AUSTIN
Independent School District

FACILITY MASTER PLAN

UPDATE

January 27, 2020 - Revised

Reinventing the urban school experience

Table of Contents

Facility Master Plan Update

The FMP Update is a long range, comprehensive District-wide plan for modernizing all schools within 25 years.

Modernized historic Woodrow Wilson High School in Washington, D.C.

Chapter 1

Introduction

The Purpose of the 2016-17 Facility Master Plan Update

The Austin Independent School District (AISD) is committed to its vision statement, as approved by the Board of Trustees in June 2015:

"Austin ISD will reinvent the urban school experience."

With this aspiration in mind, AISD's Board of Trustees in September 2015 launched the 2016-17 Facility Master Plan Update ("FMP Update"). This document, the result of that effort, provides the high-level, long-term framework within which the District will ensure that its facilities continue to support excellence in teaching and learning at every level. Developed in conformity with a set of Guiding Principles established by the Board of Trustees, this FMP Update has considered AISD's academic vision, extensive public input, and multiple challenges facing the District today. The entire process was guided by the Facilities and Bond Planning Advisory Committee (FABPAC), a group of 18 citizens appointed by the Board of Trustees. The FABPAC worked with staff, administration, and consultants to evaluate capital improvement needs of the District and provide recommendations to the Board on long-range facilities planning, amendments to the FMP, and the scope of work and timing of future bond programs.

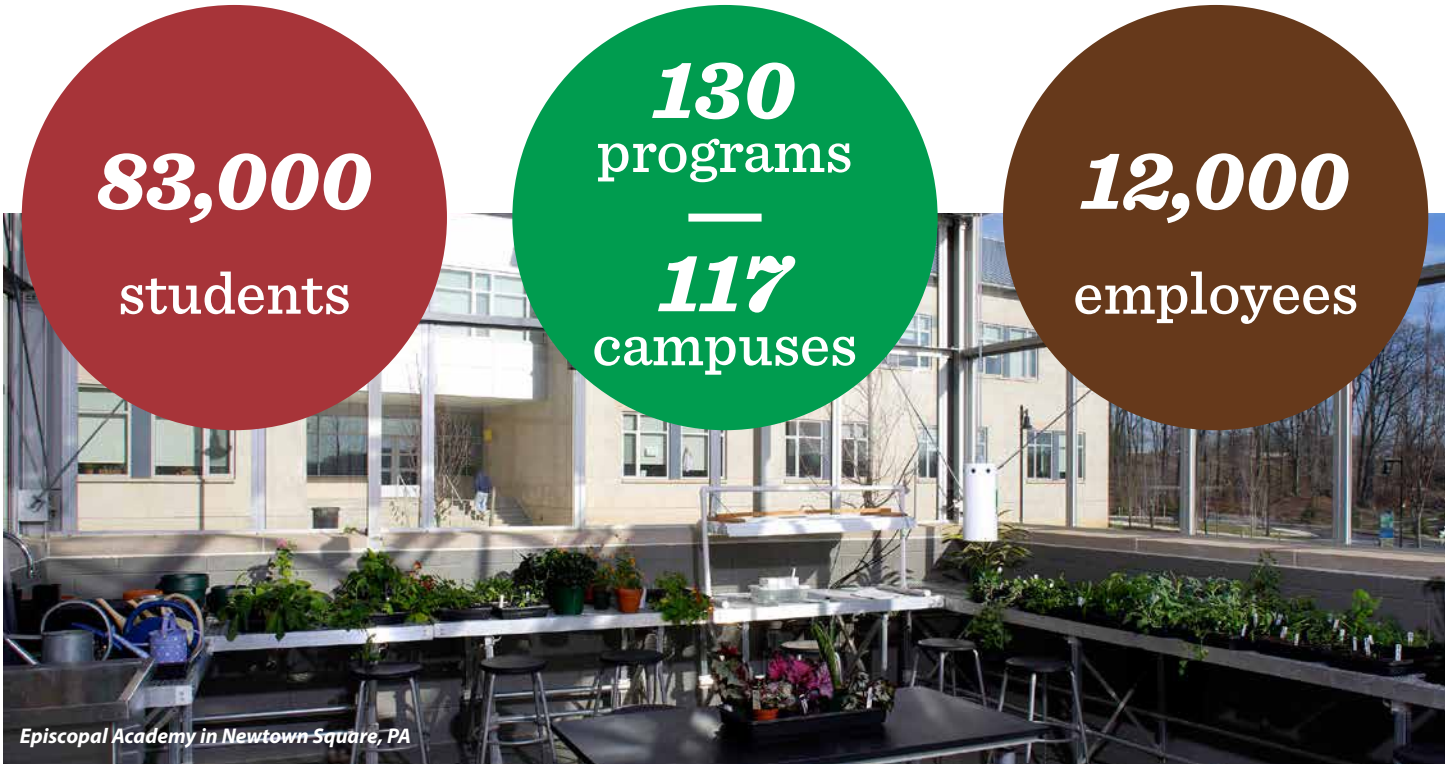
Among the challenges faced by AISD is the current state of its school facilities. The District's building stock is aging and suffering from an increasingly severe deterioration of conditions, despite AISD's efforts to address deferred maintenance and perform capital replacements and upgrades. Moreover, regardless of their condition, most of the District's school facilities are not designed to support emerging models of 21st-century education. Meanwhile, the changing demographics of the city are greatly affecting enrollment patterns. Although overall enrollment across the District is projected to decline slightly each year over the next decade, there are areas within AISD where already severe overcrowding will increase, and other areas where under-enrollment trends are likely to worsen. Both extremes compromise the quality of education delivered to students: overcrowded schools have required extensive use of portable classrooms and strain the capacity of core spaces while under-enrolled schools are a strain on the resources required for a full range of academic and co-curricular offerings.

With this aspiration in mind, AISD's Board of Trustees in September 2015 launched the 2016-17 Facility Master Plan Update ("FMP Update"). This document, the result of that effort, provides the high-level, long-term framework within which the District will ensure that its facilities continue to support excellence in teaching and learning at every level. Developed in conformity with a set of Guiding Principles established by the Board of Trustees, this FMP Update has considered AISD's academic vision, extensive public input, and multiple challenges facing the District today. The entire process was guided by the Facilities and Bond Planning Advisory Committee (FABPAC), a group of 18 citizens appointed by the Board of Trustees. The FABPAC worked with staff, administration, and consultants to evaluate capital improvement needs of the District and provide recommendations to the Board on long-range facilities planning, amendments to the FMP, and the scope of work and timing of future bond programs.

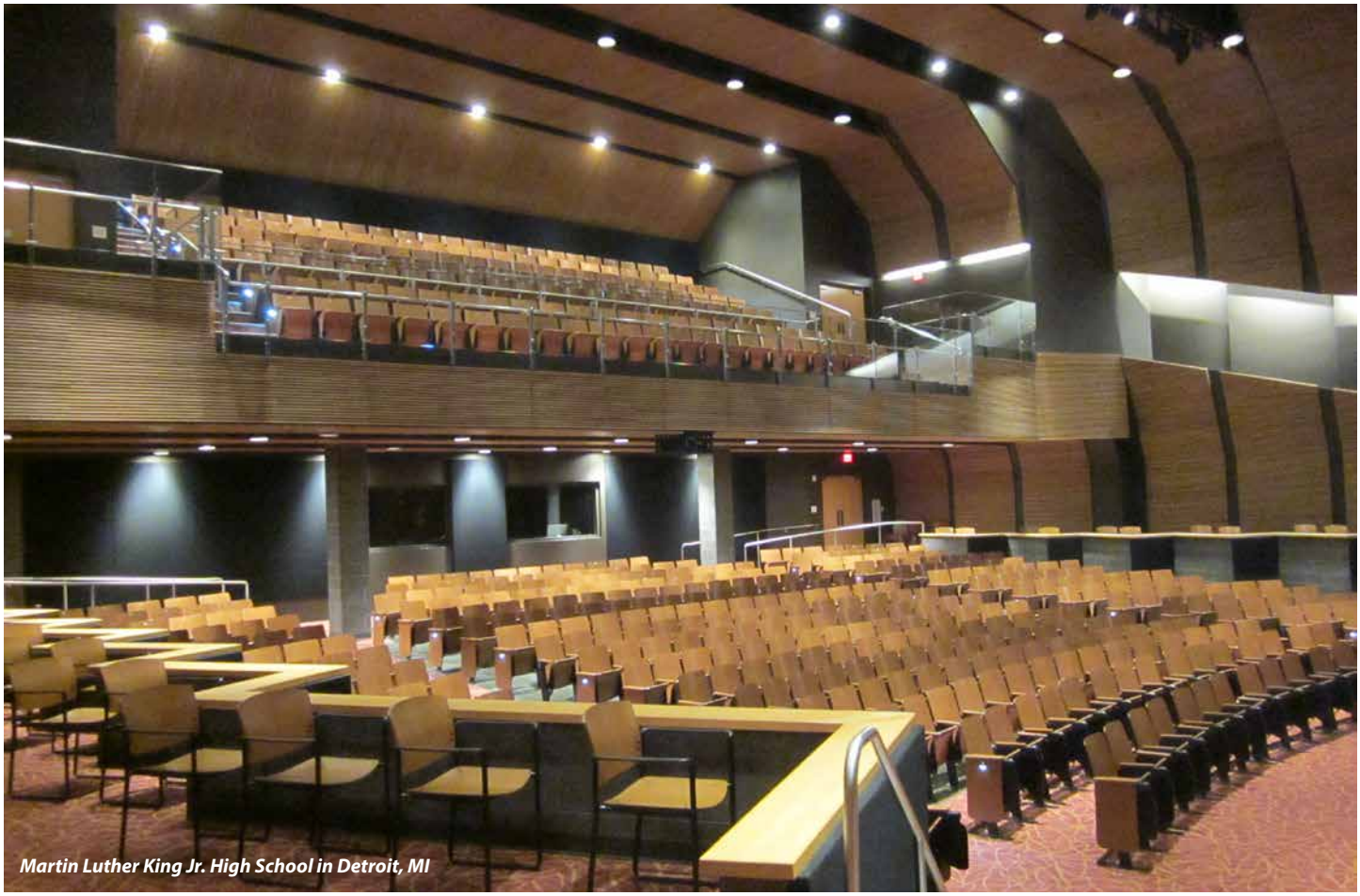
AISD faces these challenges within a constrained budget environment, particularly considering the Recapture Plan under which the State of Texas redirects tax revenues from school districts determined to be property "wealthy" to those considered property "poor." As a result, only bond financing (which is not subject to the Recapture Plan) provides the means by which AISD can achieve full value in its investment of capital funds.

This FMP Update fulfills a requirement as the first biennial update to AISD's 2014 Facility Master Plan ("FMP"), and as such, it is anticipated that it will be further updated every two years moving forward. A comprehensive update similar to this 2016-17 effort will occur every five years.

The comprehensive assessment and rigorous planning completed for this effort provide a baseline for this FMP Update to establish a new and lasting vision for the modernization of AISD's school facilities. Unlike the "band-aid" approach of past capital investment initiatives by the District, this FMP Update conceives a thorough reinvention process that will extend the useful life of AISD's school facilities for another generation. It is expected that this FMP Update will serve as the baseline for detailed planning for both a potential November 2017 bond election and possible subsequent bond elections in future years.



Episcopal Academy in Newtown Square, PA



Martin Luther King Jr. High School in Detroit, MI

Dunbar High School in Washington, D.C.

Guiding Principles

Recognizing that a successful Facility Master Plan must be rooted in parameters which advance the over-arching goals of the District, the AISD Board of Trustees in September 2013 approved a set of Guiding Principles to shape the development of the 2014 FMP and its future updates. These Principles broadly address the educational, operational, and social justice goals of AISD:

Health, Safety, & Security

First and foremost, the health, safety and security of our students and staff is the number one priority. The FMP will support safety and security measures at all District facilities through compliance with all safety codes and regulations. The District will incorporate safety and security best practices in the design, construction, maintenance and operation of the District's facilities.

Academics & Co-curricular Supports

The FMP is academically-driven, recognizes that physical environment and facilities affect learning and student achievement, and supports the achievement of the academic and co-curricular (e.g., physical education, athletics, fine arts, and career and technical education, etc.) goals and strategies articulated in the District's Strategic Plan and Board Priorities.

Equity in Facilities

The FMP will address equity in facilities by providing each school and site facilities based on current Educational Specifications, through community input based on needs and Board-approved programs at the campus. These facilities will provide students access to quality academic and specialized programming and technology through the construction and/or renovation of facilities through a strategic, phased modernization strategy.

Environmental Stewardship & Sustainability

The FMP will be developed to support and protect the environment and strengthen academics through the use of sustainable and conservation-focused practices for its buildings, grounds and equipment. The plan will be informed by best practices in daily operations of facilities and equipment using green energy, energy efficiency, resource recovery, water conservation, waste minimization and sustainable building practices.

Protection of Financial Investment

The Facility Master Plan will include the protection of the taxpayers' investment in the District's facilities through long-term plan with a two-year review cycle for maintenance, repairs and renovations to extend the useful life of existing facilities coupled with the development of parameters for building replacement.

Optimal Utilization

The FMP will identify specific plans and/or remedies to achieve a target range of 75% - 115% of permanent capacity when compared with projected student enrollment, beginning with the opening of the 2016-17 school year and every school year thereafter, and will contain a two-year cycle of review for enrollment projections for subsequent years.

Note: This guiding principle has been revised effective SY2020-21. See Appendix G.

Communication & Community Engagement

The FMP development process must provide multiple opportunities for meaningful input and varied means of engagement tailored to community needs.

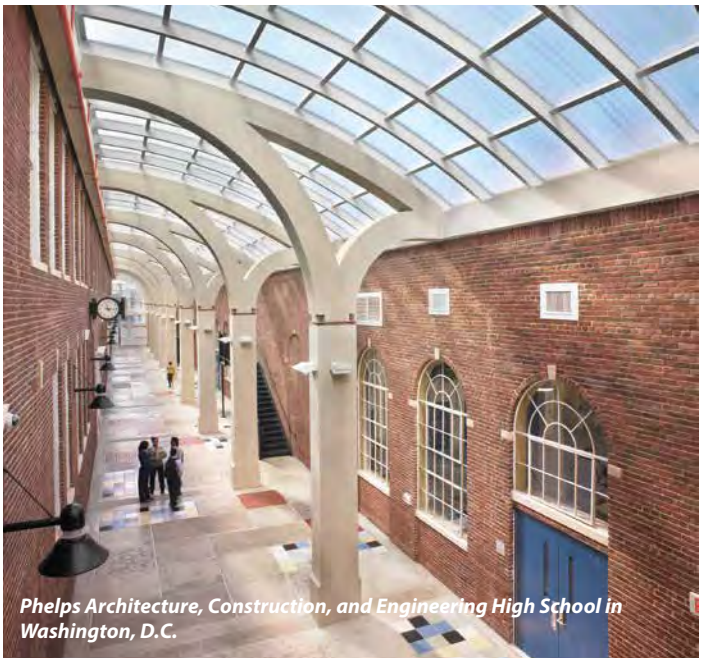
While these Guiding Principles have served as the parameters for all long-range planning efforts since their creation, this FMP Update represents an opportunity to fulfill them in ways other recent initiatives – particularly the District's 2013 Bond Program and the 2014 FMP document – could not.

2013 Bond Program

The most recent investment in capital improvements to the District's facilities was financed via a bond issuance in 2013. Unfortunately, only two of the four 2013 bond measures advanced in May of that year were approved by voters. As a result, the focus of the 2013 bond program was on addressing the pressing needs of near-term capital maintenance and selected system upgrades, rather than longer-term strategic investments with an eye toward bringing AISD's schools up to national standards for 21st-century learning environments. This program supported technology, transportation and energy conservation, and addressed critical renovations and improvements at facilities across the District, as well as repairs and renovations to aging schools. However, major needs that were not addressed included proposed additions and new school construction to relieve overcrowding and investments in athletics and fine arts initiatives. Those needs remain unaddressed today.

2014 Facility Master Plan

The 2014 Facilities Master Plan detailed the Guiding Principles and resulting strategies. This document established a set of short-term and long-term recommendations, which included the completion of projects authorized under the 2013 bond program, the creation of community engagement processes to grapple with pressing issues such as overcrowded schools, and consideration of future projects to address both capacity and conditions challenges. However, this document stopped short of identifying specific recommendations for long-term action on all schools within the District. Although it set the framework for future action, including the requirement for updates every two years, it did not provide a blueprint for a comprehensive modernization of the District's schools or specific lists of projects that could be acted upon via future bond initiatives.



Phelps Architecture, Construction, and Engineering High School in Washington, D.C.

Episcopal Academy in Newtown Square, PA

2016-17 Facility Master Plan Update

The 2014 FMP requires a review every two years in light of new data, community engagement feedback, strategic plan alignment, Board priorities, and legislative and regulatory requirements. This FMP Update is the next step in that cycle. The process for its creation, however, has been designed to contrast with previous capital investment initiatives by the District in three ways:

1.

This FMP Update has been developed through a community-led process, driven by the guidance and judgment of the FABPAC. The FABPAC developed its recommendations only after an extensive effort that involved not only comprehensive research and planning analysis, but a vast scope of community engagement and public input.

2.

This FMP Update has been based on comprehensive assessments of three key data sets – the physical condition of all AISD facilities, the adequacy of those facilities to serve the District's evolving academic vision, and utilization patterns, in the form of enrollment relative to the permanent capacity of schools.

3.

This FMP Update addresses both immediate needs and a vision for the transformation of all schools within the District over the next few decades. Its intent is to provide a comprehensive modernization strategy for District facilities through both short-term and long-term recommendations for projects.

