

School Changes 2019

Version 2.0



Introduction

A Thank You to the Austin ISD Community

Thank you for challenging us to be a better school district and to lead by being vulnerable. We listened to your thoughtful feedback and appreciated how passionately you engaged with us on School Changes. We believe the opportunity to transform our school district comes once in a generation, and it is a responsibility we take seriously.

We want to continue to foster a sense of openness and collaboration. We appreciate the space you helped us create to have honest conversations about our community's most important asset: our students and their futures.

We know we made significant missteps in our initial approach to School Changes. We are learning from those mistakes. As a result, in Version 2.0, we decided that we needed to look at 31 scenario options further, and study them more with your help. We want to take a longer look at them from a financial, academic achievement and equity perspective.

We have also made a few hard choices to consider closing and consolidating schools. After listening to people throughout our community, we are excited about what we did agree upon: Every student should have a high-quality education, taught by highly qualified and well-compensated teachers, in an inspiring and welcoming environment conducive to learning.

Planning and implementation for School Changes will look and feel different for each campus community. Scenario options that do not affect campuses next school year will continue to evolve. We will co-create with communities to chart a path forward and arrive at solutions that could be considered for future years.

All of us want every student to graduate from high school prepared to succeed in life. Our community's meaningful

insights served as the cornerstone in developing Version 2.0 of the scenario options. We will continue to invite active involvement from our communities as we progress. The feedback we heard during our time with you is captured in [a comprehensive report here](#).

Where we're headed is important and we're ready. With your support, we have taken many preliminary steps that have prepared us for School Changes. We offer students:

- College and career programs, recently expanded by Career launch,
- Early College High Schools at seven campuses,
- Dual language programs in Spanish and Vietnamese,
- Strong early childhood education and wraparound services, and
- New schools as part of the 2017 Bond Program that deliver 21st-century learning spaces.

Austin's school district has a lot to be proud of, and the School Changes process builds on key successful initiatives already in place.

We are deeply grateful for your support throughout our journey and for the opportunity to earn your trust. We look forward to our work together as we guide the future of our district and shape public education in Central Texas.



Executive Summary

A New Version: School Changes 2.0

Austin ISD released Version 1.0 of the School Changes scenario options Sept. 5 to gather feedback from our campuses and communities. The driving force behind this process is to ensure high academic performance and outcomes for all students.

Our aim is to do this by removing the predictability of student success or failure that currently correlates with social or cultural factors. Through the School Changes process, which began in January, our goal is to find ways to reinvest resources tied up in maintaining aging facilities into what matters most to us—our students.

The updated scenario options focus on the changes we can make in the 2020–21 school year. They are informed by community feedback and account for allotted 2017 Bond funds and space available in our schools today. In Version 2.0 of School Changes, we include important proposals for districtwide changes that:

- Incentivize highly effective teachers at underperforming schools,
- Strengthen the academic core at every campus,
- Improve our special education systems,
- Implement cultural proficiency and inclusiveness training throughout the district, and
- Expand school hours to 6 a.m.–6:30 p.m., prioritizing schools affected by changes.

Consolidation and repurposing schools are also included in this proposal. The district will prioritize support for campus communities that will experience a closure or consolidation. Ensuring that we monitor and safeguard students who will experience changes to their day-to-day routines is of utmost importance to us.

We will create School Changes Implementation Teams to help guide the transitions for students, teachers and communities. And our commitment to staff is clear and firm: All AISD employees in good standing affected by our School Changes proposals are guaranteed a job at their current staffing level or higher.

We also will work with our communities to develop plans for the reuse or repurposing of sites, with a focus on affordable housing and other community benefits.

Our challenges

As a district, our challenges are real and complex. We have a persistent academic achievement gap between students who are asian, Black, differently abled, hispanic, Indigenous, language-diverse, Middle Eastern, White, placed in special education and identified as economically disadvantaged. Although we saw gains in student enrollment this year, primarily at the middle school level, we are expected to continue to lose students. We have 7,000 unfilled seats in classrooms. Our district carries the burden of \$1.4 billion needed in repairs to our facilities.

During the last five years, we have operated with a structural budget deficit and we have had to use our savings account to pay bills. This year, we used \$3 million from our reserves account, even though we received funds from the state of Texas through House Bill 3. Next year, our district is projected to send \$612 million of our locally collected tax dollars to the state under the recapture law.

We recognize that we also have the great responsibility to grow and nurture the leadership at every campus to improve the unique culture at each school and make it inviting for all students, parents and families. By investing in family and community engagement, we feel strongly that we can create better experiences for those we serve. We also feel that this approach will draw in more students living within the Austin ISD attendance zone who choose an alternative education choice.

Knowing the challenges we currently face and ones on the



Executive Summary continued

horizon, it is our duty to be good stewards of our resources and to plan responsibly. The School Changes process is one way to affect what we can control—our spending and our focus on students.

The analysis for the proposals included in Version 2.0 is based on an equity framework designed to assess how we ensure high academic performance for all students and protect their social and emotional well being. The framework recognizes:

- The social, emotional, physical and academic needs of historically underserved students.
- Historical discrimination and favoritism has resulted in schools that follow patterns of city segregation, dispossession and displacement, stifling students'

opportunities to learn in environments that attract highly qualified and culturally proficient staff.

- Limited funds restrict the ability to invest in the academic core, developing leaders and teachers, and districtwide programming.

After a vote by the board of trustees, we expect the implementation of School Changes to take approximately two years. We will continue to inform and engage with our campuses and communities throughout its implementation.

Our work starts with celebrating the strengths and embracing the expertise of each community, while striving every day to be the best choice for education in Central Texas.



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Note: Version 2.0 Scenario names are consistent with those from Version 1, even if they have changed substantially.



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Districtwide

Feeder Pattern Alignment

AISD Staff & Teacher Collaborative

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

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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, St. Elmo, and Zilker 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

Blanton, Harris, Jordan, Overton, Pecan Springs and Winn elementary schools, 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



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

Burnet Global Languages School

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Wooten Elementary School

Garza Independence School of Choice

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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

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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

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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 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 can demonstrate mastery of learning through communication, collaboration, creativity, cultural proficiency, connections and critical thinking.

Our Why: Austin ISD's economically disadvantaged students of color 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.
- 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.
- Offering a minimum of three advanced courses in each core content area.
- Leveraging distance learning, student sharing or personalized blended learning.
- Providing access to courses for all middle school students.

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 **\$2.5 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	



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 2 3 4 5

Anticipated Date

SY2020-21 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**
 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 tomorrow’s 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 \$200,000
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. 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.

