

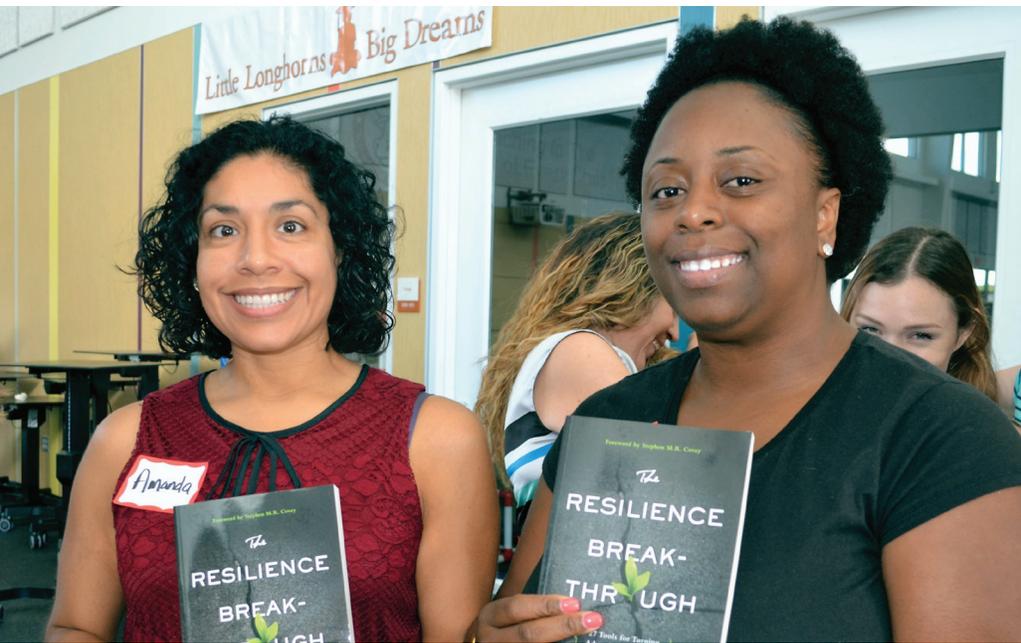


TEXAS
The University of Texas at Austin

2015-2016

ANNUAL REPORT

UT-University Charter School



The University of Texas at Austin
University of Texas
Charter School System

ANNUAL REPORT

2015-16

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On the cover

Image on the left: UT-UCS faculty members smile for the camera as they wait to have their books signed by Christian Moore, author of "The Resilience Breakthrough," at the summer convocation.

Image on the right: Dr. Kate Biberdorf, UT Austin chemistry professor and ChemBridge instructor, demonstrated some fun and explosive science experiments at the Teach and Share event on Oct. 7, 2016.

Message from Dr. Vincent

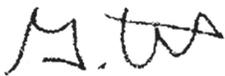
A core pillar of the Division of Diversity and Community Engagement is our commitment to the education pipeline. With a mission to serve students who are unable to benefit from a traditional school setting, the UT-University Charter School (UT-UCS) has been an ideal fit for the Division as we strive to help those most vulnerable across the state of Texas from Pre-K to Ph.D.

Under the leadership of Dr. Melissa M. Chavez, UT-UCS continues to grow, now serving 24 campuses. UT-UCS also continues to excel academically, exceeding Texas Education Agency accountability targets in student achievement, student progress and postsecondary readiness this past year. Much of this credit goes to Dr. Chavez, who has continued to increase the level of expectations for all of our campuses in her second year as UT-UCS superintendent.

With a population that faces a number of daily obstacles—more than 90 percent are designated as “at risk” and more than 60 percent are considered economically disadvantaged—each school has taken Dr. Chavez’s mantra, to just keep swimming, to heart. As she has said, when the going gets tough, the principals, teachers, administrators and staff of our charter schools forge ahead and rise to the occasion.

We are honored to serve more than 2,000 students each year through the UT-UCS system and as the stories and profiles collected in our second annual report illustrate, our students are in the best of hands. I hope you enjoy learning more about those responsible for creating the uplifting and forward-looking culture that UT-UCS is now known for.

Sincerely,



Dr. Gregory J. Vincent

Vice President for Diversity and Community Engagement
W.K. Kellogg Professorship in Community College Leadership
Professor of Law



Letter from the Superintendent



Dear UT-University Charter School Family,

Last summer, I watched a Disney movie starring a little blue fish who kept reminding herself to “just keep swimming” as she faced countless obstacles on her homeward-bound journey. In our charter schools, our students are on a journey of their own as they push forward with their studies while navigating their own unique life challenges.

When I think of the tireless efforts of our faculty and staff, Dory’s sing-song mantra, “Just keep swimming,” comes to mind. When the going gets tough, they forge ahead, not allowing themselves to lose momentum.

I see that momentum building when I visit their campuses. Despite what these students have been through, I see them smiling, laughing and actively engaging with their teachers. We can all learn a lot from their resilience. That’s why I chose a book titled “The Resilience Breakthrough: 27 Tools for Turning Adversity into Action,” as mandatory reading during this school year.

What I learned from this book is that we are all resilient, only some of us are much more adept at tapping into this strength than others. While working on the frontlines with children and adolescents with special needs, it’s important to understand the power of resilience. Through resilience education, we can help our students reach the highest level in Maslow’s Hierarchy of Needs—self-actualization.

