



## Boundary Advisory Committee

Tuesday, October 10, 2017

6:00 PM – 8:00 PM

Carruth Administration Center

Board Auditorium

### Purpose and Responsibilities:

The purpose of the Boundary Advisory Committee (BAC) is to assist in developing recommendations for the creation of, and adjustment to, school attendance area boundaries.

To accomplish its purpose, the BAC shall advise the Superintendent who will develop a recommendation to the Board on the following boundary-related activities which may include, but are not limited to:

1. Developing the criteria for evaluating boundary proposals.
2. Creating attendance areas for new school facilities.
3. Reviewing and advising the administration on the development of facility-related contingency plans due to school performance issues.
4. Repurposing or consolidation of existing school facilities.
5. Providing advisory input, as appropriate, during the preparation and a bi-annual review of the Facility Master Plan with the Board of Trustees and the Superintendent.
6. Planning and conducting stakeholder engagement activities, and gathering and assessing stakeholder input.
7. Providing progress reports and formal recommendations to the Superintendent.
8. Completing other projects as assigned by the Superintendent or raised by the FABPAC.

Time	Agenda Item	Presenter	Strategic Plan Commitments
6:00	Call to Order <ul style="list-style-type: none"><li>• Welcome and introductions</li><li>• Review agenda and meeting goals</li><li>• Designate time keeper</li></ul>	Co-Chairs	
6:05	Citizens' communication	Citizens	9
6:15	Approval of minutes (9/21/17)	Co-Chairs	9
6:20	Discussion of meeting norms	Co-Chairs	9, 10
6:30	Presentation on boundary process and criteria	Beth Wilson	9, 10
6:45	Discussion of potential boundary changes as identified in the 2017 Facility Master Plan and/or in anticipation of 2017 bond passage – including, but not limited to: <ul style="list-style-type: none"><li>• New Southwest Elementary School (Kiker and Baranoff relief)</li><li>• Baranoff, Cowan, Kocurek and Boone</li><li>• Govalle and Ortega</li><li>• T.A. Brown and Webb Primary</li><li>• New Blazier Relief School</li></ul>	Melissa Laursen	8, 9, 10
7:50	Wrap Up <ul style="list-style-type: none"><li>• Parking lot items</li><li>• Requests for information</li><li>• Future meeting dates and agenda items</li></ul>	Co-Chairs	9
8:00	Adjourn	Co-Chairs	

Note: Strategic Plan can be viewed on the district's website at: <http://www.austinisd.org/strategicplan>

**Boundary Advisory Committee (BAC)**

Meeting Summary

Thursday, September 21, 2017

Committee Members in Attendance

Ronnie Burt  
Meghan Dougherty  
Chris Farley, co-chair  
Michael Herschenfeld  
Hollie Jenkins  
Tim Kirchner  
Kathleen Legrand  
Jennifer Littlefield  
Dr. Deanna Mercer  
Melanie Plowman, co-chair  
John Rocha  
Rebecca Shah  
Adam Stepan  
Emily Vitris  
Julie Woods  
EJ Zain

Staff Members in Attendance

Melissa Laursen  
Beth Wilson

Visitors

Kelvin Lau

Agenda

- I. Call to Order
- II. Citizens' communication
- III. Approval of minutes (1/10/17 and 3/9/17)
- IV. Election of co-chairs
- V. Discussion of request for the Greyrock Ridge community to change the boundaries from Baranoff Elementary to Clayton Elementary
- VI. Discussion of potential boundary changes as identified in the 2017 Facility Master Plan and/or in anticipation of 2017 bond passage
- VII. Discussion of future meeting dates and agenda items
- VIII. Adjourn

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I. Call to Order

Co-chair Chris Farley called the meeting to order at 6:09 pm and the agenda was reviewed with the committee.

II. Citizens' Communication

None.

III. Approval of Minutes (1/10/17 and 3/9/17)

The minutes from January 10, 2017 and March 8, 2017 were approved as presented.

IV. Election of co-chairs

Three members were nominated for the co-chair positions. The two candidates with the most votes were Melanie Plowman and Chris Farley.

V. Discussion of request from the Greyrock Ridge community to change boundaries from Baranoff Elementary to Clayton Elementary

The Greyrock Ridge neighborhood is currently assigned to Baranoff Elementary, and residents have previously requested a change to Clayton Elementary. In November 2016, the BAC had a lengthy discussion about the request and decided to re-examine the request at a later date when additional information would be available, specifically, the 2016-17 demographic report and whether the land donation (for an elementary school) within Avana would be approved.

After a discussion on the following data, the BAC did not recommend a boundary change for the 2018-19 school year.

- Land donation was approved within the Avana subdivision to allow for an elementary school.
- The 2017 bond proposal includes funding for construction of a new elementary school within Avana.
- The Facility Master Plan recommends that the Greyrock Ridge neighborhood be assigned to the new school once it is constructed.
- The enrollment at Baranoff did not increase this school year. Currently, only 15 students within Greyrock Ridge attend Baranoff.

Dependent upon the results of the November bond election, the BAC may re-discuss this request for a change.

VI. Discussion of potential boundary changes as identified in the 2017 Facility Master Plan and/or in anticipation of 2017 bond passage

A list of potential boundary changes and grade level reassignments based on Facility Master Plan recommendations and/or the bond proposal was provided to the BAC. Members were reminded of the BAC's primary criterion for all boundary changes is to balance student enrollments within the target range of 75-115% of permanent capacity.

Highlights of the discussion included:

**New schools in the 2017 bond proposal**

- Southwest elementary school – would provide relief to Kiker and Baranoff; a new attendance area will need to be created.
- Blazier relief school – would initially serve grades 4-6, possible grade level reassignment needed.
- Northeast middle school – a new attendance area will need to be created and may affect Dobie, Lamar, Martin and Webb boundaries
- Northwest elementary school – would provide relief to Doss and Hill, construction is dependent on availability of land; if land is not available, then classroom additions would be provided onsite at Doss and Hill.

Once a bond implementation timeline is approved by the district, the BAC will discuss appropriate timelines to start the creation of new attendance areas and/or grade level reassignments.

**Brown and Webb Primary**

- The bond proposal includes funding to rebuild Brown Elementary. The FMP recommends a boundary change to merge Webb Primary (currently in portables) with Brown.
- BAC to determine appropriate timeline for boundary change.

**Govalle and Ortega**

- The FMP includes a recommendation to investigate a boundary adjustment to send the Govalle students that reside east of Airport Blvd to Ortega. The goal would be to support better aligning neighborhoods with appropriate attendance areas for students who wish to walk to school and to balance enrollments.
- BAC requested additional data on the number of Govalle students who reside east of Airport and how the percentage of capacity at both schools would be affected with a boundary change.
- Data to be reviewed at the October 10 meeting.