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, suspensions, gifted and talented placement, graduation rates 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

Anticipated Date

Spring of the 2020–21 school year

Campuses in this Scenario

Norman & Sims Elementary

Financial Implications

Academic Program Cost **\$1.6 MILLION**
 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 **\$213,000**
 Deferred Maintenance Cost Avoidance **\$8.7 MILLION**
 Annual Operations & Maintenance Savings **\$647,000**

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

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

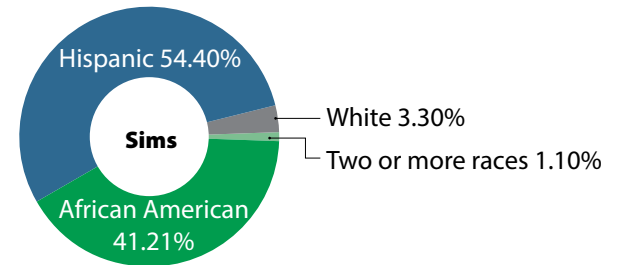
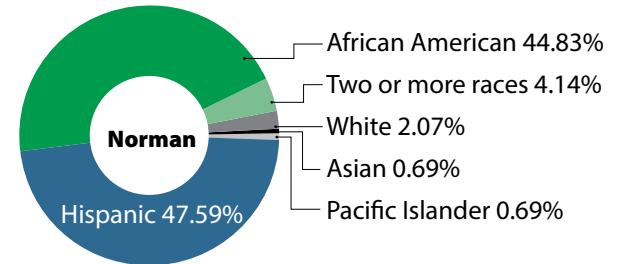
Finance and Operations

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

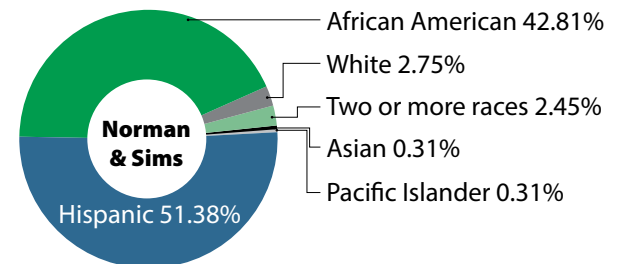
Human Capital

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

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. The campus communities will provide input on the programming offered at the modernized Sanchez school.

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 campuses have a projected combined enrollment of 543 for the 2020 school year, based on the 2018–19 demographic report. The modernized building at Sanchez will have a capacity of 522, which is the small-elementary school model defined by the Educational Specifications. 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. This project is fully funded by the 2017 Bond Program.

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.

Preparing Our Students To Succeed By

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



Scenario Summary

Meets Guiding Principles 2 4

Anticipated Date

2021–22 School Year

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 **\$7.81 MILLION**
Annual Operations & Maintenance Cost **\$1.2 MILLION**

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

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

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

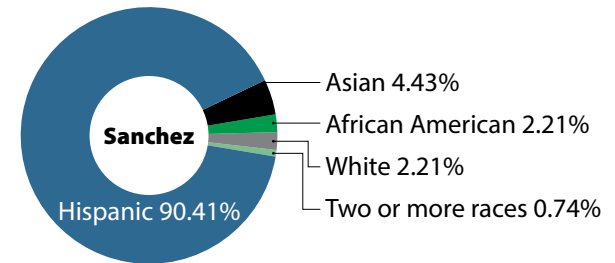
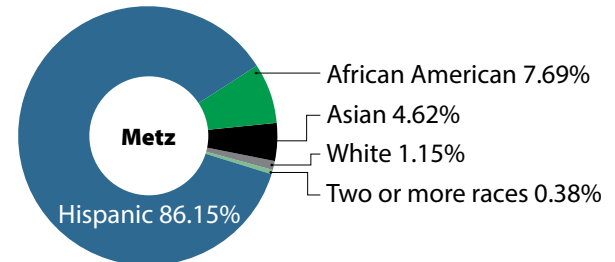
Finance and Operations

	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

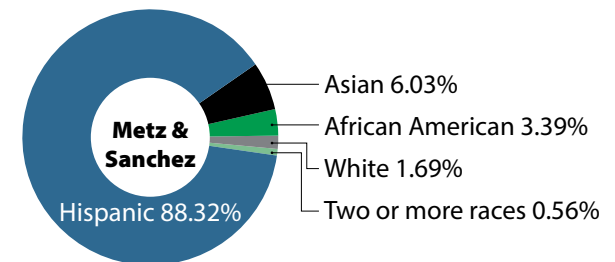
Human Capital

	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

2018–19 Demographics



Projected Combined Demographics



Pease Reenvisioned

Description: The Pease Elementary School site will be repurposed to support AISD media and archives, as well as a social justice center. The district will continue to work with the Pease community to determine how and where they might be able to relocate together. Pease does not have an attendance area, therefore, students would have the option to return to their assigned school or transfer to another site.

Facility Reasoning: 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 approved education specifications.

The Pease site is 2.73 acres and is encumbered by the historic building. The site and the building cannot support a fully modernized campus, and an investment of \$7.02 million to clear deferred maintenance would not significantly improve the educational space. The cost to renovate the site as a media center or social justice center would be significantly less than the investment required to modernize the facility to continue to serve as a school. The annual facility cost is greatly reduced, as maintaining a school with students requires more frequent repairs, more consistently.

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,
- Parent and bus drop transportation requirements, and
- Height setback for multi-level building.

Our Why: 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. The funds that would have been used to address longstanding facility issues at Pease will be reinvested districtwide. Pease Elementary School will be repurposed to support the districtwide Social Justice Center and the AISD archives. This would preserve the history of AISD and all our school communities within a historically significant building. This solution best 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.



Scenario Summary

Meets Guiding Principles 4 5

Anticipated Date

Closure in the 2020–21 school year; repurposing timeline TBD.

Campuses in this Scenario

Pease Elementary

Financial Implications

Academic Program Cost	N/A*
*Cannot be estimated until receiving site has been determined.	
Reallocated 2017 Bond Funds	\$640,000
Deferred Maintenance Cost Avoidance	\$7.02 MILLION
Annual Operations & Maintenance Savings	\$926,000
This amount has been adjusted to reflect the estimated annual operating expense of maintaining the Pease building for educational purposes, including the AISD archives.	

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

Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
✓	Campus Repurpose	Repurpose Pease for educational purposes
	Facility Improvement	
	Boundary or Feeder Implications	

Pease Reenvisioned continued

Campus Demographics

	Pease ES
Enrollment 2018–19	232
Permanent Capacity 2020	293
Utilization 2020	79.18%
Transfer in	232
Transfer out	0
Economically Disadvantaged	15.9%
Special Education	9.91%

Academic Performance

2018 LAS Scaled Score	93
2018 State Scaled Score	86
EOY % of 2nd Graders Reading at Gade Level	83%

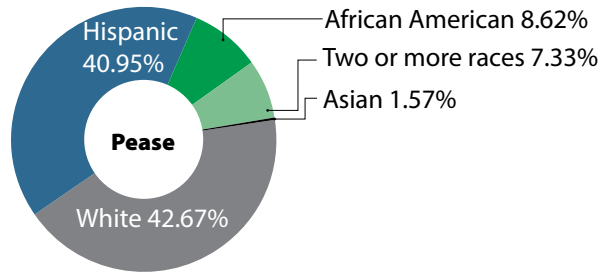
Finance and Operations

FCA	45
ESA	47
Count of Portables	0
Deficiency 2020	\$7,024,011
Bond 2017	\$638,000
Transportation Annual Cost	\$0
2017 FMP Timeframe	6–12 Years
FMP Rec.	Renovation

Human Capital

Novice Teachers	20%
Effective Teachers	88.89%
Customer Service	80.4%
Campus Climate	75%

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 E 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.
- Changing boundaries 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

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. Students will also learn cultural proficiency and inclusiveness, better preparing them for a multicultural workforce.

