

# Schools are often the heart of the community where people learn, play, meet, share ideas and access resources.

## That's why it's so important we do everything we can to strengthen our campus communities to best serve our students and families.

With the unity, collaboration and leadership of the AISD Board of Trustees, together with AISD administration, and after listening to the community, we are proposing school changes that align with board-adopted guiding principles with equity in mind. Key milestones will be important throughout this journey. However, beyond process milestones, the magnitude of our vision will impact the trajectory of our community for decades to come.

### Austin's school district has a lot to be proud of.

The School Changes process builds on important initiatives already in place, such as **college and career programs** that are expanding with **Career Launch** now at four campuses, and **Early College High School offerings** at seven campuses.

We're offering **dual language programs** in **Spanish** and **Vietnamese** to help bridge both language and culture across the district, allowing students to learn from each other and start early to build a **bilingual foundation for learning**. For us, a student who comes into school speaking a language other than English begins with a powerful asset, and through **multilanguage programming** we will graduate students that are **biliterate, bilingual, and bicultural**.

Our youngest learners in Pre-K are getting new opportunities. After receiving the district's first Head Start grant, we are now able to serve more than 250 more families in Pre-K-3 (3-year-old students) with a **strong early childhood education** and **wraparound services** for the whole family. Those wraparound services include support for children's physical, mental and oral health, nutrition, and the needs of students who receive special education services. Additionally, parenting instruction and other family engagement activities are included.

We're also strengthening our commitment to student mental health by operating school mental health centers that bring resources directly to families at 43 campuses.

Good things are happening in Austin's school district.

### But we can do better.

In order to create an even brighter future, we have to learn from our past. We have a history of inequity that must be acknowledged, addressed, and overcome. For more than 100 years, race has divided Austin's school district, and because of that, it has worked for some students, but not for all. We need the courage to face that truth, we must be honest with ourselves about how to change it, and we owe it to all of our children to change it for the better. Austin can no longer afford to think in terms of "they" or "me." We can only move forward by thinking and acting as "we"—Austin's School District.

***The quality of teaching and learning varies across the district. Each and every student deserves to experience the highest level of engaging, challenging, and student-centered learning wherever they attend. We are committed to making the changes necessary to realize better results so that every classroom lifts academic excellence. We know that great teachers, quality resources, and enhanced programming can get us there. We also recognize that core academics in the areas of special education delivery, student health and wellbeing, and fine arts need to be a prioritized focus.***

Looking to the future, the learning experience in Austin's schools needs to change. Right here in our own city, entire industries are being reshaped in ways that we never imagined even five years ago. Educating our children means preparing them with critical thinking skills for a changing world. It means ensuring every child has the mindset to understand people different from themselves, whether it be race, ethnicity, nationality, physical ability, sexual orientation, or gender identity. And it takes instilling in each child the confidence and emotional intelligence to overcome any challenge as they pursue their personal and professional goals and dreams.



**To address inequities meaningfully here at home and a changing economy around the world, we are investing in three areas:**

1. **PEOPLE.** It begins with well-paid, highly-qualified educators who know every child's name and needs. That's why this year's budget includes across-the-board pay raises for all district employees. They were the largest raises in our history, and the raises are permanent. We're also investing in training to ensure we have a culture where every educator sees each child as an individual expected to achieve excellence. But it takes more than investing in educators. It takes our entire community, working together with purpose, to hold us accountable and to help us succeed.
2. **PROGRAMS.** We are looking at all of our campuses and offerings to ensure every student has access to coursework that is challenging, engaging, and goal-driven. We expect every student to graduate high school prepared to succeed in life. We understand that it takes more than programming to achieve equity and address the whole child, and our investments in this area set us on the right path.
3. **PLACES.** Learning happens in places that inspire students and where teaching can be optimized. In 2017, 72% of our community voted in favor of a \$1 billion bond to modernize campuses and build new schools across the city—and we are executing our community's long-term facilities master plan now.

**School changes will strengthen all schools and deliver on the promise of access and opportunity for all of our students.**

We have gathered community input, collected and reviewed years of data, and considered factors including student achievement, academic performance, race and ethnicity, facility conditions, budget and operations, poverty levels, and the many languages spoken across our district. Details on the process and data are included in the Appendix.

Several scenario options are for systemic changes that address racial inequity and provide better support to parents and families by extending the school day. Some options include new, expanded or enhanced programming like multicultural studies, esports, pre-k to pre-med, social justice and legal studies, and green tech. Some options also better serve our teachers by investing in teacher collaboratives where educators can thrive, learn and excel. Some options include school closures and consolidations that will result in inspiring new programs, vibrant spaces and learning experiences that nurture the **whole child**. This is a direct benefit when dollars go to classrooms and kids instead of to costly building maintenance and repairs. Buildings are important, but kids are more important and at the center of every proposed change.

**What happens next?**

Together we will arrive at a plan that builds on strengths, addresses the needs across our district, and fulfills our vision of opportunity and access for all students. Therefore, the scenario options here are draft and not final. Each one is a starting point for conversation that will lead us toward finalizing scenario recommendations later this fall. There will be opportunities for further community collaboration. We will listen to understand perspectives, and scenario options may change as we do. Working together as one community, we can create opportunities for all that don't come at the expense of some.

**Why now?**

We refuse to accept the status quo any longer and we owe it to every child to do better. This document gives us a framework for the kind of discussion and decision making that will set Austin's school district on a new path. It will not happen all at once, and it won't happen overnight. But together we can make it happen over time.

**The opportunity before us comes once in a generation, and we must make the most of it.**

While the decisions ahead of us will not be easy, we know that a failure to act would be a failure to do what is right. Our children deserve no less and we have it within us to give them more. By rising to this moment, we see a future where diverse student populations contribute to magnet school program experiences, excel in rigorous coursework and enrich the overall learning environment for all students. We see a future where every Austin child in every campus learns in a modern school with outstanding teachers and inspiring programs so they can graduate high school prepared to succeed in life.



# Five Guiding Principles

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

## 1 Ensure equitable access to programmatic opportunities that engage and inspire all students.

- A. Ensure services are provided to meet the diversity of student needs and remove barriers to academic success.
- B. Increase the comprehensive menu of rich options to appeal to diverse student interests that mitigate programmatic deserts.
- C. Consider all regions for a districtwide, holistic approach.
- D. Strengthen the connection of programming within the feeder pattern.
- E. Increase the number of students who have after school and extracurricular offerings.
- F. Consider staffing and staff performance (retaining high quality)

## 2 Put more students in reimagined, 21st-century learning environments that engage and inspire.

- A. Increase average Education Suitability Assessment score.
- B. Increase average Facility Condition Assessment score.
- C. Ensure strong culture, climate, and safety at campuses (families, students and staff feel welcome at a school).
- D. Increase building utilization while considering programs and boundaries.
- G. Reduce portable classrooms.
- E. Do not add students to create over-enrolled schools.
- F. Strengthen and stabilize student population levels within feeder patterns.
- G. Cap the percentage of economically disadvantaged students experiencing school closures after more information has been received and an equity officer has been hired.

## 3 Maintain assigned-school concept and other choices options.

- A. Optimize opportunities for socio-economic diversity while balancing proximity to neighborhood schools
- B. Consider road patterns, travel duration, proximity and start/stop times to increase number of students with reasonable access to an elementary school

## 4 Reduce financial obligations not directed toward student learning and support.

- A. Redirect investments to student support.
- B. Mitigate projected increase in transportation costs (Consider impact of transportation cost on program access.).
- C. Minimize negative impact to taxpayers
- D. Reduce deferred maintenance costs.

## 5 Optimize facility use to benefit students, families and communities.

- A. Partner with municipalities, health care organizations, county government, the city of Austin, Travis County and others to align assets with our community need (affordable housing, private development, recreation spaces, shared use, social services, and workforce housing).
- B. Maximize opportunities for co-locating non-governmental organizations, nonprofits and other partners in facilities or shared sites.



## We Want To Hear From You

The draft scenarios are not final

Together we will arrive at a plan that builds on strengths, addresses the needs across our district, and fulfills our vision of opportunity and access for all students. The scenario options here are draft and not final. Each one is a starting point for conversation that will lead us toward finalizing scenario recommendations later this fall.

There will be opportunities for community collaboration. We will listen to understand perspectives, and scenario options may change as we do. Working together as one community, we can create opportunities for all that don't come at the expense of some.

A list of community meetings and an online portal for community feedback will be posted on Monday, September 9, at [www.austinisd.org/schoolchanges/meetings](http://www.austinisd.org/schoolchanges/meetings)

Please join us in this important community conversation.



# Table of Contents

<b>AISD Teacher Collaborative</b> . . . . .	<b>9</b>
Districtwide	
<b>Districtwide Cultural Proficiency &amp; Inclusivity</b> . . . . .	<b>10</b>
Districtwide	
<b>Elevating the Secondary Multicultural Studies Curriculum</b> . . . . .	<b>11</b>
All middle and high schools	
<b>Expanded Access to Magnet &amp; Application-Based Programs</b> . . . . .	<b>12</b>
Sixth- and Ninth-graders from all campuses	
<b>Families-First Expanded School Hours</b> . . . . .	<b>13</b>
Districtwide	
<b>Weighted Student Funding &amp; School Autonomy</b> . . . . .	<b>14</b>
Campuses in the Innovation Zone and 1882 Campuses	
<b>Feeder Pattern Alignment</b> . . . . .	<b>15</b>
Districtwide	
<b>Pre-K to Pre-Med</b> . . . . .	<b>16</b>
Jordan, Norman and Overton elementary schools, New Northeast Middle School, LBJ Early College High School	
<b>Personalized Learning for Homeschooled Students</b> . . . . .	<b>17</b>
Alternative Learning Center at Anita Ferrales Coy Facility	
<b>Bilingual, Biliterate, Bicultural: Dual-Language &amp; Immersion at Elementary Schools</b> . . . . .	<b>18</b>
Andrews, Boone, Cook, Jordan, Mills, New Southwest, Pickle, and Winn elementary schools	
<b>Norman-Sims and Pecan Springs Enrichment Partnership</b> . . . . .	<b>19</b>
Norman & Sims, and Pecan Springs elementary schools	
<b>Austin’s Only Bilingual, Biliterate, Bicultural Montessori School at Winn</b> . . . . .	<b>20</b>
Norman & Sims, Pecan Springs, Pickle, and Winn elementary schools	
<b>Maplewood/Campbell Consolidation and Blackshear School for Digital Media and Performing Arts</b> . . . . .	<b>21</b>
Blackshear, Campbell, and Maplewood elementary schools	
<b>Legal Studies and Social Justice Program at Gus Garcia Young Men’s Leadership Academy</b> . . . . .	<b>22</b>
Dobie, Lamar, Martin, New Northeast Webb middle schools, and Gus Garcia Young Men’s Leadership Academy	



