

**REQUESTS FOR INFORMATION
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RFI-13

There are a few neighborhoods that have a less non-traditional family make-up, i.e. extended families living together (children from different mothers/fathers living in the same house). This happens especially when the economy is tough. How does the demographic model account for this?

and

RFI-14

How does the demographic information take into account neighborhoods that are experiencing "rebirth"? (Neighborhoods where the first round of kids have moved out, but now younger families are now moving in and have young kids.)

Both of these trends would be reflected in the student data that Dr. Harner receives each fall. If a school is experiencing either of these situations, the data would show an increase in the student population for that school's attendance zone. Dr Harner uses this trend information in making his projections for future years.

In the case of a neighborhood "rebirth", Dr Harner suggests that it could be reflected to some degree in the changing age profile of the population. Areas with an influx of young families will have relatively large elementary enrollment, especially in the kindergarten and first grades, compared to enrollment in the secondary levels.

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RFI-15

I believe Sunset Valley is a recognized school, not an AA school as listed in the packet you gave us.

NAME	2006 TEA Rating	2007 TEA Rating	2008 TEA Rating	2009 TEA Rating
ALLAN ES	AA	AA	AA	AA
ALLISON ES	AA	AA	AA	AA
ANDREWS ES	AA	AA	AA	RC
BARANOFF ES	EX	EX	EX	EX
BARRINGTON ES	AA	AA	AA	AA
BARTON HILLS ES	RC	RC	RC	EX
BECKER ES	AA	AA	AU	AA
BLACKSHEAR ES	AA	AA	RC	AA
BLANTON ES	AA	RC	RC	EX
BLAZIER ES	N/A	N/A	AA	RC
BOONE ES	RC	AA	RC	EX
BRENTWOOD ES	RC	AA	AA	RC
BROOKE ES	AA	AA	RC	RC
BROWN ES	AA	AA	AA	AA
BRYKER WOODS ES	RC	RC	EX	EX
CAMPBELL ES	AA	AA	EX	AA
CASEY ES	AA	AA	AA	RC
CASIS ES	EX	EX	EX	EX
CLAYTON ES	N/A	RC	EX	EX
COOK ES	AA	AA	AA	RC
COWAN ES	RC	RC	RC	EX
CUNNINGHAM ES	AA	RC	AA	RC
DAVIS ES	RC	RC	RC	EX
DAWSON ES	RC	AA	RC	RC
DOSS ES	EX	RC	EX	EX
GALINDO ES	AA	AA	AA	RC
GOVALLE ES	AA	AA	AA	AA
GRAHAM ES	AA	AA	AA	EX
GULLETT ES	RC	EX	EX	EX
HARRIS ES	RC	AA	AA	AA
HART ES	AA	AA	AU	RC
HIGHLAND PARK ES	EX	EX	EX	EX
HILL ES	RC	EX	EX	RC
HOUSTON ES	AA	AA	AA	AA
JORDAN ES	AA	AA	AA	AA
JOSLIN ES	RC	RC	RC	EX
KIKER ES	EX	EX	EX	EX
KOCUREK ES	AA	AA	AA	RC
LANGFORD ES	AA	AA	AA	AA
LEE ES	EX	RC	EX	EX
LINDER ES	AA	AA	AA	AA

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MAPLEWOOD ES	AA	AA	AA	AA
MATHEWS ES	RC	AA	RC	EX
McBEE ES	AA	AA	AA	RC
MENCHACA ES	AA	AA	RC	RC
METZ ES	AA	RC	RC	RC
MILLS ES	RC	EX	EX	EX
NORMAN ES	AA	AU	AU	AA
OAK HILL ES	RC	RC	AA	RC
OAK SPRINGS ES	AA	AA	AA	AA
ODOM ES	AA	AA	AA	RC
ORTEGA ES	RC	RC	RC	EX
OVERTON ES	N/A	N/A	AU	AA
PALM ES	AA	AA	AA	AA
PATTON ES	RC	AA	AA	EX
PEASE ES	RC	AA	RC	EX
PECAN SPRINGS ES	AA	AA	RC	AA
PEREZ ES	AA	AU	AA	RC
PICKLE ES	AA	AA	AA	AA
PILLOW ES	RC	RC	EX	EX
PLEASANT HILL ES	AA	AA	AA	AA
READ EC	N/A	N/A	N/A	N/A
REILLY ES	AA	AA	RC	RC
RIDGETOP ES	AA	AA	AA	RC
RODRIGUEZ ES	RC	AA	AA	AA
SANCHEZ ES	AA	AA	AA	AA
SIMS ES	RC	AA	AA	AA
ST ELMO ES	AA	AA	AA	RC
SUMMITT ES	RC	RC	RC	EX
SUNSET VALLEY ES	AA	AA	AA	RC
TRAVIS HEIGHTS ES	AA	AA	AU	RC
WALNUT CREEK ES	AA	AA	AA	RC
WIDEN ES	AA	AA	AA	AA
WILLIAMS ES	AA	AA	AA	RC
WINN ES	AA	AA	AU	RC
WOOLDRIDGE ES	AA	AA	AA	RC
WOOTEN ES	AA	AA	AA	RC
ZAVALA ES	AA	AA	AA	AA
ZILKER ES	RC	RC	RC	RC

