



AUSTIN
Independent School District

FACILITY MASTER PLAN
UPDATE - EXECUTIVE SUMMARY

January 27, 2020 - Revised

Reinventing the urban school experience



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

Executive Summary

What is a Facility Master Plan Update?

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This document represents the first in a series of anticipated updates, scheduled to be developed every two years, to the 2014 Facility Master Plan (FMP) for the Austin Independent School District (“AISD” or “the District”). These FMP Updates are required to ensure that AISD’s buildings continue to support the District’s goals for educating its students and its vision to reinvent the urban school experience. As a master planning tool, this 2016-17 FMP Update is a high-level guideline for all of the District’s facilities over the next 25 years. Its intent is to document the current status of each of AISD’s buildings, identify a vision for their future, and chart a path to achieve that vision by identifying the level and nature of capital investments that must be made in each facility.

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.

Similarly, this FMP Update is not intended to serve as a detailed documentation of specific designs for every facility modernization project to be undertaken by AISD in the coming decades. It is anticipated that, once projects are funded via bond referendums, designs will be developed for each, with input from school and community stakeholders and in conformance with the District’s standards at that time.

Although this document is technically an update to an earlier plan, its inclusion of comprehensive facility assessments, rigorous planning, and extensive community engagement provides the basis for this FMP Update to establish a new and lasting vision for the modernization of AISD’s facilities. It is expected that this document will serve as the baseline for detailed planning for both a potential November 2017 bond election and possible subsequent bond elections.

This FMP Update, and all future updates to it, should be recognized as parts of a “living document.” Each update will represent a “snapshot in time,” in that it will establish a view toward the future based on the information available at that moment in time, with the knowledge that such baseline information will most certainly evolve. As conditions and underlying information change, the plan must change with it.



What are the goals of the Facility Master Plan Update?

In 2013, the AISD Board of Trustees established the following Guiding Principles for the 2014 Facility Master Plan and future updates:



Health, Safety, & Security



Academics & Co-curricular Supports



Protection of Financial Investment



Optimal Utilization



Equity in Facilities



Environmental Stewardship & Sustainability



Communication & Community Engagement

Where is AISD Now?

AISD clearly faces major facility challenges in the decades to come. The District's school buildings are aging, new educational philosophies are emerging (requiring different types of spaces than those of the past), and the District's competitive environment is rapidly evolving, defined by shifting demographics, escalating housing costs (reducing the District's affordability to families with school-aged children) and emerging competition such as charter schools. A clear understanding of those challenges is essential to defining the plan to overcome them.

At the outset of the 2016-17 FMP Update process, all schools and facilities in the system were assessed to determine the extent of their need for modernization, resulting from:

1. Poor condition, measured by deficiencies in building systems in need of repair or upgrades;
2. A design that is not suitable for current educational goals and programs; or
3. Sustained enrollment trends far above or below a school's capacity.

These assessments found that 39% of AISD's schools were rated as having a facility condition of "poor" or worse; 22% have an educational suitability score of "unsatisfactory" or worse; 17% were overcrowded; and 27% were under-enrolled. Assessments clearly show that an investment in facility modernization is essential for AISD to achieve its vision and fulfill the Guiding Principles. Current estimates indicate that the aging buildings require more than \$3 billion in repairs. For several buildings, the cost to repair them rivals the cost to rebuild them outright. Meanwhile, only a handful of AISD's newest schools support emerging approaches to learning, while most are of outdated design. Finally, many schools suffer from severe overcrowding in rapidly growing parts of the District, or under-enrollment in other areas.

39%

of schools have a facility condition of "poor" or "very poor"

22%

of schools have an educational suitability score of "unsatisfactory" or "very unsatisfactory"

17%

of schools are overcrowded

27%

of schools are under-enrolled

All of these challenges can harm students' educational experiences. Students have trouble learning where building systems such as lighting, air quality, acoustics, furnishings or technology fail to serve their intended purpose. Teaching 21st-century skills cannot be done in schools whose spaces represent inflexible models from 100 years ago. Overcrowding requires the use of portable classrooms that provide substandard learning environments. Overcrowding also limits access to academic and co-curricular programs because of capacity issues. Finally, under-enrolled schools strain District resources because they require the same set of fixed costs per campus to be provided for a smaller number of students.

If not addressed, all of these measures – facility condition, educational suitability (relative to current teaching methods) and extremes of overcrowding or under-enrollment – may worsen over time.

What is AISD's Vision of the Future?

This plan charts a path toward the transformation of AISD's schools to modern learning environments and hubs for the communities they serve. These environments must be created with an eye toward the skills that students must develop to be prepared for the opportunities of the future, in our rapidly changing economic and technological environment.

Within 21st-century learning environments, the emphasis shifts away from the traditional classroom configuration to focus instead on the school as an interactive and interdisciplinary laboratory. Schools designed for the 21st century incorporate flexible spaces allowing for collaborative, interdisciplinary, and project-driven learning. They incorporate technology as an essential tool for research, analysis, and communication in the information age. Finally, they serve their communities, whether that is the adjacent neighborhood or a network of stakeholders across the District. This may mean including dedicated meeting space to support parent and community organizations, or dedicated space for services to support community needs, such as afterschool programming, mentoring, adult education, health care, or recreation.

AISD will promote these goals through the modernization of all schools across the District. "Modernization" is defined as the delivery of facilities with all building systems and materials in "like new" conditions, consistent with AISD design standards for new construction projects. This Modernization Concept will include access to technology and offer a variety of teaching and community spaces that meet the needs of each school community.

Modernization Concept

**Flexible
learning
spaces**

**State-of-
the-art
technology**

**Community
spaces**

How did AISD Formulate this Plan?

The process for the creation of this FMP Update has been designed to contrast with previous efforts undertaken by the District in at least three ways.