# Table of Contents

<b>A New Northeast Middle School</b> . . . . .	<b>23</b>
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	
<b>The Dobie-Webb Modernization Project</b> . . . . .	<b>24</b>
Dobie and Webb middle schools	
<b>Garza Independence School of Choice</b> . . . . .	<b>25</b>
Garza Independence High School	
<b>First Look at First Responders at LBJ ECHS</b> . . . . .	<b>26</b>
LBJ Early College High School	
<b>Early Steps to College Prep at Northeast ECHS 6-12</b> . . . . .	<b>27</b>
Northeast Early College High School	
<b>Brooke, Govalle, Linder Partnership</b> . . . . .	<b>28</b>
Brooke, Govalle and Linder elementary schools	
<b>Outdoor Leadership Schools</b> . . . . .	<b>29</b>
Langford, Palm, Perez, and Widén elementary schools, Paredes Middle School	
<b>Metz &amp; Sanchez Partnership</b> . . . . .	<b>30</b>
Metz and Sanchez elementary schools	
<b>Wooten Neighborhood Fine Arts Academy</b> . . . . .	<b>31</b>
Wooten Elementary School	
<b>STEAM and Humanities Program at Martin Middle School &amp; Feeder Schools</b> . . . . .	<b>32</b>
Allison, Brooke, Govalle, Metz, Ortega, Sanchez and Zavala elementary schools, Martin Middle School, Eastside Memorial Early College High School	
<b>Esports Learning Expansion Pack</b> . . . . .	<b>33</b>
Austin and International high schools, Eastside Memorial Early College High School	
<b>Reilly-Ridgetop Two-Way Dual-Language Program</b> . . . . .	<b>34</b>
Reilly and Ridgetop elementary schools	
<b>Burnet Global Languages School</b> . . . . .	<b>35</b>
Burnet Middle School	
<b>Anderson International Baccalaureate Track</b> . . . . .	<b>36</b>
Doss, Davis, Hill, Pillow and, Summitt elementary schools	



# Table of Contents

<b>Patton &amp; Small: World Languages and Green Technology Pathways</b> . . . . .	<b>37</b>
Patton Elementary School, Small Middle School	
<b>Pease Reenvisioned</b> . . . . .	<b>38</b>
Pease Elementary School	
<b>Austin High School Academies Extension</b> . . . . .	<b>39</b>
Barton Hills, Bryker Woods, Casis, Mathews, Oak Hill, Pease and Zilker elementary schools, O. Henry Middle School	
<b>South First and Manchaca Area Elementary Reinvention &amp; Realignment</b> . . . . .	<b>40</b>
Dawson, Galindo, Joslin, St. Elmo, and Zilker elementary schools	
<b>Green Tech at Paredes</b> . . . . .	<b>41</b>
Paredes Middle School	
<b>Cultivating Tomorrow’s Teachers</b> . . . . .	<b>42</b>
Akins and Navarro Early College High Schools, Burnet and Paredes middle schools	
<b>Travis Early College Tech</b> . . . . .	<b>43</b>
Travis Early College High School	
<b>Space to Learn</b> . . . . .	<b>44</b>
Baranoff, Boone, Cowan, Kiker, Kocurek, and New Southwest elementary schools, Bailey and Gorzycki middle schools	
<b>Kocurek International Baccalaureate Primary Years Program</b> . . . . .	<b>45</b>
Kocurek Elementary School, Covington Middle School	
<b>Fine Arts International Baccalaureate at Covington</b> . . . . .	<b>46</b>
Covington Middle School	
<b>Expansion of Bowie High School Engineering and Computer Science Programs</b> . . . . .	<b>47</b>
Bowie High School, Bailey, Covington, Gorzycki and Small middle schools, Baldwin, Baranoff, Clayton, Cowan, Kiker, Mills, Oak Hill, and Patton elementary schools	
<b>Timeline</b> . . . . .	<b>48</b>
<b>Appendix</b> . . . . .	<b>49–54</b>





# AISD Teacher Collaborative

Workforce housing is a serious challenge in Austin, particularly for our educators, who tend to move outside of Austin where housing is more affordable. A lack of workforce housing creates stress on personal lives and burdens educators with long commutes that remove them not only from the communities they serve, but also from where they form important bonds with our families. To help address this challenge, Austin ISD will invest in and develop workforce housing. AISD will work with educators to develop a housing program that creates a supportive, learning environment for our educators where they live. A site will be determined based on the assessment and implementation of the broader School Changes plan.

## Serving Students

As AISD strengthens its Ready, Set, Teach program for existing students as well as other AISD career programs, this housing option serves as a recruitment and retention strategy.

## Preparing Our Kids To Succeed By

- Providing opportunities for AISD educators to live in their individual communities.
- Investing in teachers committed to urban education.
- Improving teacher recruitment and retention to increase the quality and depth of our educators—teachers with a higher quality of life provide a higher quality education.

## SCENARIO Summary

Meets Guiding Principles



### Anticipated Date

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

### Campuses in this Scenario

Housing site for educators dependent upon School Changes plan and facilities assessment

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

### Summary of Changes

✓	Districtwide Changes	Housing affordability for AISD educators
	New Program	
	Enhanced Program	
	Campus Consolidation	
✓	Campus Repurpose	Location to be determined
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Districtwide Cultural Proficiency and Inclusivity

The Human Capital and Equity offices, in collaboration with district staff whose work encompasses race, equity and cultural proficiency, 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.

## Serving Students

Respect and cultural proficiency support the needs of staff, students and their families from diverse cultures and provide a safe, welcoming environment, and an example for others to follow.

## Preparing Our Kids To Succeed By

- Building on the district’s strengths, diversity and Cultural Proficiency and Inclusivity work.
- Eliminating racial disparities in the identification of special education and academically advanced students.
- Reducing, with the goal of 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.
- Decreasing, with the goal of eliminating, racist, Islamophobic, transphobic and other dehumanizing language and incidents throughout the district.
- Ensuring that equity and cultural proficiency are woven into the fabric of AISD’s culture by creating systems that reflect these values.
- Attracting, developing and retaining the nation’s most experienced and culturally responsive teachers and administrators to build on the strengths and meet the needs of historically underserved groups, and to enhance the cultural proficiency of all other students.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Districtwide

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## 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	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Elevating the Secondary Multicultural Studies Curriculum

We will create a vibrant, connective, strengths-based Multicultural Studies curriculum where students affirm and cultivate identity and voice in all middle and high schools. Leveraging our location as the capital city and our students' natural civic-mindedness, we will prepare our students for success to address challenges they may face in their school, community, city, and the world.

## Serving Students

Students develop strong critical thinking skills in Multicultural Studies courses by learning to shift perspectives, question what they read, and develop their own connections to the history that is traditionally delivered. Students both see themselves and others as they connect to history and cultural studies, identifying and problem-solving real-world issues that impacts their lives and communities.

## Preparing Our Kids To Succeed By

- Requiring Multicultural Studies at all middle and high schools and where possible substituting course sequences required for graduation.
- Embedding real-world social justice learning experiences in the newly designed Multicultural Studies courses.
- Affirming and cultivating students' identity and voice by fostering students' personal connections to local and national history with a vibrant, connective, strengths-based curriculum.
- Elevating themes of social justice and equipping students to address challenges they may face in their school, community, city, and the world by focusing the coursework on political, social, and economic connections.
- Implementing extensive professional learning for educators to deliver child-centered, culturally-responsive, and social-emotional learning, in a safe, welcoming, inclusive environment.
- Partnering with universities to support the development curriculum and with organizations for summer internships.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

All middle schools and high schools

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

✓	Districtwide Changes	Enhanced and expanded Multicultural Studies and Social Justice curriculum
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Expanded Access to Magnet and Application-Based Programs

Provide greater equity, access and inclusion for the magnet and application-based programs. This includes a comprehensive review of the recruitment, application and admission processes. This will increase socio-economic and racial diversity in schools, producing better student outcomes. It will also allow for diverse student populations to excel in rigorous coursework and contribute to the overall magnet and application-based program experiences, enriching the learning environment for all students. Rising sixth- and ninth-grade students from every campus will be recruited based on diversity standards to ensure equity, access and inclusion. The Austin ISD Human Capital and Equity Offices will serve as a coaching and consultative resource to ensure magnet campuses are supported in meeting the new standards.

## Serving Students

Students who currently may be overlooked or who might not consider magnet and application-based options will have the opportunity to attend and contribute their talents to the student bodies of those schools.

## Preparing Our Kids To Succeed By

- Ensuring all students from every campus can contribute their unique gifts and talents to the magnet and application-based school program experiences.
- Strengthening and enriching the experiences at the magnet and application-based programs by expanding the student body to include more economic and cultural diversity.
- Providing opportunity and access to rigorous coursework and learning experiences.
- Enriching the magnet and application-based programming experiences.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Districtwide

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

✓	Districtwide Changes	Provide greater equity, access, and inclusion for magnet and application-based schools
	New Program	
✓	Enhanced Program	Increasing magnet and application-based program opportunities and access for diverse student groups
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Families-First Expanded School Hours

We understand the difficulties families face trying to secure reliable, engaging, and fun before- and after-school care for their children, and we want to help all of our families. AISD will meet the needs of all families of all socio-economic backgrounds by expanding the school hours from 6 a.m. to 6:30 p.m. across the entire district, ensuring all students have safe, engaging, and reliable care before and after school.

## Serving Students

Students districtwide will experience the benefits of extended hours for a safe and engaging place to spend time before and after the school day. Families with varying work or transportation schedules will be able to benefit from this program at every school.

## Preparing Our Kids To Succeed By

- Providing safe, reliable, engaging care before and after school.
- Creating high-quality academic enrichment programs, like robotics, dance, music and arts programs, and civic engagement.
- Putting the needs of our kids and families first.
- Ensuring all families and children, regardless of socio-economic background, will be able to participate.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Districtwide

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## 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	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Weighted Student Funding and School Autonomy

Austin ISD will launch a pilot program for Weighted Student Funding that will allocate district funding based on the number of students and their individual needs using objective, measurable student characteristics. The current allocation system for school-based funding restricts a principal's ability to design programs that best match students' needs. By using a weighted funding formula, AISD will increase funding equity, transparency and flexibility, and will empower principals to design programs that best serve their school communities.

### Preparing Our Kids To Succeed By

- Taking into account the needs of different learners and putting resources where they are needed most.
- Giving principals greater flexibility to determine the most strategic use of funds to meet students' needs.
- Allocating resources where they are needed most.

## SCENARIO Summary

Meets Guiding Principles

### Anticipated Date

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

### Campuses in this Scenario

Innovation Zone and 1882 campuses

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

### Summary of Changes

✓	Districtwide Changes	Pilot could be expanded districtwide, pending its results
✓	New Program	New student funding model
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Feeder Pattern Alignment

Austin ISD will continue to examine student assignment areas in order to improve academic program alignment from elementary school through middle school and high school, and address overcrowding. Minimizing the number of campuses to which an elementary or middle school tracks to improve academic alignment and helps ensure that students are prepared for and will be successful when progressing to middle or high school. Balancing a schools' enrollment to match its capacity allows us to avoid overcrowding, which leads to portable buildings – limiting the technology, innovative instruction and collaboration between classrooms. Additionally shared spaces, like the gym and cafeteria, become stressed and schedules become restricted to accommodate the larger number of students.

## Serving Students

A more balanced student population allows for even distribution of program selections and better program alignment prepares our students for success.

## Preparing Our Kids To Succeed By

- Increasing alignment of programs from elementary through middle and high school will better prepare students as they progress through secondary schools.
- Reducing the number of students receiving instruction in portable buildings will increase opportunities for collaboration amongst students and teachers, and expand options for flexibility within the learning environment.