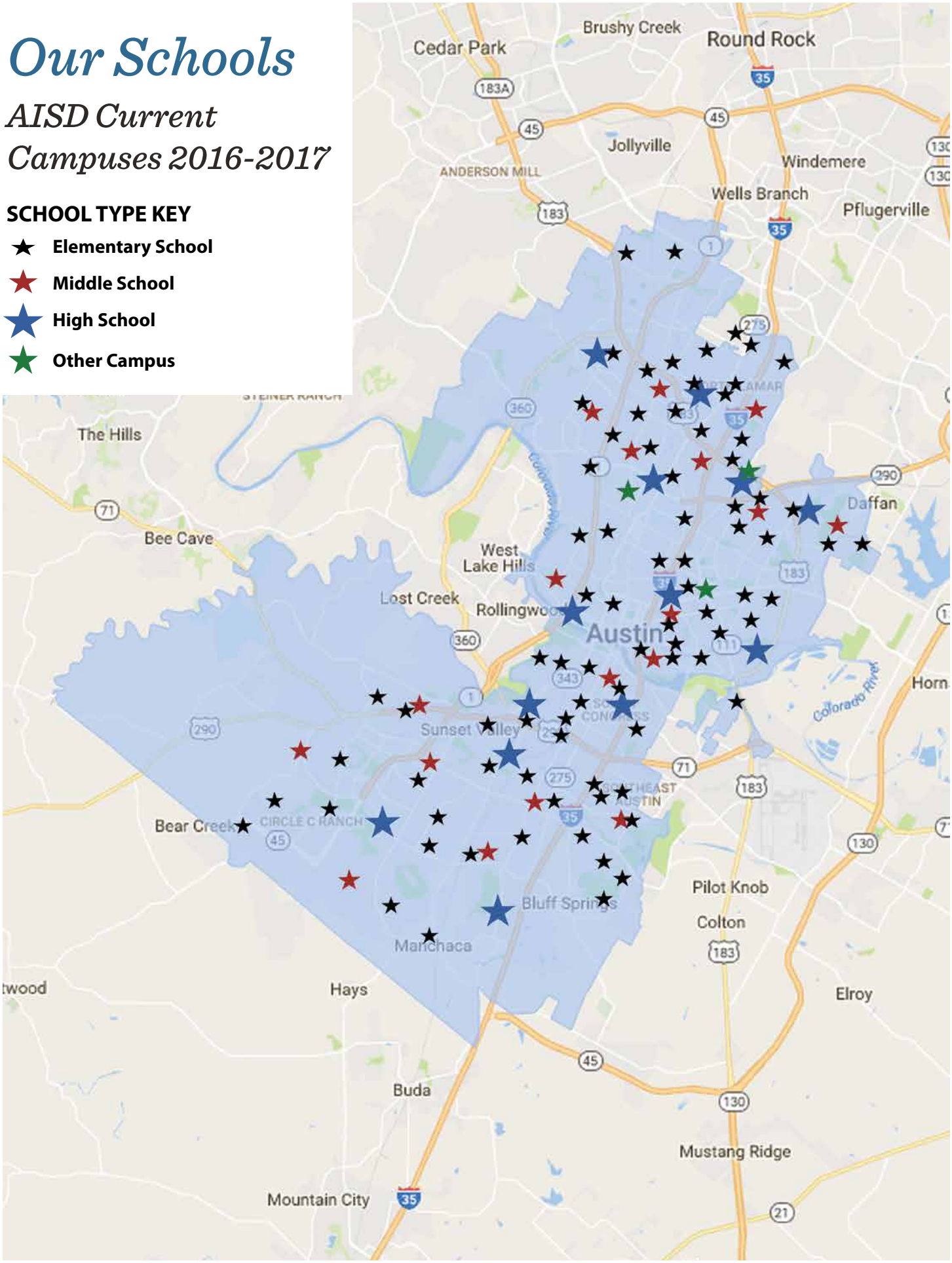
This FMP Update is not, however, a binding legal commitment by the District to any specific project or other individual recommendation it contains. Further formal action by the Board of Trustees will be required to implement each of these recommendations. For example, the modernization projects recommended herein can only be implemented following actions by the Board to authorize a bond referendum, allowing for the funding of specifically enumerated projects, and the successful passage of that bond by voters. Additionally, this document identifies under-enrolled schools to participate in the creation of a Target Utilization Plan (TUP) to raise enrollment through a process of review, strategy development and implementation, possibly avoiding the need for consolidation.

Our Schools

AISD Current Campuses 2016-2017

SCHOOL TYPE KEY

- ★ **Elementary School**
- ★ **Middle School**
- ★ **High School**
- ★ **Other Campus**



Existing Conditions

AISD clearly faces major facility challenges in the decades to come. The District's school buildings are aging, new educational philosophies require changes in the design of schools, and the District must remain competitive, given shifting demographics, housing affordability, and the popularity of charter schools. A clear understanding of those challenges is essential to defining the plan to overcome them.

Therefore, as part of this FMP Update, the District undertook comprehensive assessments related to:

1.
Building conditions

2.
Educational suitability

3.
Utilization

The methods for completing the building condition and suitability assessments were detailed and thorough. The data they provided informed the entire balance of the planning effort. Appendix D outlines the assessment methods and resulting reports and Appendix E provides an overview of the planning analytics used to review the data.

39%
of AISD schools have a facility condition of "poor" or "very poor"

22%
of AISD schools have an educational suitability of "unsatisfactory" or "very unsatisfactory"

17%
of AISD schools are overcrowded (above target range >115% SY 16/17)

27%
of AISD schools are under-enrolled (below target range <75% SY 16/17)

Challenges

Building Conditions

The District's schools are aging and require major rehabilitation, despite AISD's efforts to address deferred maintenance and perform capital replacements and upgrades. Much of this problem results from the sheer passage of time and the corresponding accumulation of building system declines or failures as components reach the end of their estimated "useful life." The average age of all AISD's school buildings is 46 years, and 77 of its 117 school facilities are more than 40 years old. A comprehensive Facilities Condition Assessment ("FCA") identified deficiencies totaling more than $3 billion in required total remediation costs. Under the FCA rating system, nearly 40% of AISD's schools reflect a condition of "poor" or "very poor."

A dramatic example of the severity of these concerns is the recent case of Brown Elementary School. In November 2016, AISD was abruptly forced to close this school after an assessment discovered structural deficiencies in the floor framing under the building, resulting in unsafe conditions for students, teachers and staff.

Educational Suitability

Regardless of their condition, most of the District's school facilities are not designed to support emerging models of education. Today, major trends such as the rapid pace of technological change and the globalization of economies are leading to changes in work and learning environments as great as those that occurred during the Industrial Revolution. To respond to these trends, 21st-century theories of education are evolving to prepare students for the jobs of tomorrow by promoting highly collaborative, interdisciplinary and project-driven approaches to learning. In contrast to the rigidly defined traditional classroom model, 21st-century schools treat the entire facility as an integrated learning environment incorporating flexible spaces and activated by access to state-of-the-art technology.

The District is currently updating its Educational Specifications (Ed Specs) to reflect these models of the future; however, even the assessments relative to the current Ed Specs show that at least 22% of AISD's schools reflect an Educational Suitability rating of "unsatisfactory" or "very unsatisfactory." Until they are addressed, these facility design constraints may be expected to increasingly obstruct AISD's ability to achieve its academic vision.

Stoddart Elementary School in Washington, D.C.

Utilization: Capacity and Enrollment

Meanwhile, the changing demographics of the city are creating increasing disparities in utilization across AISD's schools. Although the Austin metropolitan area is a dynamic and growing market, studies show that housing costs within the City of Austin and the areas covered by AISD are increasing to levels that create a growing affordability challenge for young families with school-aged children. AISD experienced a trend of student population growth from school year 1999-2000 to 2012-2013, but has now had four consecutive years of declining population. Overall student live-in population across the District is now projected to decline slightly each year over the next decade. However, in growing areas of the District, particularly the southeast and northwest, already-severe overcrowding is likely to increase, while in others, under-enrollment trends are likely to worsen.

These patterns affect education quality. Overcrowded schools require portable classroom modules that may result in substandard learning environments, and strain capacities of core spaces, such as cafeterias, gymnasiums, and libraries. Meanwhile, at under-enrolled schools, the District is burdened by the inefficiency of having to devote scarce resources across the same set of fixed costs per campus in an attempt to provide a full complement of academic and co-curricular programs at all schools.

Competition

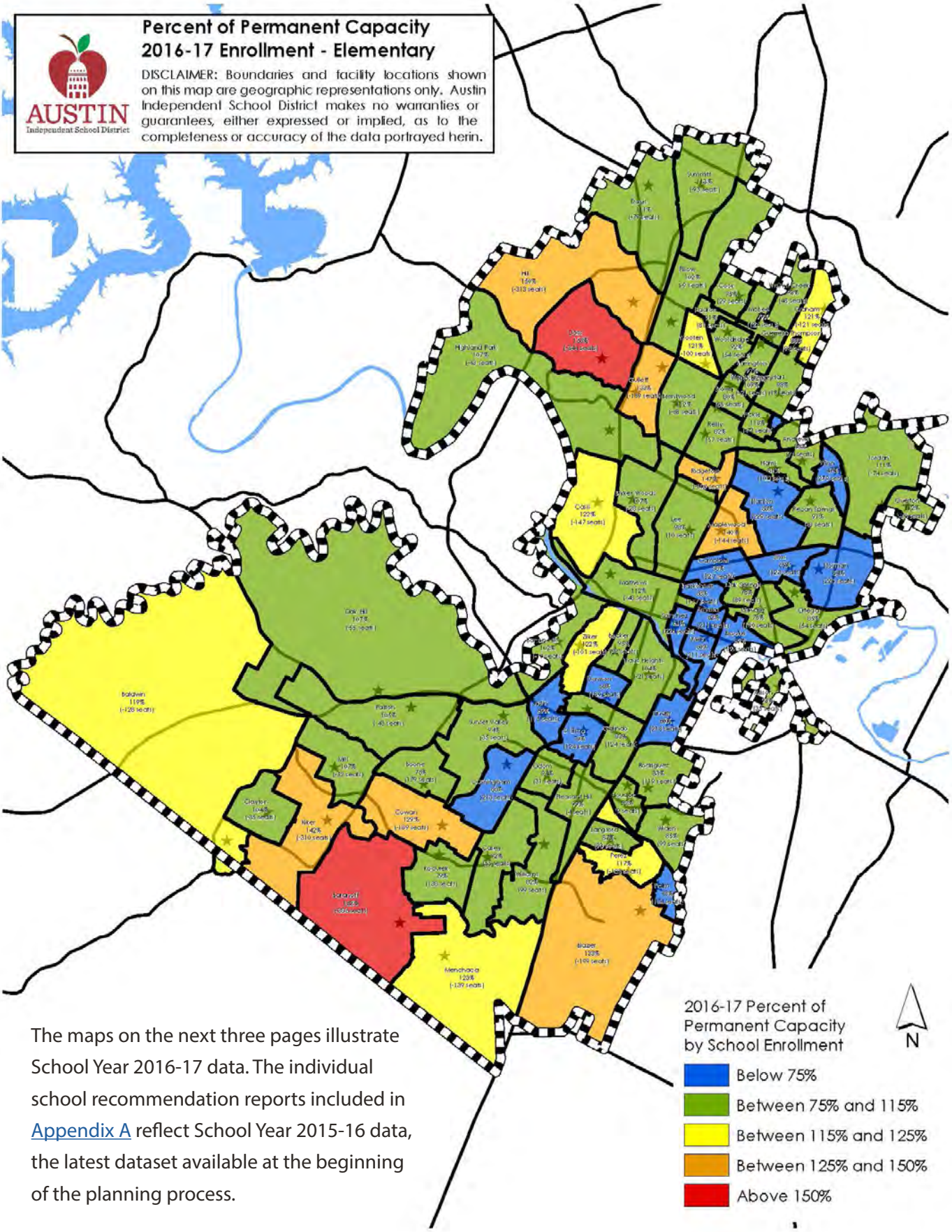
The basic enrollment picture is further complicated by growing sources of competition for AISD schools. In addition to private schools and the offerings of surrounding districts, charter schools represent increasingly viable competitors for students. Since 2006-07, Austin has seen an increase from 17 charter schools serving 3,093 students to 42 charter schools and 16,057 students. *(Source – Dept. of Campus and District Accountability, 12/08/15; TEA, AEIS, and TAPR Reports)*

Budget Environment

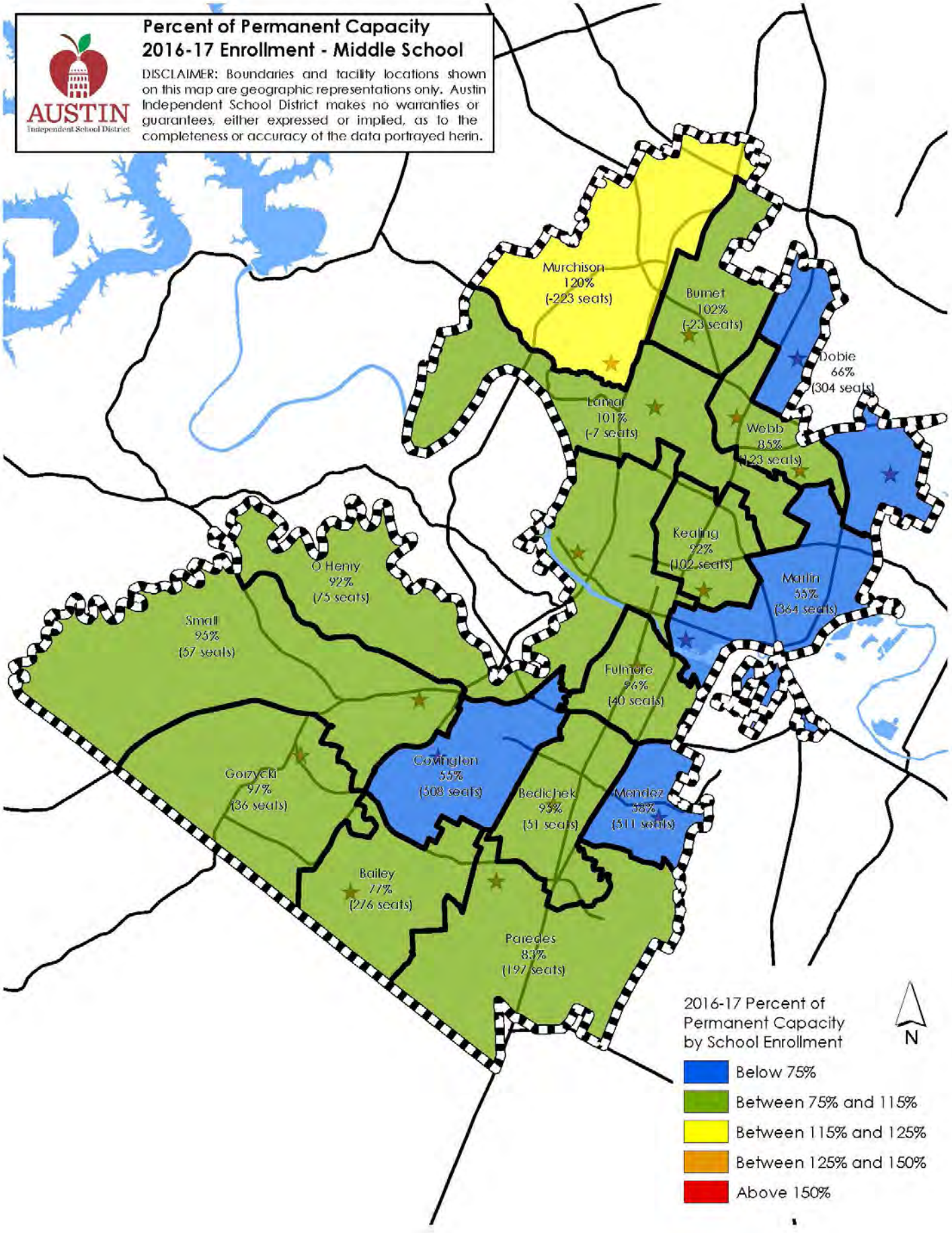
AISD faces these challenges within a constrained budget environment. The limited amount of funding available for maintenance and operations – an issue in almost any school district – is further reduced in AISD by Chapter 41of the Texas Education Code, sometimes referred to as "Recapture" or the "Robin Hood Plan." This policy requires that tax revenues from school districts determined to be property "wealthy" are redirected to other school districts within the state considered property "poor." AISD is considered a property-wealthy district, which means that for every $1 of tax revenue AISD collects, approximately 40 cents is returned to the State of Texas. As a result, using this source of funding for capital costs such as buildings is not fiscally responsible. By contrast, bond financing (which is not subject to the Recapture Plan) is the primary means by which AISD can achieve full dollar-for-dollar value in its investment of capital funds. This FMP Update therefore provides its project recommendations in a sequence of timeframes that may be translated to a series of bond programs over time.