**Baranoff, Cowan, Kocurek, Boone**

- The FMP recommends the review of a boundary adjustment with the above schools to relieve overcrowding at Baranoff and Cowan
- BAC discussed whether this potential boundary change should be discussed at the same time as the creation of an attendance area for the new southwest elementary school.
- BAC requested additional data on 2017-18 enrollment, current and projected population, and location maps.
- Data to be reviewed at the October 10 meeting.

**Maplewood, Campbell**

- The FMP recommends investigating a boundary change or grade-level reassignment to address overcrowding at Maplewood.
- Staff stated in 2016-17, Maplewood had a high transfer rate into the school, which resulted in an overcrowding situation, and suggested to monitor the attendance area population instead of changing boundaries due to transfers.
- BAC requested more information on the number of transfers into Maplewood.

VII. Discussion of future meeting dates and agenda items

*Future Agenda Items*

- Continue discussion of potential boundary changes and grade level reassignments as identified in the Facility Master Plan and 2017 bond proposal at the October 10 meeting.

VIII. Adjourn

Meeting was adjourned at 8:17 PM.

**Boundary Advisory Committee**  
**Principles and Meeting Norms**  
*Approved May 12, 2015*

***Principles***

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**WE WILL OPERATE** under the responsibilities set forth in the bylaws.

**WE WILL WORK TOGETHER** as a committee to ensure our recommendations reflect what is best for all students and recognize all school communities have equal worth and value.

**WE WILL LISTEN** to the contribution of every member.

**WE WILL BE RESPECTFUL** of all members, even when they have a different opinion; we will express disagreement with ideas, not individuals.

**WE WILL BE GUIDED** by facts and data, not by assumptions or rumors, in decision-making.

**WE WILL BE RESPONSIBLE** for examining all points of view before a consensus is accepted; and will support the decision once consensus is reached.

***Meeting Norms***

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- Start and end on time.
- The meeting goals/desired outcomes will be posted and reviewed at the beginning of each meeting. Staff will summarize each goal as it is accomplished.
- Members **must** be recognized by the co-chairs or staff before asking a question or commenting.
- At each meeting, a member will be assigned the task of being a time keeper.
  - If an agenda item is still under discussion after the allotted time, the co-chairs will ask the committee if they would like to extend the time.
- Pens and paper will be available at each meeting, along with index cards (which may be used for comments or to ask questions anonymously, if desired).
- A flip chart for “Parking Lot” items will be at each meeting. The co-chairs and staff will review parking lot items to determine the appropriate course of action. A summary of the course of action will be presented at the following meeting.
- Staff will report to the Board items that are sent to other departments for consideration.

- Recommendations from the BAC to the Administration and Board of Trustees will be achieved by majority consensus. Once a consensus is reached, it is incumbent on all members to support the recommendation(s).

#### **Membership Expectations**

- Attendance is critical. The work of the BAC is heavily data-oriented and requires consistent attendance in order to be able to fully understand and participate in discussions.
  - Staff will monitor attendance to ensure that all geographical areas are represented and all members are attending meetings.
  - After two absences in a school calendar year, the co-chairs will contact the member to determine if it is necessary to identify an alternate volunteer.
  - More than three absences in a school calendar year may result in member dismissal; the co-chairs and Chief Financial Officer may seek an alternate volunteer.
- Members who miss a meeting are strongly encouraged to arrive 15-30 minutes early to the next meeting to receive information from staff regarding the missed meeting. Staff will be available at least 30 minutes prior to each meeting.
- Orientations will be held for new members (within 30 days, if possible).

## **BOUNDARY ADVISORY COMMITTEE**

### **CRITERIA AND PROCESS FOR EVALUATING BOUNDARY PROPOSALS**

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#### ***Primary Criterion (new school construction)***

Recommend the establishment of and adjustments to school attendance areas to balance the projected student populations (where students live) of areas affected. Student populations for these attendance areas should be within the target range of 75-115 percent of permanent capacity. Historic net migration patterns will also be considered as a factor when creating attendance areas, as they may ultimately affect student enrollments.

#### ***Primary Criterion (without new school construction)***

Recommend the adjustment of school attendance areas to balance student enrollments of areas affected. The student enrollments for these schools should be within the target range of 75-115 percent of permanent capacity. Projected student populations will also be considered as a factor when adjusting attendance areas, as they may affect future enrollments.

Primary criteria was approved by the Boundary Advisory Committee on May 12, 2015 and developed consistent with district policy, FDB (LOCAL) that states:

- School assignments are made to balance the enrollment of a school.
- However, students, Pre-k- grade12, may request a transfer to any other school on a space-available basis and observation of class-size caps.
- The Board delegates to the Superintendent the authority to determine the availability of space, regardless of the type of transfer requested.

#### ***Secondary Criteria***

Criteria are developed on a case-by-case basis with input from the affected communities.

#### **Step 1: Preliminary Discussion of Boundary Proposals**

##### **Boundary Advisory Committee (BAC) Meeting**

- Discussion between BAC members and staff on boundary proposals either as directed by the Superintendent or in cooperation with the Campus Advisory Councils as requested
- School capacity, population, enrollment, and migration patterns of potentially affected schools will be reviewed

#### **Step 2: Engage Campus Advisory Councils on Boundary Proposals**

##### **Campus Advisory Council (CAC) Meetings**

- Engage community through presentations to Campus Advisory Councils (CAC) of potentially affected schools to inform community of potential boundary changes (including potential relief schools) and to receive input for developing secondary criteria
- Examples of previously used secondary criteria include:
  - Distance and travel time of students and guardians to and from school, or
  - Aligning feeder patterns



**Step 3: Development of Secondary Criteria****BAC Meeting**

- BAC to review input received from the CACs and draft secondary criteria, realizing that gains in one of the criteria (i.e. utilization balance) may come at the cost of another criteria (i.e. travel time/transportation)

**Step 4: Development of Draft Boundary Scenario Maps****Staff**

- Staff develops draft boundary scenario maps based on criteria and input from the BAC

**Step 5: Review Draft Boundary Scenario Maps****BAC Meeting**

- Discussion on draft boundary scenario maps

**Step 6: Revisions of Draft Boundary Scenario Maps****Staff**

- Staff will make any needed revisions to the draft maps based on feedback from the BAC

**Step 7: Engage Campus Advisory Councils on Draft Boundary Scenario Maps****CAC Meeting**

- Staff will present draft boundary scenario maps to CAC of affected schools (including potential relief school) and receive input

**Step 8: Ranking of Draft Boundary Scenario Maps****BAC Meeting**

- Review CAC feedback and make any necessary revisions
- Rank draft maps based on how well they meet each of the secondary criteria

**Step 9: Engage Community****Public Hearing**

- Engage community by presenting top ranking boundary proposal(s) and receive feedback through a public hearing

**Step 10: Select Final Boundary Map****BAC Meeting**

- Select final boundary map and make adjustments based on community feedback

**Step 11: Recommendation to the Superintendent****Staff and Superintendent**

- Present boundary map to the Superintendent

**Step 12: Board Presentation****Board of Trustees Work Session**

- Present to Board for discussion

**Step 13: Board Presentation****Board of Trustees Regular Meeting**

- Present to Board for approval

**Step14: Notification to Parents/Guardians**

- AISD will notify parents/guardians of new school assignment at least one semester prior to new school year

**Step 16: Coordination with Safe Routes to School (if needed)**

**City of Austin, Safe Routes to School and AISD Transportation**

- Coordinate with the City of Austin's Safe Routes to School staff to establish walking school buses, crossing guards, and other options to provide a safe route for students who do not qualify for bus transportation.



