  
Year 1  
Costs



**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

## Phase 1 Districtwide Scenarios

Scenario Name	Estimated Year 1 Cost
Districtwide Cultural Proficiency and Inclusiveness	\$728,000
Academic Excellence: Academic Equity	\$2,535,342
Districtwide Special Education Systems	\$10,500,000
Families-First Expanded School Hours	\$4,200,000
Strategic Staffing of Highly Effective Teachers	\$12,963,000
Cultivating Tomorrow's Teachers	\$533,000
Norman & Sims Partnership	\$(647,000)
Metz & Sanchez Partnership	\$(1,207,000)
Pease Reenvisioned	\$(992,000)
Brooke, Govalle, Linder Partnership	\$(937,000)
<b>TOTAL</b>	<b>\$27,676,342</b>



Estimated  
Year 1  
Costs



# School Changes 2019

REIMAGINE  
REINVEST  
REINVENT

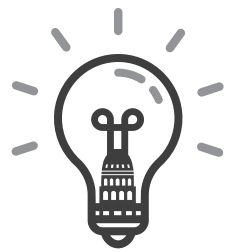
## Districtwide Cultural Proficiency & Inclusiveness

Item	Estimated FY2020-21 Budget
<b>Board Of Trustees Professional Learning</b>	
Six sessions years 1 & 2 @ \$3,500, Four sessions @4,000	\$21,000
<b>Adminstrator Professional Learning</b>	
Cabinet-National Equity Projecte Leadership Coaching	\$50,000
Principals and Assistant Principals - Beyone Diversity I&II, Two sessions	\$22,000
Teachers - 10 Beyond Diversity Trainings per year	\$110,000
Other Staff - 10 Beyond Diversity Trainings per year	\$110,000
<b>Students And Families</b>	
Students SOAR Memberships	\$18,000
Families and Community Partners- Beyond Diversity I&II	\$22,000
<b>Personnel</b>	
CP&I Staffing-10 FTEs to provide coaching to teachers and staff	\$375,000
<b>Communication</b>	
<b>TOTAL Cultural Proficiency and Inclusiveness</b>	<b>\$728,000</b>



Estimated  
Year 1  
Costs

## Academic Excellence



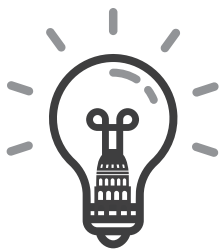
**School  
Changes  
2019**

REIMAGINE  
REINVEST  
REINVENT

Item	Estimated FY2020-21 Budget
<b>Curriculum</b>	
Develop Austin ISD Instructional Framework and Academic Vision Roadmap	<i>Already Budgeted</i>
*Revise Early Childhood curriculum to include developmentally appropriate play, discrete reading, and numeracy instruction	\$40,000
*Conduct a curriculum review and needs assessment with teacher cadres using Framework	\$10,000
Build a Teacher-to-Student Behavior Rubric that assists in the design of lessons that tie the Six Cs to the specific standards based on district trend data	<i>Already Budgeted</i>
Rebuild course offerings in course master at high schools and middle schools	<i>Already Budgeted</i>
<b>Assessment</b>	
Align district assessments to instructional framework	<i>Already Budgeted</i>
*Build performance tasks in BLEND that are aligned to standards and the Six Cs	\$50,000
*CP&I Staffing-10 FTEs to provide coaching to teachers and staff	\$375,000
<b>Professional Learning</b>	
Train STEM, Humanities, and EC coaches on Framework	
Coach 755 teachers on Austin ISD Instructional Framework that integrates SEL and CLI	\$2,535,342
Provide training and on-going coaching to Early Childhood teachers to support curriculum implementation for SEL development, TBRI or NME practices, and reading and numeracy instruction	\$40,000
<b>Total Academic Excellence</b>	<b>\$3,050,342</b>



Estimated  
Year 1  
Costs



# School Changes 2019

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## Estimated Costs for Districtwide Special Education Systems