## SCENARIO Summary

### Meets Guiding Principles



### Anticipated Date

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

### Campuses in this Scenario

Campuses will be determined upon a comprehensive assessment of complete School Changes scenarios

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

### Summary of Changes

✓	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
✓	Boundary or Feeder Implications	Refine various attendance areas to address capacity and feeder patterns

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Pre-K to Pre-Med

Beginning in Pre-K and continuing through to high school graduation, students will engage in innovative and multi-age programming. The program will focus on medical professions, health and human systems, and health, wellness, nutrition, and preventive care to nurture interest in and prepare students for careers in the medical field. The expanded programming will ultimately improve the health of our students and our community. Students attending Jordan and Overton elementary schools will continue this programming at the middle school and high school level, and students attending the New Northeast Middle School that do not feed into LBJ Early College High School can choose to attend the LBJ Health Professions program.

## Serving Students

Students with a curiosity about health and human services will be exposed to all manner of programs, and have opportunities to interact with physicians, surgeons, researchers, and other professionals in the medical field. Exploration of the many aspects of health affords an early start to a focused career path.

## Preparing Our Kids To Succeed By

- Offering engaging curriculum focusing on medical professions and exploring health and medical care disparities between ethnicities and cultures.
- Preparing students to be doctors, nurses, nutritionists, and researchers in the community they serve.
- Providing access to college, career, and life opportunities with industry-based certifications and degrees throughout the program.
- Partnering with community nonprofit organizations and hospitals for mentorships and real-world opportunities.
- Creating opportunities to learn in facilities that support programming through intentional design for clinical rotations in areas such as biomedical engineering, world health, physiology, and preceptorships.
- Adjusting boundaries and feeder patterns to meet the needs of students.

## SCENARIO Summary

### Meets Guiding Principles



### Anticipated Date

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

### Campuses in this Scenario

Jordan Elementary  
Norman Elementary  
Overton Elementary

New Northeast Middle  
LBJ ECHS

### Financial Implications

Academic Program Cost . . . . .	TBD
Reinvested 2017 Bond Funds . . . . .	\$210,000
Deferred Maintenance Savings . . . . .	\$8.7 MILLION
Annual Operations & Maintenance Savings . . . . .	\$500,000

### Summary of Changes

	District-Wide Changes	
✓	New Program	Health and wellness curriculum, offerings, and certifications
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
✓	Boundary or Feeder Implications	Refine attendance areas to align programming

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.





# Personalized Learning for Homeschooled Students

Austin ISD’s goal is to serve and meet the educational needs of every child, including those who are homeschooled or those who may not thrive in a traditional school setting. We will serve students in grades 6–12 who are currently enrolled in homeschool programs in a fully realized, blended and personalized learning environment that meets the needs of each learner and strengthens partnerships with parents and families. A dedicated space at the Anita Ferrales Coy Facility will have on-site learning activities with expanded hours each day, grade levels based on subject and mastery instead of student age, access to individual classes, and a focus on social and emotional learning and mindfulness.

## Serving Students

Partial integration can offer resources and flexibility to homeschooled students by way of facility use and personalized curriculum, giving a more well-rounded education and socialization to those on an individual schooling path.

## Preparing Our Kids To Succeed By

- Receiving personalized, blended learning for each student.
- Creating a variable personalized learning model, including time, place, path and pace.
- Basing grade levels on subject and mastery versus the age of the student.
- Expanding hours of operations.
- Increasing academic rigor with access to college prep courses and materials, high school graduation, and internships and career opportunities.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Alternative Learning Center at Anita Ferrales Coy Facility

## Financial Implications

Academic Program Cost . . . . .	TBD
Reinvested 2017 Bond Funds . . . . .	N/A
Deferred Maintenance Savings . . . . .	N/A
Annual Operations & Maintenance Savings . . . . .	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	Blended and personalized learning program for homeschooled students
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Space improvements to serve new programming
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



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

Increase and expand two-way dual-language and immersion programs in at least eight elementary schools. By increasing and expanding access to two-way dual-language programs in elementary school, all students, regardless of their native language, will have opportunities to learn a second language while communicating with, learning from, and forming connections with students from diverse cultures and backgrounds. The programs would set the stage for cultural appreciation and global awareness.

## Serving Students

English and Spanish language learners will mutually benefit from authentic language exchange. Simultaneously, both groups work together to become bilingual and biliterate, fostering cultural appreciation and camaraderie in a diverse community. Students in immersion programs will accelerate in their second language acquisition.

## Preparing Our Kids To Succeed By

- Beginning language expansion programs in Pre-K and kindergarten, creating globally-minded kids from the first level of education.
- Expanding two-way dual-language programs, students will learn a second language while communicating with and learning from their peers—setting the stage for cultural appreciation and global awareness.
- Increasing the number of schools that can accept transfers into two-way dual-language and immersion programs.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Andrews Elementary  
Boone Elementary  
Cook Elementary  
Jordan Elementary

Mills Elementary  
Pickle Elementary  
Winn Elementary  
New Southwest Elementary

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Two-way dual-language and language immersion
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Norman-Sims and Pecan Springs Enrichment Partnership

Students from Norman, Sims, and Pecan Springs elementary schools will have the opportunity to learn in a bright, modern school with flexible classrooms to serve all communities at the Norman site. The Sims and Pecan Springs facilities will close, and resources will be combined and invested to enhance academic programming in the welcoming and inspiring learning spaces. Students from Pecan Springs, south of 51st St., will attend Norman-Sims, while the remainder of Pecan Springs will attend Winn Elementary School (see Austin’s Only Bilingual, Biliterate, Bicultural Montessori School at Winn scenario on page 20). The campus communities will have the opportunity to provide input on the programming offered at the modernized Norman-Sims school.

## Serving Students

Students from Norman, Sims and Pecan Springs elementaries will have access to a modernized facility and collaborative education initiatives that will affect all three populations as one joined community. Additional academic opportunities and after-school programs will maximize the resources available to a greater number of students.

*The idea for this scenario will work independently of all other ideas, however, it will be significantly stronger and can achieve the intended results when combined with the STEAM and Humanities Program at Martin and Feeder Schools scenario on page 32 and Austin’s Only Bilingual, Biliterate, Bicultural Montessori School scenario on page 20.*

## Preparing Our Kids 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.
- Offering Science, Technology, Engineering, Art and Mathematics (STEAM) learning experiences to prepare students to excel in the academic programs at Martin Middle School.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Norman-Sims Elementary  
Pecan Springs Elementary

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$210,000
Deferred Maintenance Savings .....	\$8.7 MILLION
Annual Operations & Maintenance Savings .....	\$500,000

## Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
✓	Campus Consolidation	Students at Sims and a portion at Pecan Springs (those who live south of 51st Street) will attend the modernized Norman-Sims
✓	Campus Repurpose	Sims and Pecan Springs
✓	Facility Improvement	Modernization at Norman
✓	Boundary or Feeder Implications	Norman, Pecan Springs, Sims

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



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

Creating dedicated Bilingual, Biliterate, and Bicultural programming at Winn Elementary School, rooted in the Montessori methods of early childhood education, will spark imagination and abstract thinking and develop the incredible talents in our students. The Pecan Springs Elementary School facility will close and students will have the opportunity to learn in a bright, modern school with flexible classrooms at either the modernized Winn campus or the new Norman-Sims campus (see Norman-Sims and Pecan Springs Enrichment Partnership scenario on page 19). Winn students living in the attendance area adjacent to Pickle Elementary School will attend Pickle, allowing students to attend a school in their neighborhood.

## Serving Students

Students who are able to communicate in multiple languages are an asset to our community. The program will serve students who already speak multiple languages or wants to learn multiple languages in a setting that is conducive to meeting them where they are so they may explore their passions and develop their talents.

## Preparing Our Kids To Succeed By

- Creating modern, flexible, inspiring academic spaces for students to learn.
- Combining resources and talents to expand academic programs to improve student outcomes and success.
- Creating a two-way dual-language program and increasing opportunities for students to become bilingual, biliterate, and bicultural.
- Providing opportunities for students to learn a second language while communicating with and learning from their peers—setting the stage for cultural appreciation and global awareness.
- Expanding the Montessori program at Winn and increasing the number of Montessori-certified Educators, allowing more students to learn in a Montessori environment.
- Adjusting boundaries and feeder patterns to meet the needs of students.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

- Pecan Springs Elementary
- Pickle Elementary
- Winn Elementary
- Norman-Sims Elementary

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$3.79 MILLION
Deferred Maintenance Savings .....	\$13.07 MILLION
Annual Operations & Maintenance Savings .....	\$500,000

## Summary of Changes

	Districtwide Changes	
✓	New Program	Two-way dual-language program at Winn
✓	Enhanced Program	Montessori program at Winn
✓	Campus Consolidation	Students from Pecan Springs will attend either Winn or the consolidated Norman-Sims
✓	Campus Repurpose	Pecan Springs
✓	Facility Improvement	Improvements at Winn to better serve new programming
✓	Boundary or Feeder Implications	Pecan Springs, Pickle, Winn, Norman, Sims

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



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

Students from Campbell and Maplewood elementaries will have the opportunity to learn in a bright, modern school with flexible classrooms to serve both communities at the Campbell site. The Maplewood facility will close and resources will be combined and invested to enhance academic programming within welcoming and inspiring learning spaces. The Maplewood culture, programming, and students will move to a modernized site at Campbell Elementary. Uniting the Campbell and Maplewood campuses will allow students to benefit from the strengths of each community. The Blackshear campus will have modernized and improved facility spaces dedicated to fine arts programming. Campbell students may choose to either join the arts-rich Maplewood programming at the Campbell site or attend Blackshear – Austin’s first Fine and Performing Arts Academy with Digital Media programs for K-5 students.

## Serving Students

Students who are passionate about art, music, performing arts, and exploring the arts through film and photography will have additional learning, performance, and competition opportunities they won’t find at any other elementary school in Austin. Already a Blue Ribbon school, students who attend Blackshear will be able to increase their knowledge, develop their creative passions, and further their academic performance through the new and expanded programs. Maplewood’s positive culture and academic excellence will take root at the improved Campbell facility, providing an elevated experience to both communities.

## Preparing Our Kids To Succeed By

- Expanding arts programs and increase literacy, math and critical thinking skills.
- Implementing the Campbell Digital Media programs at Blackshear.
- Leveraging the positive culture and academic excellence from Maplewood and Campbell to merge the best elements of both campuses to create one premier school community.
- Strengthening the fine arts and performing arts programs at Blackshear.
- Working with community arts partners to offer additional learning programs.
- Repurposing an aging facility (Maplewood) into a new, beneficial space for the community.
- Adjusting boundaries and feeder patterns to meet the needs of students.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

- Blackshear Elementary
- Campbell Elementary
- Maplewood Elementary

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	\$900,000
Deferred Maintenance Savings	\$8.11 MILLION
Annual Operations & Maintenance Savings	\$500,000

## Summary of Changes

	Districtwide Changes	
✓	New Program	Digital Media at Blackshear
✓	Enhanced Program	Expanding fine and performing arts at Blackshear
✓	Campus Consolidation	Maplewood culture, programs, and students will move to the Campbell campus; Campbell students can choose to join the Maplewood community at the Campbell site or attend Blackshear
✓	Campus Repurpose	Maplewood will be repurposed for community benefit, such as affordable housing, an arts studio, a childcare facility, or an art space for students
✓	Facility Improvement	Blackshear will require modernization for enhanced fine arts programming, Campbell will receive a modernization
✓	Boundary or Feeder Implications	Campbell and Maplewood elementaries

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



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

Gus Garcia Young Men’s Leadership Academy will expand to serve 6–12 grade students and develop a Legal Studies and Social Justice Program with blended and personalized learning, additional professional and career opportunities, and increased interactions with colleges focusing on legal systems, policy, and social justice.