# BOUNDARY CHANGES

## 5 Things You Need To Know

### 1. Boundary Changes Help Balance Enrollment



Above  
115%

Over-  
crowding

When schools do not have enough classroom capacity available within its permanent buildings for the number of students enrolled, it can result in large numbers of portable buildings on campus and strain the school's cafeteria, gym, and library.

The Board-approved Facility Master Plan (FMP) sets a target range for school enrollment as 75-115% of its permanent capacity.

Under-  
enrollment

Below  
75%

When a school does not have enough students enrolled to use the available classroom capacity, it results in inefficient use of space and possible limitations to course offerings available to students.

Changing attendance area boundaries is one of the strategies the Austin ISD uses to help balance student enrollment when a school is significantly below or above the target range.

### 2. BAC Represents Your Community

The Boundary Advisory Committee (BAC) is comprised of parents/guardians, community members, teachers and principals who represent the diverse interests of the community.

The BAC is charged with developing recommendations to create and/or adjust attendance area boundaries (as directed by the Superintendent or FABPAC).

The proposed changes are sent to the Superintendent, who in turn develops a recommendation for the Board of Trustees.



### 3. Boundary Change Factors

District staff and the BAC work with school communities potentially affected by boundary changes.



School community goals are established by working with the Campus Advisory Councils to create a set of criteria to be used by the BAC. The development of draft boundary maps are created that best meet the criteria. School communities do not identify specific areas for boundary changes.



Current and future student populations and enrollment trends



Community input

### 4. Everyone Has Input

There are numerous ways to communicate through the process, including email, letters, and attending community meetings or public hearings. All input is documented and considered by staff, BAC, and the Board.

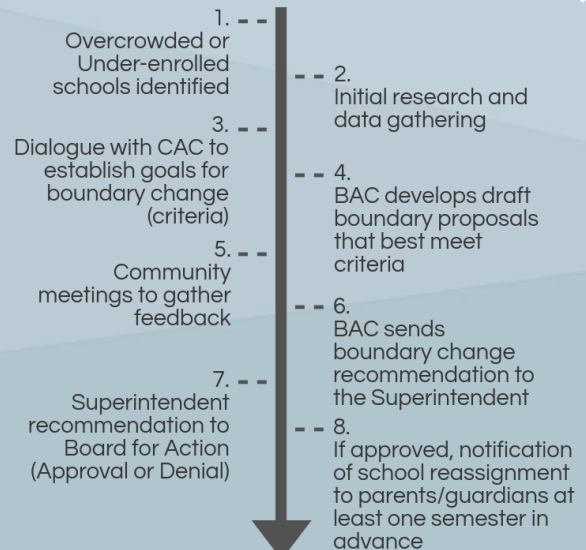
Austin Independent School District  
Office of Planning Services

Beth Wilson, Director of Planning  
beth.wilson@austinisd.org  
512.414.9841

Melissa Laursen, Manager of Planning  
melissa.laursen@austinisd.org  
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Boundary Advisory Committee webpage  
<http://www.austinisd.org/advisory-bodies/bac>

### 5. The Process (in a nutshell)



6 months to 1 year (Steps 3-8)

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	<b>FINAL</b> 2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
ALLISON	486	491	101%	(5)	534	110%	(48)	451	93%	35	466	96%	20	15
ANDREWS (486)	636	656	103%	(20)	582	92%	54	562	88%	74	493	78%	143	(69)
BALDWIN	669	739	110%	(70)	786	118%	(117)	797	119%	(128)	812	121%	(143)	15
BARANOFF	794	994	125%	(200)	981	124%	(187)	1,018	128%	(224)	1,014	128%	(220)	(4)
BARRINGTON	556	581	104%	(25)	627	113%	(71)	539	97%	17	542	97%	14	3
BARTON HILLS (251)	418	420	100%	(2)	409	98%	9	428	102%	(10)	455	109%	(37)	27
BECKER	449	339	76%	110	379	84%	70	427	95%	22	442	98%	7	15
BLACKSHEAR	561	271	48%	290	295	53%	266	384	68%	177	386	69%	175	2
BLANTON	711	537	76%	174	483	68%	228	482	68%	229	516	73%	195	34
BLAZIER	598	966	161%	(368)	848	142%	(250)	797	133%	(199)	858	143%	(260)	61
BOONE	752	498	66%	254	569	76%	183	573	76%	179	533	71%	219	(40)
BRENTWOOD	585	579	99%	6	614	105%	(29)	653	112%	(68)	676	116%	(91)	23
BROOKE	393	347	88%	46	266	68%	127	270	69%	123	249	63%	144	(21)
BROWN	449	414	92%	35	364	81%	85	361	80%	88	268	60%	181	(93)
BRYKER WOODS (251)	418	395	94%	23	396	95%	22	446	107%	(28)	460	110%	(42)	14
CAMPBELL	524	250	48%	274	223	43%	301	197	38%	327	194	37%	330	(3)
CASEY	692	662	96%	30	609	88%	83	637	92%	55	618	89%	74	(19)
CASIS	669	808	121%	(139)	795	119%	(126)	816	122%	(147)	765	114%	(96)	(51)
CLAYTON	815	882	108%	(67)	870	107%	(55)	850	104%	(35)	839	103%	(24)	(11)
COOK	542	635	117%	(93)	548	101%	(6)	513	95%	29	449	83%	93	(64)
COWAN	648	808	125%	(160)	785	121%	(137)	837	129%	(189)	853	132%	(205)	16
CUNNINGHAM*	439	406	65%	200	417	69%	189	414	68%	192	397	90%	42	(17)
DAVIS	731	734	100%	(3)	801	110%	(70)	810	111%	(79)	802	110%	(71)	(8)
DAWSON	524	332	63%	192	377	72%	147	344	66%	180	354	68%	170	10
DOBIE PK	337	256	76%	81	272	81%	65	208	62%	129	206	61%	131	(2)
DOSS	543	920	169%	(377)	878	162%	(335)	887	163%	(344)	835	154%	(292)	(52)
GALINDO	711	592	83%	119	578	81%	133	587	83%	124	573	81%	138	(14)
GOVALLE	598	539	90%	59	504	84%	94	468	78%	130	402	67%	196	(66)
GRAHAM	580	776	134%	(196)	696	120%	(116)	701	121%	(121)	620	107%	(40)	(81)
GUERRERO	748	693	93%	55	676	90%	72	655	88%	93	625	84%	123	(30)
GULLETT	418	556	133%	(138)	573	137%	(155)	557	133%	(139)	566	135%	(148)	9
HARRIS (561)	711	661	96%	31	627	91%	65	611	86%	100	609	86%	102	(2)
HART	711	706	99%	5	694	98%	17	698	98%	13	687	97%	24	(11)
HIGHLAND PARK	606	639	109%	(54)	619	106%	(34)	649	107%	(43)	641	106%	(35)	(8)
HILL	690	890	142%	(200)	966	140%	(276)	940	136%	(250)	954	138%	(264)	14
HOUSTON	692	775	112%	(83)	702	101%	(10)	683	99%	9	633	91%	59	(50)
JORDAN	655	736	112%	(81)	665	102%	(10)	729	111%	(74)	668	102%	(13)	(61)
JOSLIN	374	286	76%	88	278	74%	96	259	69%	115	282	75%	92	23
KIKER	731	1,022	140%	(291)	993	136%	(262)	1,041	142%	(310)	1,112	152%	(381)	71
KOCUREK	673	546	81%	127	486	72%	187	535	79%	138	580	86%	93	45
LANGFORD	711	742	107%	(50)	695	100%	(3)	618	87%	93	536	75%	175	(82)
LEE	418	386	92%	32	376	90%	42	408	98%	10	441	106%	(23)	33
LINDER	542	420	71%	168	368	63%	220	324	60%	218	336	62%	206	12
MAPLEWOOD	355	418	118%	(63)	462	130%	(107)	499	140%	(144)	490	138%	(135)	(9)
MATHEWS	397	411	104%	(14)	420	106%	(23)	445	112%	(48)	435	110%	(38)	(10)
MCBEE	580	541	93%	39	491	85%	89	456	79%	124	393	68%	187	(63)
MENCHACA	606	718	123%	(133)	716	122%	(131)	745	123%	(139)	714	118%	(108)	(31)
METZ	524	363	69%	161	308	59%	216	313	60%	211	290	55%	234	(23)
MILLS	794	803	101%	(9)	812	102%	(18)	846	107%	(52)	850	107%	(56)	4
NORMAN	486	309	64%	177	316	65%	170	261	54%	225	196	40%	290	(65)
OAK HILL	773	807	104%	(34)	842	109%	(69)	828	107%	(55)	868	112%	(95)	40
OAK SPRINGS	411	307	75%	104	332	81%	79	322	78%	89	315	77%	96	(7)
ODOM	542	542	100%	0	541	100%	1	511	94%	31	465	86%	77	(46)