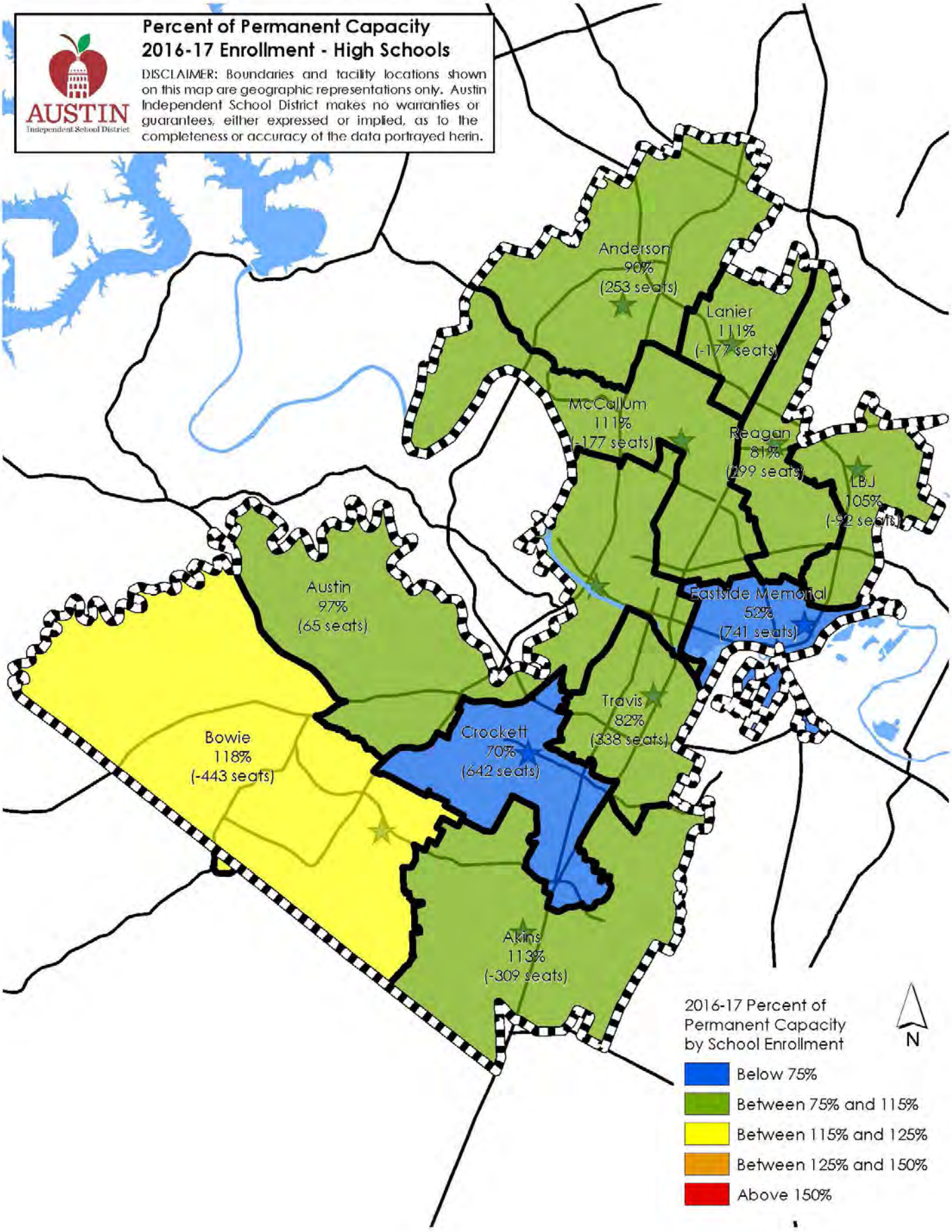
Student Artwork at AISD's Kocurek Elementary School

Mural at AISD's Brentwood Elementary School



The maps on the next three pages illustrate School Year 2016-17 data. The individual school recommendation reports included in Appendix A reflect School Year 2015-16 data, the latest dataset available at the beginning of the planning process.


Percent of Permanent Capacity
2016-17 Enrollment - Middle School
DISCLAIMER: Boundaries and facility locations shown on this map are geographic representations only. Austin Independent School District makes no warranties or guarantees, either expressed or implied, as to the completeness or accuracy of the data portrayed herin.
AUSTIN
Independent School District
Murchison
120%
(-223 seats)
Burnet
102%
(-23 seats)
Dobie
66%
(304 seats)
Lamar
101%
(-7 seats)
Webb
85%
(123 seats)
Kealing
92%
(102 seats)
Martin
55%
(364 seats)
O Henry
92%
(75 seats)
Small
95%
(57 seats)
Fulmore
96%
(40 seats)
Covington
55%
(508 seats)
Gorzycki
97%
(36 seats)
Bedichek
95%
(51 seats)
Mendez
58%
(511 seats)
Bailey
77%
(276 seats)
Paredes
83%
(197 seats)
2016-17 Percent of Permanent Capacity by School Enrollment
N
Below 75%
Between 75% and 115%
Between 115% and 125%
Between 125% and 150%
Above 150%


Percent of Permanent Capacity
2016-17 Enrollment - High Schools
DISCLAIMER: Boundaries and facility locations shown on this map are geographic representations only. Austin Independent School District makes no warranties or guarantees, either expressed or implied, as to the completeness or accuracy of the data portrayed herin.
AUSTIN
Independent School District
Anderson
90%
(253 seats)
Lanier
111%
(-177 seats)
McCallum
111%
(-177 seats)
Reagan
81%
(299 seats)
LBJ
105%
(-92 seats)
Austin
97%
(65 seats)
Eastside Memorial
52%
(741 seats)
Travis
82%
(338 seats)
Crockett
70%
(642 seats)
Bowie
118%
(-443 seats)
Akins
113%
(-309 seats)
2016-17 Percent of
Permanent Capacity
by School Enrollment
N
Below 75%
Between 75% and 115%
Between 115% and 125%
Between 125% and 150%
Above 150%

Modernization Vision and Goals

With aging buildings, utilization challenges, competition, and a constrained budget environment in mind, this FMP Update identifies a path toward the transformation of all of AISD's schools into 21st-century learning environments while still respecting the historic character of older schools. These modernized schools will support the skills that AISD students must develop to be prepared for the opportunities of the future and will serve as centers for their communities in a variety of ways.

Through the modernization effort, the emphasis of school design will shift away from the traditional classroom experience, in which students are a passive audience, to a more interactive space where students are a part of the learning experience. AISD's schools will incorporate flexible spaces allowing for collaborative, interdisciplinary, and project-driven learning. Flexible spaces also allow for easier modifications as teaching styles change. These modernized spaces will incorporate technology as an essential tool for research, analysis, and communication in the information age. Moreover, the District's school facilities will be designed to serve their communities. Community can be defined by the adjacent neighborhood or as a network of stakeholders across the District. Meeting space designed to support parent and community organizations will be within every modernized school. In addition, dedicated space to support services appropriate to a larger community will be built regionally.

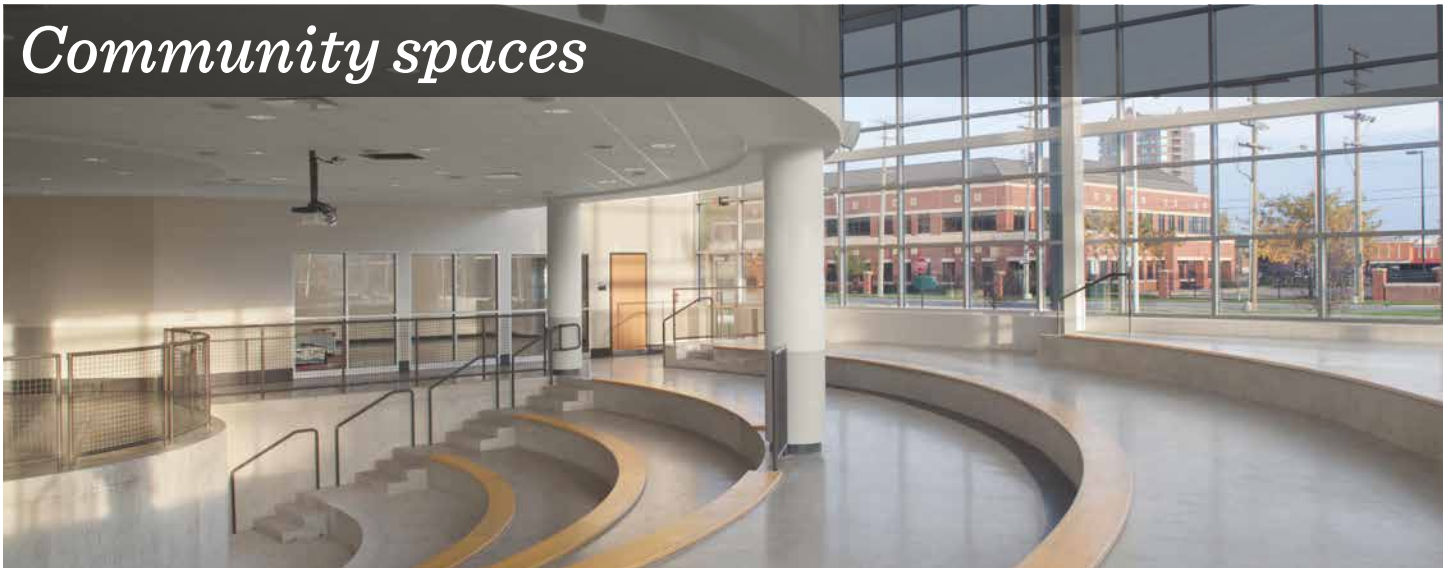
AISD will promote these goals through the comprehensive modernization of all schools across the District. In addition to achieving the programmatic goals outlined above, "modernization" will be defined as bringing all building systems and interior spaces to "like new" conditions, consistent with AISD design standards for new construction projects. In this spirit, modernization projects may involve major renovation work, additions or new construction, or the full replacement of a building.

This modernization vision will be expanded within the update to the District's Ed Specs currently underway.

Flexible learning spaces

State-of-the-art technology

Community spaces



In addition to the stated vision and goals, the FMP Update places an emphasis on the following modernization objectives:

Technology

AISD will pursue the integration of state-of-the-art technology into all of its schools, with the intent to achieve equity in all students' ability to access and make use of the transformative tools and practices that exist today. While not an end unto itself, technology is increasingly an essential means to research, create, collaborate, and communicate. AISD's facilities must support an education program for the whole student that will enable the seamless integration of technology into daily learning.

Accessibility

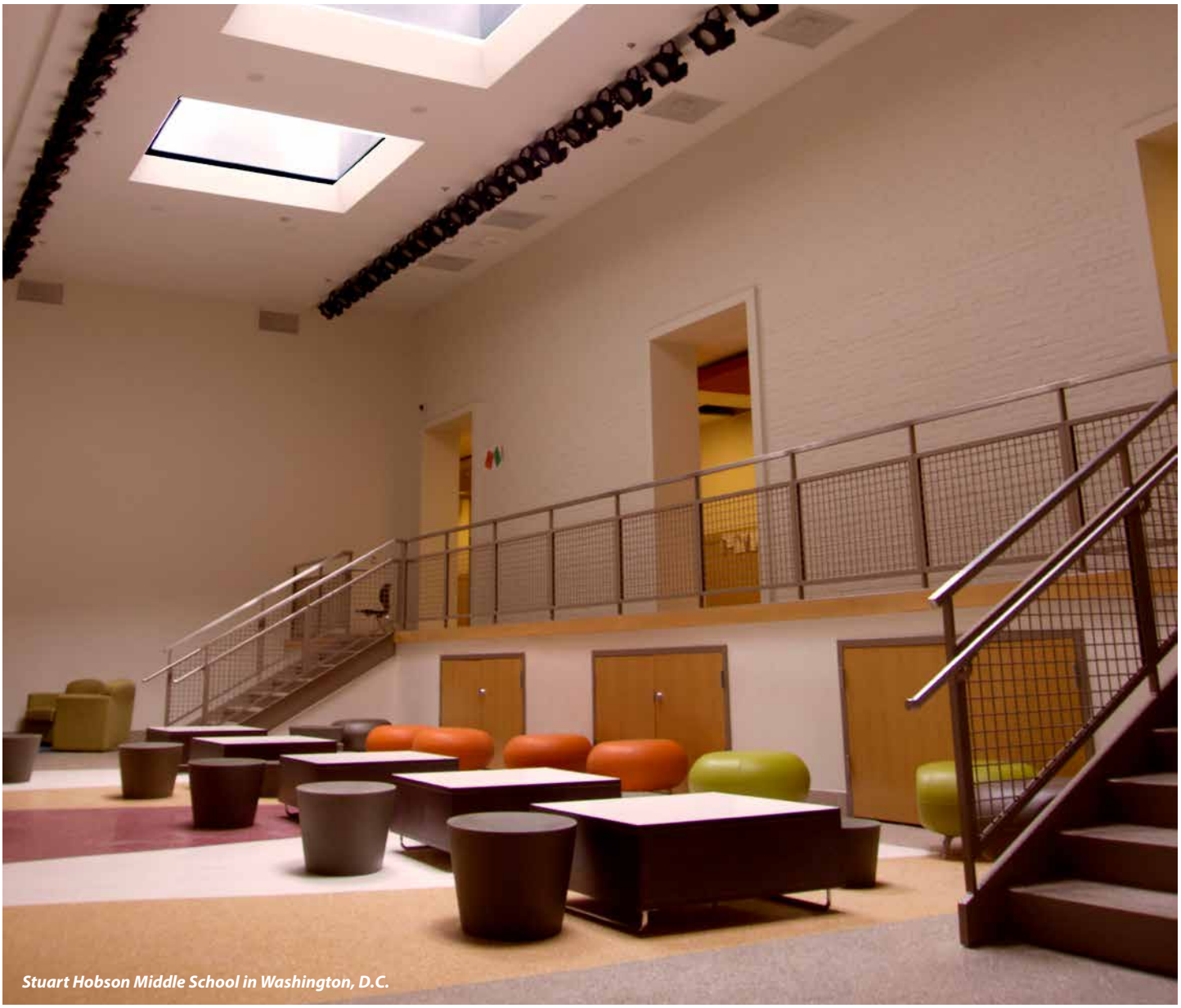
In full compliance with the Americans with Disabilities Act ("ADA"), school buildings will be designed to provide students and staff with disabilities an equal opportunity to benefit from all services. During new construction or major renovation, all elements of the ADA must be complied with, including wayfinding and signage, appropriate use of textures, and universal accessibility of all indoor and outdoor school facilities. As AISD looks ahead to modernizing existing buildings and designing new schools, an additional goal is to reconsider design standards, policies, and products to expand beyond mere compliance with current Texas Accessibility Standards and ADA regulations. Drawing inspiration from former AISD student Archer Hadley, founder of Archer's Challenge, AISD will look to expand upon accessibility standards as part of the Educational Specifications reinvention project underway and projected for completion by the end of Spring 2017.

Sustainability

AISD is nearing completion of the District's Sustainability Master Plan which will also be updated regularly to ensure a continual and coordinated effort across departments to keep sustainability at the forefront of the District's operations, education, and facilities planning. The Sustainability Master Plan provides a roadmap to achieving a shared vision for what it means to be an environmentally, socially, and economically sustainable school district in the following core areas: air quality, energy, food, nature, procurement, transportation, waste, and water. AISD has embraced sustainability as a driving force behind its mission to provide a comprehensive educational experience that inspires students to make a positive contribution to society. AISD's sustainability program seeks to build a culture of environmental awareness and action at AISD schools and the communities served. This commitment continues in this FMP Update and the update to the Ed Specs.

Conclusion

This FMP Update is a comprehensive, long-term plan designed in accordance with the District's vision to provide appropriate, modernized buildings that support academic programs, students, teachers, and the communities they serve. Its intent is not merely to identify a series of component projects allocated to each school, but rather to chart a path to the comprehensive transformation of learning environments and campuses across the District. Through this comprehensive modernization effort, the District will meet the challenges posed by aging facilities and outdated design, transforming schools into interactive learning spaces.



Stuart Hobson Middle School in Washington, D.C.


Leticia Caballero
Littlefield
Austin ISD Cluster #23

Chapter 2:

The FMP Update Process

The FABPAC and Its Charge

In appointing the Facilities and Bond Planning Advisory Committee (FABPAC) in September of 2015, The Board of Trustees charged these 18 citizens volunteers with two primary roles:

1. *To provide guidance and counsel to the Board, the AISD Superintendent, and District administration, by evaluating the capital improvement needs of the District*

2. *To provide recommendations on long-range facility planning, amendments to the FMP, and scope of work and timing of future bond programs*

These charges, though straightforward, proved to require a deeply involved effort by FABPAC members in the creation of this FMP Update. For a year and a half, the FABPAC reviewed and interpreted massive datasets, set guidelines for the master planning update process, actively engaged with community members and the public at large through a wide variety of approaches, analyzed and compared various options for each school in the District, and ultimately arrived at a set of recommendations that form the basis of this document.

Additionally, four subcommittees of the FABPAC managed key aspects of the planning effort:

Facility Master Plan/Facility Condition Assessment (FMP/FCA) Subcommittee

Reviewed the comprehensive Facilities Condition Assessment (FCA) and Educational Suitability Assessment (ESA) dataset, and guided the process to develop FABPAC recommendations and the FMP Update document.

Community Engagement Subcommittee

Collaborated with AISD Department of Communications and Community Engagement to develop a public outreach strategy, implemented engagement events and interpreted public input to inform the FMP Update process.

Departmental Needs Subcommittee

Coordinated with AISD administrative departments to identify and prioritize department needs which might not otherwise be evident through the school facilities assessment and planning process.

Academic Subcommittee

Worked with the Teaching & Learning department to identify and prioritize strategic facilities needs, such as academic reinvention projects, aligned with the District's academic vision.

For this FMP Update, the FABPAC met as a full group 31 times, typically for three to four hours or more. Each full FABPAC meeting was open to the public and conformed with the Texas Open Meetings Act. Opportunities for public comment were provided and all community input was recorded and considered by the FABPAC. Additionally, FABPAC members participated in scores of community engagement forums, public outreach "road shows," meetings with various stakeholders, presentations to the Board of Trustees, and FABPAC subcommittee meetings. Through the work of the FABPAC, this FMP Update has been created and vetted in a community-engaged and very public process. The FABPAC will continue to meet to develop future bonds and FMP Updates.

Rendering of Modernized Lyndhurst Elementary & Middle School in Baltimore, MD

FMP Update Timeline

The 2014 FMP requires a review every two years in light of new data, community engagement feedback, strategic plan alignment, Board priorities, and legislative and regulatory requirements. This FMP Update is the next step in that cycle. Upon Board approval, the 2016-17 FMP Update will supersede the previous FMP.