EX = Exemplary
 RC = Recognized
 AA = Academically Acceptable
 AU = Academically Unacceptable
 N/A = No rating for this year

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RFI-16

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1. *Of the eight elementary schools involved with the boundary process, which have:
Bilingual,
ESL
Pre-K,
PPCD or
SPED, classes?*
 2. *How is the size of these classes determined?*
-

Bilingual and ESL

Elementary	Bilingual Students	ESL Students	Total
Boone	21	24	45
Clayton	0	65	65
Cowan	2	41	43
Kiker	3	56	59
Mills	1	80	81
Oak Hill	174	42	216
Patton	9	93	102
Sunset Valley	189	14	203
	399	415	814

Pre-K

Elementary	Classrooms	Students
Boone	3	31
Clayton	0	19 (at Kiker)
Cowan	3	31
Kiker	2	11 19 (from Clayton)
Mills	2	19 (at childcare) 21
Oak Hill	4	68
Patton	3	39
Sunset Valley	4	61

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PPCD

Elementary	Classrooms	
Boone	2	PPCD - 6 students currently and 6 students pending. (5) from Boone; (2) from Baranoff; (4) from Kocurek; (1) from Clayton AND 1 ASSIST classroom (Special ABA classroom serving students PPCD-Kinder) (5) total
Clayton	1	PPCD - 5 students from Clayton AND CDC (at Clayton for 2009-10) 4 students currently. (3) from Clayton; (1) from Oak Hill. Agreement between Kiker, Clayton and CDC
Cowan	2	PPCD - 13 students currently and 3 pending. (9) from Cowan; (6) from Baranoff; (1) from Kocurek
Kiker	2	PPCD - 10 students total. (7) from Kiker; (3) from Clayton
Mills	2	PPCD - 11 students currently and 4 pending. (9) from Mills; (3) from Kiker; (1) from Sanchez; (1) from Patton; (1) from Clayton.
Oak Hill	2	PPCD - 15 students currently and 3 pending. (17) from Oak Hill; (1) from Patton
Patton	0	No PPCD Class
Sunset Valley	3	PPCD - 14 students currently and 1 pending. (5) from Sunset Valley; (3) from Joslin; (6) from Patton; (1) from Perez AND PPCD Bilingual - 9 students currently and 1 pending. (5) from Sunset Valley; (1) from Patton; (2) from Oak Hill; (1) from Joslin; (1) from Boone.

Special Education

Campus	Classes	Students
Clayton	6	47
Kiker	4	41
Mills	6	64
Oak Hill	4	33
Cowan	4	28
Boone	5	41
Patton	4	35
Sunset Valley	5	43

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RFI-17

1. What is the difference between Bilingual and ESL?

2. What is the difference between PPCD and Pre-K?

Bilingual and ESL

The mission of the Bilingual Education / English as a Second Language Program is to assure that all speakers of other languages attain high levels of proficiency in English, achieve high academic standards and embrace cultural and linguistic diversity. The Bilingual Education/ESL Program serves to:

1. Identify Limited English Proficient (LEP) students based on state criteria.
2. Assess and place students who speak a language other than English at the appropriate instructional program.
3. Provide Bilingual Education and ESL as integral parts of the total educational program.
4. Provide Bilingual Education in four languages: Spanish, Chinese, Korean and Vietnamese.
5. Seek certified teaching personnel to ensure that LEP students are afforded full opportunity to master skills and knowledge as outlined in TEKS.
6. Offer Dual Language Spanish and English Programs.
7. Monitor academic achievement of essential knowledge and skills as measured by TAAS.
8. Conduct professional development and offer effective teaching methodologies for staff teaching Bilingual Education/ESL students.
9. Provide support and supervision to the District's five vertical teams.
10. Provide campus-based personnel assistance with LEP data as it pertains to documentation, data entry and annual updates.

Bilingual Education - Provides for carefully structured and sequenced mastery of English language skills and is designed to consider the student's learning experiences and incorporates the cultural aspects of the student's background. In AISD, the native languages of instruction are Spanish, Vietnamese, Chinese and Korean.