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	<b>FINAL</b> 2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
ORTEGA	355	329	93%	26	308	87%	47	301	85%	54	268	75%	87	(33)
OVERTON	598	650	109%	(52)	713	119%	(115)	668	112%	(70)	566	95%	32	(102)
PADRON	880	695	79%	185	772	88%	108	798	91%	82	762	87%	118	(36)
PALM	636	504	79%	132	478	75%	158	462	73%	174	443	70%	193	(19)
PATTON (773)	940	949	101%	(9)	973	103%	(33)	983	105%	(43)	987	105%	(47)	4
PEASE	293	257	88%	36	268	92%	25	245	84%	48	234	80%	59	(11)
PECAN SPRINGS	524	454	87%	70	482	92%	42	476	91%	48	460	88%	64	(16)
PEREZ	617	806	131%	(189)	754	122%	(137)	720	117%	(103)	646	105%	(29)	(74)
PICKLE	561	755	135%	(194)	694	124%	(133)	633	113%	(72)	549	98%	12	(84)
PILLOW	502	591	118%	(89)	530	106%	(28)	511	102%	(9)	522	104%	(20)	11
PLEASANT HILL	505	529	105%	(24)	557	110%	(52)	501	99%	4	462	92%	43	(39)
READ	352	310	88%	42	305	87%	47	314	89%	38	302	86%	50	(12)
REILLY	318	287	90%	31	281	88%	37	261	82%	57	233	73%	85	(28)
RIDGETOP	224	295	131%	(71)	286	127%	(62)	330	147%	(106)	371	165%	(147)	41
RODRIGUEZ	711	798	112%	(87)	703	99%	8	592	83%	119	530	75%	181	(62)
SANCHEZ	580	443	76%	137	410	71%	170	354	61%	226	260	45%	320	(94)
SIMS	355	230	65%	125	265	75%	90	232	65%	123	201	57%	154	(31)
ST ELMO	411	297	72%	114	300	73%	111	287	70%	124	295	72%	116	8
SUMMITT	731	776	106%	(45)	814	111%	(83)	824	113%	(93)	845	116%	(114)	21
SUNSET VALLEY	561	517	92%	44	534	95%	27	526	94%	35	546	97%	15	20
TRAVIS HEIGHTS	524	496	95%	28	522	100%	2	545	104%	(21)	520	99%	4	(25)
UPHAUS	367	234	64%	133	267	73%	100	293	80%	74	346	94%	21	53
WALNUT CREEK	655	665	102%	(10)	628	96%	27	607	93%	48	644	98%	11	37
WEBB PRIMARY	243	251	103%	(8)	225	93%	18	264	109%	(21)	252	104%	(9)	(12)
WIDEN	655	590	90%	65	576	88%	79	556	85%	99	528	81%	127	(28)
WILLIAMS	561	511	91%	50	459	82%	102	462	82%	99	462	82%	99	0
WINN	524	333	64%	191	303	58%	221	245	47%	279	244	47%	280	(1)
WOOLDRIDGE (505)	655	576	88%	79	634	97%	21	601	92%	54	534	82%	121	(67)
WOOTEN	468	727	156%	(259)	622	133%	(154)	568	121%	(100)	503	108%	(35)	(65)
ZAVALA	561	387	69%	174	376	67%	185	350	62%	211	304	54%	257	(46)
ZILKER	460	568	124%	(108)	544	118%	(84)	561	122%	(101)	547	119%	(87)	(14)