2015

SEPTEMBER
Facilities and Bond Planning Advisory Committee (FABPAC) established

OCTOBER
FABPAC first meeting

2016

MARCH - SEPTEMBER
- Collection of data, visioning, and planning strategy development
- Assessment of facility conditions and educational suitability

APRIL - MAY
Community Collaboration Series #1
Introduction of the FMP Update effort to the community

OCTOBER - NOVEMBER
- School feedback on assessment results
- Analysis of data and feedback
- Development of planning cluster options by planning team

OCTOBER
Community Collaboration Series #2
Feedback on FCA, ESA, and planning strategies

DECEMBER
FABPAC review and discussion of planning cluster options from planning team

2017

JANUARY
FABPAC preliminary recommendations development

JANUARY - FEBRUARY
Community Collaboration Series #3
Presentation and feedback on FABPAC preliminary recommendations

FEBRUARY
FABPAC reviews community feedback and refines recommendations

FEBRUARY - MARCH
Community Collaboration Series #4
- Presentation and feedback on FABPAC recommendations
- FABPAC reviews community feedback and refines recommendations and presents to Board of Trustees

MARCH
Board of Trustees reviews and approves FMP Update

APRIL - MAY
Community Collaboration Series #5
Present and receive feedback on FABPAC bond recommendations

JUNE - AUGUST
- Present bond recommendations to Board of Trustees
- Board adopts order to call for November Bond Election

NOVEMBER 7
Bond Election

AISD Performing Arts Center

The Three Pillars of the FMP Update Process

In October 2015, the FABPAC held its first meeting and began work. Two teams of professionals were engaged by the District to support the FABPAC's process: a master planning team, led by Brailsford & Dunlavey (B&D or Planning Team) and a facility assessment team led by AECOM (Assessment Team). The FABPAC worked collaboratively with these teams for more than a year to collect and interpret data on the schools, develop a set of planning strategies, and engage with the community to provide a comprehensive set of short-term and long-term facility modernization project recommendations to the Board of Trustees.

The teams recognized that a successful planning process would require the following three inputs, which together serve as the three pillars of this FMP Update process:

1
Data Collection and Analysis

2
Academic Vision and Programming

3
Community Collaboration and Feedback

Pillar One: Data Collection and Analysis

Under the FABPAC's leadership, AISD, B&D, and AECOM completed a comprehensive set of assessments on the District's current facilities and then reviewed and analyzed the resulting datasets. This effort used three distinct measurements to evaluate current school facilities:

Facility Condition Assessments (FCA)

A measurement of building system deficiencies or disrepair and the overall physical condition of a facility

The FCA exhaustively reviewed each school and support facility in the District at the level of each building system to assess its condition. The FCA compares the cost of repairs to the cost to replace the building system outright. Building system FCA's were then aggregated into an overall FCA reflecting the condition of the campus as a whole. The FCA does not include portable buildings. An excellent facility will have a high FCA score and a poor facility will have a low FCA score.

Rating Description	Score
Excellent	90-100
Good	70-89
Average	50-69
Poor	30-49
Very Poor	<30

Educational Suitability Assessments (ESA)

A measurement of how a school building supports teaching and learning methods

The ESA was based on evaluations by an on-site inspection team experienced in ESA best practices, informed by interviews with leadership at each campus, community input from the Campus Advisory Councils (CACs), and digital surveys of faculty, parents and students. The evaluation ranks each campus in a variety of categories such as Technology and Security, resulting in a score that places each school in one of five categories from excellent to very unsatisfactory. A facility that is highly suitable to its academic program will have a high ESA score, while one that poorly supports its academic program will have a low ESA score.

Rating Description	Score
Excellent	91-100
Good	66-80
Average	51-65
Unsatisfactory	36-50
Very Unsatisfactory	20-35

The data collection process for both FCA and ESA involved interviews of school principals and staff and the direct observation of conditions by a team of professional engineers and architects. The findings were reviewed and confirmed with the principal and available CAC representatives.

Utilization

A measurement of a school's total enrollment relative to its student capacity in permanent buildings

Utilization is the ratio of enrollment to the permanent capacity of a school. This measure was evaluated for each school for the current school year and with consideration of its trend over the past three years, and informed by a demographic analysis of the population within the school's boundaries. Each school is measured relative to the targeted range of 75% to 115% of permanent capacity, as set by the Board of Trustees' Guiding Principles. A school's utilization is rated as either being within the District target, under-enrolled, or one of three degrees of overcrowded.

Rating Description	Score
Under	< 75%
Target	75%-115%
Over	115%-125%
	125%-150%
	>150%

Note: Effective School Year 2020-21, the target utilization range will be 85-110% of a schools' permanent capacity. See Appendix G.

Pillar Two: Academic Vision and Programming

Rapidly evolving technologies, a globalized economy, and advances in science are transforming future educational and career opportunities. While AISD cannot predict the future, the District is systematically transforming curriculum and instructional practices to foster the development of students' "power skills" – collaboration, communication, connection, creativity, critical thinking, and cultural proficiency – to prepare students as tomorrow's professionals and citizens of the world. Spaces, facilities, and tools can enable our students to experience a new kind of learning in a way that is personalized and powerful. Those power skills served as a central theme of the facility modernization concept that is critical to the FMP Update.

The academic vision of AISD is grounded in the implementation and integration of three strategic initiatives: (1) the fostering of the "whole child," which includes Social Emotional Learning, the Creative Learning Initiative, Cultural Proficiency and Inclusiveness, and Coordinated School Health; (2) literacy, and (3) the transformative use of technology.

Whole Child

'Whole Child' is a multi-faceted approach to ensure students are a part of a psychologically, physically, and emotionally safe learning environment.

- Social Emotional Learning (SEL) is a fundamental research-driven approach where students learn critical life skills such as recognizing and managing emotions, solving problems effectively, and establishing positive relationships through explicit instruction and modeling by adults.
- The Creative Learning Initiative provides a quality arts-rich education for every child in AISD in partnership with the City of Austin, MINDPOP, local artists, businesses and philanthropic organizations.
- Cultural Proficiency and Inclusiveness focuses on how personal culture, background, and experiences impact their students' learning and social emotional development.
- Coordinated School Health is a systemic approach of advancing student academic performance by promoting and practicing school health education and services for the benefit and well-being of students.

Literacy

Literacy efforts are focused on strengthening the core instruction with a goal of all students reading and writing on grade level. AISD's approach to literacy includes efforts throughout the day with specific District-wide literacy strategies in all content areas; inside the language arts classrooms with recommended class schedules, for general education, English as a Second Language, and dual language, and vertically aligned instructional norms; and beyond the school day with community partnership projects.

Transformative Technology

Transformative technology experiences are incorporated into learning environments in which technology amplifies student creativity, collaboration, contribution, and connection to the world. AISD technology integration efforts are fueled by the mission to increase equity in the students' access and use of transformative technology practices.

The District is implementing innovative efforts to achieve excellence for all students by delivering a high-quality education to every student. Academic Reinvention Programs feature new programming to expand access and equity across the District. Reinvention projects include Montessori programs, Career Launch Schools in Health Science and Technology, an Autism Academy, and other specialized academic opportunities. AISD will continue to offer, expand, and refine general education programs, such as dual language programs and Early College High Schools, to ensure students are college-, career-, and life-ready. AISD will embark on focused planning efforts for other general education programs such as Athletics, Career and Technical Education, Early Childhood, and Fine Arts to plan for equitable and strategic growth.

Pillar Three: Community Collaboration and Feedback

Consistent with the Guiding Principles established by the Board of Trustees, communications and community engagement have been viewed as essential aspects at every step of this FMP Update. Accordingly, the FMP Update process included a comprehensive, multi-faceted plan for collaborating with the broader AISD community. The plan included a diverse range of means for the public to learn about the process and provide feedback, ranging from large-scale community engagement meetings at key project milestones to a continuously updated website with online comment opportunities. The engagement opportunities were generally organized in two distinct phases of engagement:

3,000+
people attended an FMP meeting

400+
total community interactions

4,000+
unique pieces of feedback

School & Facility Data Collection

1. Interviews with school-based staff during assessments
2. Data validation review meetings with principals and CAC representatives

FMP Update: Strategies, Options, and Recommendations Development

1. Four separate series of community forums (Community Collaboration Series), consisting of five or six separate meetings in each series, held at school sites distributed throughout all regions of the District, at each major milestone of the process. A fifth series is planned for April and May 2017 to present and receive feedback on FABPAC Bond recommendations.
2. On-going community interactions with FABPAC members serving as ambassadors and supported as necessary by AISD and the Planning Team to bring the conversation directly to the community - ranging from small groups at PTA and neighborhood associations to large events such as a Back-to-School Bash, Juneteenth Celebrations, AISD Future Cup, and others
3. Digital engagement through twitter chats and other social media postings ***(#AISDFuture #AISDFuturo)***

Additionally, access to all phases of the plan development process was made available to the public online at www.AISDFuture.com and in Spanish at www.AISDFuturo.com. Those five phases included:

- Purpose of FMP Update & Timeline
- Academic Vision
- Modernization Concept
- Planning Strategies & Consolidation
- Project Types

All community input, regardless of its source, was captured and recorded. The FABPAC reviewed and discussed the community feedback it received and, in many cases, this input influenced final FABPAC recommendations for the FMP Update.

A detailed report of community input is provided in Appendix F.

AISD FMP Update Community Engagement Series #3
Meeting With Superintendent Dr. Paul Cruz

Synthesis and Recommendations

The FABPAC followed a deliberative process to synthesize the Three Pillars of input, consider options for project recommendations around each school facility, and ultimately arrive at a final recommendation. The major steps in this process included:

Planning Strategies Development
(July - August 2016)

Development of a set of Planning Strategies to serve as the guidelines for the FMP Update, including the definition of a Modernization Concept.

Categorization of Project Types
(September - October 2016)

Review of the assessment data for each school campus and categorization of the level of work that would be needed at each to meet the Modernization Concept and bring schools to "like new" condition.

Planning Team Options Development
(October - November 2016)

Workshops conducted by the Planning Team with AISD staff to review proposed levels of work and planned capacities for each school, along with consideration of opportunities for boundary adjustments, consolidations, or other options to meet the goals of the Planning Strategies.

FABPAC Preliminary Recommendations Development
(December 2016 - January 2017)

Review of the Planning Team options by FABPAC and refinement of data.

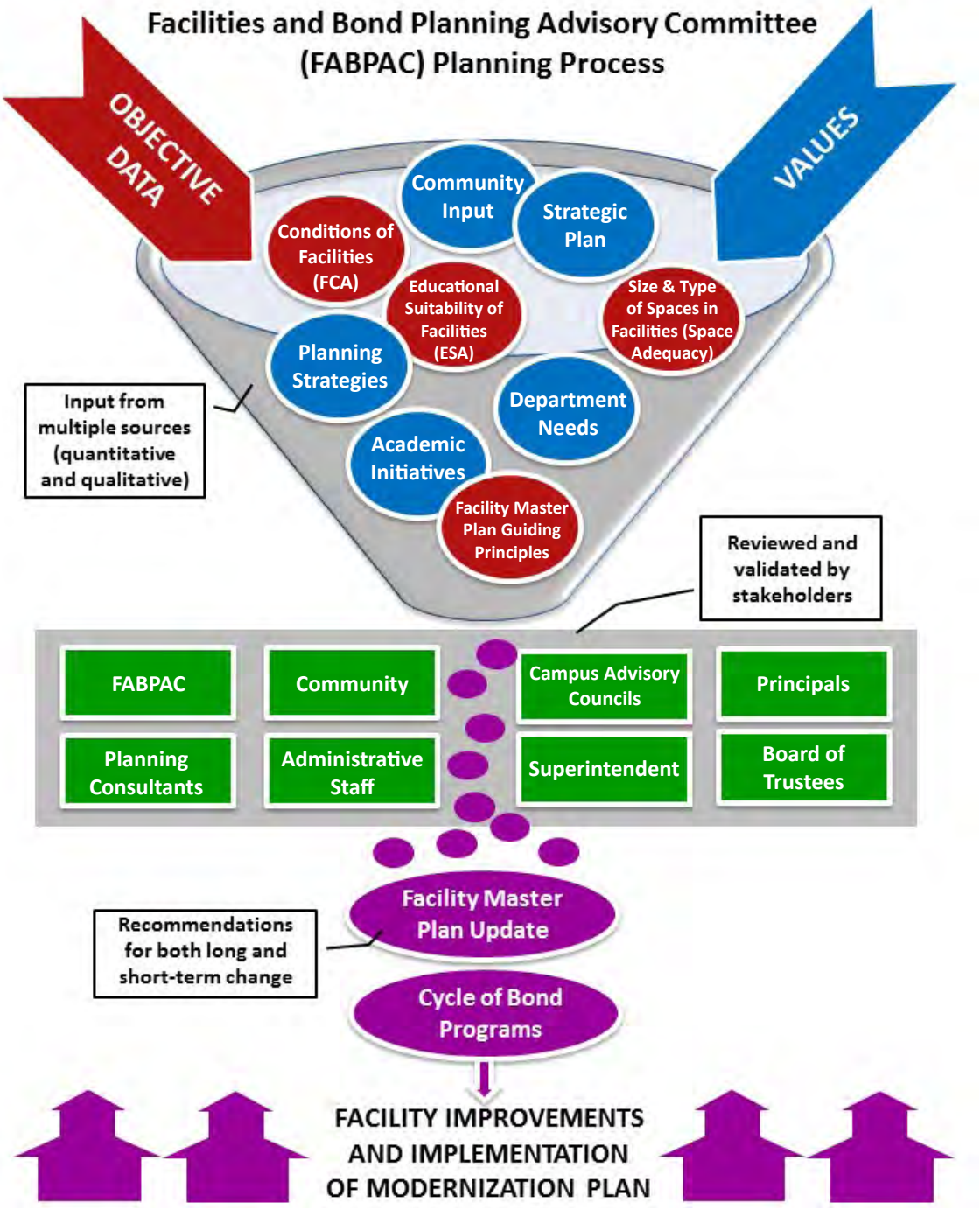
FABPAC Recommendations Development
(January - February 2017)

Review of preliminary recommendations through Community Collaboration Series no. 3 and FABPAC discussions.

FABPAC FMP Update
(February - March 2017)

Refinement of FABPAC recommendations through Community Collaboration Series no. 4 and further FABPAC discussions.

Stoddart Elementary School in Washington, D.C.



Conclusion

The process for this FMP Update has been data-driven and objective, yet informed by extensive community input and deliberated by the FABPAC. The process has benefited from the rigor of data that was assembled carefully and accurately, but tempered by a diverse group of community members who are familiar with AISD and the City of Austin. It is a testament to this process that, while the FABPAC did not necessarily achieve unanimous consensus on every recommendation, the committee is solidly in support of the FMP Update as a whole.

H.D Woodson High School in Washington, D.C.

Mackenzie Elementary-Middle School in Detroit, MI

Chapter 3:

The FMP Update Recommendations

The High-level, Long-term Plan

This FMP Update, resulting from the FABPAC's detailed, data-driven and community-informed deliberative process, is designed to guide a modernization effort to be implemented across the entire portfolio of AISD schools and support facilities over multiple decades. While it is not intended to serve as a detailed document of specific school designs for every project to be undertaken, this plan is a high-level view of AISD's buildings with recommendations for how each should be treated in order to meet the District's goals and vision.

As one of a series of biennial updates, this FMP Update is also acknowledged to be a "snapshot in time" – a view toward the future based on the information available today, with the knowledge that such baseline information will most certainly evolve. This document's recommendations therefore encompass both overall planning strategies and decision-making criteria as well as specific, facility-by-facility, short-term and long-term project recommendations over the next few decades.

The recommendations seek to address:

The types of project work needed to modernize all facilities and extend their useful lives

Future capacity needs and potential uses to address demographics, academic programs, and community needs

Prioritization and timeframes for projects to address level of need and urgency

To ensure that these recommendations were impartial and fair to all parts of the District, the FABPAC was obliged to apply the baseline information provided via the Three Pillars of input to a decision-making process with a set of objective guidelines. These guidelines, termed the **Planning Strategies**, are among those thought pieces that were developed for immediate application in this FMP Update process but, in their high-level and timeless nature, also have value for future updates.

Planning Strategies

AISD's school facilities vary dramatically in their age, condition, size, architecture, and history. Thus, it was essential for the FABPAC to develop a means to evaluate project recommendations under the FMP Update that could be applied consistently and objectively. Therefore, among the early actions undertaken by the FABPAC and the Planning Team was the establishment of a set of Planning Strategies. These "ground rules" for planning were designed to guide the project recommendations, sequencing, and priorities in the long-range plan and ensure that the plan's recommendations are realistic, match with AISD values, and do not significantly impact District operations while implemented.

1

Focus on facilities with the highest need(s) based on objective data.

Based on data gathered from independent assessors, fix first what is clearly broken – whether that is a failure of physical condition or a chronic overcrowding that must be relieved.

2

Implement a long-term modernization approach

Take a long-term (20- to 30-year or longer) approach to modernize facilities, focusing on the transformation of school facilities into 21st-century learning environments. Facility modernization should include improved access to technology and offer a variety of teaching and community spaces that meet the needs of each school community.

3

Balance the needs of different geographic clusters within the District with the desire to minimize operating and capital costs District-wide.

Examine the relative condition of schools within small geographic areas, termed Planning Clusters, to determine the area's most critical needs, including the need to make efficient use of existing facilities.

AISD's Bowie High School graduation

4 *Distribute projects across geographic clusters using objective data*

Look at the relative condition of each Planning Cluster in comparison to other areas to determine the District's most critical needs, and balance projects regionally.

5 *Incorporate logistical considerations*

Make sure the number and amount of projects within each bond program is logical and do-able under current market conditions and available "swing space."