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.

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 3 4 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	



Brooke, Govalle, Linder Partnership

Description: Students living north of Lady Bird Lake will attend the new Govalle Elementary School. Students living south of Lady Bird Lake will attend Linder, which is planned to be fully modernized in the next bond program. Brooke families assigned to Linder may also transfer students to Govalle, Zavala or Sanchez (if capacity is available). The Brooke facility will be repurposed, and resources will be combined and reinvested to enhance academic programming at Govalle and Linder. Most students will attend schools closer to their homes, decreasing travel time and increasing opportunities to walk or bike to school. 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. Brooke students assigned to Linder could attend Govalle, Zavala or Sanchez, with transportation provided by the district until the Linder campus is modernized.

Facility Implication: Within the 2017 Bond Program, \$32.5 million was identified to construct a modernized Govalle Elementary School to a capacity of 522 students. The 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 underenrolled (below 75% of a school’s capacity). Brooke is within 1.4 miles of Govalle, and is also underenrolled. The capacity of Brooke is 411, 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. It is considered to be in “poor condition.” To address underenrollment at both schools and to provide more opportunities for robust programming, the students who live north of Lady Bird Lake will be reassigned to the modernized Govalle. The remaining Brooke students (who live south of Lady Bird Lake) will be reassigned to Linder, or families may transfer students to Govalle, Zavala or Sanchez (if capacity is available). Linder is approximately 1.2 miles from these students; Brooke is 2.7 miles away. The Facility Master Plan slated Linder for a full modernization in the next bond cycle.

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. This 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, suspensions, gifted and talented placement, graduation rates and more. This consolidation also addresses 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.

Preparing Our Students To Succeed By

- Creating modern, flexible, inspiring academic spaces.
- Shortening travel time and increasing opportunities to walk or bike to school.
- Combining resources into fewer schools to expand opportunities.



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 **\$251,000**

Deferred Maintenance Cost Avoidance **\$9.98 MILLION**

Annual Operations & Maintenance Savings . . . **\$1.2 MILLION**

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

Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
✓	Campus Consolidation	Students from Brooke will attend either the new Govalle (those who live north of Lady Bird Lake) or the modernized Linder (those who live south of Lady Bird Lake)
✓	Campus Repurpose	Brooke will be repurposed for affordable or workforce housing
✓	Facility Improvement	Modernize Linder
✓	Boundary or Feeder Implications	Brooke, Govalle, Linder

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.

Still Under Consideration in 2020–21

Brooke, Govalle, Linder Partnership

The recommendation to continue a community discussion about the Brooke, Govalle, Linder Partnership 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. Also, the Linder site would not be an improved learning environment for students.
- + Although a portion of Brooke is located south of Lady Bird Lake, some families expressed feeling a stronger connection with neighborhoods located north of Lady Bird Lake, and would prefer to be assigned to Zavala or Sánchez-Metz if Brooke were to close.
- + The district would like to work more closely with the school communities to discuss how the plan can be improved to address equity and better serve Black and Hispanic students.
- + Approximately one quarter of the students at Brooke are served by special education programs. To create a seamless transition with the least amount of disruption for our most vulnerable students, families and the district staff would need to co-create transition plans for each of the students.
- + As a National Wildlife Federation silver-level eco school, Brooke is very proud of its outdoor learning environment and STEAM programming. The district would like to further plan how to preserve that culture if the school were to close.

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.

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 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



School Changes Scenario Analysis continued

carefully plan and intentionally expand weighted student funding when and if there is more information about how the funding model affects student outcomes.

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.

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



School Changes Scenario Analysis continued

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 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



School Changes Scenario Analysis continued

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 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.



School Changes Scenario Analysis continued

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 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.

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.



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





School Changes 2019

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



School Changes 2019

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



School Changes 2019

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- Does not address

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



- Significantly addresses
- ◐ Somewhat addresses
- Does not address

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



Appendix B: 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.



Appendix C: 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.

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

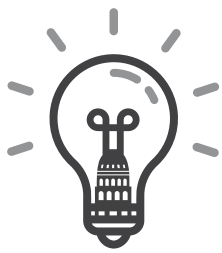
Academic Performance

	2018 LAS Scaled Score	2018 State Scaled Score	EOY % of 2nd Graders Reading at Grade Level
Elementary Schools			
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

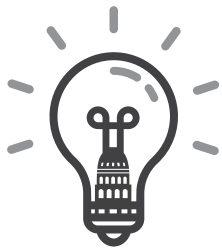
REIMAGINE
REINVEST
REINVENT

	2018 LAS Scaled Score	2018 State Scaled Score	EOY % of 2nd Graders Reading at Grade Level
Elementary Schools Continued			
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



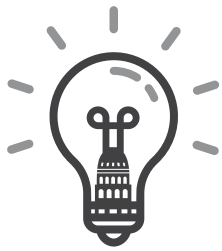
School Changes 2019

REIMAGINE
REINVEST
REINVENT

	2018 LAS Scaled Score	2018 State Scaled Score
Middle Schools		
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
REINVEST
REINVENT

	2018 State Scaled Score	CCMR
High Schools		
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%
Special Campuses		
ALC		
Rosedale School	56	
Uphaus Early Childhood Center		



Campus Demographics



**School
Changes
2019**

REIMAGINE
REINVEST
REINVENT



	Enrollment 2018/19	Permanent Capacity 2020	Utilization 2020	Transfer in	Transfer out	Economically Disadvantaged	Special Education
Elementary Schools							
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

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



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Campus Demographics

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



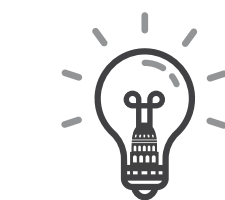
School Changes 2019

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Campus Demographics

	African American	American Indian	Asian	Hispanic	Pacific Islander	White	Two or more races
Elementary Schools							
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%



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Campus Demographics

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



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Campus Demographics



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



Campus Demographics



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



Campus Demographics

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



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Campus Demographics

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



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Campus Demographics



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



Finance & Operations



**School
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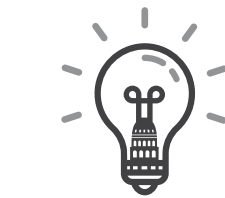
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	FCA	ESA	Count of Portables	Deficiency 2020	Bond 2017	Transportation Annual Cost	Site Acreage	Permanent Capacity	Projected Enrollment
Elementary Schools									
Allison	43	50		\$11,466,198	\$1,140,000	\$66,512.21	11	486	497
Andrews	63	59	8	\$7,777,652	\$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

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



**School
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Finance & Operations

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



**School
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2019**

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Finance & Operations



**School
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2019**

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



Finance & Operations



**School
Changes
2019**

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



Human Capital



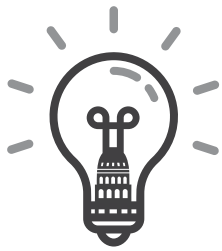
School Changes 2019

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	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
Elementary Schools				
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