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	<b>FINAL</b> 2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
BAILEY	1,176	910	77%	266	873	74%	303	900	77%	276	1,005	85%	171	105
BEDICHEK	941	959	102%	(18)	918	98%	23	890	95%	51	849	90%	92	(41)
BURNET	1,039	1,153	111%	(114)	1,026	99%	13	1,062	102%	(23)	988	95%	51	(74)
COVINGTON*	1,000	632	56%	493	641	57%	484	617	55%	508	658	66%	342	41
DOBIE	902	699	78%	203	639	71%	263	598	66%	304	580	64%	322	(18)
FULMORE	1,078	961	89%	117	1,015	94%	63	1,038	96%	40	1,009	94%	69	(29)
GARCIA*	980	390	32%	825	424	35%	791	430	35%	785	394	40%	586	(36)
GORZYCKI	1,323	1,329	100%	(6)	1,343	102%	(20)	1,287	97%	36	1,276	96%	47	(11)
KEALING	1,333	1,188	89%	145	1,211	91%	122	1,231	92%	102	1,221	92%	112	(10)
LAMAR	1,008	886	88%	122	971	96%	37	1,015	101%	(7)	1,124	112%	(116)	109
MARTIN	804	549	68%	255	456	57%	348	440	55%	364	441	55%	363	1
MENDEZ	1,215	839	69%	376	801	66%	414	704	58%	511	651	54%	564	(53)
MURCHISON	1,113	1,361	122%	(248)	1,357	122%	(244)	1,336	120%	(223)	1,401	126%	(288)	65
O HENRY	945	890	94%	55	935	99%	10	870	92%	75	866	92%	79	(4)
PAREDES	1,156	1,034	89%	122	1,000	86%	156	959	83%	197	899	78%	257	(60)
SADLER MEANS*	882	350	32%	728	370	34%	708	392	36%	686	390	44%	492	(2)
SMALL	1,239	1,009	81%	230	1,005	81%	234	1,182	95%	57	1,232	99%	7	50
WEBB	804	690	86%	114	708	88%	96	681	85%	123	665	83%	139	(16)

	2017-18 Permanent Capacity	2014-15 Enrollment	% of Permanent Capacity	Seats	2015-16 Enrollment	% of Permanent Capacity	Seats	2016-17 Enrollment	% of Permanent Capacity	Seats	<b>FINAL</b> 2017-18 Enrollment	% of Permanent Capacity	Seats	1 year Delta
AKINS	2,394	2,704	113%	(310)	2,733	114%	(339)	2,703	113%	(309)	2,784	116%	(390)	81
ANDERSON	2,478	2,239	94%	134	2,276	96%	97	2,225	90%	253	2,231	90%	247	6
AUSTIN	2,247	2,087	95%	118	2,087	95%	118	2,182	97%	65	2,278	101%	(31)	96
BOWIE	2,463	2,894	117%	(431)	2,913	118%	(450)	2,906	118%	(443)	2,873	117%	(410)	(33)
CROCKETT	2,163	1,519	70%	644	1,478	68%	685	1,521	70%	642	1,513	70%	650	(8)
EASTSIDE/INT	1,548	997	64%	551	851	55%	697	807	52%	741	680	44%	868	(127)
LANIER/GPA	1,627	1,671	103%	(44)	1,836	113%	(209)	1,804	111%	(177)	1,762	108%	(135)	(42)
LBJ/LASA	1,842	1,867	101%	(25)	1,900	103%	(58)	1,934	105%	(92)	1,991	108%	(149)	57
MCCALLUM	1,596	1,662	104%	(66)	1,747	109%	(151)	1,773	111%	(177)	1,772	111%	(176)	(1)
REAGAN	1,588	1,246	78%	342	1,312	83%	276	1,289	81%	299	1,263	80%	325	(26)
TRAVIS/GPA	1,862	1,420	76%	442	1,429	77%	433	1,524	82%	338	1,391	75%	471	(133)

\* Capacity decreased for SY2017-18 due to account for dedicated use of classrooms on campus

### 01 - Southwest Elementary School

Permanent Capacity		2013-14 Population		2014-15 Population		2015-16 Population		2016-17 Population		2017-18 Projected Population		2021-22 Projected Population	
Baranoff	794	1,011	127%	998	126%	1,004	126%	1,057	133%	1,072	135%	1,129	142%
Kiker	731	901	123%	957	131%	973	133%	1,012	138%	1,043	143%	1,205	165%
	1,525	1,912	125%	1,955	128%	1,977	130%	2,069	136%	2,115	139%	2,334	153%
Permanent Capacity		2013-14 Enrollment		2014-15 Enrollment		2015-16 Enrollment		2016-17 Enrollment		2017-18 Enrollment		Net Trans.	
Baranoff	794	975	123%	999	126%	994	125%	1,018	128%	1,014	128%	-5%	
Kiker	731	981	134%	979	134%	1,022	140%	1,041	142%	1,112	152%	7%	
	1,525	1,956	128%	1,978	130%	2,016	132%	2,059	135%	2,126	139%		

### 01 - BOND: Southwest Elementary School (522)

Permanent Capacity		2017-18 Projected Population		2021-22 Projected Population	
Baranoff	794	872	110%	918	116%
Kiker	731	743	102%	858	117%
<b>SWES</b>	<b>522</b>	<b>500</b>	<b>96%</b>	<b>558</b>	<b>107%</b>
	2,047	2,115	103%	2,334	114%
Permanent Capacity		2017-18 Enrollment		2021-22 Projected Enrollment	
Baranoff	794	825	104%	868	109%
Kiker	731	792	108%	915	125%
<b>SWES</b>	<b>522</b>	<b>498</b>	<b>95%</b>	<b>551</b>	<b>106%</b>
	2,047	2,115	103%	2,334	114%

As a place to start, this scenario assumes 200 students from Baranoff and 300 students from Kiker will be assigned to the new SWES. Projected enrollments assume the same transfer rates as 2017-18 projections.

### 02 - Baranoff, Boone, Cowan and Kocurek

Permanent Capacity		2013-14 Population		2014-15 Population		2015-16 Population		2016-17 Population		2017-18 Projected Population		2021-22 Projected Population	
Baranoff	794	1,011	127%	998	126%	1,004	126%	1,057	133%	1,072	135%	1,129	142%
Boone	752	455	61%	466	62%	464	62%	464	62%	459	61%	435	58%
Cowan	648	681	105%	682	105%	685	106%	759	117%	750	116%	763	118%
Kocurek	673	625	93%	637	95%	613	91%	563	84%	559	83%	571	85%
	2,867	2,772	97%	2,783	97%	2,766	96%	2,843	99%	2,840	99%	2,898	101%
Permanent Capacity		2013-14 Enrollment		2014-15 Enrollment		2015-16 Enrollment		2016-17 Enrollment		2017-18 Enrollment			
Baranoff	794	975	123%	999	126%	994	125%	1,018	128%	1,014	128%		
Boone	752	504	67%	498	66%	569	76%	573	76%	533	71%		
Cowan	648	792	122%	808	125%	785	121%	837	129%	853	132%		
Kocurek	673	546	81%	546	81%	486	72%	535	79%	580	86%		
	2,867	2,817	98%	2,851	99%	2,834	99%	2,963	103%	2,980	104%		

### 03 - BOND: Govalle (522) and Ortega

Permanent Capacity		2013-14 Population		2014-15 Population		2015-16 Population		2016-17 Population		2017-18 Projected Population		2021-22 Projected Population	
Govalle	598	576	96%	567	95%	514	86%	493	82%	479	80%	425	71%
Ortega	355	349	98%	331	93%	315	89%	274	77%	256	72%	185	52%
	953	925	97%	898	94%	829	87%	767	80%	735	77%	610	64%
Permanent Capacity		2013-14 Enrollment		2014-15 Enrollment		2015-16 Enrollment		2016-17 Enrollment		2017-18 Enrollment		Net Trans.	
Govalle	598	554	93%	539	90%	504	84%	468	78%	402	67%	-16%	
Ortega	355	351	99%	329	93%	308	87%	301	85%	268	75%	5%	
	953	905	95%	868	91%	812	85%	769	81%	670	70%		