Item	Estimated Budget Fy2020-21
<b>Curriculum</b>	
Provide each special education centralized program with supplemental materials to ensure students have access to the generalized curriculum and develop their academic, social, and behavioral skills. For example: TeachTown-Supplemental program that teaches crucial social skills, with a focus on increasing emotional intelligence and building self-management skills, to students with communication disorders; Skillstreaming-Supplemental program that teaches prosocial skills to students with learning and psychological disorders; Edmark Reading Program- Research-based reading program for struggling readers with significant cognitive disabilities and communication disorders	\$1,000,000
<b>Assessment</b>	
Conduct a comprehensive review of the special education department to ensure the fidelity of staffing guidelines, programming, practices, and procedures	\$150,000
Restructure the Special Education Evaluation Services department to ensure equity in evaluation practices, supervision of personnel, and monitoring the fidelity of eligibility determination to include a system of support with evaluation coaches and multidisciplinary quality assurance review teams	\$200,000
Conduct a curriculum review and needs assessment of each special education program to ensure students have resources and materials commensurate with their general education peers to access the general curriculum	\$150,000
Revise the Special Education continuum of services to ensure comprehensive programming based on the specialized needs of students with disabilities in the least restrictive environment	\$100,000
<b>Professional Learning</b>	
Ensure administrators and teachers have training on the best practices for providing high-quality instruction to students who receive special education services. For example: Lead4Ward: Connecting Standards to Instruction, Lead4Ward: IEP to Action, Universal Design for Learning	\$750,000
Ensure general and special education teacher teams have training on best practices standards for co-teaching. For example: Power of 2: Co-Teaching Training	\$100,000





Estimated  
Year 1  
Costs



# School Changes 2019

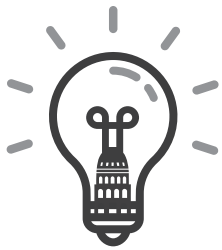
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## Estimated Costs for Districtwide Special Education Systems continued

Item	Estimated Budget Fy2020-21
<b>Professional Learning continued</b>	
Ensure district personnel have an opportunity to participate in ongoing professional development in the area of special education and the needs of diverse learners. For example: SafeSchools: Exceptional Child Suite, LRP Direct Steps	\$150,000
Ensure effective and efficient use of resources by providing training to administrators on the scheduling of services for students with disabilities and keeping administrators abreast of compliance standards for students with disabilities. For example: Master Scheduling for Campuses with Special Education Programs, Legal Updates for Special Education and Section 504 Services	\$150,000
Provide training for referral committees and evaluators on culturally proficient and evaluation best practices for the identification of students with disabilities. For example: Culturally Proficient Evaluations (Spanish, Vietnamese, Arabic), Board Certified Cognitive Specialist Training for Evaluation Coaches and Administrators	\$200,000
<b>Personnel</b>	
Ensure the highest quality of instruction by providing personnel to campuses who can facilitate the ARD process and fidelity of IEP development for students who receive special education services. Additional positions are requested to ensure inclusive special education supports and services that may be needed as a result of teaching practices and scheduling audit. For example: (1) ARD Facilitators at approximately \$60,000 per 200 students=\$3,500,000; (2) Teacher Assistants at approximately \$45,000 per 100 ECSE and 125 Life Skill Units=\$10,125,000	\$7,500,000
<b>Communication</b>	
Meet the Provider Night, Special Education Open House, flyers, brochures, Principal Weekly, Special Education Quarterly Publication, Summer Special Education Training, Special Education Advisory Committee	\$50,000
<b>Total Special Education Systems</b>	
<b>\$10,500,000</b>	



# Estimated Year 1 Costs



# School Changes 2019

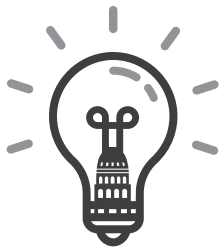
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## Estimated Cost Scenarios for Families First Expanded School Hours