To implement these principles, the FABPAC also defined the concept of "Modernization" as applicable to AISD's schools:

"Modernization" will be defined as the delivery of facilities with all building systems and interior spaces in "like new" conditions, consistent with AISD design standards for new construction projects. Ed Specs are being updated to ensure design standards provide flexible 21st-century learning environments. Modernization will include access to technology and offer a variety of teaching and community spaces that meet the needs of each school community, including:

Flexible learning spaces ***State-of-the-art technology*** ***Community spaces***

The Planning Strategies and the Modernization Concept served as the backbone of all of the subsequent analytics completed by the FABPAC with the Planning Team. Through months of collaborative effort, the FABPAC and the Planning Team developed project types based on the modernization concept that would be applicable to different existing conditions. Options for every school facility in the District were evaluated, and after extensive public collaboration efforts and refinement, the FABPAC arrived at its final recommendations. This analytic process was rooted in the application of the Planning Strategies within each Planning Cluster.

From the beginning to the end of this process, the FABPAC applied a filter of equity across the District to its analysis and deliberations. The FABPAC's recommendations are informed by awareness of issues pertaining to the District's geographic, cultural, ethnic, and socioeconomic diversity, as well as the unique histories of Austin's neighborhoods and AISD's schools – issues which could only be considered and done justice by Austin citizens, as reflected by the FABPAC's diverse membership.

Planning Cluster Approach and Analysis

Planning Clusters, each a group of schools at a common level (elementary, middle, or high schools) within a small geographic area, were established by the Planning Team and the FABPAC as a tool to support the analysis of localized issues. For example, challenges of overcrowding or under-enrollment must be considered within the context of potential boundary changes that might relieve overcrowding in one school by making use of excess capacity in a nearby under-enrolled school.

The Planning Clusters group schools in geographic proximity with attention to vertical team alignment as a tool for organizing and reviewing data. These boundaries were useful, but did not preclude exploring options with other adjacent schools in other Planning Clusters.

Twenty-seven clusters were defined in total, organized by school type: 20 elementary school clusters, four middle school clusters, and three high school clusters, with elementary schools organized around existing AISD vertical teams.

Planning Clusters

elementary school clusters | middle school clusters | high school clusters

Vertical teams represent a group of campuses consisting of a high school, middle and elementary schools that are linked together by common programming, such as Fine Arts. They are named after the high school and generally reflect feeder patterns. Vertical Teams are the organizing structure most recognizable to the parents and students of AISD, rather than Planning Clusters. Therefore, although planning options were initially developed within the Planning Clusters, the FABPAC's recommendations are presented in final form organized by Vertical Team, for ease of reference.

The Vertical Team and individual school recommendations can be found in Appendix A.

Comprehensive Project Types

The Modernization concept requires very different approaches depending on the circumstances. For example, a school facility that is in poor condition (a low FCA Score) but is reasonably well suited to its educational program (a high ESA Score) might need only a renovation project to restore its building systems. A school that is poorly suited for its educational program (low ESA Score), however, might require a major reconfiguration. In cases of overcrowding, additions or new school construction are the only available option.

The FABPAC and the Planning Team therefore developed a set of project categories which could be applied as options for each of the schools under consideration during a Planning Cluster analysis. In addition to these categories of work, a planned capacity was developed for all projects taking into consideration current enrollment and projected student population. In some cases, increases in capacity were identified for projected population growth within a school's attendance area.

New school construction: A new school may be built to reduce overcrowding or to accommodate an academic program.

Replacement school: A school may be demolished and rebuilt as a fully modern facility serving the requirement of 21st-century learning. School capacity may be adjusted if necessary.

Full modernization: An existing school may be replaced and/or restored to "like new" and modern conditions, transforming it into a fully modernized school serving the requirements of 21st-century learning. School capacity may be adjusted if necessary.

Renovation: An existing school campus may be restored to "like new" and modern conditions within the same essential configuration. School capacity may also be adjusted if necessary.

Repurpose: An existing campus may be adapted for another district or community use.

Target Utilization Plan: Recommended for school communities to address a pattern of declining enrollment (below 75%), the TUP will be designed to encourage the efficient utilization of school facilities and to address under-enrollment in a proactive manner. The TUP is a new concept developed in the 2016-17 FMP Update process. Additional schools may be identified in the Fall of 2017 for the TUP process.

Note: Effective SY2020-21, a TUP is recommended for schools below 85% or above 110%, see Appendix G.


Savoy Elementary School in Washington, D.C.

Targeted Project Types

Additionally, a number of schools were identified as requiring targeted projects, either to address near-term needs while a project awaits its scheduled modernization, or to address specific strategies:

System(s) Upgrade: A short-term effort for a limited range of building systems in advance of a major project. Examples include air conditioning, lighting, roofing, etc.

Renewal Project: A short-term building project to address a variety of educational suitability needs or capacity needs of the facility while waiting for a longer-term comprehensive project. Examples include capacity needs, classroom furniture, science labs, maker space, etc.

Academic Reinvention Facility Upgrade: A specific project to support new academic initiatives. Examples include Fine Arts Academies, World Languages & Cultural Immersion Academy, etc.

By the Numbers....

As of 3/24/17

5 new AISD schools need to be constructed

3 schools are recommended for replacement

62 schools are recommended for full modernization

38 schools are recommended for renovation

6 schools are recommended for systems upgrade

2 programs relocated from portable classroom buildings

2 facilities are recommended for repurposing

5 schools are recommended for target utilization plans

Strategic Reinvention

Taken together in all their categories, this FMP Update's project recommendations offer improvements for all of the schools in the District. Technical details on each project are provided in the Appendices to this document and are accessible via hyperlink, but a number of them must be highlighted to illustrate the nature of the transformation proposed by this FMP Update. Recommendations for consideration during bond planning for Years 1 to 6 include:

Replacement projects to rebuild state-of-the-art facilities for the Rosedale School and Brown Elementary School and construction of a New NE Middle School and repurposing of the ALC/Original L.C. Anderson site

New schools to relieve overcrowding in the southeast at Blazier Elementary School, in the southwest at Kiker and Baranoff Elementary Schools, and in the northwest at Doss and Hill Elementary Schools

Full modernization projects to bring existing campuses to "like new" and modern conditions at Martin Middle School and Brentwood, Casis, Cowan, Doss, Menchaca, and Wooten Elementary Schools

A new comprehensive, more centrally located high school building for the Liberal Arts & Sciences Academy (LASA) and modernization of Ann Richards School for Young Women Leaders

Additions to relieve future overcrowding at Davis and Summitt Elementary Schools, and current overcrowding at Murchison Middle School

Technology investments across all schools in the District

Targeted projects supporting AISD's Career Launch Program at LBJ, Lanier, and Reagan High Schools, Fine Arts Academies at McCallum High School, Lamar and Covington Middle Schools, and Blackshear, and Pre-K to Pre-Med at Oak Springs Elementary School

NOTE: Also included in the first phase are numerous roof replacements, HVAC (mechanical) system improvements, and other systems and infrastructure upgrades such as Garcia Young Men's Leadership Academy structural repairs.

Departmental Needs and Initiatives

Finally, the FABPAC recognized that a number of major initiatives may be required but would not be raised to its attention by the school-based assessments. Accordingly, the FABPAC Departmental Needs Subcommittee undertook an extensive effort to collaborate with all of the District's administrative departments to solicit and vet requests for District-wide needs. Departments with whom the FABPAC collaborated included the following:

Departments

Athletics
Campus Support
Comprehensive Health Services
Career & Technical Education
Early Childhood
Educator Quality
Fine Arts
Food Service
Library Media Services
Life Safety System
Physical Education
Police Department
Procurement
Science
Service Center
Special Education
Technology
Transportation

From these collaborations, many Departmental Initiatives were identified and prioritized. In all cases, departmental requests have been reviewed to ensure they do not overlap with work items that will be completed under a comprehensive project or targeted project. This prioritization work will inform future bond planning and does not represent approval by FABPAC or District staff to move forward on any or all projects.

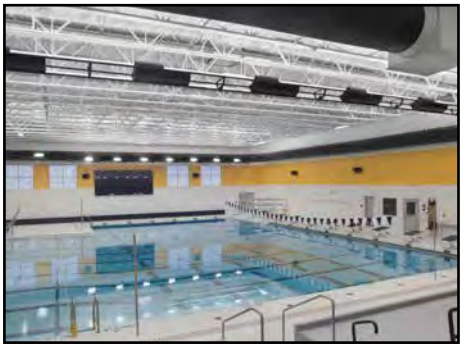
Department preliminary vision statements and recommendations can be found in Appendix B.

Note: See Appendix H for updated Athletics, CTE, and Fine Arts recommendations.

Additionally, AISD recognizes the need to realize a greater strategic vision for those areas that support our students in their academic journey. Athletics, Fine Arts, Career and Technical Education (CTE), and Technology all play a key role in extending the services and support provided in our schools to make students globally competitive.

To clearly define needs and solutions, the District will embark upon community discussions, studies, assessments, and master planning. This planning would define project feasibility, scopes, timelines, potential sites, designs and phasing plans, collaboration opportunities, and future budgets. This FMP Update includes recommendations that funding be included in the first upcoming bond program to complete the strategic planning work for each of these departments.

AISD has begun to establish a long range vision to ensure equity across programming that includes reinvention projects such as:



To foster the growth of **athletic programming** offerings, provide equitable geographic access, and promote fitness and health, the Athletic Department envisions establishing three Fitness, Athletic, Swim, and Training (FAST) centers across the city. The FAST centers would serve as shared fitness, training, and meeting centers for AISD and the Austin community to utilize. FAST centers would allow AISD students and the community to play and compete in a variety of sports in modernized venues, such as a possible natatorium, that would also bring in additional revenue to the District.

To support the refinement of **Career and Technical Education (CTE)** programs and increase geographic access to high quality programming, the Department envisions building north and south hubs. CTE hubs would allow students from across the District to collaborate and learn in a state-of-the-art environment. The District would strategically plan programming that may require specialized equipment or staff to be located at hubs to fully utilize staff and resources.

AISD seeks to design elementary campuses to enhance **early childhood** programming to foster developmentally appropriate academic and social experiences for students that also allow for program continuity. These early childhood centers at elementary schools and stand-alone centers where appropriate would enable the District to promote and provide early childhood professional development to elementary school teachers and expand access to content-based and transformative technology experiences to students.

To continue to promote **arts-based instruction and programming** and to expand geographic access, the Fine Arts Department recommends establishing a Performing Arts Center in south Austin. This additional center would provide a strong, community-based environment for adults and students to learn, innovate, and grow in south Austin. It will also enhance the District's Creative Learning Initiative and art-rich schooling.

Note: See Appendix H for updated Athletics, CTE, and Fine Arts recommendations.

E.L. Haynes Public Charter School in Washington, D.C.

FMP Update Recommendations List

To view individual school recommendations, please go to the Austin ISD website at [www.AISDFurure.com and view Appendix A](www.AISDFurure.com)

Elementary Schools

Allison
Andrews
Baldwin
Baranoff
New SW Kiker & Baranoff Relief School
Barrington
Barton Hills
Becker
Blackshear
Blanton
Blazier
New Blazier Relief School (3-6)
Future SE Elementary School
Boone
Brentwood
Brooke
Brown
Bryker Woods
Campbell
Casey
Casis
Clayton
Cook
Cowan
Cunningham
Davis
Dawson
Dobie Pre-K Center
Doss
New NW Doss & Hill Relief School
Galindo
Govalle
Graham
Guerrero Thompson
Gullett
Harris
Hart
Highland Park
Hill
Houston
Jordan
Joslin
Kiker
Kocurek
Langford
Lee
Linder
Maplewood
Mathews
McBee
Menchaca
Metz
Mills
Norman
Oak Hill
Oak Springs
Odom
Ortega
Overton
Padrón
Palm
Patton
Pease
Pecan Springs
Perez
Pickle
Pillow
Pleasant Hill
Read Pre-K Center
Reilly
Ridgetop
Rodriguez
Sanchez
Sims
St. Elmo
Summitt
Sunset Valley
Travis Heights
Uphaus Early Childhood Center
Walnut Creek
Webb Primary Center
Widén
Williams
Winn
Wooldridge
Wooten
Zavala
Zilker

Middle Schools

Bailey
Bedichek
Burnet
Covington
Dobie
Fulmore
Garcia Young Men's Leadership Academy
Gorzycki
Kealing
Lamar
Martin
Mendez
New NE Middle School
Murchison
O. Henry
Paredes
Sadler Means Young Women's Leadership Academy
Small
Webb

High Schools

Akins
Anderson
Ann Richards School for Young Women Leaders
Austin
Bowie
Crockett
Eastside Memorial
Garza Independence
International
Lanier
LBJ Early College
Liberal Arts and Science
Academy (LASA)
McCallum
Reagan Early College
Travis Early College

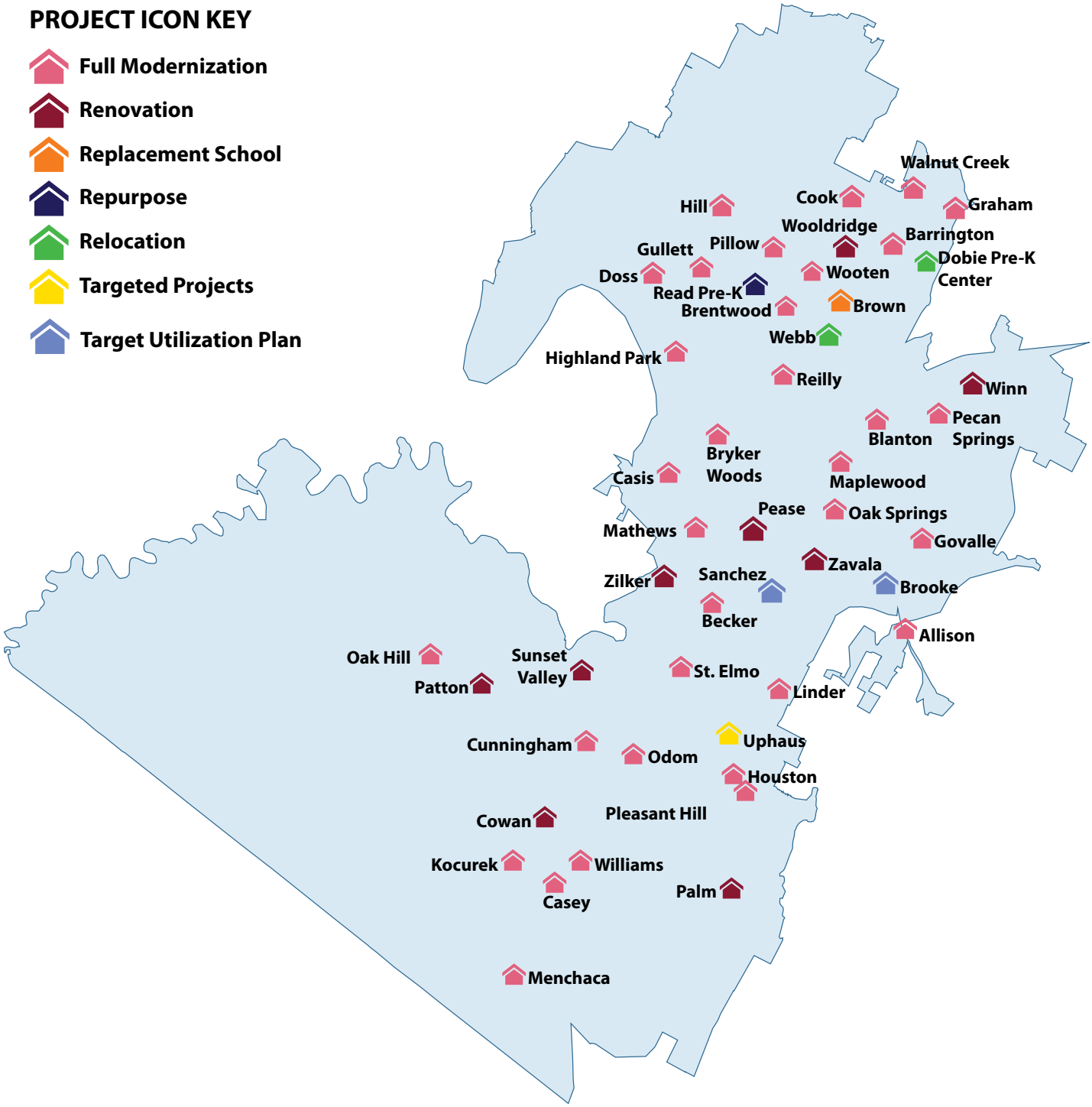
Other Campuses

ALC/Original L.C. Anderson
Clifton Career Development School
Rosedale School

Elementary School (Years 1-12)

PROJECT ICON KEY

- Full Modernization
- Renovation
- Replacement School
- Repurpose
- Relocation
- Targeted Projects
- Target Utilization Plan