## Serving Students

Students will develop profound leadership skills to increase advocacy in their communities while laying the groundwork for a career in policy and legal professions. Students will cultivate leadership and increased independent thought through a robust curriculum.

*The idea for this scenario will work independently of all other ideas, however, it will be significantly stronger and can achieve the intended results when combined with Elevating the Secondary Multicultural Studies Curriculum scenario on page 11.*

## Preparing Our Kids To Succeed By

- Transitioning Gus Garcia to serve 6–12 grade with strengthened leadership opportunities.
- Implementing new programming focused on legal studies, politics and policy.
- Expanding career and technical education opportunities.
- Extending after school hours.
- Providing students with blended and personalized learning.
- Partnering with universities, professional and community organizations to develop and enhance curriculum.
- Serving as a flagship and demonstration site for implementing the districtwide middle and high school's social justice programs.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Dobie Middle	Martin Middle	Northeast ECHS
Gus Garcia Young Men’s Leadership Academy	New Northeast Middle	
Lamar Middle	Webb Middle	
	LBJ ECHS	

## Financial Implications

Academic Program Cost . . . . .	TBD
Reinvested 2017 Bond Funds . . . . .	N/A
Deferred Maintenance Savings . . . . .	N/A
Annual Operations & Maintenance Savings . . . . .	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	Legal Studies and Social Justice program at Gus Garcia
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# A New Northeast Middle School

As part of the 2017 Bond Program, a new 800-student-capacity middle school will be built. Middle school students who reside in the Jordan, Overton, Blanton, the northernmost area of Pecan Springs, and the southernmost area of Winn will have the opportunity to learn in a bright, modern school with flexible classrooms to serve all communities at a new site. These campus communities will have the opportunity to provide input on the programming offered at the new middle school. Student assignments to the new middle school will be reassessed closer to the opening date of the school as these areas are anticipated to decline in population. Additional students from the new Norman-Sims (including the southernmost portion of Pecan Springs) and Maplewood (within the Mueller subdivision) attendance areas may be included if it is determined that space is available.

Middle school attendance areas will be adjusted at Dobie, Lamar, Martin, and Webb. Additionally, the Sadler Means Young Women’s Leadership Academy will close, and students attending Sadler Means will have the option to attend Ann Richards School for Young Women Leaders or their assigned school. When the Sadler Means facility closes, the resources from that facility will be invested to enhance academic programming at Dobie, Lamar, and Martin.

### Serving Students

Building the new middle school in the Northeast area of the district provides these students with the opportunity to learn in a bright, modern school with flexible classrooms.

*The idea for this scenario will work independently of all other ideas, however, it will be significantly stronger and can achieve the intended results when combined with Elevating the Secondary Ethnic Studies Curriculum scenario on page 11.*

### Preparing Our Kids To Succeed By

- Creating modern, flexible, inspiring academic spaces for students to learn.

## SCENARIO Summary

Meets Guiding Principles



### Anticipated Date

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

### Campuses in this Scenario

Dobie Middle  
Martin Middle  
Lamar Middle

Webb Middle  
Sadler Means Young Women’s  
Leadership Academy

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$3.11 MILLION
Deferred Maintenance Savings .....	\$19.62 MILLION
Annual Operations & Maintenance Savings .....	\$1 MILLION

### Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
	Campus Consolidation	
✓	Campus Repurpose	Sadler Means
✓	Facility Improvement	New Northeast Middle
✓	Boundary or Feeder Implications	Dobie, Lamar, Martin, Webb

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# The Dobie-Webb Modernization Project

Students from Webb and Dobie middle schools will learn in a new, bright, modern school with flexible classrooms to serve both communities at the Dobie campus. To better serve families in the area, the International Welcome Center will also be located at the site. The Webb facility will close and students will attend the phased modernization of the Dobie campus with additional capacity, if needed. Combining the two student populations will increase the resources and access students have to enhanced academic programs, athletic teams, and elective choices like band, choir, and the arts. The campus communities will have the opportunity to provide input on the programming of the modernized Dobie school.

## Serving Students

Students from the Dobie and Webb campuses will thrive with modern facility improvements and the spirit of collaboration and partnership in a shared environment.

*The idea for this scenario is dependent on the proposed Northeast Middle School scenario on page 23.*

## Preparing Our Kids To Succeed By

- Creating modern, flexible, inspiring academic spaces for students to learn with additional capacity, if needed.
- Combining resources and talents into one school, improving student outcomes and success.
- Creating opportunity for more elective choices for athletics, music, and arts classes.
- Moving the International Welcome Center to the modernized Dobie.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Dobie Middle  
Webb Middle

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$3.18 MILLION
Deferred Maintenance Savings .....	\$17.53 MILLION
Annual Operations & Maintenance Savings .....	\$1 MILLION

## Summary of Changes

	Districtwide Changes	
	New Program	
	Enhanced Program	
✓	Campus Consolidation	Students from Webb will attend Dobie
✓	Campus Repurpose	Webb
✓	Facility Improvement	Phased modernization at Dobie to better serve students and programming
✓	Boundary or Feeder Implications	Dobie, Webb

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.





# Garza Independence School of Choice

To give more students the flexibility of the individualized learning offered at Garza Independence High School, Austin ISD will consider placing satellite programs at additional sites throughout the district. By retaining one administration to oversee the program but expanding geographically, AISD will strengthen the overall program and ensure more students have access to a graduation pathway that fits their individual needs.

## Serving Students

Students who attend Garza receive highly personalized pathways to graduation through self-paced curriculum. Locating the program at additional sites allows for better access and opportunity.

## Preparing Our Kids To Succeed By

- Creating Garza satellite locations that are accessible to more students.
- Offering more students flexibility in their pathway to graduation.

## SCENARIO Summary

### Meets Guiding Principles



### Anticipated Date

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

### Campuses in this Scenario

Garza Independence High School

### Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	\$540,000
Deferred Maintenance Savings	\$7.5 MILLION
Annual Operations & Maintenance Savings	\$500,000

### Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Additional Garza Satellite sites
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# First Look at First Responders at LBJ ECHS

A focus on first responder pathways at LBJ Early College High School will offer opportunities to receive certifications in police, fire and emergency medical technician careers. LBJ Early College High School 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.

## Serving Students

Any student in AISD who is interested in becoming a first responder, whether as a career or for additional education opportunities, will find their place in this program. Students will receive first-hand knowledge and mentorship from first responders in our community.

## Preparing Our Kids To Succeed By

- Creating a 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



## Anticipated Date

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

## Campuses in this Scenario

LBJ ECHS

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

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

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



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

Northeast Early College High School will expand to grades 6–12 to educate both middle and high school students. The expanded programming will better prepare students for college and increase the number of students who graduate high school with a tuition-free associate degree. By accelerating their preparation for college readiness, more students will be ready to start their college course work in the ninth grade. All students who feed into Northeast ECHS will have the option to attend the school beginning in sixth grade.

## Serving Students

Students in grades 6–12 at Northeast can benefit from year-round college preparatory curriculum and early exposure to technology through strategic partnerships. Students who want a jumpstart on their higher education can receive their associate degree tuition-free while still in high school, opening doors to pursue further degrees or begin careers.

## Preparing Our Kids To Succeed By

- Providing students the opportunity to earn free college tuition toward an associate degree while attending Northeast ECHS.
- Creating an avenue for students to advance at their own pace with flexible multi-grade classrooms.
- Offering experience-based curriculum with internships, college and industry visits, problem-based learning, and competency-based grading.
- Accelerating academic skills so more students are college-ready in ninth grade.
- Creating peer-to-peer mentorship opportunities.
- Developing a program for middle school students to participate in annual college visits.
- Moving to standards-based grading better aligning with the collegiate experience.
- Reducing the number of transitions for students between grade levels.
- Building an on-site Family Resource Center with full-time social workers to support students and families.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Northeast ECHS

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	Early college middle school at Northeast ECHS
✓	Enhanced Program	Expanding Northeast ECHS to serve middle school students, grades 6–12
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Northeast ECHS
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Brooke, Govalle, Linder Partnership

Students from Brooke Elementary School will learn in a bright, modern school with flexible classrooms at the Govalle and Linder elementary school campuses. Students living north of Lady Bird Lake will attend the new Govalle Elementary School; students living south of Lady Bird Lake will attend the modernized Linder. Brooke will close, and resources will be combined and reinvested to enhance academic programming within the modernized learning spaces. Most students will attend schools closer to their homes, decreasing travel time and increasing opportunities to walk or bike to school. The campus community will have the opportunity to provide input on programming offered at the modernized Linder school.

## Serving Students

Students at Brooke, Govalle and Linder elementary schools will learn in modernized facilities and new outdoor spaces, continuing high-quality and successful learning programs, and incorporating new programs.

## Preparing Our Kids To Succeed By

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

## SCENARIO Summary

### Meets Guiding Principles

- 1 2 3 4 5

### Anticipated Date

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

### Campuses in this Scenario

- Brooke Elementary
- Govalle Elementary
- Linder Elementary

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$250,000
Deferred Maintenance Savings .....	\$9.98 MILLION
Annual Operations & Maintenance Savings .....	\$500,000

### 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

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Outdoor Leadership Schools

Austin ISD will create Outdoor Leadership Schools at Widén and Perez elementary schools and at Paredes Middle School by leveraging nearby natural resources, parks and green spaces. The schools will offer experiential learning, and provide additional cognitive, physical, academic, mental and emotional benefits to students through increased time spent outdoors. Palm Elementary School will close, and resources will be combined and reinvested to enhance academic programming. If capacity is needed to serve both school communities, it will be provided within a modernized addition. Students from Palm will attend Perez and some Perez students will be reassigned to Langford Elementary School.

## Serving Students

Students at elementary schools in Southeast Austin will learn in green spaces and natural landscapes while embarking on a leadership pathway with expanded academic programs in modern facilities.

## Preparing Our Kids To Succeed By

- Increasing time outdoors, which leads to multiple positive improvements in health, well-being, cognitive and academic abilities, and mental, physical and emotional states.
- Addressing student interest in, and community need for, conservation and stewardship of natural resources.
- Providing opportunities for students to participate in outdoor discovery and leadership curriculum.
- Allowing students to engage multidisciplinary projects in green spaces.
- Creating modern, flexible, inspiring academic spaces.
- Combining resources and talents to expand academic programs, improving student outcomes and success.
- Adjusting boundaries and feeder patterns to meet the needs of students.

## SCENARIO Summary

### Meets Guiding Principles



### Anticipated Date

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

### Campuses in this Scenario

Langford Elementary	Widén Elementary
Palm Elementary	Paredes Middle
Perez Elementary	

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$1.66 MILLION
Deferred Maintenance Savings .....	\$14.83 MILLION
Annual Operations & Maintenance Savings .....	\$500,000

### Summary of Changes

	Districtwide Changes	
✓	New Program	Outdoor discovery and leadership curriculum
	Enhanced Program	
✓	Campus Consolidation	Students from Palm will attend a modernized Perez
	Campus Repurpose	
✓	Facility Improvement	Modernize Perez
✓	Boundary or Feeder Implications	Langford, Perez, Palm

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Metz & Sanchez Partnership

Students from Metz and Sanchez elementary schools will learn in a bright, modern school with flexible classrooms (a \$25 million investment from the 2017 Bond Program), serving both communities at the Sanchez site. 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.