Bilingually Certified/Endorsed Teacher - A teacher authorized to assume primary responsibility for instruction of bilingual students in two languages

ESL (English as a Second Language) - Instruction in English listening, speaking, reading, and composition through the use of any one method or combination of methods for teaching English to primary speakers of other languages. Although the teacher is an important model of English, this language is also acquired through peer interaction, the media, and the general environment.

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ESL/Certified/Endorsed Teacher - A teacher who is authorized to assume primary responsibility for instruction of students who speak a language other than English

Pre-K, PPCD and SPED

Pre-K - State-funded, program for students who are four years of age by September 1 of the school year and who qualify as low income, according to the F/RPM program, are limited-English proficient, the child of active military parent, or homeless. Austin ISD provides a full-day prekindergarten program.

PPCD (Preschool Program for Children with Disabilities English & Bilingual) This service and support program serves children 3 to 5 years of age who have a disability and meet eligibility for services in special education. PPCD provides early intervention in the areas of language development, readiness skills, social interactions, and other curriculum/ therapy areas. Interaction with students without disabilities is achieved by collaboration with pre-K and kindergarten classes where students without disabilities are served in the PPCD classroom also. Special PPCD classes for bilingual students are available as needed.

Special education services are provided to eligible students who may have one or more of the following disabilities (3 to 22 years of age) and an educational need that requires special education support and services:

- orthopedic impairment
- other health impairment
- mental retardation
- emotional disturbance
- learning disability
- speech impairment
- autism
- traumatic brain injury
- multiple disabilities
- auditory or visual impairment (services beginning at birth)
- students expected to be medically disabled for a minimum on four weeks

All children three to six years of age with any of the disabilities listed in the Operating Guidelines can be served on the campus that is closest to the child's home school. At the PPCD level of education, there are not separate classrooms for different disabilities. There are not intensive behavior classrooms. Each classroom must adapt to meet the individual needs of every child they are serving. There may be exceptions made for medically fragile children who need access to nursing staff on a daily basis, if these needs cannot be met on the home campus.

SPED (Special Education) - Special services provided by special and general education personnel to meet the needs of a student with disabilities. Provision of the general education curriculum, with modifications and accommodations, if agreed upon by a multidisciplinary team, including the parents, known as the Admission, Review and Dismissal (ARD) committee special education is provided through a child centered education process.

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Special education services are provided at all AISD campuses. Specialized programs for some students are strategically located throughout the city. Austin is divided into attendance areas that determine what school a child will attend. If you live in an area of Austin where the home school does not offer the specialized program your child needs, AISD will provide transportation to the next closest location of that program.

Special education services are provided to eligible students who may have one or more of the following disabilities (3 to 22 years of age) and an educational need that requires special education support and services:

- orthopedic impairment
- other health impairment
- mental retardation
- emotional disturbance
- learning disability
- speech impairment
- autism
- traumatic brain injury
- auditory or visual impairment (services beginning at birth)

The continuum of instructional options offered by AISD provides services to students according to identified need. Special education services are provided at all AISD campuses. Specialized programs that provide services to meet the needs of some students are strategically located throughout the city. These services and programs include, but are not limited to, the following:

- Child Centered Process - Special Education placement in Texas is a child-centered process. This process is mandated by TEA and federal law. Itinerant instructional services for students who need assistance in special areas such as vision, hearing, or speech.
- Classroom support (direct and indirect) which includes a variety of strategies to support integration into less restrictive environments.
- Learning Labs for students who need support to access the general curriculum.
- Resource services for students who need special education supports in small group settings.
- Self-contained services for students who need highly specialized supports to access the general curriculum.
- Infant program for students birth through age 2 with hearing and/or impairments who can benefit from special instruction through home and/or center-based services.
- Preschool Program for Children with Disabilities for students ages 3 to 5 who require early intervention.
- Hospital/homebound program for students who are to be out of school for four or more weeks due to an accident or illness.
- Regional Day School Program for the Deaf for students with hearing impairments who need specialized instructional and related services.
- Work training programs for students at the high school level supervised by vocational adjustment coordinators (VACs).

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- Community-based specialized curriculum and services for students aged 3-22.
- Vocational training for high school students at Clifton Career Development School.
- Self-contained classrooms for students in state approved residential facilities (Austin State Hospital).
- Transition planning to prepare students to exit public school. Planning must begin on or prior to the student's sixteenth birthday.
- Supported employment for students with significant disabilities who require assistance in order to be employed.
- Related services necessary to enable students to benefit from their special education programs. These include, but are not limited to, the following:
 - counseling
 - special transportation
 - occupational therapy
 - physical therapy
 - assistive technology
 - orientation & mobility training

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RFI-18

Can copies of Dr. Harner's demographic reports for the past five years be made available electronically?