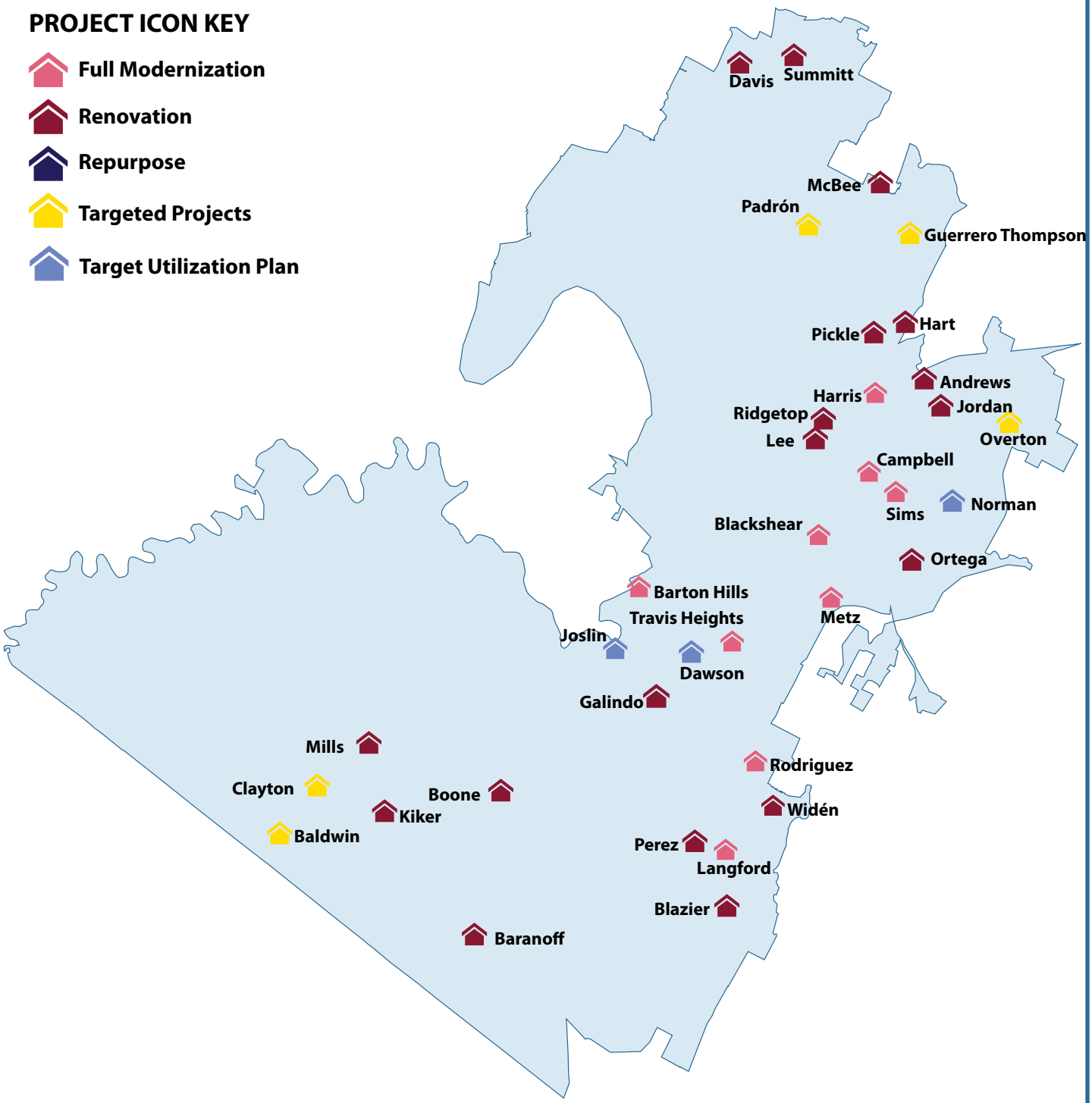


The new relief schools for Baranoff and Kiker, Doss and Hill, and Blazier are not pictured on this map.

Elementary School (Years 12-25)

PROJECT ICON KEY

- Full Modernization
- Renovation
- Repurpose
- Targeted Projects
- Target Utilization Plan

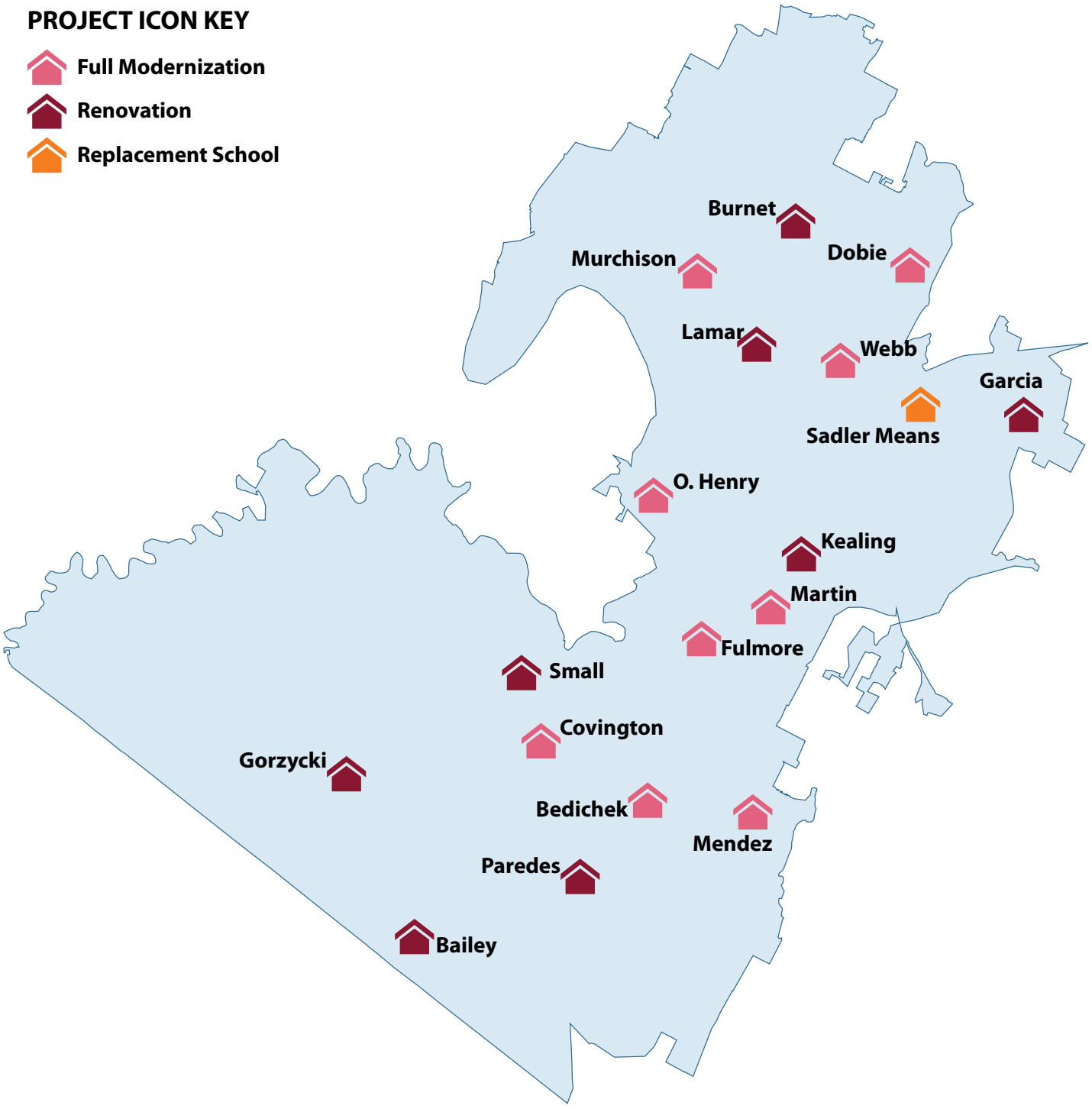


The new SE Elementary school is not pictured on this map.

Middle School (Years 1-25)

PROJECT ICON KEY

- Full Modernization
- Renovation
- Replacement School

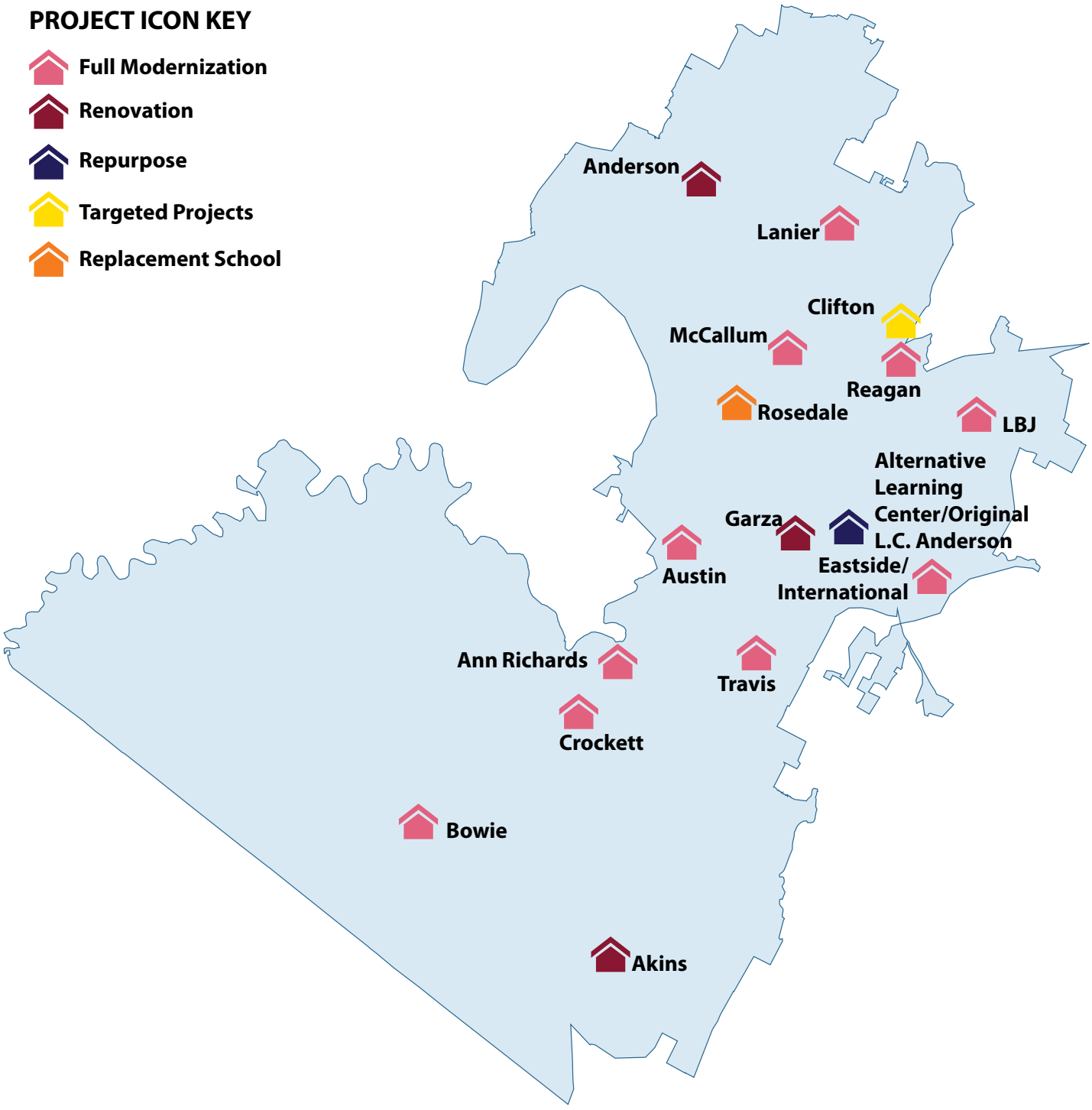


The new NE middle school is not pictured on this map.

High School & Others (Years 1-25)

PROJECT ICON KEY

- **Full Modernization**
- **Renovation**
- **Repurpose**
- **Targeted Projects**
- **Replacement School**



The new more central location for LASA is not pictured on this map.

AISD FMP Update Recommendations

This chart represents an overview of FABPAC recommendations broken out into five timeframes. Targeted Projects are only identified in the 1-6 and 6-12 year timeframes as they are intended to address near-term needs. Additional projects will be identified during bond planning, such as Departmental Needs & Initiatives and other Systems Upgrades, in advance of comprehensive projects to address need and balance projects across the District.

Projects Anticipated Years 1-6

Projects Anticipated Years 6-12

Projects Anticipated Years 1-12

	Group 1: 1-6 Years		**Group 2: 1-12 Years**
	Very Poor FCA, Very Unsatisfactory ESA, Overcrowding, or Academic Reinvention		**FCA Score 30 to 39 or Lowest FCA in Vertical Team or As Noted**
Vertical Team	***Comprehensive Projects***	***Targeted Projects***	***Comprehensive Projects***
Akins	New Blazier Relief School (3 - 6) Land for New SE Elementary Menchaca Elementary	TBD during bond planning	Casey Elementary
Anderson	New NW Doss & Hill Relief Doss Elementary	Capacity Additions: Davis Elementary Summitt Elementary TBD during bond planning	Murchison Middle *(phased)* *(logistical considerations for phasing work on this large campus over time)*
Austin	Casis Elementary	TBD during bond planning	
Bowie	Cowan Elementary *(Timeframe moved up to address overcrowding & poor FCA concurrently)* New Southwest Kiker & Baranoff Relief School	TBD during bond planning	Bowie High *(phased)* *(logistical considerations for phasing work on this large campus over time)*
Crockett		Covington Middle (Fine Arts) Others TBD during bond planning	Odom Elementary Pleasant Hill Elementary
Eastside	Martin Middle *(timeframe adjusted from 6 - 12 due to lowest ESA score of all middle schools and will serve as flagship for new 21st-century middle school design)*	TBD during bond planning	

Note: See Appendix G for 2017 Bond Program and School Changes udpates.

See Appendix A for complete recommendations for each school.

Projects Anticipated Years 17-25

Projects Anticipated Years 12-25

Group 3: 6-12 Years		Group 4: 12-25 Years	Group 5: 17-25 Years
Poor FCA, Unsatisfactory ESA, Projected Overcrowding		Average FCA or Average ESA	Good to Excellent FCA or ESA
Comprehensive Projects	**Targeted Projects**	**Comprehensive Projects**	**Comprehensive Projects**
Kocurek Elementary Palm Elementary		Paredes Middle Blazier Elementary Future SE Elementary Langford Elementary Perez Elementary	Akins High
Hill Elementary Pillow Elementary		Summitt Elementary	Anderson High Davis Elementary
O. Henry Middle Bryker Woods Elementary Mathews Elementary Oak Hill Elementary Patton Elementary Pease Elementary Sanchez Elementary Zilker Elementary		Austin High Small Middle Barton Hills Elementary	
		Bailey Middle Gorzycki Middle Baranoff Elementary Kiker Elementary Mills Elementary	Baldwin Elementary Clayton Elementary
Bedichek Middle Cunningham Elementary St. Elmo Elementary Sunset Valley Elementary Williams Elementary		Crockett High Covington Middle Boone Elementary Galindo Elementary Joslin Elementary	
Eastside Memorial High Allison Elementary Brooke Elementary Govalle Elementary Zavala Elementary		Ortega Elementary Metz Elementary	

As of 3/24/17

AISD FMP Update Recommendations

(Continued)

This chart represents an overview of FABPAC recommendations broken out into five timeframes. Targeted Projects are only identified in the 1-6 and 6-12 year timeframes as they are intended to address near-term needs. Additional projects will be identified during bond planning, such as Departmental Needs & Initiatives and other Systems Upgrades, in advance of comprehensive projects to address need and balance projects across the District.

Projects Anticipated Years 1-6 — **Projects Anticipated Years 6-12**

Projects Anticipated Years 1-12

	Group 1: 1-6 Years		Group 2: 1-12 Years
	Very Poor FCA, Very Unsatisfactory ESA, Overcrowding, or Academic Reinvention		FCA Score 30 to 40 or Lowest FCA in Vertical Team or As Noted
Vertical Team	**Comprehensive Projects**	**Targeted Projects**	**Comprehensive Projects**
Lanier	Wooten Elementary	Lanier High *(Career Launch)* Read Pre-K *(Systems Upgrade)* Others TBD during bond planning	Cook Elementary
LBJ	*New NE Middle School	Gus Garcia YMLA *(Structural Repairs)* Others TBD during bond planning	LBJ High *(Career Launch & Full Modernization)* Pecan Springs Elementary
McCallum	Brentwood Elementary *(Timeframe moved up to address structural issues)*	Fine Arts Academy Blackshear Elementary *(Fine Arts)* Lamar Middle *(Fine Arts)* McCallum High *(Fine Arts)* Oak Springs Elementary *(Pre-K to Pre-Med)* Others TBD during bond planning	
Reagan	Brown Elementary Webb Primary *(Relocation to Brown Elementary once constructed)*	Reagan High *(Career Launch)* Others TBD during bond planning	
Travis		TBD during bond planning	Linder Elementary
Special Campuses	Ann Richards Leadership Academy LASA High *(Relocation TBD)* Rosedale School *Alternative Learning Center / Original L.C. Anderson	TBD during bond planning	Alternative Learning Center *(potential repurposing)*

**Board of Trustees amendment*

See Appendix A for complete recommendations for each school.

Projects Anticipated Years 17-25

Projects Anticipated Years 12-25

Group 3: 6-12 Years		Group 4: 12-25 Years	Group 5: 17-25 Years
Poor FCA, Unsatisfactory ESA, Projected Overcrowding		Average FCA or Average ESA	Good to Excellent FCA or ESA
Comprehensive Projects	***Targeted Projects***	***Comprehensive Projects***	***Comprehensive Projects***
Read Pre-K (Repurposing) Wooldridge Elementary	McBee Elementary *(Pre-K Space)*	Lanier High Burnet Middle McBee Elementary	Guerrero Thompson Elementary Padrón Elementary
Sadler Means YWLA Blanton Elementary		Andrews Elementary Harris Elementary Jordan Elementary Norman Elementary Sims Elementary	Gus Garcia YMLA Overton Elementary
McCallum High Gullett Elementary Highland Park Elementary Maplewood Elementary Oak Springs Elementary Reilly Elementary		Blackshear Elementary Campbell Elementary Lee Elementary Ridgetop Elementary	Kealing Middle Lamar Middle
Dobie Middle Webb Middle Barrington Elementary Dobie Pre-K Center *(Relocation to Hart & Graham)* Graham Elementary Walnut Creek Elementary Winn Elementary	Hart Elementary (Pre-K Spaces)	Reagan High Hart Elementary Pickle Elementary	
Travis High Becker Elementary Houston Elementary	Uphaus Early Childhood Center	Fulmore Middle Mendez Middle Dawson Elementary Rodriguez Elementary Travis Heights Elementary Widén Elementary	
		Garza Independence High	Clifton Career Development School

Target Utilization Plan

A Target Utilization Plan is recommended for school communities to address the pattern of declining enrollment below 75%. The purpose is to encourage and support efficient utilization of school facilities so communities have more real-time information, involvement in and understanding of the status of their schools. This also will allow time to address and assess under-enrollment in a proactive manner.