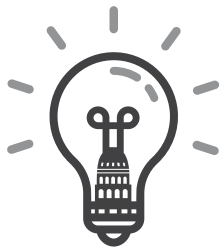
School Changes 2019

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	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
Elementary Schools Continued				
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
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	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
Middle Schools				
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

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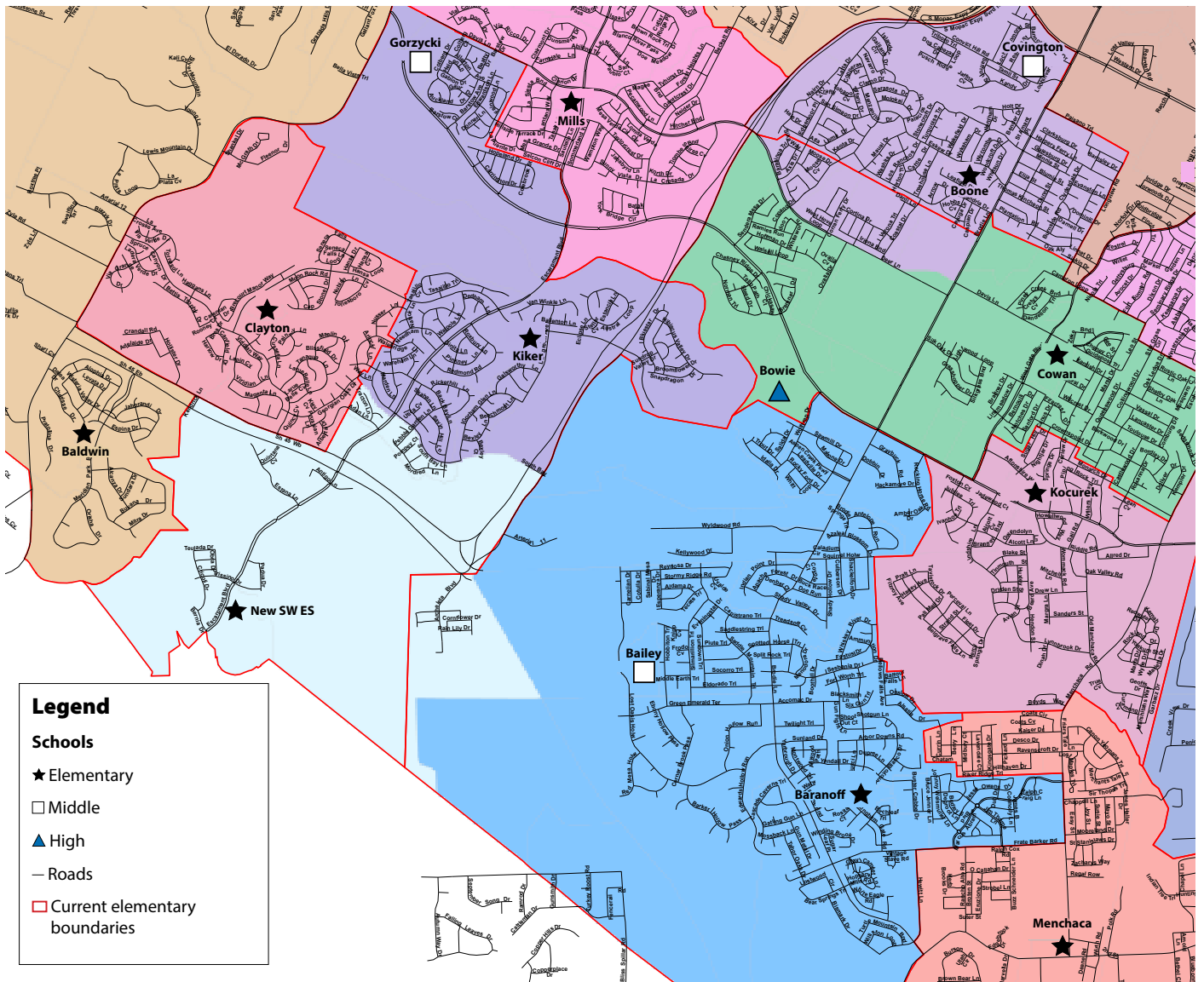
Human Capital

	Novice Teachers	Effective Teachers	Customer Service	Campus Climate
High Schools				
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%
Special Campuses				
ALC	27.59%	96%	100%	81%
Rosedale School	30.43%	100%	100%	100%
Uphaus Early Childhood Center	0%	100%	92.6%	84%



Appendix E

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%
Totals	1,525	2,118	2,071	2,052	2,058	2,050	2,016	2,003	1,974	1,965	1,969	1,976				

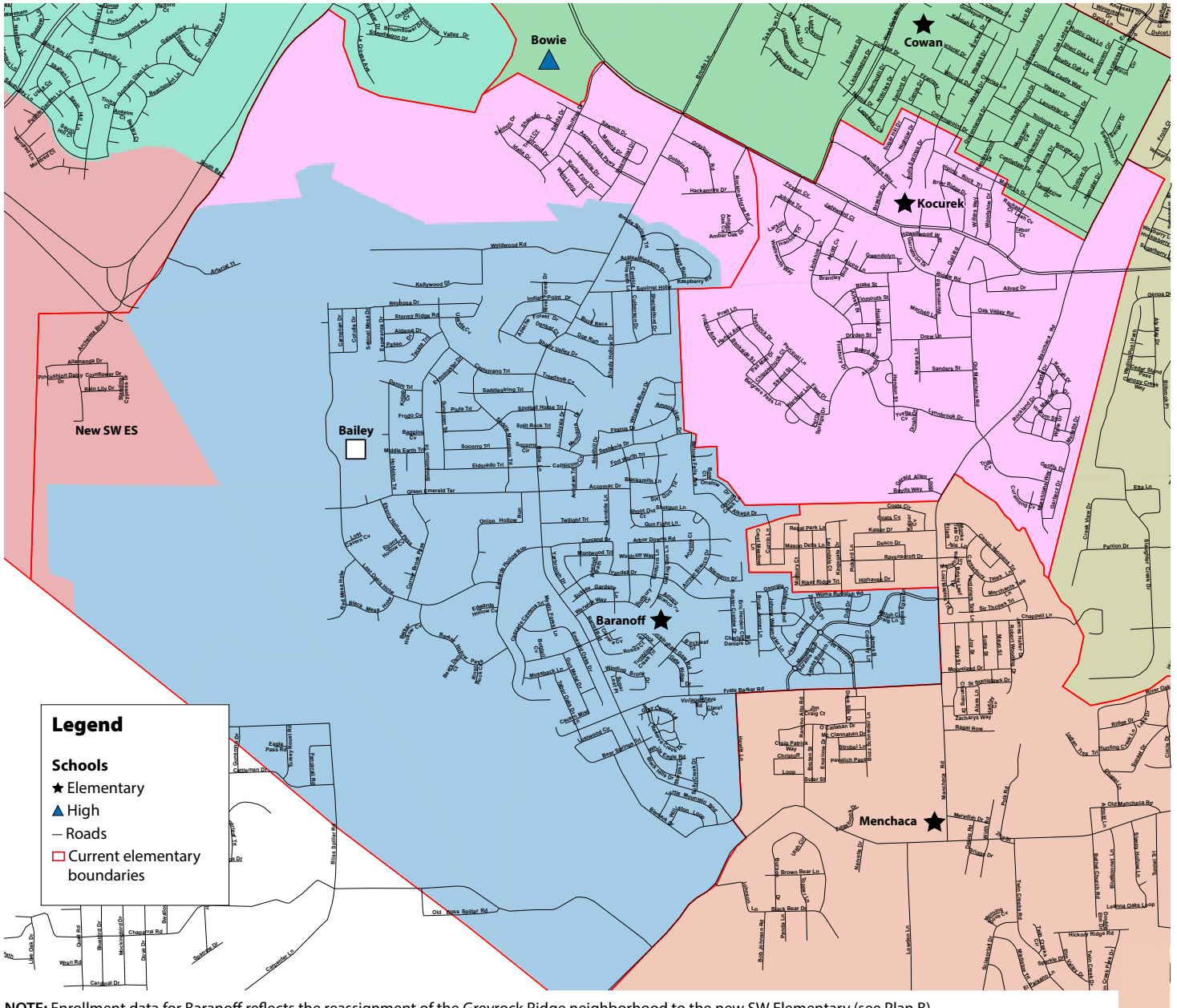
Proposed Boundaries Campus Level Projections

