



Arlington

INDEPENDENT SCHOOL DISTRICT

Regular or Special Board Meeting, Include Date



Sixth Grade Placement Exploration in AISD

Meeting #4: April 15, 2026

Today's Agenda



- Review of previous work & where we are heading
- Student Panel Q&A
- World Languages, Special Populations, 5th Grade Perspective, Facilities
- Discussion

Sixth Grade Exploration

Project Goal:

Garner stakeholder feedback, study current research, and evaluate the **Student Experience** in a way that allows for the committee to come to **consensus** and make a **recommendation** to the Board by June of 2026 whether sixth grade should move to junior high or remain in elementary school for the 2027-28 school year.

ARLINGTON ISD 2025-2026 PRIORITIES

ACADEMIC GROWTH
Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.

CULTURE
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.

SAFETY & DISCIPLINE
Create safe and productive learning environments in which every student and staff member can thrive.

MARKETING & ENGAGEMENT
Involve families and community stakeholders as valued partners in student learning.

TALENT & RESOURCES
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Arington
INDEPENDENT SCHOOL DISTRICT

VALUES and BELIEFS

EXCEPTIONAL EXPERIENCES
We believe we should strive, on a daily basis, to **create exceptional learning experiences for our students.**

INCLUSIVE CULTURE
We value our diversity and believe that our students and staff deserve an inclusive culture **where they feel valued, supported, and challenged to grow.**

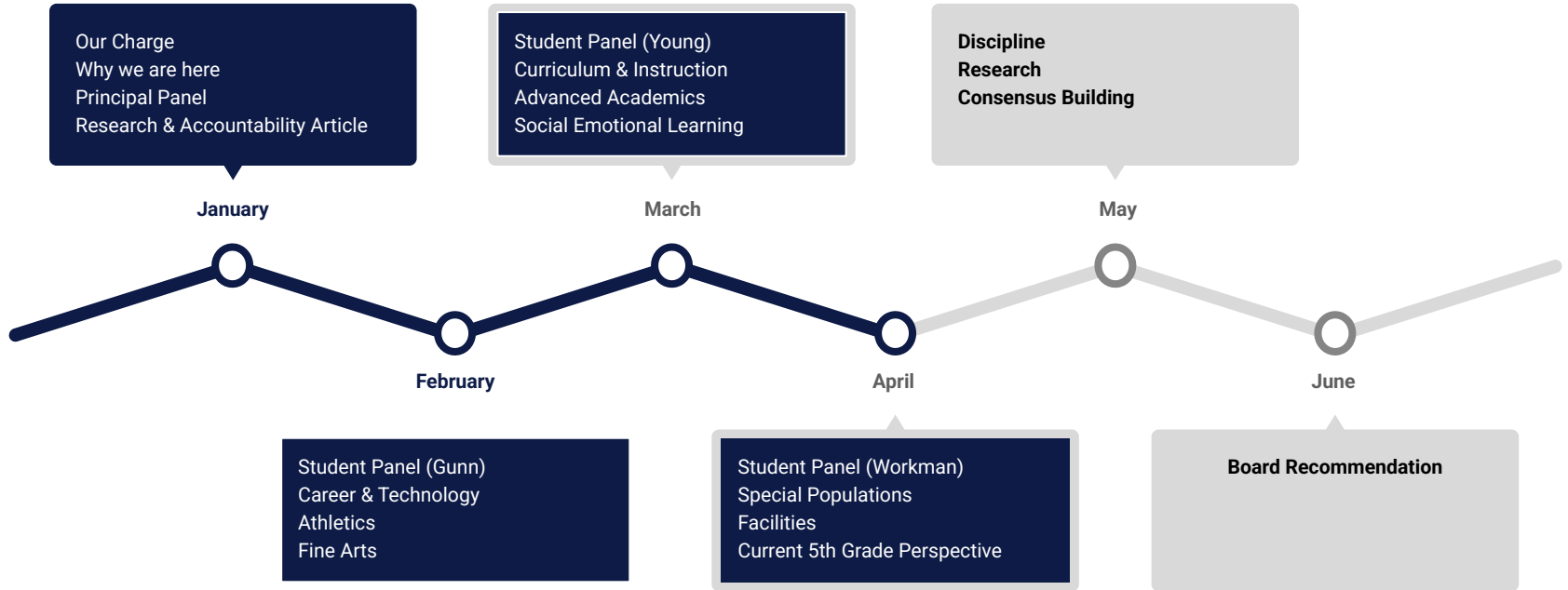
THRIVING STAFF
We believe that a thriving staff **continuously learns and strives for excellence** in order to positively impact our students.

STRONG PARTNERSHIPS
We believe that strong partnerships with families and the community **provide a foundation for student success.**

MAXIMIZED RESOURCES
We believe that district talent and financial resources must be maximized to **promote student learning** while also maintaining effective fiscal management.

LEARNING ENVIRONMENTS
We believe that our learning environments must be **safe, productive spaces** that are well designed and maintained.

Where we've been and where we are going



Student Panel

How did the placement of 7th Grade in Junior High affect the student experience?



What did we hear to answer:



How did the placement of 7th Grade in Junior High affect the student experience?