### Serving Students

Students from Sanchez and Metz will attend a modernized facility that offers collaborative education initiatives. Additional academic and after-school programs will enhance the resources available to all students.

### Preparing Our Kids 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



### Anticipated Date

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

### Campuses in this Scenario

Metz Elementary  
Sanchez Elementary

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$300,000
Deferred Maintenance Savings .....	\$7.81 MILLION
Annual Operations & Maintenance Savings .....	\$500,000

### 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
✓	Boundary or Feeder Implications	Metz, Sanchez

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Wooten Neighborhood Fine Arts Academy

Wooten Elementary School will become a neighborhood Fine Arts Academy with specialized programming and studio lesson opportunities, helping to further cultivate and develop a student’s talents in the arts. The campus will have modernized and improved facility spaces dedicated to fine arts programming. Students that participate in arts programs during elementary school are more likely to succeed academically and engage in learning.

## Serving Students

Students who may not have access to private lessons at an early age will be enriched through singing, dancing, movement, and artistic endeavors that are powerful drivers for learning. The highly diverse campus draws students from all socio-economic backgrounds and provides a foundation for a well-rounded group to embark on a fine arts path at the secondary level.

## Preparing Our Kids To Succeed By

- Implementing specialized fine arts programming beyond what is typically offered at elementary schools, including dance, theater, instrumental music, chorale music, 2D and 3D visual arts, and digital arts.
- Using classrooms as a studio space for private lessons outside the school day.
- Allowing students to thrive in a modernized school with dedicated fine arts facilities.
- Setting a strong foundation to be more competitive for later fine arts schools, such as Lamar Middle School and McCallum High School.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Wooten Elementary School

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	\$9.7 MILLION
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	Specialized fine arts programs and studio lessons
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Modernization for enhanced fine arts programming
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



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

Martin Middle School students will be able to explore and develop their talents and skills in preparation academies that will invigorate their learning and prepare them to succeed in their feeder high schools. Specific learning communities will be designed for students interested in the newly modernized Eastside ECHS Career Launch Health Science program and for Travis Early College Tech. Students who desire a more exploratory experience will thrive in a STEAM academy.

## Serving Students

Students attending Martin Middle School will be equipped for futures at Eastside Memorial Early College High School and Travis Early College High School.

## Preparing Our Kids To Succeed By

- Aligning programs to better prepare students for advanced technology and health sciences careers.
- Nurturing the development of problem-solving, critical thinking and collaboration skills that will transfer into any pathway a student chooses later in their educational career.

## SCENARIO Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

- |                    |                        |
|--------------------|------------------------|
| Allison Elementary | Sanchez Elementary     |
| Brooke Elementary  | Zavala Elementary      |
| Govalle Elementary | Martin Middle          |
| Metz Elementary    | Eastside Memorial ECHS |
| Ortega Elementary  |                        |

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Innovation Academy expansion at Martin and STEAM program
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
✓	Boundary or Feeder Implications	Changes to boundaries and feeder patterns may occur to strengthen programmatic alignment

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.





# Esports Learning Expansion Pack

The competitive video game industry is one of the fastest growing sports, with an audience of more than million fans around the world each year. Austin is positioned to be at the center of this growth through its thriving technology and video game industries. The new esports program at Eastside Memorial Early College High School and Austin High School will create engaging, hands-on learning opportunities and high-tech career paths for all students. The program will explore partnerships with businesses, sports organizations and colleges with esports curriculum and teams, and will ensure equity is embedded.

## Serving Students

Students who are drawn to gaming can connect their favorite hobby to a lucrative career path. Programs at Eastside Memorial ECHS and Austin High will help develop a community of game-lovers and encourage social interaction in what is sometimes an isolating activity.

## Preparing Our Kids To Succeed By

- Providing high-tech, engaging, hands-on learning.
- Helping students develop programming skills.
- Fostering teamwork and collaboration among students.
- Creating a competitive sports team serving students of all abilities and backgrounds.
- Developing a premier esports venue at a central location operated by students, and partners, and available for participation by all AISD students.
- Partnering with major local technology companies and professional sports organizations.
- Partnering with esports curriculum and teams at colleges.
- Tapping into growing esports college scholarship opportunities.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Austin High  
Eastside Memorial ECHS  
International High

## Financial Implications

Academic Program Cost . . . . .	TBD
Reinvested 2017 Bond Funds . . . . .	N/A
Deferred Maintenance Savings . . . . .	N/A
Annual Operations & Maintenance Savings . . . . .	N/A

## Summary of Changes

	District-Wide Changes	
✓	New Program	Esports
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Reilly-Ridgetop Two-Way Dual-Language Program

Students from Reilly and Ridgetop elementary schools will have the opportunity to learn in a bright, modern school, at the Reilly site, with flexible classrooms and expanded two-way dual-language programs in Spanish, Chinese (Mandarin) and English. It will provide opportunities for all students to learn a second language while communicating with, learning from, and forming connections with students from diverse cultures and backgrounds. The Ridgetop facility will close, and resources will be combined and invested to enhance academic programming within welcoming and inspiring learning spaces.

## Serving Students

Students who speak English, Spanish, or Chinese (Mandarin) as their primary language will grow and learn together—and from each other—as they gain fluency in a new language in a modern, immersive environment.

## Preparing Our Kids To Succeed By

- Emphasizing the value of diverse classrooms where students are evenly, or nearly evenly split between native English and native secondary language learners.
- Allowing students who speak English, Spanish, and/or Mandarin (Chinese) to learn in the same classroom and share knowledge as they develop multilingual skills as part of the program.
- Beginning language expansion programs in Pre-K, creating globally-minded students from the first level of education.
- Creating modern, flexible, inspiring academic spaces for students to learn.
- Combining resources and talents into one school, improving student outcomes and success.
- Creating outdoor learning environments at Reilly and surrounding park space.
- Adjusting boundaries and feeder patterns to meet the needs of students.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Reilly Elementary  
Ridgetop Elementary

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	\$2.12 MILLION
Deferred Maintenance Savings	\$4.51 MILLION
Annual Operations & Maintenance Savings	\$500,000

## Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Two-way dual-language programs
✓	Campus Consolidation	Students at Ridgetop will attend Reilly
✓	Campus Repurpose	Ridgetop will be repurposed
✓	Facility Improvement	Space improvements at Reilly to better serve new programming
✓	Boundary or Feeder Implications	Reilly, Ridgetop

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Burnet Global Languages School

The Burnet Global Languages School will be Austin’s premier middle school for multiculturalism, bilingualism, and entrepreneurship. A rich ethnic and cultural studies curriculum will build on the strengths of students of all races, ethnicities, and cultures, ultimately creating a rigorous and immersive learning environment. The school will also offer an entrepreneurship program with opportunities to solve real-world problems and develop the skills to design, market, and grow their own business.

## Serving Students

Students seeking an immersive learning environment with a focus on global languages and cultures will learn alongside students who are proficient in multiple languages, creating a two-way dual-language program. This multicultural curriculum is designed to ignite the entrepreneurial spark in students, encouraging successful careers across the globe.

## Preparing Our Kids To Succeed By

- Creating a culturally- and linguistically- rich and immersive learning environment.
- Offering two-way dual-language programs for Mandarin (Chinese), Spanish, Vietnamese, and Arabic.
- Developing an entrepreneurship program with real-world applications.
- Expanding the Career and Technical Education programs to include dual-language focuses.
- Serving both neighborhood and curriculum transfer students, allowing for additional access and opportunity.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Burnet Middle School

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Blended learning, exploratory project-based learning
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	CTE program spaces
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Anderson International Baccalaureate Track

Students from Doss, Davis, Hill, Pillow, and Summit elementaries can attend an International Baccalaureate Primary Years Program, preparing them to learn how to think for themselves, take responsibility for their learning through an inquiry-led approach, and develop global awareness through a curriculum that links concepts and skills to real-world issues. Students will gain the understanding and adaptability they need to succeed in our changing world.

## Serving Students

Inquisitive, caring students will gain intercultural understanding, which fosters a more peaceful world. These students become compassionate, lifelong learners who appreciate the merits of our differences.

## Preparing Our Kids To Succeed By

- Preparing students to excel in International Baccalaureate programs at Murchison Middle and Anderson High.
- Equipping students with the knowledge, concepts, skills, attitudes and action to help them lead successful lives.
- Offering students a rigorous and challenging primary curriculum with an emphasis on international education.
- Providing an interdisciplinary curriculum that links concepts and skills to real-world issues.
- Using an inquiry-led approach, empowering students to think for themselves and take responsibility for their education.
- Developing learners and communicators who are inquisitive, knowledgeable, principled, open-minded, caring, balanced and reflective.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

- Doss Elementary
- Davis Elementary
- Hill Elementary
- Pillow Elementary
- Summitt Elementary

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	International Baccalaureate Primary Years Program
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Patton & Small: World Languages and Green Technology Pathways

Patton Elementary School and Small Middle School will have seamless programming that focuses on world languages and cultures and on green technology. Additional capacity to relieve overcrowding at Patton could serve as shared space between Patton and Small to better align programming between the schools. The new programming would also better prepare students for the Global Studies Academy, language programs and Career and Technical Education programs at their respective feeder high schools.

## Serving Students

Students can cultivate their curiosities around green technology and multicultural studies to foster real-world changes. An immersive experience in a physical space conducive to flexible participation and global perspectives sets students from both Patton and Small on a path to achievement.

## Preparing Our Kids To Succeed By

- Creating flexible grouping and problem-based learning opportunities at the new, modernized addition that extends from Patton toward Small.
- Expanding outdoor classroom spaces and promoting shared uses.
- Offering accelerated language courses, core or elective courses in the selected language, and arts courses with an interdisciplinary focus in the selected language.
- Offering cultural proficiency semester courses, inquiry-based seminar language courses, internships and service-learning.
- Developing bilingual study abroad and capstone project opportunities with a focus on green technology.
- Providing modern, flexible, inspiring academic spaces.
- Relieving overcrowding at Patton.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Patton Elementary  
Small Middle

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	Global Green Tech
✓	Enhanced Program	Language
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Addition at Patton Elementary School that extends from Patton to Small Middle School
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Pease Reenvisioned

The Pease Elementary School will be relocated to Zavala Elementary School, and the two schools will combine. The Zavala campus will receive a facility improvement to accept the Pease student enrollment. Pease does not have an attendance area, therefore students will have the option to attend Zavala, return to their assigned school or transfer to another school. The Pease building will be repurposed to support other district needs.

## Serving Students

Students will return to their neighborhood schools.

## Preparing Our Kids To Succeed By

- Reinvesting resources to enhance academic programming at other district schools.

## Scenario Summary

### Meets Guiding Principles



### Anticipated Date

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

### Campuses in this Scenario

Pease Elementary

### Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	\$640,000
Deferred Maintenance Savings .....	\$7.02 MILLION
Annual Operations & Maintenance Savings .....	\$500,000

### Summary of Changes

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

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.





# South First and Manchaca Area Elementary Reinvention and Realignment

Students at Joslin, Dawson, St. Elmo and Galindo elementary schools will learn in bright, modern schools with flexible classrooms to serve all communities. The St. Elmo campus will be modernized with additional capacity if needed, and the Galindo campus will be renovated. Joslin and Dawson will close. The revised St. Elmo attendance area will include students from St. Elmo, Joslin and Galindo who live south of Ben White Boulevard. The revised Galindo attendance area will include students from Galindo, Dawson and Joslin who live north of Ben White Boulevard.