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%
Totals	2,047	2,118	2,071	1,691	1,712	1,695	1,678	1,675	1,666	1,666	1,674	1,688				

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

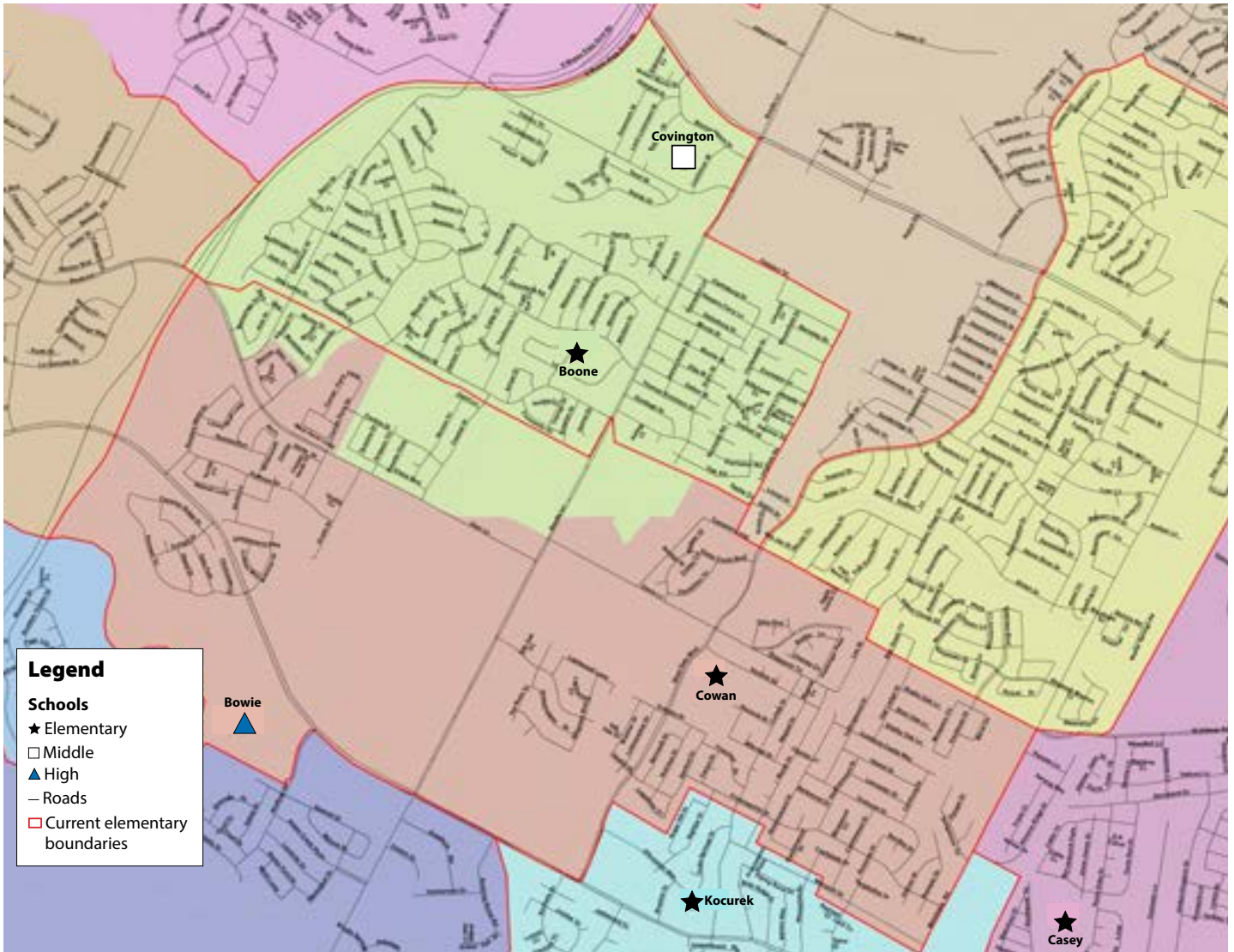
Campus	Capacity	Fall 2018/19	Enrollment Projections										Utilization			
			2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29	1 Yr	3 Yr	5 Yr	10 Yr
Baranoff ES	794	997	971	957	951	947	938	933	928	922	930	940	122%	120%	118%	118%
Kocurek ES	673	565	549	558	546	547	534	532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

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%
Totals	1,467	1,562	1,520	1,479	1,461	1,458	1,436	1,429	1,418	1,407	1,416	1,426				

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
Totals	1,400	1,319	1,286	1,266	1,228	1,215	1,211	1,205	1,200	1,185	1,178	1,171

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)