Student Experience

- World Languages
- Special Populations
- 5th Grade Perspective
- Facilities



Special Education

	6th Grade Stays in Elementary	6th Grade Joins Junior High
Pros	<ul style="list-style-type: none">• Every campus has a highly qualified provider of dyslexia instruction• Strong relationships with students and families	<ul style="list-style-type: none">• Consistency of instruction and relationships• Students can begin practicing life skills earlier, including job exploration• Increased opportunities to practice executive functioning skills before high school• Teachers with more content knowledge to provide accommodations• More inclusion opportunities (electives)
Cons	<ul style="list-style-type: none">• 6th grade uses a different dyslexia program• Less time for transition planning and self-advocacy	<ul style="list-style-type: none">• More students in junior high needing services• Elementary teams would need a mindset shift to prepare for transition

World Languages

	6th Grade Stays in Elementary	6th Grade Joins Junior High
Pros	<ul style="list-style-type: none">● Continuity of the OWDL Model.● Smaller campus environments typically foster stronger teacher-student relationships.	<ul style="list-style-type: none">● Compliance with State bilingual program requirements.● Expand scheduling opportunities.● AISD WL secondary language acquisition pathway alignment.● Enhance academic rigor with intentional structures for support.
Cons	<ul style="list-style-type: none">● Limited availability of bilingual certified teachers.● Scheduling limitations.● Lack of alignment and limited resources to support EB students as all EB elementary learners.	<ul style="list-style-type: none">● Program limitations for Newcomers and diverse learners.

Questions for our Directors?



- Special Populations
- Facilities

How Our Current 5th Graders Feel About Moving To Junior High in Sixth Grade

Excitement (What Students Are Looking Forward To)	Tension (What Students Are Worried About)	What Students Need (Clear Adult Actions)
<ul style="list-style-type: none">● Opportunities and Independence<ul style="list-style-type: none">○ Sports, clubs, electives○ Meeting new friends, bigger social circle○ Feeling more grown up and not being at the “little kids” school	<ul style="list-style-type: none">● Belonging and Safety<ul style="list-style-type: none">○ Worry about fitting in and making new friends● Navigation and Structure<ul style="list-style-type: none">○ Transitioning between classes or getting lost● Academic Pressure<ul style="list-style-type: none">○ Harder classes or higher expectations	<ul style="list-style-type: none">● Tours, Orientation, What to Expect Sessions● Peer Mentorship (7th/8th graders supporting 6th)● Help Navigating Schedule and Campus● Academic Readiness Support● Relationships with Teachers Early

“Students are excited about opportunity. Their experience will depend on how intentionally we design support for belonging, safety, and readiness.”



**Questions for our
Executive Director about
current 5th grade
students' perspective?**

Facilities

New Demographers Study in Progress

- Report to Board of Trustees End of May, 2026

JHS Core Classroom Inventory

- 561 Core Classrooms

JHS Student Capacity

- District Targeted Campus Utilization Rate is 85% in K-8 grades
- Design Capacity of Current JHS Campuses is 13,032
- Functional Capacity (85% Utilization) of 11,079
- Current JHS Enrollment is Approximately 7,041
- Current 6th Grade Enrollment is Approximately 3,600

Facilities

CAMPUS	ROOM COUNT	CLASSROOM SF	DESIGN CAPACITY	FUNCTIONAL CAPACITY	CURRENT ENROLLMENT	UTILIZATION	SURPLUS/ DEFICIT
Bailey Junior High School	54	47,000	1,201	1,021	707	69%	31%
Barnett Junior High School	54	49,390	1,250	1,063	538	51%	49%
Boles Junior High School	52	51,780	1,253	1,065	497	47%	53%
Gunn Fine Arts / Dual Language Academy	68	64,810	1,661	1,412	846	60%	40%
Nichols Junior High School	57	51,865	1,322	1,124	548	49%	51%
Ousley Junior High School	57	50,185	1,323	1,125	779	69%	31%
Rodriguez Junior High School	50	44,370	1,201	1,021	831	81%	19%
Shackelford Junior High School	43	37,115	918	780	503	64%	36%
Workman Junior High School	74	65,310	1,756	1,493	1122	75%	25%
Young Junior High School	52	42,120	1,147	975	686	70%	30%
Junior High School Totals	561	503,945	13,032	11,079	7,057	64%	36%



Questions for our Assistant Superintendent of Facilities

Reflection

What came up today that you think we need to review?

ARLINGTON ISD
2025-2026 PRIORITIES

- ACADEMIC GROWTH**
Ensure positive, engaging experiences for every student that promote academic growth and ignite a passion for learning.
- CULTURE**
Establish an inclusive culture of respect, support and continuous improvement for all students, staff and families.
- SAFETY & DISCIPLINE**
Create safe and productive learning environments in which every student and staff member can thrive.
- MARKETING & ENGAGEMENT**
Involve families and community stakeholders as valued partners in student learning.
- TALENT & RESOURCES**
Maximize our resources and people to promote a thriving district while maintaining sound fiscal management.

Factors to consider for consensus building

Career and Tech

Curriculum & Instruction

Special Populations

Advanced Academics

Facilities

Other topics to add?

Athletics

Fine Arts

Discipline

SEL

For Next Time May 13 @ Central

ARLINGTON ISD 2025-2026 PRIORITIES



VALUES AND BELIEFS

EXCEPTIONAL EXPERIENCES

We believe we should strive, on a daily basis, to create exceptional learning experiences for our students.

INCLUSIVE CULTURE

We value our diversity and believe that our students and staff deserve an inclusive culture where they feel valued, supported, and challenged to grow.

THRIVING STAFF

We believe that a thriving staff continuously learns and strives for excellence in order to positively impact our students.

STRONG PARTNERSHIPS

We believe that strong partnerships with families and the community provide a foundation for student success.

MAXIMIZED RESOURCES

We believe that district talent and financial resources must be maximized to promote student learning while also maintaining effective fiscal management.

LEARNING ENVIRONMENTS

We believe that our learning environments must be safe, productive spaces that are well designed and maintained.

Next Meeting at Central Administration

- Discipline,
- Level set around research,
- And...let's build consensus!!!