Number of Students	Number of Teachers	Option 1: Estimated Teacher Costs	Option 2: Estimated Vendor Cost at \$40 per hour
<b>Pre-K Model</b>			
100	10	\$282,581	\$420,000
200	20	\$565,163	\$840,000
300	30	\$847,744	\$1,260,000
400	40	\$1,130,325	\$1,680,000
500	50	\$1,412,906	\$2,100,000
<b>K-5 Model</b>			
100	8	\$235,484	\$350,000
200	17	\$470,969	\$700,000
300*	25	\$706,453	\$1,050,000*
400	33	\$941,938	\$1,400,000
500	42	\$1,177,422	\$1,750,000
<b>Middle School Model</b>			
100	5	\$141,291	\$210,000
200	10	\$282,581	\$420,000
300	15	\$423,872	\$630,000
400	20	\$565,163	\$840,000
500	25	\$706,453	\$1,050,000

Notes: Assumes offering hours Monday-Friday, 175 school days. Costs do not include transportation, security, custodial, or dinner. \*Highlighted amounts included in Districtwide Summary based on costs of four campuses

# Estimated Year 1 Costs



# School Changes 2019

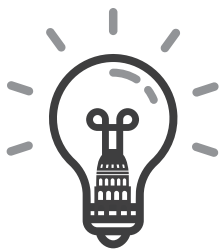
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## Estimated Costs for Cultivating Tomorrow's Teachers

Item	Estimated Budget FY2020-21 (per site)
<b>Professional Learning</b>	
Performance Assessment Professional Development for Current Teaching Staff and Students to provide teachers support on the development, execution, and coaching of performance assessments for the classroom that align and measure the 6 C's. The creation of the assessments will also impact lesson plan design and intervention work.	\$50,000
AVID Conference and Training for Students and Staff	\$106,500
Equity Training for Students and Staff to provide students opportunities to attend Beyond Diversity and other programming to ensure teaching practices through a equity lens.	\$50,000
<b>Supplies And Transportation</b>	
Supplies to set-up model classroom with flexible seating, technology	\$50,000
Costs to transport students to sites	\$10,000
<b>Total Cultivating Tomorrows Teachers Per Site</b>	<b>\$266,500</b>
<b>For Two Sites</b>	<b>\$533,000</b>



# Estimated Year 1 Costs



# School Changes 2019

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## Detail Summary of Costs for Potential Consolidations

	Norman & Sims Partnership	Metz & Sanchez Partnership	Pease Reenvisioned	Brooke, Govalle, Linder Partnership
<b>Estimated New Programming Costs</b>				
Parent Support Specialist	\$0	\$0	Program costs cannot be ascertained until receiving site(s) are determined.	\$23,664
Expanded Hours	\$1,050,000	\$1,050,000		\$2,100,000
Communities In School	\$20,000	\$20,000		\$40,000
Read By Three	\$180,000	\$180,000		\$180,000
Cultural Proficiency	\$20,000	\$20,000		\$40,000
Special Ed	\$242,500	\$315,000		\$522,500
Strategic Staffing (Tier II)	\$10,000	\$10,000		\$20,000
Academic Core	\$94,000	\$94,000		\$188,000
<b>Estimated Program Totals:</b>	<b>\$1,616,500</b>	<b>\$1,689,000</b>	<b>-</b>	<b>\$3,090,500</b>
<b>Estimated Savings</b>				
Salary Savings	\$432,000	\$981,000	\$877,000	\$762,000
Maintenance For Buildings & Grounds	\$4,000	\$5,000	\$3,000	\$5,000
Utilities	\$65,000	\$139,000	\$63,000	\$74,000
Transportation	\$(3,000)	\$-	\$-	\$15,000
Substitutes, Extra Duty, OT Allowance	\$135,000	\$77,000	\$36,000	\$69,000
Contracted Services	\$-	\$-	\$5,000	\$3,000
Supplies & Materials	\$13,000	\$3,000	\$7,000	\$5,000
Other Expenses	\$1,000	\$2,000	\$1,000	\$4,000
<b>Estimated General Fund Savings</b>	<b>\$647,000</b>	<b>\$1,207,000</b>	<b>\$992,000</b>	<b>\$937,000</b>
Food Service	\$0	\$12,000	\$42,000	\$18,000
Title I	\$93,000	\$120,000	\$-	\$144,000
State/Local Grants	\$12,000	\$25,000	\$-	\$30,000
Federal Grants	\$0	\$38,000	\$-	\$42,000
<b>Estimated Grant Savings</b>	<b>\$105,000</b>	<b>\$195,000</b>	<b>\$42,000</b>	<b>\$234,000</b>
<b>Net Grand Total (General Fund Only)</b>	<b>\$969,500</b>	<b>\$482,000</b>	<b>\$(992,000)</b>	<b>\$2,153,500</b>