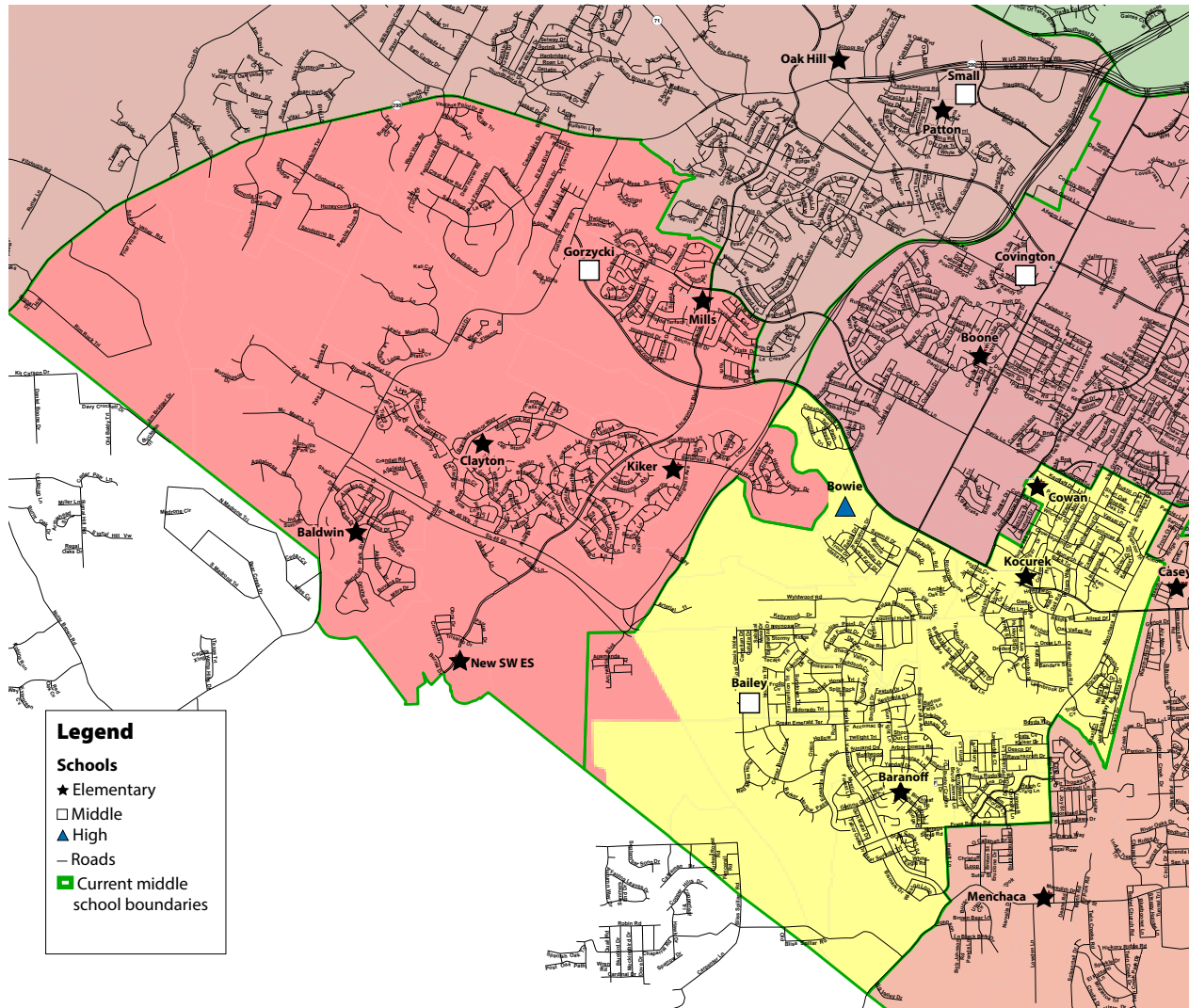
Campus	Capacity	Fall 2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2027/29
Boone ES	752	517	490	609	572	555	552	563	579	587	599	610
Cowan ES	648	802	795	642	638	645	648	635	619	604	593	586
Totals	1,400	1,319	1,286	1,251	1,210	1,200	1,200	1,198	1,198	1,191	1,192	1,196

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%
Totals	2,520	2,283	2,385	2,342	2,225	2,093	2,062	2,044	2,042	2,015	2,008	1,996				

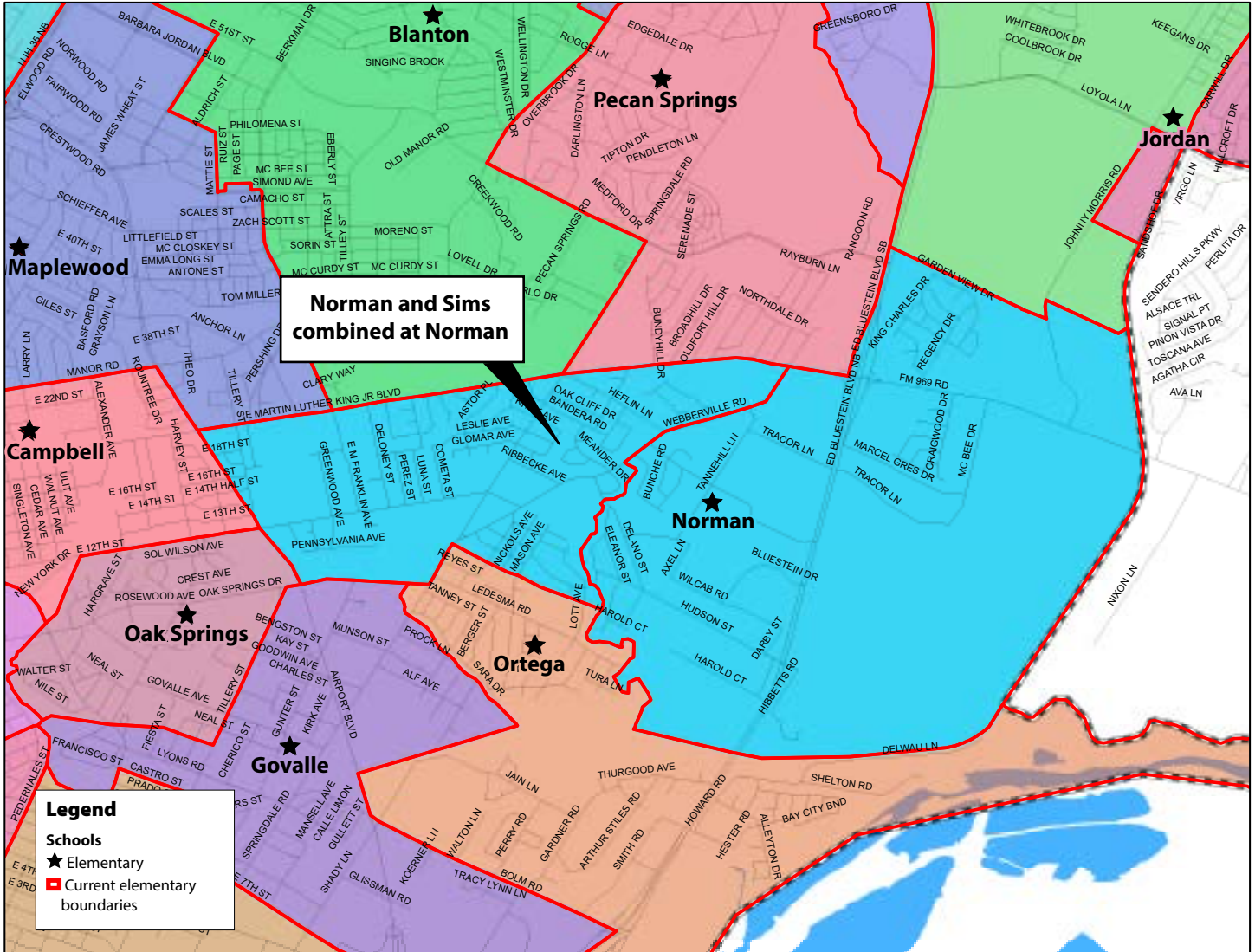
Proposed Boundaries Campus Level Enrollment (Where AISD Students Attend) Projections

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%
Totals/Totales	2,520	2,283	2,385	2,342	2,225	2,093	2,062	2,044	2,042	2,015	2,008	1,996				