As such, AISD is developing a structured process with milestones and data to support campus' efforts to grow enrollment and this process will be vetted with District and school leadership. Any campus that is placed on a TUP and that is under-enrolled shall receive priority in Standard Automatic Measures (SAMs) including but not limited to 1) priority in communication and marketing and 2) resources and support (Board of Trustees' Amendment).

The Target Utilization Plan is a new concept developed during the 2016-17 FMP Update process. In the fall of 2017, additional schools may be identified for a Target Utilization Plan.

Note: Effective SY2020-21, a TUP is recommended for schools below 85% or above 110%, see Appendix G.

School Consolidation Criteria

While the focus of this FMP Update is on the long-term modernization of AISD's school facilities, the Guiding Principles require consideration of possible school consolidations. The principles of Optimal Utilization, Protection of Financial Investment, and Equity in Facilities all suggest that there may be certain conditions, such as persistent under-enrollment, that require the District to consider whether to maintain academic programs in two or more separate school facilities or consolidate them into a smaller number of facilities. Thus, in order to optimize the opportunities for all students to learn in fully modernized environments as quickly as possible and with the most efficient investment of District funds, this FMP Update recognizes that some school consolidations must be considered.

Accordingly, the FABPAC and the Planning Team developed specific criteria for the evaluation of which schools should be considered for potential consolidations. Ideally, no school will be consolidated into another unless and until the facility receiving students has been fully modernized.

The criteria for evaluating potential consolidations were divided into three tiers, each of which should be considered in succession. Only schools that meet the criteria in all three tiers should be considered for consolidation and repurposing of the facility. In consideration of future consolidations or closures, the district will first give consideration to whether a campus has been recognized by TEA the preceding year for academic excellence or progress in closing the academic achievement gap in its criteria (Board of Trustees' Amendment).

The FABPAC recommends that for any future resulting consolidation, AISD develop a transition plan that considers staffing, programming, and other needs.

The District has the responsibility to respond to financial or physical building hardships and reserves the right to consolidate any schools at any time regardless of status, as needed. This action could come in response to circumstances such as budget shortfalls due to funding issues, including failure of bonds and modifications of state or Federal funding guidelines, or facility condition.

Tier 1: Preliminary Identification as Candidate for Consolidation

All four Tier 1 criterion should be satisfied to be considered for consolidation

1. *Enrollment & Utilization:* The school has a current rate and a historic trend of enrollment to permanent capacity below 75 percent; and
2. *Population:* The school has a consistent (3 or more years) projected declining attendance area population within its current boundary; and
3. *Viable Boundary Adjustment:* There are no schools in the immediate vicinity that are above 115% of permanent capacity when compared to enrollment or population that could offer a boundary adjustment solution; and
4. *Geographic proximity:* There is another school or academic program(s) within geographic proximity that presents an opportunity for consolidation.

Tier 2: Opportunities & Needs Review

1. *Facility Conditions:* What are the significant physical and functional conditions of the building(s) (FCA and ESA) and has the facility been identified for a comprehensive project based on its conditions?
2. *Capital & Operating Cost Benefits:* Is there an opportunity to maximize capital investments and ongoing maintenance and operations costs by efficiently combining programs to one site while fulfilling Ed Spec standards? (e.g. site amenities such as playgrounds and fields, space program elements)
3. *Excess Space:* Are there limited opportunities to improve the utilization rate of the existing facility to above 75%? Examples could include: incorporating a new use such as community wrap-around services or other partnership; grade level reconfiguration; new program or District leadership initiative
4. *Program Continuity:* Would the consolidation disrupt the continued opportunities for unique curricular programs and school performance? (e.g. Fine Arts consolidating into STEM)
5. *Transportation Impacts:* Would the consolidation significantly impact travel time and/or transportation costs?
6. *Facility Repurpose Options:* Is there an opportunity to repurpose the sending facility to allow it to continue to serve the community?

Tier 3: Detailed Review of Other Factors & Engagement

In this step, additional analysis will be conducted for each consolidation as appropriate, to better understand issues unable to be fully studied in the FMP Update planning time period. Examples include transportation and traffic studies, parking analysis, and other environmental considerations.

AISD Facility Conditions

The following charts are organized by Vertical Team and show a summary of campus age and conditions. Additionally, the charts include an illustration of utilization over time by presenting enrollment ("Enroll"), student population ("Pop"), and permanent capacity ("Perm Cap") per school. It is important to note that the population projections for 2021 and 2026 are for AISD students that live within each attendance area and do not include potential transfer students. Project recommendations were informed by this data. The future demographic data shown below describe anticipated student populations with current school attendance boundaries. They do not take into account construction of potential new schools, or potential future boundary adjustments.

Elementary Schools

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Blazier	10	73	78	598	966	161%	848	142%	797	133%	(199)	1,082	181%	(484)	1,124.6	188%	(526)	1,209.0	202%	(611)
Casey	19	34	72	692	662	96%	609	88%	637	92%	55	689	100%	3	771.0	111%	(79)	725.9	105%	(34)
Langford	37	63	53	711	742	104%	695	98%	618	87%	93	677	95%	34	643.5	91%	67	648.2	91%	62
Kocurek	31	58	71	673	546	81%	486	72%	535	79%	138	563	84%	110	570.6	85%	103	589.6	88%	84
Menchaca	42	32	57	606	718	118%	716	118%	745	123%	(139)	769	127%	(163)	917.0	151%	(311)	916.4	151%	(310)
Palm	30	42	65	636	504	79%	478	75%	462	73%	174	456	72%	180	382.2	60%	254	382.0	60%	254
Perez	11	61	70	617	806	131%	754	122%	720	117%	(103)	646	105%	(29)	446.2	72%	171	446.7	72%	170
Akins Vertical Team Elementary Schools	**26**	**52**	**67**	**4,533**	**4,944**	**109%**	**4,586**	**101%**	**4,514**	**100%**	**19**	**4,882**	**108%**	**(349)**	**4,855**	**107%**	**(322)**	**4,918**	**108%**	**(385)**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Davis	24	77	67	731	734	100%	801	110%	810	111%	(79)	784	107%	(53)	949.8	130%	(218)	1,005.5	137%	(274)
Doss	47	47	53	543	920	169%	878	162%	887	163%	(344)	876	161%	(333)	997.9	184%	(455)	1,062.5	196%	(519)
Hill	47	52	64	690	890	129%	966	140%	940	136%	(250)	894	130%	(204)	968.3	140%	(278)	1,008.3	146%	(318)
Pillow	48	61	49	502	591	118%	530	106%	511	102%	(9)	538	107%	(36)	400.6	80%	101	382.6	76%	119
Summitt	31	69	73	731	776	106%	814	111%	824	113%	(93)	611	84%	120	736.7	101%	(5)	749.4	102%	(18)
Anderson Vertical Team Elementary Schools	**39**	**61**	**61**	**3,198**	**3,911**	**122%**	**3,989**	**125%**	**3,972**	**124%**	**(774)**	**3,703**	**116%**	**(505)**	**4,053**	**127%**	**(855)**	**4,208**	**132%**	**(1,010)**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Barton Hills	53	59	68	418	420	100%	409	98%	428	102%	(10)	275	66%	143	236.3	57%	182	230.8	55%	187
Bryker Woods	78	47	58	418	395	94%	396	95%	446	107%	(28)	374	89%	44	405.5	97%	12	379.5	91%	38
Casis	66	17	74	669	808	121%	795	119%	816	122%	(147)	802	120%	(133)	846.8	127%	(178)	818.2	122%	(149)
Mathews	101	42	57	397	411	104%	420	106%	445	112%	(48)	271	68%	126	339.2	85%	58	325.7	82%	71
Oak Hill	43	40	51	773	807	104%	842	109%	828	107%	(55)	872	113%	(99)	874.4	113%	(101)	886.2	115%	(113)
Patton	31	52	63	940	949	101%	973	103%	983	105%	(43)	987	105%	(47)	998.8	106%	(58)	1,018.3	108%	(78)
Pease	141	43	47	293	257	88%	268	91%	245	84%	48	No attendance area population								
Sanchez	41	42	51	580	443	76%	410	71%	354	61%	226	335	58%	245	201.8	35%	378	173.2	30%	407
Zilker	67	45	63	460	568	124%	544	118%	561	122%	(101)	418	91%	42	421.7	92%	38	410.5	89%	49
Austin Vertical Team Elementary Schools	**69**	**43**	**59**	**4,948**	**5,058**	**102%**	**5,057**	**102%**	**5,106**	**103%**	**(158)**	**4,334**	**88%**	**614**	**4,325**	**87%**	**624**	**4,242**	**86%**	**706**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Baldwin	7	91	75	669	739	110%	786	118%	797	119%	(128)	805	120%	(136)	739.9	111%	(71)	721.3	108%	(53)
Baranoff	18	60	69	794	994	125%	981	124%	1,013	128%	(219)	1,057	133%	(263)	1,129.3	142%	(335)	1,178.5	148%	(385)
Clayton	11	73	83	815	882	108%	870	107%	850	104%	(35)	802	98%	13	836.2	103%	(21)	843.9	104%	(29)
Cowan	18	35	74	648	808	125%	785	121%	837	129%	(189)	759	117%	(111)	763.1	118%	(115)	778.4	120%	(131)
Kiker	25	70	61	731	1,022	140%	993	136%	1,041	142%	(310)	1,012	138%	(281)	1,205.1	165%	(474)	1,228.6	168%	(497)
Mills	19	64	81	794	803	101%	812	102%	846	107%	(52)	693	87%	101	684.8	86%	109	698.5	88%	96
Bowie Vertical Team Elementary Schools	**16**	**66**	**74**	**4,451**	**5,248**	**118%**	**5,227**	**117%**	**5,384**	**121%**	**(933)**	**5,128**	**115%**	**(677)**	**5,358**	**120%**	**(907)**	**5,449**	**122%**	**(998)**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Boone	31	66	67	752	498	66%	569	76%	573	76%	179	464	62%	288	435.0	58%	317	450.0	60%	302
Cunningham	54	48	64	606	406	67%	417	69%	414	68%	192	474	78%	132	392.0	65%	214	405.3	67%	201
Galindo	28	58	55	711	592	83%	578	81%	587	83%	124	556	78%	155	536.0	75%	175	523.4	74%	187
Joslin	63	52	53	374	286	76%	278	74%	259	69%	115	208	56%	166	210.4	56%	164	216.3	58%	158
Odom	47	34	61	542	542	100%	541	100%	511	94%	31	583	108%	(41)	563.4	104%	(21)	581.6	107%	(39)
Pleasant Hill	32	38	62	505	529	105%	557	110%	501	99%	4	506	100%	(1)	413.8	82%	91	420.8	83%	84
St Elmo	57	40	58	411	297	72%	300	73%	287	70%	124	287	70%	124	271.6	66%	140	281.0	68%	130
Sunset Valley	46	49	71	561	517	92%	534	95%	526	94%	35	467	83%	94	413.7	74%	147	420.1	75%	141
Williams	41	42	47	561	511	91%	459	82%	462	82%	99	491	88%	70	378.9	68%	182	387.9	69%	173
Crockett Vertical Team Elementary Schools	**44**	**47**	**60**	**5,024**	**4,178**	**83%**	**4,233**	**84%**	**4,120**	**82%**	**904**	**4,036**	**80%**	**988**	**3,615**	**72%**	**1,409**	**3,686**	**73%**	**1,337**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Allison	62	44	50	486	491	101%	534	110%	451	93%	35	464	95%	22	404.3	83%	82	387.0	80%	99
Brooke	63	42	62	393	347	88%	266	68%	270	69%	123	287	73%	106	217.7	55%	175	198.6	51%	194
Govalle	77	63	42	598	539	90%	504	84%	468	78%	130	493	82%	105	424.8	71%	174	358.8	60%	240
Metz	24	59	75	524	363	69%	308	59%	313	60%	211	226	43%	298	200.1	38%	324	199.0	38%	325
Ortega	58	50	72	355	329	93%	308	87%	301	85%	54	274	77%	81	184.5	52%	171	170.9	48%	184
Zavala	80	43	74	561	387	69%	376	67%	350	62%	211	274	49%	287	205.5	37%	356	183.2	33%	378
Eastside Vertical Team Elementary Schools	**61**	**50**	**63**	**2,917**	**2,456**	**84%**	**2,296**	**79%**	**2,153**	**74%**	**764**	**2,018**	**69%**	**899**	**1,637**	**56%**	**1,280**	**1,498**	**51%**	**1,420**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Cook	43	39	56	542	635	117%	548	101%	513	95%	29	608	112%	(66)	476.8	88%	66	452.6	83%	90
Guerrero Thompson	4	90	86	748	693	93%	676	90%	655	88%	93	620	83%	128	550.9	74%	197	524.0	70%	224
McBee	18	52	80	580	541	93%	491	85%	456	79%	124	573	99%	7	420.2	72%	160	400.3	69%	179
Padrón	3	97	95	880	695	79%	772	88%	798	91%	82	733	83%	147	662.3	75%	218	604.0	69%	276
Read PK	56	21	60	352	310	88%	305	87%	314	89%	38	Population represented within Cook, Doss, McBee and Wooldridge attendance areas								
Wooldridge	48	65	49	655	576	88%	634	97%	601	92%	54	737	113%	(82)	671.2	103%	(17)	636.8	97%	18
Wooten	62	46	50	468	727	156%	622	133%	568	121%	(100)	623	133%	(155)	664.9	142%	(197)	631.4	135%	(164)
Lanier Vertical Team Elementary Schools	**33**	**59**	**68**	**4,224**	**4,177**	**99%**	**4,048**	**96%**	**3,905**	**92%**	**319**	**3,894**	**92%**	**330**	**3,446**	**82%**	**778**	**3,249**	**77%**	**975**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Andrews	55	62	59	636	656	103%	582	92%	562	88%	74	523	82%	113	417.0	66%	219	429.3	68%	207
Blanton	53	43	54	711	537	76%	483	68%	482	68%	229	495	70%	216	739.5	104%	(29)	671.5	94%	39
Harris	62	63	57	711	660	93%	627	88%	611	86%	100	660	93%	51	623.4	88%	87	654.8	92%	56
Jordan	25	66	71	655	736	112%	665	102%	729	111%	(74)	755	115%	(100)	807.5	123%	(153)	823.7	126%	(169)
Norman	47	50	56	486	309	64%	316	65%	261	54%	225	300	62%	186	265.9	55%	220	261.1	54%	225
Overton	10	70	90	598	650	109%	713	119%	668	112%	(70)	625	104%	(27)	520.4	87%	78	545.1	91%	53
Pecan Springs	60	36	57	524	454	87%	482	92%	476	91%	48	432	83%	92	423.0	81%	101	434.5	83%	89
Sims	61	50	60	355	230	65%	265	75%	232	65%	123	247	70%	108	189.1	53%	166	160.6	45%	195
LBJ Vertical Team Elementary Schools	**47**	**55**	**63**	**4,675**	**4,232**	**91%**	**4,133**	**88%**	**4,021**	**86%**	**654**	**4,037**	**86%**	**638**	**3,986**	**85%**	**689**	**3,981**	**85%**	**694**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Blackshear	114	58	59	561	271	48%	295	53%	384	68%	177	271	48%	290	223.5	40%	338	214.5	38%	347
Brentwood	66	34	48	585	579	99%	614	105%	653	112%	(68)	644	110%	(59)	728.5	124%	(143)	688.2	118%	(103)
Campbell	25	63	89	524	250	48%	223	43%	197	38%	327	266	51%	258	239.7	46%	284	232.8	44%	291
Gullett	61	42	53	418	556	133%	573	137%	557	133%	(139)	405	97%	13	386.5	92%	31	365.9	88%	52
Highland Park	65	44	67	606	639	105%	619	102%	649	107%	(43)	643	106%	(37)	702.3	116%	(96)	708.3	117%	(102)
Lee	78	50	53	418	386	92%	376	90%	408	98%	10	305	73%	113	313.5	75%	104	306.0	73%	112
Maplewood	66	45	66	355	418	118%	462	130%	499	140%	(144)	390	110%	(35)	555.3	156%	(200)	572.5	161%	(217)
Oak Springs	59	48	55	411	307	75%	332	81%	322	78%	89	319	78%	92	301.4	73%	110	257.3	63%	154
Reilly	63	42	66	318	287	90%	281	88%	261	82%	57	225	71%	93	160.5	50%	157	153.3	48%	165
Ridgetop	78	63	57	224	295	131%	286	127%	330	147%	(106)	102	45%	122	89.3	40%	135	90.8	40%	134
McCallum Vertical Team Elementary Schools	**68**	**49**	**61**	**4,421**	**3,988**	**90%**	**4,061**	**92%**	**4,260**	**96%**	**161**	**3,570**	**81%**	**851**	**3,701**	**84%**	**720**	**3,590**	**81%**	**831**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Barrington	48	60	45	556	581	104%	627	113%	539	97%	17	439	79%	117	390.8	70%	166	371.4	67%	185
Brown	60	15	50	449	414	92%	364	81%	361	80%	88	404	90%	45	341.7	76%	107	341.2	76%	108
Dobie PK	5		35	337	256	76%	272	81%	208	62%	129	Population represented within Graham and Hart attendance areas								
Graham	45	58	60	580	776	134%	696	120%	701	121%	(121)	806	139%	(226)	687.6	119%	(108)	666.2	115%	(86)
Hart	19	57	63	711	706	99%	694	98%	698	98%	13	792	111%	(81)	638.1	90%	73	668.2	94%	42
Pickle	16	59	74	561	755	135%	694	124%	633	113%	(72)	639	114%	(78)	523.5	93%	38	530.7	95%	30
Walnut Creek	56	45	57	655	665	102%	628	96%	607	93%	48	636	97%	19	582.6	89%	72	554.0	85%	101
Webb Primary	5		43	243	251	103%	225	93%	264	109%	(21)	331	136%	(88)	256.7	106%	(14)	256.4	106%	(13)
Winn	47	46	43	524	333	64%	303	58%	245	47%	279	305	58%	219	286.9	55%	237	286.2	55%	237
Reagan Vertical Team Elementary Schools	**33**	**49**	**52**	**4,615**	**4,737**	**103%**	**4,503**	**98%**	**4,256**	**92%**	**359**	**4,352**	**94%**	**263**	**3,708**	**80%**	**907**	**3,674**	**80%**	**940**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Becker	81	44	41	449	339	76%	379	84%	427	95%	22	280	62%	169	262.8	59%	186	254.8	57%	194
Dawson	63	58	68	524	332	63%	377	72%	344	66%	180	220	42%	304	201.9	39%	322	197.4	38%	326
Houston	41	53	44	692	775	112%	702	101%	683	99%	9	683	99%	9	585.8	85%	106	585.9	85%	106
Linder	45	37	64	542	420	77%	368	68%	324	60%	218	504	93%	38	317.1	58%	225	272.2	50%	270
Rodriguez	18	56	77	711	798	112%	703	99%	592	83%	119	658	93%	53	509.5	72%	201	509.2	72%	201
Travis Heights	79	55	62	524	496	95%	522	100%	545	104%	(21)	471	90%	53	403.5	77%	120	392.8	75%	131
Uphaus ECC	6	66	95	367	234	64%	267	73%	293	80%	74	Population represented within Blazier and Linder attendance areas								
Widén	31	62	53	655	590	90%	576	88%	556	85%	99	544	83%	111	442.0	68%	213	442.0	68%	213
Travis Vertical Team Elementary Schools	**46**	**54**	**63**	**4,462**	**3,984**	**89%**	**3,894**	**87%**	**3,764**	**84%**	**698**	**3,360**	**75%**	**1,102**	**2,723**	**61%**	**1,740**	**2,654**	**59%**	**1,808**