# Appendix H: AISD Strategic Staffing Plan



**OUR MISSION:** In Human Capital, we fuel reinvention of the Urban Educational experience one person, one game changer at a time by being the finders, connectors, and keepers of the best talent our students, families and communities deserve.

## AISD STRATEGIC STAFFING - TIERS OF SUPPORT COST BREAKDOWN

DRAFT  
WORKING  
DOCUMENT

TIER 1   All Campuses		
FINDERS	<ul style="list-style-type: none"> <li>Strategic Recruitment (HBCUs, VIT, etc.)</li> <li><b>*AISD student to teacher pipeline (Ready, Set, Teach)</b></li> <li><b>*Grow Your Own (internal recruitment)</b></li> <li>Student Teacher Engagement</li> <li>Certification Tuition (Austin ISD Teacher Academy)</li> </ul>	<ul style="list-style-type: none"> <li><b>*Propose increase: \$600,000 (for 2 sites)</b></li> <li><b>*Propose Increase: \$100,000</b> 25 teachers at an average of \$4000</li> </ul>
	<ul style="list-style-type: none"> <li>H1-B Work Visas</li> <li><b>*Retired Teacher Contracts (rehiring retired Bil., SpEd, and other Educators)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>*Propose increase: Approx. \$1M</b></li> </ul>
CONNECTORS	<ul style="list-style-type: none"> <li><b>*Affinity Groups (LGBTQ+, African-American, Asian, Hispanic, First Year Teacher Cohort)</b></li> <li>Cultural Proficiency Training</li> <li>Employee Discount Programs</li> <li>Employee Wellness Programs</li> <li>Novice Teacher Mentor Program</li> <li>Student Teacher Engagements</li> </ul>	<ul style="list-style-type: none"> <li><b>*Propose Increase: \$5,000</b> Provide stipend for developing, planning, and organizing district-wide mixers, gatherings, supports, etc.</li> </ul>
KEEPERS	<ul style="list-style-type: none"> <li><b>*Early Notice of Board Approved Raise</b></li> <li><b>*Early Notice of Board Approved Market Adjustment</b></li> <li><b>*Encourage Contractual Commitment (see TEC)</b></li> <li>PPFT Compensation</li> <li>PPFT Enhanced Campus Compensation</li> <li>PPFT Leadership Pathways Compensation</li> <li>PPFT Professional Development Unit Compensation</li> <li>Staffing Guidelines Flexibilities</li> <li><b>*New Pay Structures</b></li> </ul>	<ul style="list-style-type: none"> <li><b>*Not a consistent practice</b></li> <li><b>*Not a consistent practice</b></li> <li><b>*Not an existing practice</b></li> <li><b>Estimated increase: \$3.46 million</b> Cost includes any market pay adjustments associated with moving positions into new structures</li> </ul>
	<ul style="list-style-type: none"> <li><b>*Stipends (Bilingual &amp; Special Education)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>*Propose increase: Approx. \$2.9M</b></li> <li><b>Bil. stipend increase: Approx. \$2.2M</b> \$2,000 for classroom teachers serving in a bilingual or dual language assignment (total \$5,500)</li> <li><b>SpEd stipend increase: Approx. \$650K</b> \$500 for Special Education teachers (total \$2,000) and an additional \$500 for Special Education teachers serving in Life Skills, SBS or Scores units (total \$2,500)</li> </ul>