Permanent Capacity		2017-18 Projected Population		2021-22 Projected Population	
<b>Govalle</b>	<b>522</b>	<b>479</b>	<b>92%</b>	<b>425</b>	<b>81%</b>
Ortega	355	256	72%	185	52%
	877	735	84%	610	70%
Permanent Capacity		2017-18 Enrollment		2021-22 Projected Enrollment	
<b>Govalle</b>	<b>522</b>	<b>402</b>	<b>77%</b>	<b>337</b>	<b>65%</b>
Ortega	355	268	75%	281	79%
	877	670	76%	618	70%

Projected enrollments assume the same transfer rates as 2017-18 projections.

#### 04 - Brown and Webb Primary

Permanent Capacity		2013-14 Population	2014-15 Population	2015-16 Population	2016-17 Population	2017-18 Projected Population	2021-22 Projected Population
Brown	449	487	455	427	404	380	342
Webb Prim.	243			386	331	321	257
	692	487	455	813	735	701	599
		108%	101%	95%	90%	85%	76%
		70%	66%	159%	136%	101%	87%
Permanent Capacity		2013-14 Enrollment	2014-15 Enrollment	2015-16 Enrollment	2016-17 Enrollment	2017-18 Enrollment	Net Trans.
Brown	449	455	414	364	361	268	-26%
Webb Prim.	243	206	251	225	264	252	
	692	661	665	589	625	520	
		101%	92%	81%	80%	60%	
		85%	103%	93%	109%	104%	
		96%	96%	85%	90%	75%	

#### 04 - BOND: Brown (522 students) and Webb Combined

Permanent Capacity		2017-18 Projected Population	2021-22 Projected Population
Brown	522	701	599
	522	701	599
		134%	115%
		134%	115%
Permanent Capacity		2017-18 Enrollment	2021-22 Projected Enrollment
Brown	522	520	386
	522	520	386
		100%	74%
		100%	74%

Projected enrollments assume the same transfer rates as 2017-18 projections.

#### 05 - Blazier Relief (4-6)

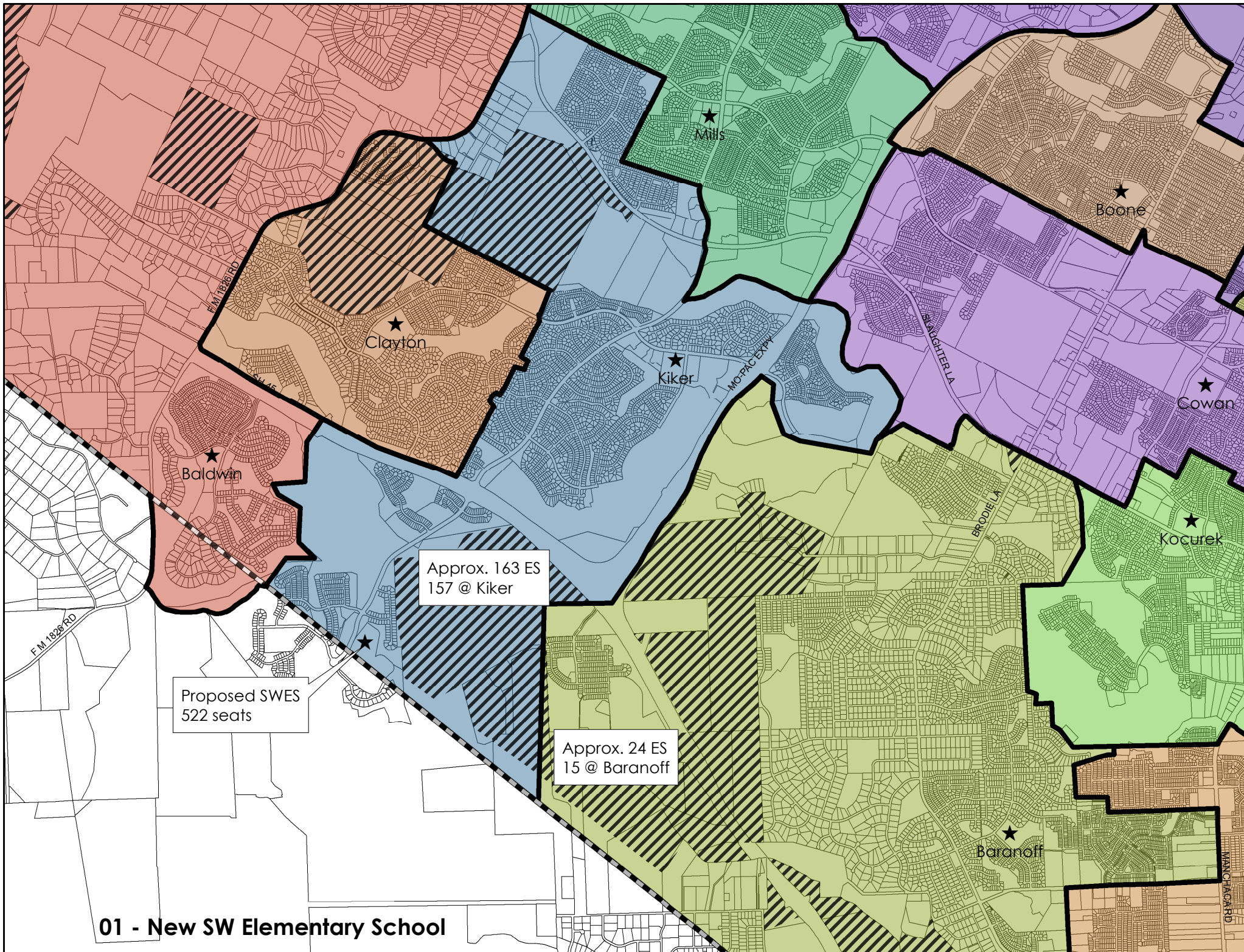
Permanent Capacity		2013-14 Population	2014-15 Population	2015-16 Population	2016-17 Population	2017-18 Projected Population	2021-22 Projected Population
Bedichek	941	1,183	1,132	1,076	1,012	988	880
Paredes	1,156	1,291	1,292	1,248	1,231	1,248	1,353
	2,097	2,474	2,424	2,324	2,243	2,236	2,233
		126%	120%	114%	108%	105%	94%
		112%	112%	108%	106%	108%	117%
		118%	116%	111%	107%	107%	106%
Permanent Capacity		2013-14 Enrollment	2014-15 Enrollment	2015-16 Enrollment	2016-17 Enrollment	2017-18 Enrollment	Net Trans.
Bedichek	941	1,022	959	918	890	849	-14%
Paredes	1,156	1,089	1,034	1,000	959	899	
	2,097	2,111	1,993	1,918	1,849	1,748	
		109%	102%	98%	95%	90%	-28%
		94%	89%	87%	83%	78%	
		101%	95%	91%	88%	83%	
Permanent Capacity		2013-14 Population	2014-15 Population	2015-16 Population	2016-17 Population	2017-18 Projected Population	2021-22 Projected Population
Blazier	598	1,122	1,161	1,189	1,082	1,102	1,125
	598	1,122	1,161	1,189	1,082	1,102	1,125
		188%	194%	199%	181%	184%	188%
		188%	194%	199%	181%	184%	188%
Permanent Capacity		2013-14 Enrollment	2014-15 Enrollment	2015-16 Enrollment	2016-17 Enrollment	2017-18 Enrollment	Net Trans.
Blazier	598	960	966	848	797	858	-22%
	598	960	966	848	797	858	
		161%	162%	142%	133%	143%	
		161%	162%	142%	133%	143%	