## Serving Students

Students at Dawson, Galindo, Joslin and St. Elmo elementary schools will learn in modernized, upgraded facilities and have access to repurposed and reallocated space that better aligns to needs.

## Preparing Our Kids To Succeed By

- Creating modern, welcoming and inspiring spaces for students to learn.
- Combining resources into fewer schools to expand opportunities.
- Increasing opportunities for students to become bilingual while communicating with and learning from their peers—setting the stage for cultural appreciation and global awareness.
- Reassigning special education students who do not live in the Dawson attendance area to their home campuses, reducing unnecessary travel time.
- Adjusting boundaries and possibly feeder patterns to meet the needs of students.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Dawson Elementary  
Galindo Elementary

Joslin Elementary  
St. Elmo Elementary

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	\$4.08 MILLION
Deferred Maintenance Savings	\$14.51 MILLION
Annual Operations & Maintenance Savings	\$1 MILLION

## Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Two-way dual-language program at Galindo
✓	Campus Consolidation	Students at Dawson will attend Galindo; students at Joslin will attend Galindo or a new St. Elmo; Galindo students living south of Ben White attend the rebuilt St. Elmo; students living north of Ben White will remain at Galindo
✓	Campus Repurpose	Repurpose Dawson and Joslin
✓	Facility Improvement	Renovations at Galindo and a new St. Elmo
✓	Boundary or Feeder Implications	Dawson, Galindo, Joslin, St. Elmo

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.





# Green Tech at Paredes

Paredes Middle School will serve as the bridge between the outdoor leadership programs at Perez and Widén elementary schools and the Green Tech program at Akins Early College High School. The program will promote community service, allow students to engage in real-world challenges facing our environment and improve students’ mental, physical and emotional states through extended time outdoors.

## Serving Students

Students with a passion for engaging with the outdoors will be guided by their curiosity to explore sustainable practices that foster living harmoniously with the environment.

## Preparing Our Kids To Succeed By

- Creating new, visionary elective options, including outdoor learning, project-based learning and team collaboration among students.
- Developing hands-on learning experiences, including composting, recycling and water harvesting; raising a variety of animals; and gardening plants and vegetables that can be donated to local food banks.
- Applying math, reading, writing and technology skills learned in core content classes through environmental issues research and study.
- Exploring green tech career interests through Akins career pathways in veterinary medicine, horticulture/floral design and the wildlife management/park ranger cadet program.
- Aligning with Outdoor Leadership Schools at Palm and Perez (see Outdoor Leadership Schools scenario on page 29).

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Paredes Middle School

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

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

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Cultivating Tomorrow's Teachers

The Cultivating Tomorrow's Teachers program 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 accelerate the teacher certificate process and bring former AISD students into our classrooms. They will be student teachers and fully certified teachers at Paredes Middle School and Burnet Middle School in as early as three years following high school graduation. Cultivating Tomorrow's Teachers will provide continued mentoring and support to novice educators.

## Serving Students

Students who are inspired to become teachers themselves will have early exposure and high-quality teacher training that sets the stage for their professional careers. Getting their start in a supportive environment enhanced by strong partnership helps instill a commitment to urban education and the value it brings to the community.

## Preparing Our Kids 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 trained with the district's core values of equity, cultural proficiency, diversity and inclusion, student-centered learning, and social and emotional learning, and brain-based trauma-informed instruction.
- Growing the pool of bilingual educators.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Akins ECHS  
Navarro ECHS  
Burnet Middle  
Paredes Middle

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

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

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Travis Early College Tech

To prepare our students for work at one of Austin’s innovative, high-tech companies, Austin ISD will create a flagship tech school at Travis Early College High School. This program will provide rigorous training and real-world, hands-on learning experiences, project-based and integrated coursework, and accelerated learning and internship opportunities. AISD will also expand the school’s existing dual-language program to graduate more bicultural, bilingual and biliterate students, preparing them for success after high school.

## Serving Students

Passionate students can gain knowledge in the newest technologies and have opportunities to engage with real-world high tech companies in Austin’s ever-growing digital landscape through partner events, internships, and more.

## Preparing Our Kids To Succeed By

- Providing project-based learning and integrated course work in real-world design.
- Gaining skills in the growing and evolving technology industry.
- Offering simultaneous course work and internship opportunities to accelerate college graduation.
- Expanding access to dual-language program to graduate more bicultural, bilingual, and biliterate students.
- Partnering with major tech employers to offer internships.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Travis ECHS

## Financial Implications

Academic Program Cost	TBD
Reinvested 2017 Bond Funds	N/A
Deferred Maintenance Savings	N/A
Annual Operations & Maintenance Savings	N/A

## Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Develop flagship tech school and expand its dual-language programs
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Space to Learn in Southwest/South Central Elementary Schools

A new elementary school, located in southwest Austin, is under construction 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), changing the boundaries between Baranoff and Kocurek elementary schools, and changing the boundaries between Cowan and Boone elementary schools. Overcrowded schools prevent students from learning in the best way possible – they require portable buildings, limiting the technology, innovative instruction and the collaboration between classrooms that can take place. Shared spaces, such as the gym and cafeteria, can become stressed and schedules become restricted to accommodate the larger number of students. The district’s Boundary Advisory Committee is nearing completion of final recommended boundary maps that will be incorporated into the School Changes Process.

## Serving Students

Students at the affected elementary schools will have better access to resources with a more balanced population, allowing for even distribution of program selections.

## Preparing Our Kids 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.
- Providing a two-way dual-language or immersion program at Boone (scenario on page 18).
- Offering International Baccalaureate Primary Years Program at Kocurek (scenario on page 45).
- Changing boundaries between Bailey and Gorzycki middle schools to allow for all students at the new Southwest Elementary School to attend Gorzycki.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Baranoff Elementary  
Boone Elementary  
Cowan Elementary  
Kiker Elementary

Kocurek Elementary  
New Southwest Elementary  
Bailey Middle  
Gorzycki Middle

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	Two-way dual language or immersion program at Boone, International Baccalaureate Primary Years Program at Kocurek
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Improvements to Kocurek and Boone
✓	Boundary or Feeder Implications	Baranoff, Boone, Cowan, Kiker, Kocurek, new southwest elementary schools; Bailey, Gorzycki middle schools; Additional schools could be affected pending the outcome of the BAC's recommendation.

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Kocurek International Baccalaureate Primary Years Program

Kocurek Elementary School will become an International Baccalaureate Primary Years Program, preparing students to learn how to think for themselves, take responsibility for their learning through an inquiry-led approach and develop global awareness through a curriculum that links concepts and skills to real-world issues. Students will gain the understanding and adaptability needed to succeed in our changing world. Additionally, students will have the opportunity to attend the Fine Arts IB program at Covington Middle School.

## Serving Students

Inquisitive, caring students will gain intercultural understanding, which fosters a more peaceful world. These students become compassionate, lifelong learners who appreciate the merits of our differences.

*The idea for this scenario will work independently of all other ideas. However, it will be significantly stronger and can achieve the intended results when combined with the Fine Arts International Baccalaureate at Covington scenario on page 46.*

## Preparing Our Kids To Succeed By

- Preparing students to excel in the International Baccalaureate middle and high school programs.
- Equipping students with the knowledge, concepts, skills, attitudes and action to help them lead successful lives.
- Offering students a rigorous and challenging primary curriculum with an emphasis on international education.
- Providing an interdisciplinary curriculum that links concepts and skills to real-world issues.
- Using an inquiry-led approach to empower students to think for themselves and take responsibility for their education.
- Developing learners and communicators who are inquisitive, knowledgeable, principled, open-minded, caring, balanced and reflective.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Kocurek Elementary  
Covington Middle

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	International Baccalaureate Primary Years Program
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Kocurek
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Fine Arts International Baccalaureate at Covington

Covington Middle School will have a new Fine Arts International Baccalaureate program, helping students learn to think critically and independently. The program will also be expanded to include high school students who choose to attend. This concept creates an option for progression from the proposed International Baccalaureate Primary Years Program at Kocurek Elementary School. Covington will be modernized and will include dedicated, premier spaces for the visual and performing arts.

## Serving Students

Students with a passion for performing and visual arts will have increased access and opportunity to learn their craft with rigorous programming. The program will be enriched and enhanced by external partners and local talent.

*The idea for this scenario will work independently of all other ideas, however, it will be significantly stronger and can achieve the intended results when combined with the Kocurek International Baccalaureate Primary Years Program scenario on page 45.*

## Preparing Our Kids To Succeed By

- Creating an arts-rich school for sixth- through 12th-graders with rigorous academics.
- Increasing literacy, math and critical thinking skills through arts programs.
- Emphasizing critical and independent thinking.
- Encouraging students to consider the local and global contexts of subjects.
- Providing modern, flexible, inspiring academic spaces.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Covington Middle School

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

	Districtwide Changes	
✓	New Program	International Baccalaureate and Performing and Visual Arts
	Enhanced Program	
	Campus Consolidation	
	Campus Repurpose	
✓	Facility Improvement	Covington
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.



# Expansion of Bowie High School Engineering and Computer Science Programs

Austin ISD will strengthen and expand Bowie High School’s engineering and computer science pathways by building on the successful robotics, computer science, STEM and engineering programs at the Bowie feeder middle schools. Advanced coursework in these areas, such as SWIFT Apple coding, emerging technologies and engineering design, will help students excel in 21st-century careers. New opportunities to pursue health science careers will be fostered by a partnership with Baylor Scott & White Health. Elementary schools in the Bowie vertical team will provide exploratory, hands-on learning experiences to spark and cultivate students’ interests and talents.

## Serving Students

The Bowie vertical team is poised to accelerate computer science and engineering experiences for students from Pre-K through 12th grade. Schools will offer STEM explorations beginning with their earliest learners and continuing to college credit courses for their high school students.

## Preparing Our Kids To Succeed By

- Expanding the health science, computer science and engineering curriculum at the elementary and middle schools that feed into Bowie.
- Opening the Health Science Career Launch program at Bowie with Baylor Scott & White Health.
- Expanding the Computer Science Career Launch program at Bowie with Apple.
- Preparing students for success in high school and beyond.

## Scenario Summary

Meets Guiding Principles



## Anticipated Date

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

## Campuses in this Scenario

Bowie High	Baldwin Elementary	Mills Elementary
Bailey Middle	Baranoff Elementary	Oak Hill Elementary
Covington Middle	Clayton Elementary	Patton Elementary
Gorzycki Middle	Cowan Elementary	
Small Middle	Kiker Elementary	

## Financial Implications

Academic Program Cost .....	TBD
Reinvested 2017 Bond Funds .....	N/A
Deferred Maintenance Savings .....	N/A
Annual Operations & Maintenance Savings .....	N/A

## Summary of Changes

	Districtwide Changes	
	New Program	
✓	Enhanced Program	Expanded feeder program alignment and Career Launch programs
	Campus Consolidation	
	Campus Repurpose	
	Facility Improvement	
	Boundary or Feeder Implications	

To give feedback on this scenario visit <https://tinyurl.com/AISDScenarios>.