Copies of the demographic reports from 2006 to 2009 have been posted on the on the FUBTF web page

RFI-19

Can a map of attendance areas of the eight schools showing greater detail be made available electronically?

Yes, the map will be posted on the FUBTF web page

RFI-20

What is the District's policy on Grandfathering?

- "Grandfathering," in terms of boundary reassignment, refers to allowing certain students (usually those in the higher grade levels) the opportunity to stay in their current school even if they live in an area that is being reassigned to another school.
- There is no specific District policy related to grandfathering; it has been a practice employed by the District..
- Grandfathering has been approved by the Board in other boundary reassignments when recommended by the boundary task force.
- These recommendations have been based on the number of students eligible for grandfathering and the impact upon the schools.

RFI-21

Does AISD have any research-based information on the impacts of school boundary changes on student performance or the student (and parent/family) environment?

The District has not conducted nor is aware of any research on this issue.

RFI-22

On the Existing Boundaries map, please provide the location of the new southwest elementary school.

An updated map indicating the location of the new southwest middle school has been posted on the FUBTF web page

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RFI-23

How does Title 1 affect this process, and how much money is Sunset Valley receiving? What are the exact criteria for them getting it?

RFI-24

Title 1 does not affect the boundary determination process. Please see RFI-27 for additional information on Title 1.

*1. Can you tell us how many kids transfer into Oak Hill from outside our attendance zones that are in bilingual classes?
2. How many bilingual classes (not ESL) do the other schools involved in this process have per grade level? How many kids are in each class?*

Using the 2008-09 student data set, staff determined that 4 students who transferred into Oak Hill registered as either Bilingual or ESL students.

RFI-25

*If a child transfers to another elementary school and is accepted do they:
1. Need to re-apply for a transfer each year or is it automatic?
2. Need to apply for a transfer to the middle school/high school that their elementary school tracks to?*

RFI-26

1. Once a transfer had been approved, a student does not need to reapply each year.
2. Students who have transferred to another school and who have a history of at least two unbroken years of attendance in the two highest grades offered at the school may request a tracking transfer to the next level (i.e., to a middle school from an elementary school or to a high school from a middle school) in order to remain with their peers. Tracking transfers shall be granted if the request is submitted by the priority deadline. After the priority deadline, the transfer shall be allowed if space and staff are available. To receive priority consideration for a tracking transfer, the request must be received no later than the tenth school day after the first Saturday in February of the preceding school year.

There was an article in the Statesman back in August regarding the AISD budget. The article mentioned an efficiency study as well as the fact that the closing of some underutilized schools was on the table as potential cost savings. Sunset Valley was listed as one of the underutilized schools. Is Sunset Valley a candidate for closure? Has the board made a final decision on this?

There has been no formal Board of Trustees discussion of the possibility of closing schools as a cost savings strategy; therefore, it is not know at this time whether this strategy is being considered. As a result, no schools have been identified or discussed as possible candidates for closure.

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RFI-27

Title 1 questions:

- 1. How or does being a Title 1 school affect this boundary process? It isn't listed as a criterion so my guess is it doesn't. But is it something that we should consider?*
 - 2. What are the criteria for Title 1 classification?*
 - 3. What are the benefits to the school?*
 - 4. Would Sunset Valley want to lose their Title 1 status? What is AISD's position on this?*
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1. Title 1 status has no effect on the boundary determination process. One of the stated values of the FUBTF is: The Task Force believes all students have equal inherent worth. As a result, the District's goal is to provide an excellent education for all students regardless of a student's school assignment.

2. To be eligible for Title I funds, 60% of a school's student population, based on the students living in the school's attendance area, must qualify for a free and reduced price lunch. A list of schools eligible for Title 1 this year may be found at http://www.austinisd.org/inside/docs/Title_I_Schools_2009-20010_20090715.pdf.

The free and reduced lunch guidelines are established by the federal government. The 2009-2010 guidelines for free meals and milk and reduced price meals were obtained by multiplying the year 2009 Federal income poverty guidelines by 1.30 and 1.85, respectively. (See Attachment)

More information can be found at the U.S. Department of Agriculture's Food and Nutrition Service website: <http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEGs.htm>

Of the eight schools represented in the SWES boundary process, only Sunset Valley, with 69.9% of its attendance area student population qualifying for free and reduced lunch, qualifies for Title 1 funds.

3. Schools receive additional funds from the federal government (through the state). The amount each school receives is based on a sliding scale, based on population. Sunset Valley received \$41,363 Title 1 funds this year, \$143 per student.

4. Title 1 status is reviewed each year. The eligibility requirements are determined year to year.