Proposed Norman–Sims Boundary

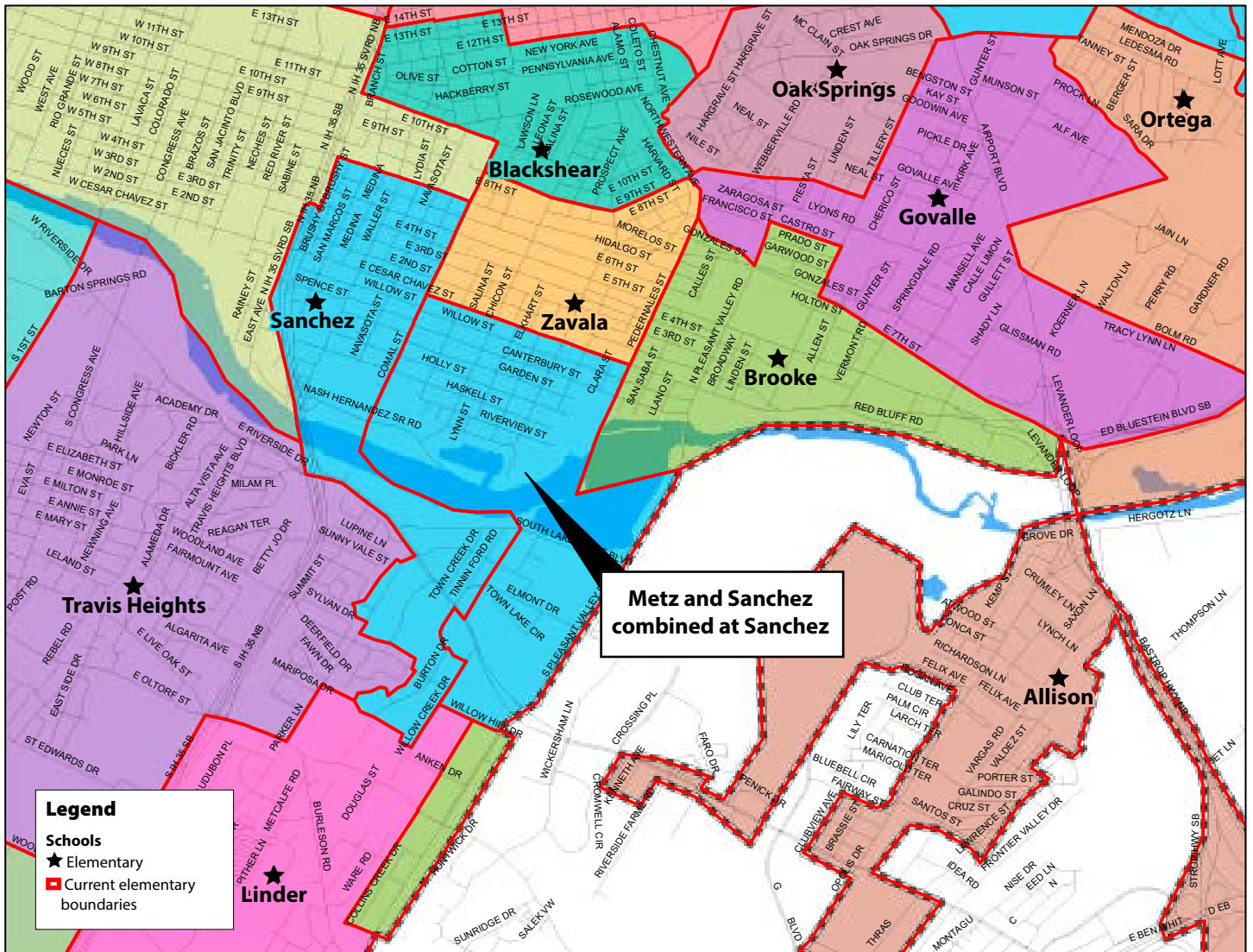
Bringing the Norman and Sims elementary communities together will build on the unity, strength and momentum of the currently co-located students. Details on page 15.



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.

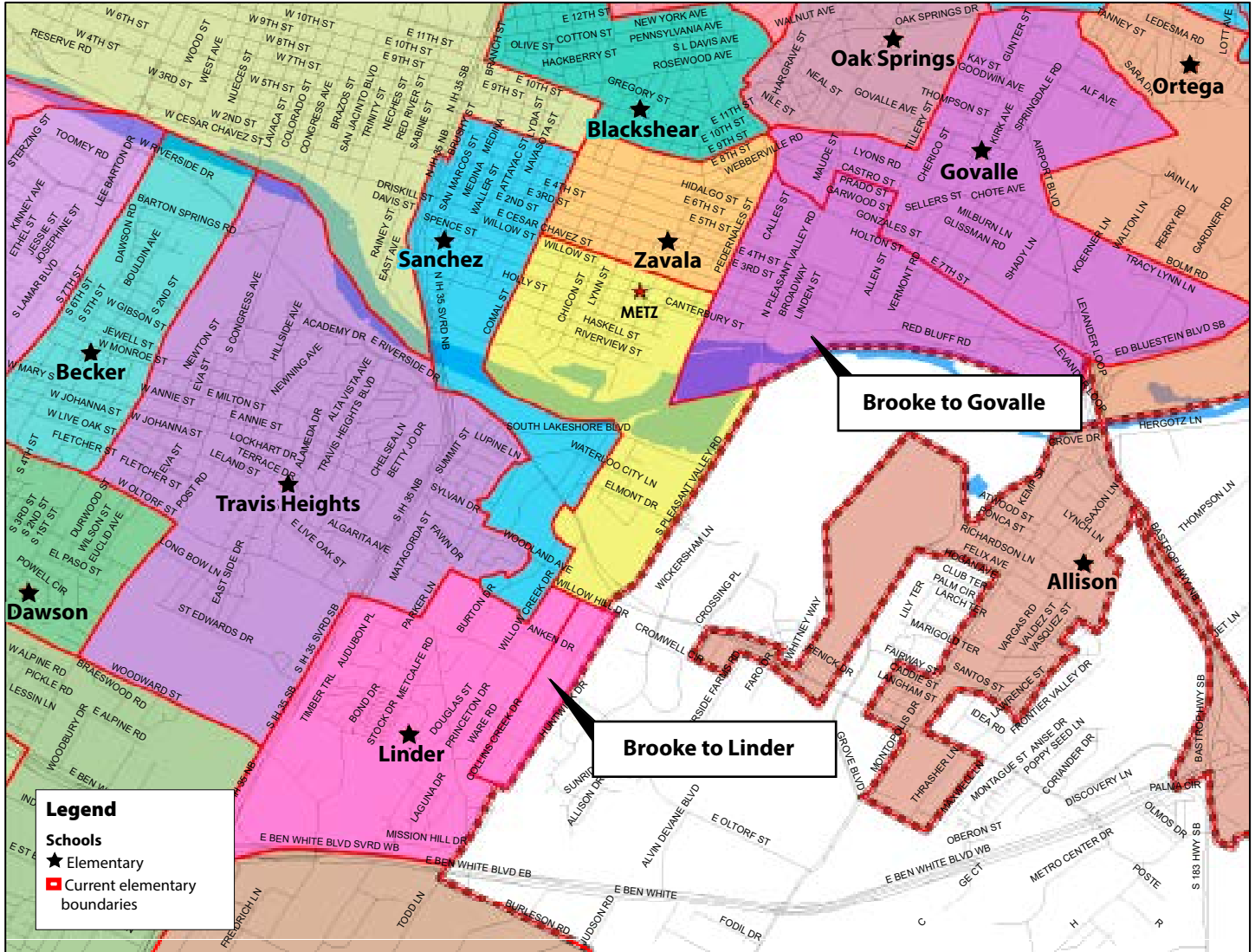
Details on page 17.