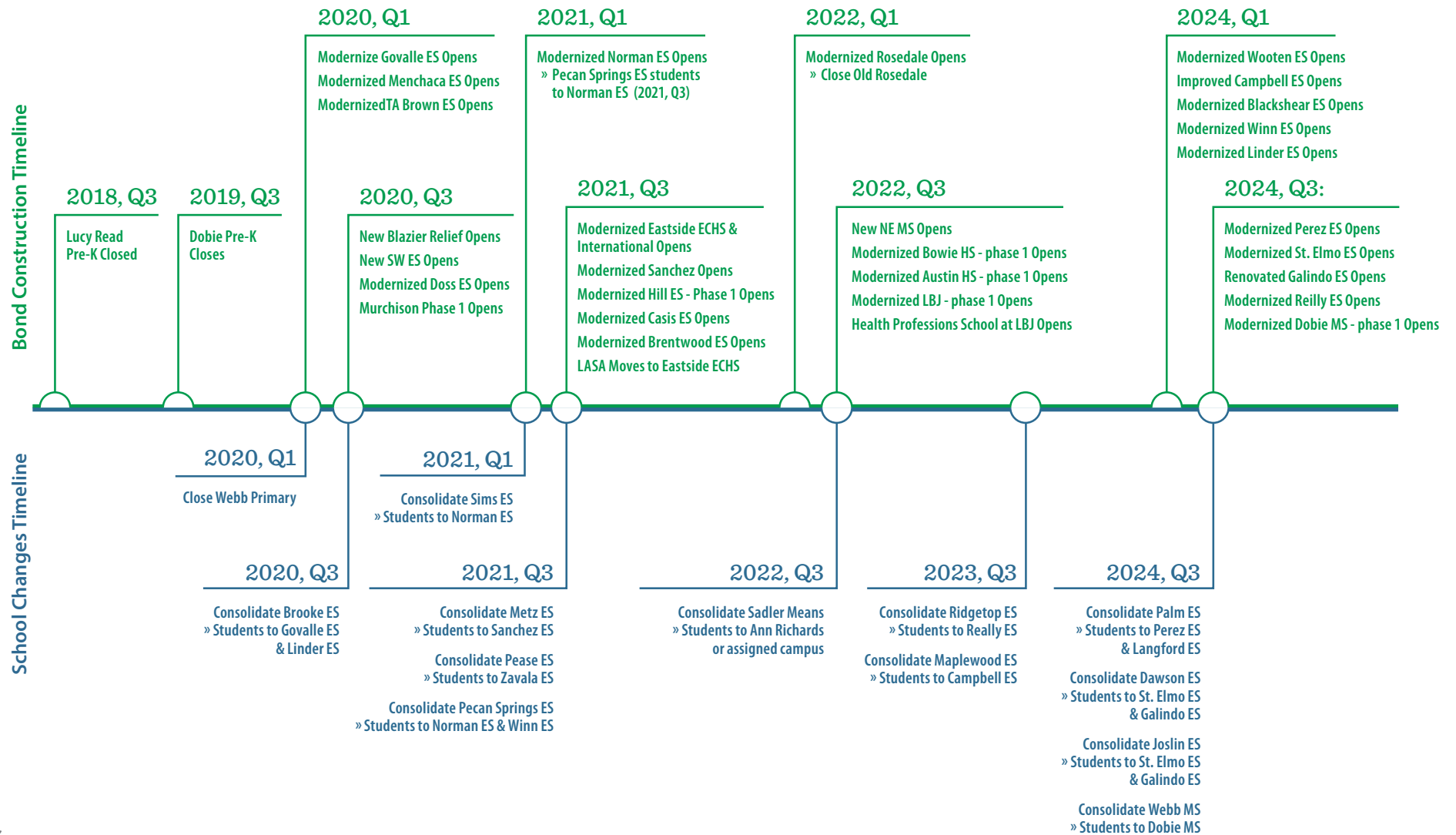


# Timeline

In 2017, 72% of our community voted in favor of a \$1 billion bond to modernize campuses and build new schools across the city—and we are executing our community’s long-term facilities master plan now with the first modernized facilities scheduled to open January 2020.

But the work doesn’t stop there—we must also be offering inspiring programs and learning experiences at all our schools, and ensure dollars are going to classrooms and kids instead of costly building maintenance and repairs.

The recommended modernization projects can only be implemented following actions by the AISD Board of Trustees to authorize a bond referendum and the successful passage of that bond by voters.





## Factors Used To Develop Scenarios

AISD looks at a variety of factors at each campus when developing scenarios. The full list of data reviewed and compared for each campus included:

- + Facility Condition Assessment Score
- + Educational Suitability Assessment Score
- + 2017 Bond Funds committed
- + 2017 Facilities Master Plan timeframe
- + Facilities Master Plan recommendation
- + Deferred Maintenance Cost
- + Annual Transportation Costs
- + Percent of teachers with 0-2 years of teaching experience
- + Percent of teachers rated Effective or better on their annual evaluations
- + Percent of positive ratings from the Customer Service section of the Family Survey
- + Percent of positive ratings from the Campus Climate section of the TELL Survey
- + Projected 2020 enrollment numbers
- + Projected 2020–21 permanent capacity
- + Number of students who transfer in to a campus
- + Number of students who transfer out of a campus
- + Number of portable buildings
- + Percent of students receiving special education services
- + Percent of students who are economically disadvantaged
- + Percent of students reading on or above level by the end of second grade
- + College, Career and Military Readiness
- + Ethnic diversity of the campus population
- + 2018 State Scaled Score
- + 2018 Local Accountability System Score



# Community Engagement Report

Throughout the spring and summer AISD conducted community workshops, opened a community-wide online Thought Exchange platform, hosted community visioning sessions and recruited members of the community to participate in think tank meetings to share information about the School Changes timeline, better understand concerns, and brainstorm bold ideas to create a better school district for all of Austin's kids.

## Community Workshops

Between April 16 and April 25, 206 community members attended four community workshops about the district's program planning and potential school closures, consolidations, and repurposing. The workshops were held at Bowie High School, Fulmore Middle School, Alternative Learning Center and Dobie Middle School. Each featured a panel of Austin ISD staff, community members, planners, and developers, followed by facilitated small group conversations to discuss concerns and opportunities in School Changes.

## Online Thought Exchange

From April 15 through May 30 Austin ISD opened an online Thought Exchange platform to ensure the entire community could share ideas and concerns about School Changes. Thought Exchange is an online tool that allows community members to share ideas in words or fewer and to rate ideas shared by others in the exchange. 2,161 people shared, 2,021 thoughts and gave over 81 ratings to ideas and comments.

## Community Visioning Sessions

Eight community visioning sessions were held between May 30 and June 8 at Bedicheck Middle School, Burnet Middle School, Akins High School, Bertha Sadler Means YWLA, Pease Elementary School, O. Henry Middle School, Eastside Memorial Early College High School, and Pan American Rec. Center/Zavala Elementary School. 820 participants provided feedback on the strengths and challenges of each planning region, and feedback from these meetings was used to inform the development of the preliminary scenario options.

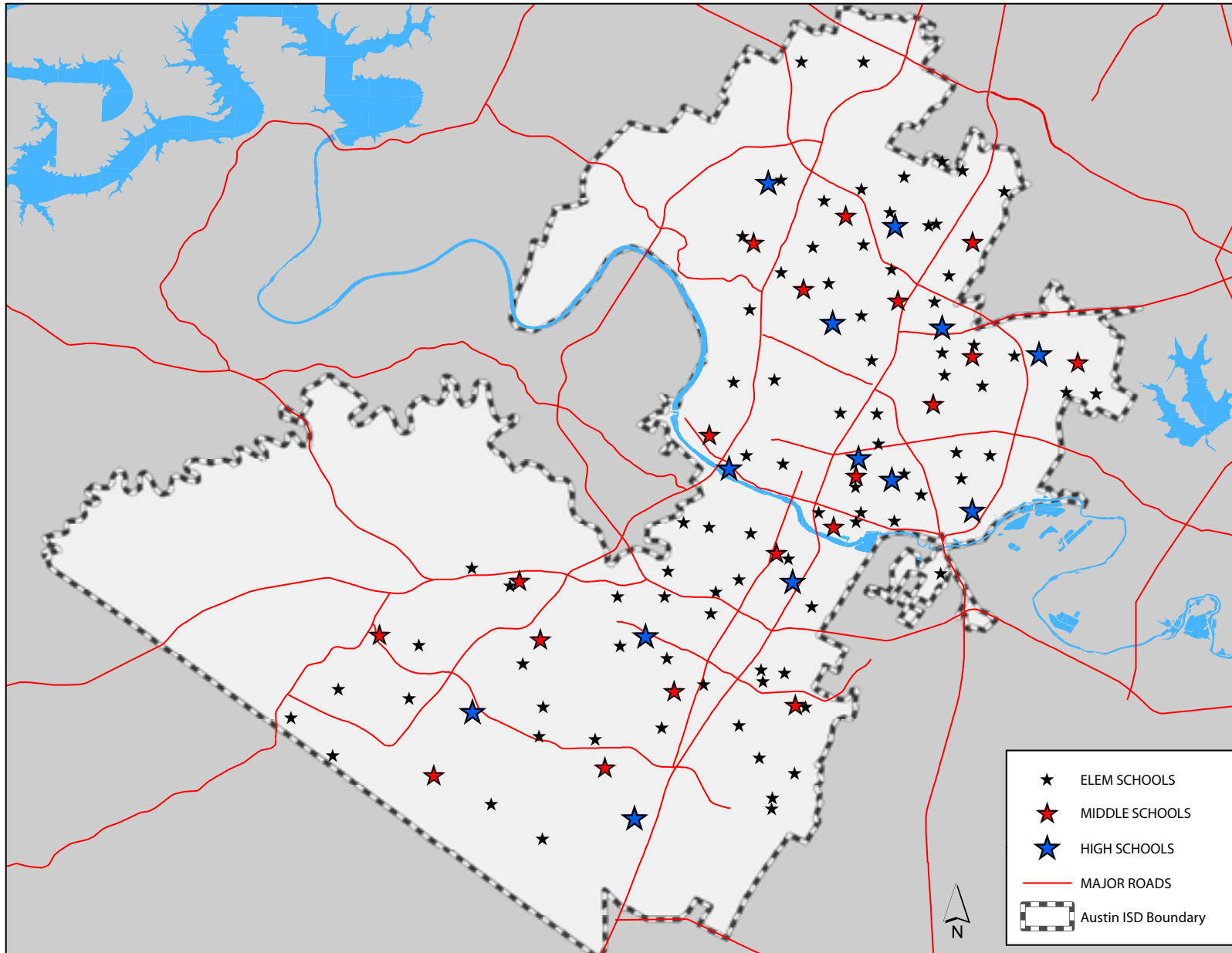
## Think Tank Meetings

Five think tank meetings were held between June 18 and June 27 at Perez Elementary, Alternative Learning Center, Kocurek Elementary, Padron Elementary and Pickle Elementary. 110 AISD parents, guardians, students, employees, partners and community members with diverse backgrounds and experiences were recruited in an effort to be reflective of the district as a whole. Think tanks were charged with "big thinking" and brainstorming innovative ideas around a given planning region and contributed to the overall universe of ideas.