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

Second, 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 trends relative to the permanent capacity of schools.

Third, 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.

The FABPAC is comprised of 18 individuals appointed by the individual Board of Trustee members. The FABPAC’s primary roles are:

- 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

The work of the FABPAC was supported by two teams of professionals - a master planning team, led by Brailsford & Dunlavy (“B&D” or the “Planning Team,”) and a facility assessment team led by AECOM (or the “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 effort required the following three inputs, which together serve as the three pillars of this FMP Update process:

***Data Collection
and Analysis***

***Academic
Vision and
Programming***

***Community
Collaboration
and Feedback***



Alfred Kiger Savoy Elementary School in Washington, D.C.

Pillar One: Data Collection and Analysis

Under the FABPAC’s leadership, AISD, the B&D Team, and the AECOM Team completed a comprehensive assessment and data analysis of the District’s current facilities. This effort used three distinct measurements to evaluate current school facilities:

Facilities Condition Assessments (FCA)

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

Educational Suitability Assessments (ESA)

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

Utilization & Enrollment

A measurement of a school’s total enrollment against its student capacity in permanent buildings

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 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 the 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.

Pillar Three: Community Collaboration and Feedback

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 engagement opportunities included:

- Interviews with school-based staff during assessments
- Data validation review meetings with principals and Campus Advisory Council (CAC) representatives
- Four separate series of community forums, consisting of five or six separate meetings in each series, held at school sites throughout the District (a fifth series is planned for April and May 2017 to present and receive feedback on FABPAC Bond recommendations)
- On-going “roadshow” meetings with FABPAC members serving as ambassadors and supported as necessary by AISD and the Planning Team to bring the conversation directly to the community
- Digital engagement through twitter chats and other social media postings (#AISDFuture #AISDFuturo)

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.

How Were the Facility Master Plan Update Recommendations Developed and Organized?

AISD's school facilities vary dramatically in their age, condition, location, size, architecture, site, neighborhood context, 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. Early in the effort, the FABPAC established a set of Planning Strategies, designed to guide the long-range project recommendations, sequencing, and priorities.

- 1. Focus on facilities with the highest need(s) based on objective data*
- 2. Implement a long-term modernization approach*
- 3. Balance the needs of different geographical clusters within the district with the desire to minimize operating and capital costs District-wide*
- 4. Distribute projects across geographic clusters using objective data*
- 5. Incorporate logistical considerations*

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 sets of existing conditions, conceived options for every school facility in the District, evaluated and compared those options, and ultimately, after extensive public collaboration efforts, arrived at final recommendations.

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.

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 upgrades

2

programs relocated from portable classroom buildings

2

facilities repurposed

5

under-enrolled schools identified for Target Utilization Plans

Comprehensive Project Types

School facilities requiring a comprehensive project throughout the term of the plan were classified into one of six categories one of six categories with a planned capacity taking into consideration current enrollment and projected student population.



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.

Targeted Project Types

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



System(s) Upgrade: A near-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 near-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.

Departmental Needs and Initiatives

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. The FABPAC undertook an extensive effort to collaborate with all of the District’s administrative departments to solicit and vet requests for District-wide needs. From these collaborations, many Departmental Initiatives were identified and prioritized. These may include investments in centralized facilities, such as press box improvements at House Park, or initiatives spread across campuses in the District such as life safety upgrades. AISD has begun to establish a long range vision for these areas and further master planning efforts will be undertaken.

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.

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 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.



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.



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.



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.

To clearly define needs and solutions, the District will embark upon community discussions, studies, assessments, and master planning.



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

What are the Facility Master Plan 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. See Appendix A for complete recommendations for each school.

Projects Anticipated Years 1-6

Projects Anticipated Years 6-12

Projects Anticipated Years 1-12

Vertical Team	Group 1: 1-6 Years		Group 2: 1-12 Years
	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 (<i>phased</i>) (<i>logistical considerations for phasing work on this large campus over time</i>)
Austin	Casis Elementary	TBD during bond planning	
Bowie	Cowan Elementary (<i>Timeframe moved up to address overcrowding & poor FCA concurrently</i>) New Southwest Kiker & Baranoff Relief School	TBD during bond planning	Bowie High (<i>phased</i>) (<i>logistical considerations for phasing work on this large campus over time</i>)
Crockett		Covington Middle (Fine Arts) Others TBD during bond planning	Odom Elementary Pleasant Hill Elementary
Eastside	Martin Middle (<i>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</i>)	TBD during bond planning	

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

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	

What are the Facility Master Plan 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. See Appendix A for complete recommendations for each school.

Projects Anticipated Years 1-6

Projects Anticipated Years 6-12

Projects Anticipated Years 1-12

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

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



Denby High in Detroit, MI

What are the Next Steps?

AISD is committed to numerous related efforts and next steps, some of which are underway, and others which will follow approval of this FMP Update.

Bond Planning

In order to finance the FMP Update's recommendations, a bond referendum must be conducted.

Academic Programming Discussions

AISD will continue to advance strategic planning of academics to align with modernized facilities and ideas raised during the FMP Update process.

Educational Specifications

AISD is currently performing a comprehensive redevelopment of district-wide Education Specifications.

Boundary Advisory Committee (BAC)

This FMP Update includes a number of recommendations for consideration of boundary adjustments by the Boundary Advisory Committee.

Implementation Planning

Concept designs for each project must be developed, with more specific cost analysis performed on each.

Design Standards and Sustainability

This tool will evolve with the modernization concept.

Property Repurposing

School facilities that become available via a consolidation may be considered for alternative uses.

Portable Reduction Strategy

AISD recognizes that there must be a plan to reduce the use of portable classroom buildings whenever possible.

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, requiring further master planning and study.