Middle Schools

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Paredes	16	65	80	1,156	1,034	89%	1,000	86%	959	83%	197	1,231	106%	(75)	1,353	117%	(196)	1,335	115%	(178)
Akins Vertical Team Middle School	**16**	**65**	**80**	**1,156**	**1,034**	**89%**	**1,000**	**86%**	**959**	**83%**	**197**	**1,231**	**106%**	**(75)**	**1,353**	**117%**	**(196)**	**1,335**	**115%**	**(178)**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Murchison	49	60	42	1,113	1,361	122%	1,357	122%	1,336	120%	(223)	1,323	119%	(210)	1,496	134%	(383)	1,732	156%	(619)
Anderson Vertical Team Middle Schools	**49**	**60**	**42**	**1,113**	**1,361**	**122%**	**1,357**	**122%**	**1,336**	**120%**	**(223)**	**1,323**	**119%**	**(210)**	**1,496**	**134%**	**(383)**	**1,732**	**156%**	**(619)**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
O Henry	63	42	63	945	890	94%	935	99%	870	92%	75	876	93%	69	1,010	107%	(65)	998	106%	(53)
Small	17	62	70	1,239	1,009	81%	1,005	81%	1,182	95%	57	967	78%	272	1,029	83%	210	969	78%	270
Austin Vertical Team Middle Schools	**80**	**104**	**133**	**2,184**	**1,899**	**88%**	**1,940**	**90%**	**2,052**	**94%**	**132**	**1,843**	**85%**	**341**	**2,039**	**95%**	**145**	**1,968**	**92%**	**217**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Bailey	23	63	62	1,176	910	77%	873	74%	900	77%	276	930	79%	246	940	80%	236	977	83%	199
Gorzycki	7	58	84	1,323	1,329	100%	1,343	102%	1,287	97%	36	1,396	106%	(73)	1,328	100%	(5)	1,465	111%	(142)
Bowie Vertical Team Middle Schools	**30**	**121**	**146**	**2,499**	**2,239**	**89%**	**2,216**	**88%**	**2,187**	**87%**	**312**	**2,326**	**92%**	**173**	**2,268**	**90%**	**231**	**2,442**	**97%**	**57**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Bedichek	44	49	55	941	959	102%	918	98%	890	95%	51	1,012	108%	(71)	880	94%	61	765	81%	176
Covington	30	52	55	1,125	632	56%	641	57%	617	55%	508	839	75%	286	819	73%	305	778	69%	347
Crockett Vertical Team Middle Schools	**74**	**101**	**110**	**2,065**	**1,591**	**79%**	**1,559**	**77%**	**1,507**	**75%**	**558**	**1,851**	**91%**	**214**	**1,699**	**83%**	**366**	**1,543**	**75%**	**522**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Martin	50	43	46	804	549	68%	456	57%	440	55%	364	1,008	125%	(204)	780	97%	24	602	75%	201
Eastside Vertical Team Middle School	**50**	**43**	**46**	**804**	**549**	**68%**	**456**	**57%**	**440**	**55%**	**364**	**1,008**	**125%**	**(204)**	**780**	**97%**	**24**	**602**	**75%**	**201**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Burnet	55	67	57	1,039	1,153	111%	1,026	99%	1,062	102%	(23)	1,300	125%	(261)	1,185	114%	(147)	1,028	99%	11
Lanier Vertical Team Middle School	**55**	**67**	**57**	**1,039**	**1,153**	**111%**	**1,026**	**99%**	**1,062**	**102%**	**(23)**	**1,300**	**125%**	**(261)**	**1,185**	**114%**	**(147)**	**1,028**	**99%**	**11**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Garcia	8	72	80	1,215	390	32%	424	35%	430	35%	785	No attendance area population								
Sadler Means	58	49	69	1,078	350	32%	370	34%	392	36%	686	No attendance area population								
LBJ Vertical Team Middle Schools	**66**	**121**	**149**	**2,293**	**740**	**32%**	**794**	**35%**	**822**	**36%**	**1,471**									

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Kealing	30	79	63	1,333	1,188	89%	1,211	91%	1,231	92%	102	518	39%	815	688.6	52%	644	651.8	49%	681
Lamar	61	69	55	1,008	886	88%	971	96%	1,015	101%	(7)	860	85%	148	1,156.8	115%	(149)	1,119.4	111%	(111)
McCallum Vertical Team Middle Schools	**91**	**148**	**118**	**2,341**	**2,074**	**89%**	**2,182**	**94%**	**2,246**		**95**	**1,378**		**963**	**1,845**		**495**	**1,771**		**570**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Dobie	43	42	50	902	699	78%	639	71%	598	66%	304	1,155	128%	(253)	1,090.3	121%	(189)	946.3	105%	(45)
Webb	55	52	43	804	690	86%	708	88%	681	85%	123	1,010	126%	(206)	906.6	113%	(103)	781.7	97%	22
Reagan Vertical Team Middle Schools	**98**	**94**	**93**	**1,705**	**1,389**	**82%**	**1,347**	**79%**	**1,279**		**426**	**2,165**		**-460**	**1,997**		**(292)**	**1,728**		**(23)**

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Fulmore	105	56	54	1,078	961	89%	1,015	94%	1,038	96%	40	705	65%	373	665.2	62%	413	562.2	52%	516
Mendez	29	55	51	1,215	839	69%	801	66%	704	58%	511	977	80%	238	676.1	56%	539	558.0	46%	657
Travis Vertical Team Middle Schools	**134**	**111**	**105**	**2,293**	**1,800**	**79%**	**1,816**	**80%**	**1,742**		**551**	**1,682**		**611**	**1,341**		**952**	**1,120**		**1,173**

High Schools

	Age	2016 FCA	2016 ESA	2016 Perm Cap	Enroll 2014	% Enroll 2014	Enroll 2015	% Enroll 2015	Enroll 2016	% Enroll 2016	Enroll Seats 2016	Pop 2016	% Pop 2016	Pop Seats 2016	Pop 2021	% Pop 2021	Pop Seats 2021	Pop 2026	% Pop 2026	Pop Seats 2026
Akins High School	16	81	60	2,394	2,704	113%	2,733	114%	2,703	113%	(309)	3,358	140%	(964)	3,309	138%	(915)	3,046	127%	(652)
Anderson High School	43	81	64	2,478	2,239	90%	2,276	92%	2,225	90%	253	2,152	87%	326	2,544	103%	(66)	2,649	107%	(171)
Austin High School	41	61	60	2,247	2,087	93%	2,087	93%	2,182	97%	65	1,982	88%	265	2,177	97%	71	2,295	102%	(48)
Bowie High School	28	64	61	2,463	2,894	117%	2,913	118%	2,906	118%	(443)	2,898	118%	(435)	3,146	128%	(682)	3,037	123%	(574)
Crockett High School	47	64	58	2,163	1,519	70%	1,478	68%	1,521	70%	642	1,634	76%	529	1,513	70%	650	1,243	57%	920
Eastside Memorial HS	56	54	47	1,548	636	41%	568	37%	807	52%	741	964	62%	584	884	57%	664	641	41%	907
International	-	-	-	-	361		283		263			No attendance area population								
Eastside Vertical Summary	**56**	**54**	**47**	**1,548**	**997**	64%	**851**	55%	**1,070**	**69%**	**478**	**964**		**584**	**884**		**664**	**641**		**907**
Lanier High School	50	67	62	1,627	1,671	103%	1,704	105%	1,661	102%	(34)	2,229	137%	(602)	2,362	145%	(735)	1,987	122%	(360)
Lanier GPA	-	-	-	-	133		132		143			No attendance area population								
	50	**67**	**62**	**1,627**	**1,804**	111%	**1,836**	113%	**1,804**	**111%**	**(177)**	**2,229**		**(602)**	**2,362**		**(735)**	**1,987**		**(360)**
LBJ High School	42	67	41	1,842	861	47%	879	48%	821	45%	1,021	947	51%	895	902	49%	940	773	42%	1,070
LASA	-	-	-	-	1,006		1,021		1,113			No attendance area population								
LBJ Vertical Summary	**42**	**67**	**41**	**1,842**	**1,867**	101%	**1,900**	103%	**1,934**	**105%**	**(92)**	**947**		**895**	**902**		**940**	**773**		**1,070**
McCallum High School	63	64	71	1,596	1,662	104%	1,747	109%	1,773	111%	(177)	1,438	90%	158	1,975	124%	(379)	2,270	142%	(674)
Reagan High School	51	64	58	1,588	1,246	78%	1,312	83%	1,289	81%	299	1,731	109%	(143)	1,759	111%	(171)	1,285	81%	303
Travis High School	63	58	45	1,862	1,420	76%	1,316	71%	1,360	73%	502	1,806	97%	56	1,385	74%	477	1,068	57%	794
Travis GPA	-	-	-	-	140		113		164			No attendance area population								
Travis Vertical Summary	**63**	**58**	**45**	**1,862**	**1,560**	84%	**1,429**	77%	**1,524**	**82%**	**338**	**1,806**		**56**	**1,385**		**477**	**1,068**		**794**
Ann Richards School	58	27	47	924	771	83%	788	85%	786	85%	138	No attendance area population								

Conclusion

These recommendations are not meant to be created once and carried out without question for the next 25 - 30 years. They are instead a look into the future as carefully as can be done today and a plan that must be revisited and updated every two years, in accordance with AISD's commitment. Economic conditions change; school boundaries may change; enrollments will shift; and building systems weaken or become obsolete. These and other factors must be carefully monitored on a regular basis, and future FMP Updates must consider changes to the recommendations contained herein, in light of those new conditions.

Solar Panels at AISD's Padrón Elementary School

AISD Performing Arts Center

Chapter 4:

Related Activities and Next Steps

Funding and Implementation

Bond Planning Strategy

In order to finance the FMP Update's recommendations, a bond referendum must be conducted. A bond referendum can be an opportunity for Austin citizens to vote to improve AISD facilities through the issuing of bonds for those improvements.

Bond referendum language will clearly outline the scope of work for each school building, in the short term and long term. There will be certain facilities that need program-driven academic reinvention projects or building system upgrades, while those schools await their comprehensive modernization projects. There will be facilities that may face demolition, repurposing, or replacement. Funds will be needed to support these efforts, through a carefully planned and executed bond referendum.

What is a bond?

When bonds are "issued" it means they are available for purchase from the issuing government (municipality) that is raising the necessary funds, typically to take on a large-scale capital improvement project. In exchange for the purchase, the issuing agency promises 1) to pay a specified rate of interest during the life of the bond, and 2) to repay the principal (actual face value of the bond) once that bond matures.

Other Sources of Funding

While bonds are a primary source for supporting capital investments, AISD realizes the need to balance priorities and be mindful of the financial impact to taxpayers. As a result, the District will need to consider leveraging its facility assets as a means towards financing other important needs. AISD is therefore currently considering options for revenue generation through sales or partnerships with public and private entities for ten non-school properties. AISD will continue to pursue more opportunities over time, as potential assets are identified.

Specifically, AISD will seek more ways to collaborate with the City of Austin, Travis County, Travis Central Health and other public and private entities to ensure that facility planning is robust and informed, and that community assets are utilized to their maximum potential. Further, the Board of Trustees has established a goal to pursue endeavors that support both educational programming and neighborhood needs, including affordable housing to stabilize District enrollment.

Coordinated Efforts

Numerous efforts related to this FMP Update are being coordinated as necessary next steps. AISD recognizes that, whether already underway or yet to be initiated, all of the following must be undertaken through collaboration with a wide range of AISD stakeholders in order to ensure effective implementation of the FMP Update.

Academic Programming Discussions

AISD will continue to enhance its curriculum and programming to reinvent the urban education experience. The District believes in academic experiences that promote the development of power skills — collaboration, communication, connection, creativity, critical thinking, and cultural proficiency.

The academic vision of AISD is grounded in the implementation and integration of three strategic initiatives: 1) the fostering of the "whole child," which includes Social Emotional Learning, the Creative Learning Initiative, Cultural Proficiency and Inclusiveness, and Coordinated School Health; 2) literacy, and 3) the transformative use of technology.

The FMP Update includes Academic Reinvention Projects to address access and equity and to grow the District's program portfolio. Additionally, AISD is leading focused efforts to develop long-range master plans for Athletics, Career and Technical Education, and Fine Arts to identify opportunities for program refinement and give consideration for growth and equity. AISD continues to refine and support existing programs such as dual language, Early College High Schools, and other academic opportunities to ensure that all students are college-, career-, and life-ready.

Educational Specifications

Educational specifications (Ed Specs) are guiding documents developed by school districts to outline their space planning standards and other facility requirements. AISD is currently performing a comprehensive update of its District-wide Ed Specs, targeted to be completed by Spring of 2017. These Ed Specs will outline, for each of the elementary, middle, and high school levels, a prototype model reflecting the District's vision for 21st-century learning environments. These prototypes will serve as the baselines for site-specific plans for each school modernization project as it proceeds into implementation.

Boundary Advisory Committee (BAC)

The Boundary Advisory Committee (BAC) is a group that develops recommendations for the creation of, and adjustments to, school attendance areas. This FMP Update includes a number of recommendations for consideration of boundary adjustments by the BAC, whether to address utilization disparities between adjacent schools, or to define the boundaries for newly constructed schools. This FMP Update further anticipates that future updates should also consider such recommendations, and possibly offer others. Following the approval of the FMP Update, the FABPAC and AISD will begin to facilitate a review by the BAC.

Implementation Planning

While this FMP Update provides a high-level overview of recommendations for all facilities across the District, an extensive amount of design work remains on each project in order to prepare it for implementation. Specifically, concept designs for each comprehensive project must be developed sufficiently for detailed pricing. Both comprehensive and targeted projects must be analyzed in terms of their schedule, scope, and budget in order to determine the appropriate contracting and delivery methods to ensure the District's investments are made most efficiently.

Design Standards and Sustainability

In addition to the Educational Specifications, AISD's Project Development Manual specifies the District's requirements for design of capital improvement projects and the development of construction contract documents. The Project Development Manual contains design standards, master guide specifications, the AISD energy standard, and more. This manual is for use by the design professional in the development of project design. The design standards are continually updated and will evolve with the modernization concept.

Property Repurposing

School facilities that become available via a consolidation may be considered for alternative uses. Experiences in other districts have shown that allowing such facilities to lie dormant risks introduction of a number of problems, and these community assets have a financial and/or community value that should be realized. Such facilities should be evaluated relative to the range of potential uses and a determination of which may best serve the community. In such cases, AISD will work with the community to explore those options.

Portable Reduction Strategy

Portable classroom buildings have been, and will continue to serve as, a valuable resource when additional space is needed on a temporary basis. However, AISD recognizes that there must be a plan to reduce their use whenever possible, as in many cases they are not optimal learning environments, and are more expensive to operate and maintain than permanent buildings.

Departmental Master Plans & Planning for Other Non-School Facilities

Aside from the schools, the District owns and operates numerous support facilities, ranging from centralized athletic facilities to administrative offices. While the future of many of these facilities will be addressed via the departmental master plans for Athletics, Fine Arts, and Career & Technical Education recommended herein at the encouragement of the FABPAC, the District has also conducted an analysis of administrative office needs and real estate analyses to determine the most efficient use of its assets. This analysis may result in the disposition of some properties, the consolidation of some space needs into underutilized school space, or other actions.

AUSTIN
Independent School District