We thank all community members for their time and for sharing their thoughts and concerns. A full, comprehensive community engagement report is available online at: [www.austinisd.org/schoolchanges/meetings](http://www.austinisd.org/schoolchanges/meetings)



# AISD Campus Map



## Committed 2017 Bonds Funds at Each Campus

The 2017 Bond Program planned to invest dollars in every single school and if a school will be closed, consolidated or repurposed as result of the School Changes, we will work with the AISD Community Bond Oversight Committee and the Board of Trustees to reinvest those dollars in the schools in each scenario.

School	2017 Bond Funds	School	2017 Bond Funds	School	2017 Bond Funds
Akins High School	\$13,196,000	Galindo Elementary School	\$1,252,000	Oak Springs Elementary School	\$316,000
Allison Elementary School	\$1,140,000	Garza Independence High School	\$544,000	Odom Elementary School	\$4,110,000
Alternative Learning Center at Anita Ferrales Coy Facility	\$88,000	Gorzycski Middle School	\$2,057,000	Ortega Elementary School	\$1,488,000
Anderson High School	\$11,163,000	Govalle Elementary School	\$32,565,000	Overton Elementary School	\$1,224,000
Andrews Elementary School	\$496,000	Graham Elementary School	\$2,352,000	Padron Elementary School	\$1,321,000
Ann Richards School YWLA	\$70,416,000	Guerrero Thompson Elementary School	\$970,000	Palm Elementary School	\$1,656,000
Austin High School	\$30,198,000	Gullett Elementary School	\$542,000	Paredes Middle School	\$3,157,000
Bailey Middle School	\$6,196,000	Gus Garcia YMLA	\$4,325,000	Patton Elementary School	\$1,701,000
Baldwin Elementary School	\$631,000	Harris Elementary School	\$1,965,000	Pease Elementary School	\$638,000
Baranoff Elementary School	\$3,038,000	Hart Elementary School	\$2,371,000	Pecan Springs Elementary School	\$3,790,000
Barrington Elementary School	\$1,585,000	Highland Park Elementary School	\$2,017,000	Perez Elementary School	\$1,003,000
Barton Hills Elementary School	\$349,000	Hill Elementary School	\$17,783,000	Pickle Elementary School	\$2,218,000
Becker Elementary School	\$1,467,000	Houston Elementary School	\$3,299,000	Pillow Elementary School	\$2,669,000
Bedichek Middle School	\$5,293,000	International High School (2021)	\$0	Pleasant Hill Elementary School	\$2,749,000
Blackshear Elementary School	\$1,715,000	Jordan Elementary School	\$1,319,000	Read Elementary School	\$17,000
Blanton Elementary School	\$773,000	Joslin Elementary School	\$2,235,000	Reagan High School	\$6,703,000
Blazier Elementary School	\$395,000	Kealing Middle School	\$3,719,000	Reilly Elementary School	\$3,060,000
Boone Elementary School	\$2,503,000	Kiker Elementary School	\$1,109,000	Ridgetop Elementary School	\$2,166,000
Bowie High School	\$91,030,000	Kocurek Elementary School	\$1,482,000	Rodriguez Elementary School	\$1,371,000
Brentwood Elementary School	\$35,817,000	Lamar Middle School	\$14,882,000	Sadler Means YWLA	\$3,112,000
Brooke Elementary School	\$251,000	Langford Elementary School	\$645,000	Sanchez Elementary School	\$372,000
Brown Elementary School	\$30,842,000	Lanier High School	\$7,172,000	Sims Elementary School	\$213,000
Bryker Woods Elementary School	\$381,000	LASA High School (2021)	\$10,380,000	Small Middle School	\$1,225,000
Burnet Middle School	\$3,425,000	LBJ High School	\$25,575,000	St. Elmo Elementary School	\$495,000
Campbell Elementary School	\$968,000	Lee Elementary School	\$984,000	Summitt Elementary School	\$1,095,000
Casey Elementary School	\$1,176,000	Linder Elementary School	\$2,284,000	Sunset Valley Elementary School	\$2,384,000
Casis Elementary School	\$35,216,000	Maplewood Elementary School	\$902,000	Travis Heights Elementary School	\$9,528,000
Clayton Elementary School	\$1,158,000	Martin Middle School	\$4,715,000	Travis High School	\$1,253,000
Cook Elementary School	\$2,435,000	Mathews Elementary School	\$1,089,000	Uphaus Early Childhood Center	\$425,000
Covington Middle School	\$6,190,000	McBee Elementary School	\$1,456,000	Walnut Creek Elementary School	\$2,962,000
Cowan Elementary School	\$4,928,000	McCallum High School	\$8,455,000	Webb Middle School	\$3,181,000
Crockett High School	\$15,095,000	Menchaca Elementary School	\$33,351,000	Widén Elementary School	\$1,700,000
Cunningham Elementary School	\$1,647,000	Mendez Middle School	\$2,668,000	Williams Elementary School	\$741,000
Davis Elementary School	\$1,238,000	Metz Elementary School	\$297,000	Winn Elementary School	\$1,615,000
Dawson Elementary School	\$1,841,000	Mills Elementary School	\$1,160,000	Wooldridge Elementary School	\$895,000
Dobie Middle School	\$3,267,000	Murchison Middle School	\$25,308,000	Wooten Elementary School	\$2,737,000
Doss Elementary School	\$43,052,000	Norman Elementary School	\$280,000	Zavala Elementary School	\$332,000
Eastside Memorial High School (2021)	\$80,699,000	O. Henry Middle School	\$3,135,000	Zilker Elementary School	\$1,230,000.00
Fulmore Middle School	\$5,472,000	Oak Hill Elementary School	\$1,161,000		



# Percent of Economically Disadvantaged and Non-Economically Disadvantaged Students at each Campus

School	Economically Disadvantaged	Non-Economically Disadvantaged	School	Economically Disadvantaged	Non-Economically Disadvantaged	School	Economically Disadvantaged	Non-Economically Disadvantaged
Akins High School	60.30%	39.70%	Galindo Elementary School	85.40%	14.60%	Oak Springs Elementary School	98.80%	1.20%
Allison Elementary School	91.40%	8.60%	Garza Independence High School	30.70%	69.30%	Odom Elementary School	87.10%	12.90%
Alternative Learning Center at Anita Coy Facility	60.70%	39.30%	Gorzycki Middle School	5.50%	94.50%	Ortega Elementary School	89.90%	10.10%
Anderson High School	24.00%	76.00%	Govalle Elementary School	90.50%	9.50%	Overton Elementary School	95.90%	4.10%
Andrews Elementary School	84.20%	15.80%	Graham Elementary School	81.00%	19.00%	Padron Elementary School	96.40%	3.60%
Ann Richards School YWLA	50.70%	49.30%	Guerrero Thompson Elementary School	96.30%	3.70%	Palm Elementary School	88.30%	11.70%
Austin High School	24.90%	75.10%	Gullett Elementary School	7.80%	92.20%	Paredes Middle School	77.10%	22.90%
Bailey Middle School	32.30%	67.70%	Gus Garcia YMLA	93.20%	6.80%	Patton Elementary School	23.10%	76.90%
Baldwin Elementary School	13.30%	86.70%	Harris Elementary School	96.20%	3.80%	Pease Elementary School	15.90%	84.10%
Baranoff Elementary School	12.90%	87.10%	Hart Elementary School	95.00%	5.00%	Pecan Springs Elementary School	93.00%	7.00%
Barrington Elementary School	94.80%	5.20%	Highland Park Elementary School	6.60%	93.40%	Perez Elementary School	88.50%	11.50%
Barton Hills Elementary School	8.10%	91.90%	Hill Elementary School	9.30%	90.70%	Pickle Elementary School	94.60%	5.40%
Becker Elementary School	25.50%	74.50%	Houston Elementary School	93.30%	6.70%	Pillow Elementary School	75.10%	24.90%
Bedichek Middle School	82.50%	17.50%	International High School (2021)	95.10%	4.90%	Pleasant Hill Elementary School	90.40%	9.60%
Blackshear Elementary School	62.80%	37.20%	Jordan Elementary School	94.30%	5.70%	Reagan High School	87.50%	12.50%
Blanton Elementary School	59.30%	40.70%	Joslin Elementary School	62.90%	37.10%	Reilly Elementary School	58.10%	41.90%
Blazier Elementary School	68.80%	31.20%	Kealing Middle School	33.20%	66.80%	Ridgetop Elementary School	24.90%	75.10%
Boone Elementary School	43.10%	56.90%	Kiker Elementary School	3.70%	96.30%	Rodriguez Elementary School	97.70%	2.30%
Bowie High School	11.30%	88.70%	Kocurek Elementary School	63.50%	36.50%	Sadler Means YWLA	91.60%	8.40%
Brentwood Elementary School	18.90%	81.10%	Lamar Middle School	21.90%	78.10%	Sanchez Elementary School	86.00%	14.00%
Brooke Elementary School	89.30%	10.70%	Langford Elementary School	93.60%	6.40%	Sims Elementary School	94.50%	5.50%
Brown Elementary School	96.70%	3.30%	Lanier High School	83.00%	17.00%	Small Middle School	27.00%	73.00%
Bryker Woods Elementary School	10.60%	89.40%	LASA High School (2021)	9.90%	90.10%	St. Elmo Elementary School	85.60%	14.40%
Burnet Middle School	90.70%	9.30%	LBJ High School	78.80%	21.20%	Sunmitt Elementary School	31.60%	68.40%
Campbell Elementary School	84.00%	16.00%	Lee Elementary School	17.60%	82.40%	Sunset Valley Elementary School	44.50%	55.50%
Casey Elementary School	66.00%	34.00%	Linder Elementary School	88.10%	11.90%	Travis Heights Elementary School	65.10%	34.90%
Casis Elementary School	3.90%	96.10%	Maplewood Elementary School	33.30%	66.70%	Travis High School	77.80%	22.20%
Clayton Elementary School	2.30%	97.70%	Martin Middle School	92.80%	7.20%	Uphaus Early Childhood Center	89.10%	10.90%
Cook Elementary School	90.80%	9.20%	Mathews Elementary School	29.30%	70.70%	Walnut Creek Elementary School	94.80%	5.20%
Covington Middle School	60.10%	39.90%	McBee Elementary School	92.90%	7.10%	Webb Middle School	95.30%	4.70%
Cowan Elementary School	30.50%	69.50%	McCallum High School	20.50%	79.50%	Widen Elementary School	95.50%	4.50%
Crockett High School	65.50%	34.50%	Menchaca Elementary School	43.70%	56.30%	Williams Elementary School	68.10%	31.90%
Cunningham Elementary School	62.30%	37.70%	Mendez Middle School	89.90%	10.10%	Winn Elementary School	74.10%	25.90%
Davis Elementary School	23.80%	76.20%	Metz Elementary School	96.50%	3.50%	Wooldridge Elementary School	94.10%	5.90%
Dawson Elementary School	72.40%	27.60%	Mills Elementary School	6.60%	93.40%	Wooten Elementary School	95.80%	4.20%
Dobie Middle School	93.30%	6.70%	Murchison Middle School	22.30%	77.70%	Zavala Elementary School	96.30%	3.70%
Doss Elementary School	17.40%	82.60%	Norman Elementary School	91.70%	8.30%	Zilker Elementary School	16.60%	83.40%
Eastside Memorial High School (2021)	89.90%	10.10%	O. Henry Middle School	28.20%	71.80%			
Fulmore Middle School	61.40%	38.60%	Oak Hill Elementary School	42.50%	57.50%			



# Acedemic Programs by Vertical Teams

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