Revised 11/1/19





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## AISD STRATEGIC STAFFING - TIERS OF SUPPORT COST BREAKDOWN

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WORKING  
DOCUMENT

TIER 2   Cohort 1 Campuses	
Campbell, Govalle, Houston, Oak Springs, Pecan Springs, Galindo, Harris, Odom, Walnut Creek, Ortega, Rodriguez, Sanchez, Bedichek, Burnet, Covington, Martin, Paredes	
FINDERS	<ul style="list-style-type: none"> <li>• Cohort 1 Applicant Pools</li> <li>• Differentiated Staffing Models (as needed)</li> <li>• Early Hiring Advantage</li> <li>• <b>*Early Separation Notice Incentives</b> <span style="float: right;"><b>*Propose increase: Est. \$200,000</b></span></li> <li>• <b>*Hired Unassigned Placement (Incentive July Placement)</b> <span style="float: right;"><b>*Proposal Expands Practice</b></span></li> <li>• Principal Participation at Recruitment Events</li> <li>• Prioritizing Recommendations For Employment</li> <li>• <b>*Sign-on Bonuses</b> <span style="float: right;"><b>*Propose increase: \$112,500</b> Sign-on bonuses of \$1,500 are provided for high need areas</span></li> <li>• Targeted Job Fairs (Bilingual, Special Education, and Cohort 1 campuses)</li> </ul>
CONNECTORS	<ul style="list-style-type: none"> <li>• <b>*Campus-Based Mentoring Program</b> <span style="float: right;"><b>*Not an existing practice</b></span></li> <li>• <b>*SAC - Support a Champion</b> <span style="float: right;"><b>*Not an existing practice</b></span></li> </ul>
KEEPERS	<ul style="list-style-type: none"> <li>• Early Transfer Window</li> <li>• Placement of Leveled Teachers</li> <li>• <b>*Incentives for National Board Certified Teachers</b> <span style="float: right;"><b>*Propose increase: Approx. \$80,000</b></span></li> <li>• <b>*Automatic Opt-In to PPFT (for all teachers)</b> <span style="float: right;"><b>*Not an existing practice</b></span></li> </ul>

Revised 11/1/19





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**AISD STRATEGIC STAFFING - TIERS OF SUPPORT  
COST BREAKDOWN**

**DRAFT  
WORKING  
DOCUMENT**

**TIER 3 | CSIM-IR Campuses**

Andrews, Barrington, Burnet, Dobie, Martin, Mendez, Sadler Means, Webb

<b>FINDERS</b>	<b>Staffing</b>		
	<ul style="list-style-type: none"> <li>Develop Campus-Based Teacher Profile and Rubric</li> <li>Highly Effective Administrative and Support Staff</li> <li>Secure Formal Commitment Agreements (Teacher, Administrator, and Support Staff)</li> <li>Data-Driven Staffing/Retention</li> <li>Priority Placement Process</li> <li><b>*Competitive Recruitment and Retention Incentives (\$2K recruiting incentive fall semester; \$3K mid-year retention incentive spring (second) semester; \$5K retention incentive fall semester for highly effective teachers who return after their first year.</b></li> <li>Equity Focused and Culturally Proficient Teachers</li> <li>Highly Effective and Experienced Teacher</li> <li>Enhanced Campus Designation for PPFT</li> <li><b>*PPFT IR Campus Compensation</b></li> </ul>	<p>*Funding for Tier 3-IR Campuses is currently based on two campuses in the CSIM model and reduced incentives. Expansion of incentives and to additional campuses would require an increased investment. <b>Estimated Cost: \$4.5 million for incentive pay</b></p> <p><b>*Cost to be negotiated through Education Austin</b></p>	
	<b>Expanded Instructional Resources and Support for Teachers</b>		
	<ul style="list-style-type: none"> <li>Culturally Responsive Libraries</li> <li>Job-Embedded Coaching</li> </ul>		
	<b>Expanded Professional Learning</b>		
	<ul style="list-style-type: none"> <li>Social and Emotional Learning (SEL)</li> <li>Creative Learning Strategies</li> <li>Culturally Responsive Pedagogy</li> <li>Trauma Informed Practices</li> <li>Family Engagement Strategies</li> </ul>		
	<b>Enhanced Culture and Climate and Designed Supports</b>		
	<ul style="list-style-type: none"> <li>Campus Beautification Efforts</li> <li>Intentional and Ongoing Celebrations of Success</li> <li>Staff Support for Family Engagement (e.g. PSS)</li> <li>Job-Embedded Coaching Support</li> <li>Campus Leadership Development</li> </ul>		
	<b>CONNECTORS</b>		
<b>KEEPERS</b>			