#### 05 - BOND: Blazier Relief (4-6)

Permanent Capacity		2017-18 Projected Population	2021-22 Projected Population
Bedichek	941	948	844
Paredes	1,156	1,118	1,212
Blazier (6th only)	367	170	177
	2,464	2,236	2,233
		91%	91%
Permanent Capacity		2017-18 Enrollment	2021-22 Projected Enrollment
Bedichek	941	815	726
Paredes	1,156	805	873
Blazier (6th only)	367	170	177
	2,464	1,790	1,776
		73%	72%
Permanent Capacity		2017-18 Projected Population	2021-22 Projected Population
Blazier	598	742	750
Blazier (4-5)	733	360	375
	1,331	1,102	1,125
		83%	85%
Permanent Capacity		2017-18 Enrollment	2021-22 Projected Enrollment
Blazier	598	578	584
Blazier (4-5)	733	280	292
	1,331	858	876
		64%	66%

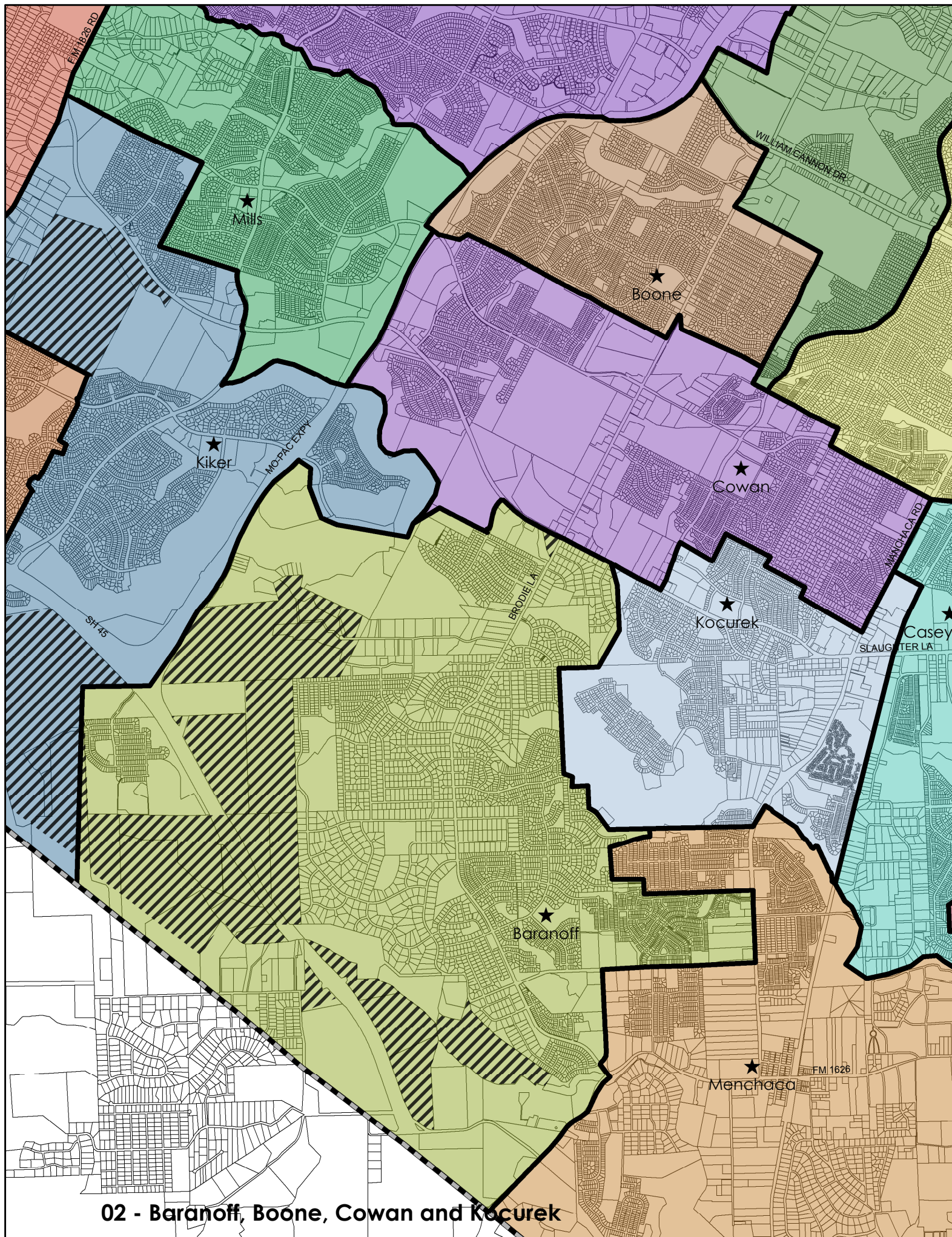
Projected enrollments assume the same transfer rates as 2017-18 projections. Net transfer rate at Blazier is high due to PK grade level reassignment to Uphaus.