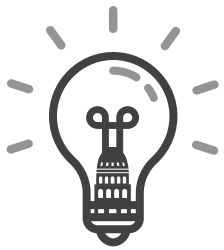
Proposed Brooke-Govalle-Linder Boundary

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 24.



Estimated
Year 1
Costs



School Changes 2019

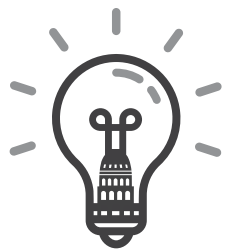
REIMAGINE
REINVEST
REINVENT

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	\$4,354,440
Cultivating Tomorrow's Teachers	\$200,000
Norman & Sims Partnership	\$(647,000)
Metz & Sanchez Partnership	\$(1,207,000)
Pease Reenvisioned	\$(992,000)
Brooke, Govalle, Linder Partnership	\$(937,000)
TOTAL	\$18,734,782



Estimated Year 1 Costs



School Changes 2019

REIMAGINE
REINVEST
REINVENT



Detail Summary of Costs for Potential Consolidations

	Norman & Sims Partnership	Metz & Sanchez Partnership	Pease Reenvisioned	Brooke, Govalle, Linder Partnership
Estimated New Programming Costs				
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
Estimated Program Totals:	\$1,616,500	\$1,689,000	-	\$3,090,500
Estimated Savings				
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
Estimated General Fund Savings	\$647,000	\$1,207,000	\$992,000	\$937,000
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
Estimated Grant Savings	\$105,000	\$195,000	\$42,000	\$234,000
Net Grand Total (General Fund Only)	\$969,500	\$482,000	\$(992,000)	\$2,153,500



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

Revised 11/1/19





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

**DRAFT
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"> Cohort 1 Applicant Pools Differentiated Staffing Models (as needed) Early Hiring Advantage *Early Separation Notice Incentives *Propose increase: Est. \$200,000 *Hired Unassigned Placement (Incentive July Placement) *Proposal Expands Practice Principal Participation at Recruitment Events Prioritizing Recommendations For Employment *Sign-on Bonuses *Propose increase: \$112,500 Sign-on bonuses of \$1,500 are provided for high need areas Targeted Job Fairs (Bilingual, Special Education, and Cohort 1 campuses)
	<ul style="list-style-type: none"> *Campus-Based Mentoring Program *Not an existing practice *SAC - Support a Champion *Not an existing practice
	<ul style="list-style-type: none"> Early Transfer Window Placement of Leveled Teachers *Incentives for National Board Certified Teachers *Propose increase: Approx. \$80,000 *Automatic Opt-In to PPFT (for all teachers) *Not an existing practice

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	
FINDERS	<p>Staffing</p> <ul style="list-style-type: none"> • Develop Campus-Based Teacher Profile and Rubric • Highly Effective Administrative and Support Staff • Secure Formal Commitment Agreements (Teacher, Administrator, and Support Staff) • Data-Driven Staffing/Retention • Priority Placement Process • *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. • Equity Focused and Culturally Proficient Teachers • Highly Effective and Experienced Teacher • Enhanced Campus Designation for PPFT • *PPFT IR Campus Compensation <p style="text-align: right;">*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. Estimated Cost: \$4.5 million for incentive pay</p> <p style="text-align: right;">*Cost to be negotiated through Education Austin</p>
CONNECTORS	<p>Expanded Instructional Resources and Support for Teachers</p> <ul style="list-style-type: none"> • Culturally Responsive Libraries • Job-Embedded Coaching <p>Expanded Professional Learning</p> <ul style="list-style-type: none"> • Social and Emotional Learning (SEL) • Creative Learning Strategies • Culturally Responsive Pedagogy • Trauma Informed Practices • Family Engagement Strategies
KEEPERS	<p>Enhanced Culture and Climate and Designed Supports</p> <ul style="list-style-type: none"> • Campus Beautification Efforts • Intentional and Ongoing Celebrations of Success • Staff Support for Family Engagement (e.g. PSS) • Job-Embedded Coaching Support • Campus Leadership Development

Revised 11/1/19



Appendix H: Academic Programs by Vertical Teams

<p>AKINS VT *College and Career Prep <i>Dounna Path</i></p> <p>Akins Paredes Blazier Casey Kocurek Langford Menchaca Palm Perez</p>	<p>ANDERSON VT *One World Schools: Global Scholars, Global Action, and Global Cultures <i>Beth Newton</i></p> <p>Anderson Murchison Doss Davis Hill Summit Pillow</p>	<p>AUSTIN VT *Empowerment through Involvement <i>Kathryn Achtermann</i></p> <p>Austin O. Henry Barton Hills Bryker Woods Casis Mathews Pease Zilker Small Oak Hill Patton</p>	<p>BOWIE VT *Comprehensive College and Career Pathways <i>Jennifer Murray</i></p> <p>Bowie Bailey Baranoff Cowan Gorzycki Baldwin Clayton Kiker Mills</p>	<p>CROCKETT VT *AVID, Advancement Via Individual Determination <i>Sandra McWilliams</i></p> <p>Crockett Bedichek Odom Pleasant Hill St. Elmo Williams Covington Boone Cunningham Galindo Joslin Sunset Valley</p>
<p>EASTSIDE MEMORIAL VT *STEM <i>Jennifer Stephens</i></p> <p>Eastside Memorial Martin Allison Brooke Govalle Metz Ortega Sanchez Zavala</p>	<p>NAVARRO VT *College and Careers in Global Society <i>Rafael Soriano</i></p> <p>Navarro Navarro GPA Burnet Cook Guerrero Thompson McBee Padron Wooldridge Wooten</p>	<p>LBJ VT *Early College High School/Early College Start <i>Sterlin McGruder</i></p> <p>LBJ Sadler Means Andrews Blanton Harris Pecan Springs Garcia Jordan Overton Sims Norman</p>	<p>MCCALLUM VT *Advancing Academics through the Arts <i>Katie Peña</i></p> <p>McCallum Kealing Blackshear Campbell Lee Maplewood Oak Springs Lamar Brentwood Gullett Highland Park Reilly Ridgetop</p>	<p>NORTHEAST VT *Early College High School/Early College Start <i>Alisia Longoria</i></p> <p>Northeast Dobie Graham Hart Walnut Creek Webb Barrington Brown/Webb Primary Pickle Winn</p>
<p>TRAVIS VT *Pathways to Success <i>Tania Jedele</i></p> <p>Travis Travis GPA Sarah Lively Becker Dawson Linder Travis Heights Uphaus Mendez Houston Rodriguez Widen</p>	<p>SPECIAL CAMPUS VT *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>LEGEND Signature Programs</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>		