Revised 11/1/19



# Appendix I: Academic Programs by Vertical Teams

<p><b>AKINS VT</b> *College and Career Prep <i>Dounna Path</i></p> <p><b>Akins</b> Paredes Blazier Casey Kocurek Langford Menchaca Palm Perez</p>	<p><b>ANDERSON VT</b> *One World Schools: Global Scholars, Global Action, and Global Cultures <i>Beth Newton</i></p> <p><b>Anderson</b> Murchison Doss Davis Hill Summit Pillow</p>	<p><b>AUSTIN VT</b> *Empowerment through Involvement <i>Kathryn Achtermann</i></p> <p><b>Austin</b> O. Henry Barton Hills Bryker Woods Casis Mathews Pease Zilker Small Oak Hill Patton</p>	<p><b>BOWIE VT</b> *Comprehensive College and Career Pathways <i>Jennifer Murray</i></p> <p><b>Bowie</b> Bailey Baranoff Cowan Gorzycki Baldwin Clayton Kiker Mills</p>	<p><b>CROCKETT VT</b> *AVID, Advancement Via Individual Determination <i>Sandra McWilliams</i></p> <p><b>Crockett</b> Bedichek Odom Pleasant Hill St. Elmo Williams Covington Boone Cunningham Galindo Joslin Sunset Valley</p>
<p><b>EASTSIDE MEMORIAL VT</b> *STEM <i>Jennifer Stephens</i></p> <p><b>Eastside Memorial</b> Martin Allison Brooke Govalle Metz Ortega Sanchez Zavala</p>	<p><b>NAVARRO VT</b> *College and Careers in Global Society <i>Rafael Soriano</i></p> <p><b>Navarro</b> Navarro GPA Burnet Cook Guerrero Thompson McBee Padron Wooldridge Wooten</p>	<p><b>LBJ VT</b> *Early College High School/Early College Start <i>Sterlin McGruder</i></p> <p><b>LBJ</b> Sadler Means Andrews Blanton Harris Pecan Springs Garcia Jordan Overton Sims Norman</p>	<p><b>MCCALLUM VT</b> *Advancing Academics through the Arts <i>Katie Peña</i></p> <p><b>McCallum</b> Kealing Blackshear Campbell Lee Maplewood Oak Springs Lamar Brentwood Gullett Highland Park Reilly Ridgetop</p>	<p><b>NORTHEAST VT</b> *Early College High School/Early College Start <i>Alisia Longoria</i></p> <p><b>Northeast</b> Dobie Graham Hart Walnut Creek Webb Barrington Brown/Webb Primary Pickle Winn</p>
<p><b>TRAVIS VT</b> *Pathways to Success <i>Tania Jedele</i></p> <p><b>Travis</b> Travis GPA Sarah Lively Becker Dawson Linder Travis Heights Uphaus Mendez Houston Rodriguez Widen</p>	<p><b>SPECIAL CAMPUS VT</b> *Developing Resilient Learners <i>Elizabeth Dickey</i></p> <p>Garza LASA Ann Richards School for Young Women Leaders Alternative Learning Center International Rosedale Clifton Elem DAEP</p>	<p><b>LEGEND Signature Programs</b></p> <p>AVID Creative Learning Initiative Digital Media Dyslexia Academy ECHS Fine Arts Foreign Language Experience Foreign Language Immersion Gear Up IB/MYP In-District Charter Magnets Montessori Academy One Way Dual Language Two Way Dual language Secondary Dual Language SEL Single Gender STEM Transformation Zone</p>		