01 - New SW Elementary School



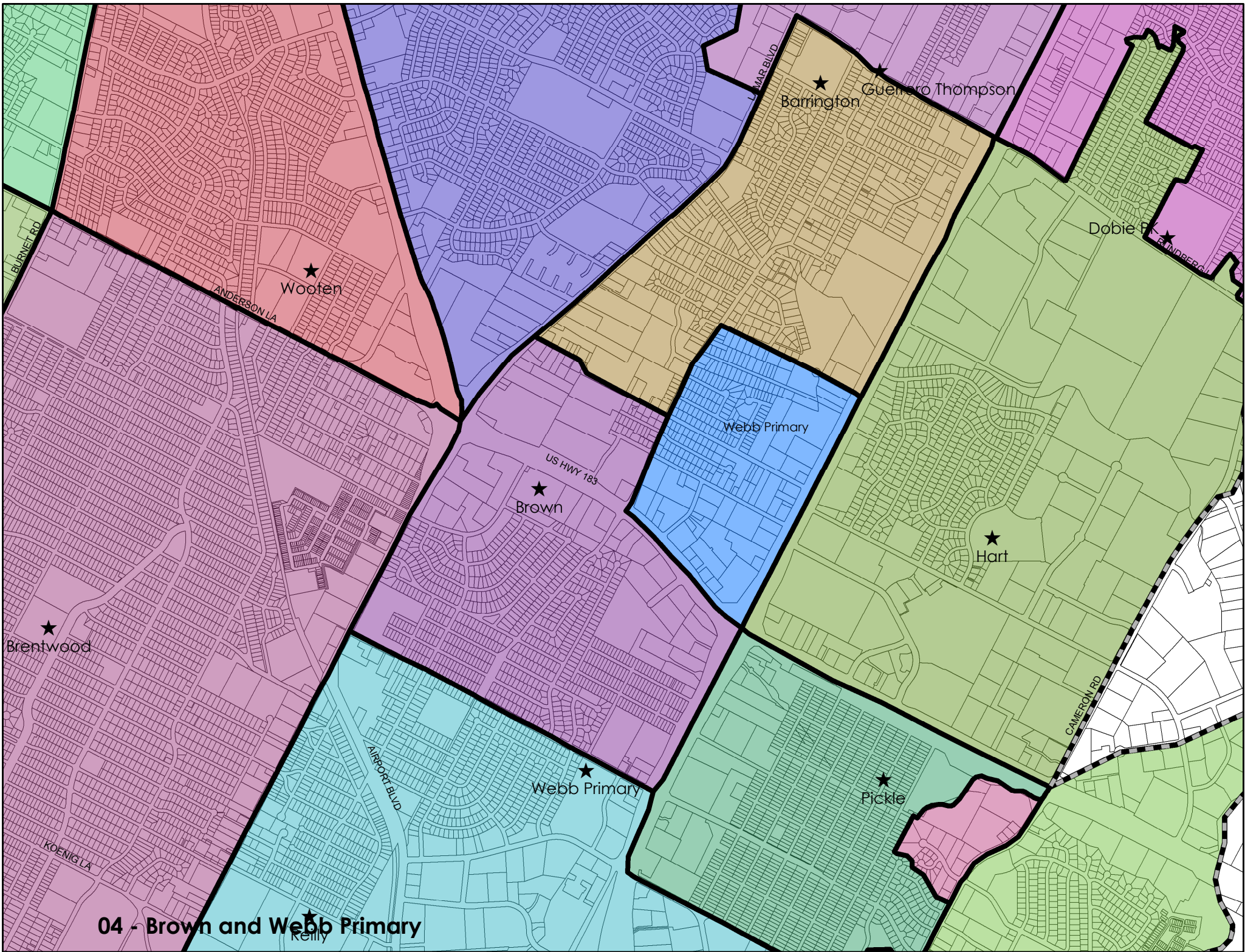


02 - Baranoff, Boone, Cowan and Kocurek



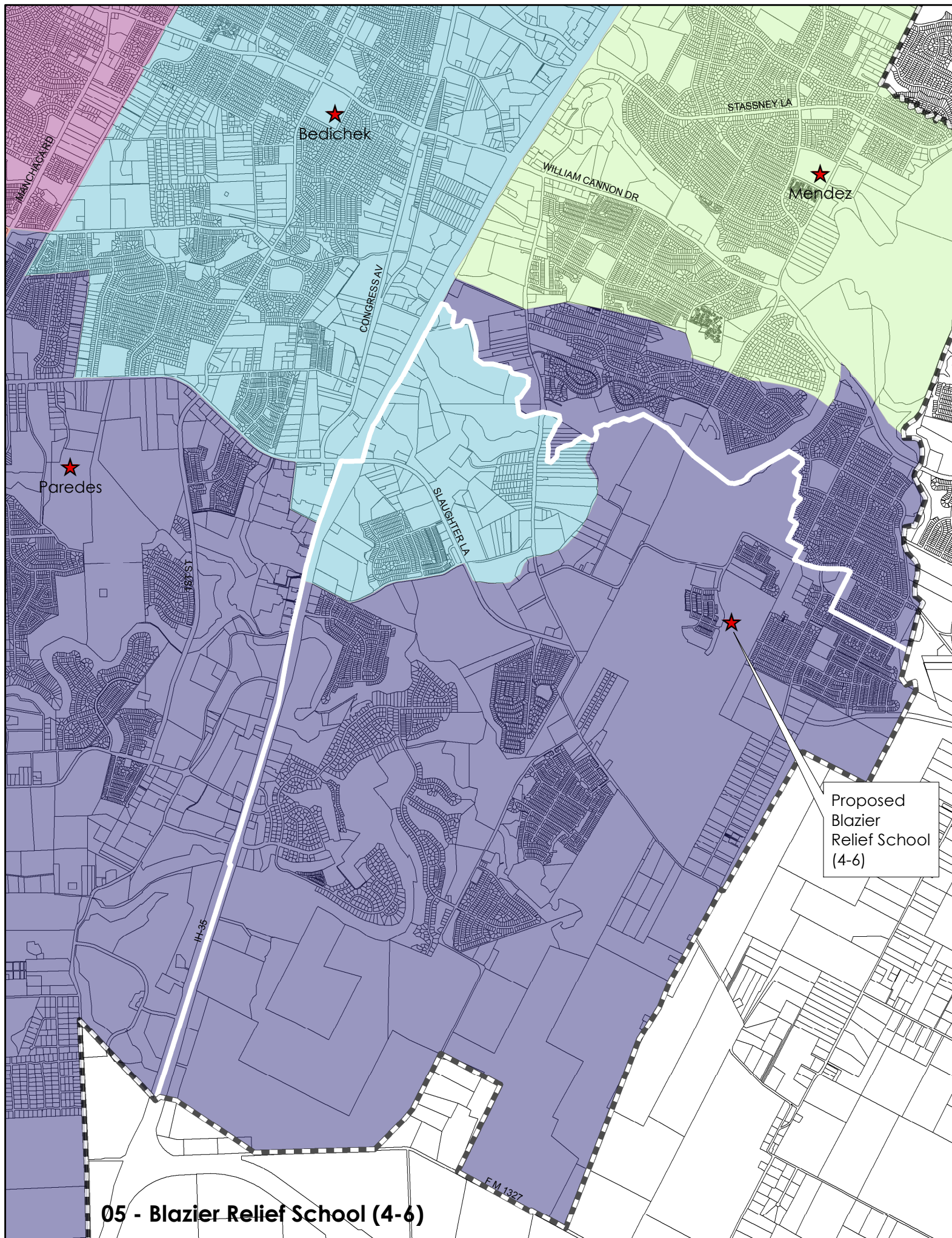






04 - Brown and Webb Primary





05 - Blazier Relief School (4-6)