Another favorite line from Disney’s “Finding Dory” occurred when an eager group of youngsters jumped on the back of a wise manta ray as they embarked on a new educational journey. When I reflect on the many ways our teachers are turning their classrooms into dynamic learning environments, I think of this line, “Hold on, here we go! Next stop, knowledge!” The stories in this annual report illustrate how our educators are making learning fun and providing individualized care to each and every one of their students. You’ll also learn about how we are using innovative research from UT Austin’s College of Education to bridge learning gaps and help our students stay on track through Response to Intervention strategies.

I hope you enjoy learning about our work, our faculty and staff and students in this second annual report. And with the addition of four new charter schools, we will have plenty more exciting stories to come!

Sincerely,
DR. MELISSA M. CHAVEZ
Associate Vice President and Superintendent, UT Charter School System

First Response

A Q&A with RTI researcher Thea Woodruff

One of the many advantages of being a part of The University of Texas at Austin, is having access to world-class research in Response to Intervention (RTI), a multi-tiered approach to keeping students on track and identifying learning gaps before they widen. This critical component is embedded in every classroom within the UT Charter School System.

We caught up with the Dr. Thea Woodruff, a trainer and analyst in the College of Education, to learn more about her good work at the Meadows Center for Preventing Educational Risk. Working alongside Dr. Sharon Vaughn—a leader of RTI research—she leads training sessions at schools across the state to help parents, teachers, counselors and other stakeholders support student success.

What is the Meadow Center’s Building RTI Capacity for Implementation Project?

The project promotes evidence-based practices and resources to build RTI programs in schools across Texas. Our goal is to help schools use RTI to increase student success by reducing the number of students with learning and behavioral difficulties. Our team creates and disseminates information, resources and tools

to enhance instructional decision-making in the areas of reading, mathematics and behavior. An additional focus is promoting the success of students in foster care.

How is reading the gatekeeper to success?

Research has shown that if students don’t read at grade-level, they’re going to fall behind. This is what is called the “Mathew Effect,” the rich get richer, the poor get poorer. If they catch on to reading early on and learn to love it, they’re on their way to success. For non-readers, the gap just gets wider. Reading is also an essential component in other subjects.

Why is it critical to address a learning gap early on?

Our main purpose is to prevent learning difficulties before they stem into problems academically and behaviorally. It’s critical for every single child to read and do math at grade level. If they’re not learning, we need to look at our instruction and do something differently. And when it comes to intervention, the earlier the better. The gaps get wider as they get older.

Visit the Meadows Center’s website to find more than 600 resources for RTI implementation: <http://bit.ly/2cGAoXT>



Spotlight on Student Success Annunciation Maternity Home alumna Elizabeth Geurin

AMH alumna Elizabeth Geurin and her daughter, Lelani

Memories of high school often conjure up images of prom night, Driver’s Ed and competitive sports. For Elizabeth Geurin, her favorite memory was when she realized she could raise her baby.

Four-months pregnant, she came to Annunciation Maternity Home (AMH) with a heavy heart. She decided to give her baby up for adoption. Those plans quickly changed when she embarked on her new journey at the Georgetown-based UT-UCS charter school.

“Being at AMH helped me realized what my future could be,” Geurin says. “In a world that bashes a young mom—no matter what decision she makes about keeping her child—I was on edge about what I was going to do. At AMH, I learned not to worry or care about what other people think and focused more on how I saw myself.”

Unlike many of her fellow classmates at the residential facility, this was her first time entering a classroom setting. Home-schooled her entire life, she was anxious about keeping up with her peers in the one-room schoolhouse. With some help from an attentive team of faculty and staff, she overcame her anxiety and started planning out her career goals. She took advantage of the school’s work-study program and secured a job at T.J. Maxx.

“I loved the work-study program because I learned so much about careers, how to get a job, budgeting and self-development,” Geurin says. “All of these life skills will benefit my current and future careers.”

Now she has landed a rewarding and satisfying career at her daughter’s pre-school, where her fellow staff members treat her like family and she spends time with her child every day.

“I came to the home with no hope,” Geurin says. “I hated myself and felt like nobody cared about me. AMH helped me see that I could control my life and my happiness. Now I am very happy with where I am in life, and I would not trade it for the world.”

A Place of Hope

Helping Hand Home provides a safe haven for children in need

Just a few miles away from the sprawling UT Austin campus, there's a tidy little playground surrounded by portable classrooms. Children giggle and shout as they dangle from monkey bars and a scoot down a shiny blue slide.

Looking at this familiar scene of carefree youth, it's hard to believe these children have endured significant hardships in their young lives. Unable to remain safe in a home setting, they reside at Helping Hand Home for Children, a residential treatment facility that provides therapeutic foster care and adoption services for abused and neglected youth. In 2008, the facility opened a UT-UCS charter school to cater to their unique education and behavioral needs.

They have faced a level of adversity that many adults wouldn't be able to handle, says Holly Engleman, principal of the on-site charter school. Yet despite their situation, they're remarkably resilient.

"They don't want to give up," she says. "It's a challenging transition when they get here, but eventually they pull it together and teach me that they can be a lot stronger than adults."

With a highly qualified team of faculty, staff, volunteers and student teachers, the school is well-equipped to meet the needs of every student. Many of whom are experiencing rules and structure for the first time in their young lives.

In small classrooms, the students learn how to work together in hands-on activities. They also go out on field trips to museums, parks and historic landmarks around the city. Enrichment activities also include a mentoring program with



Holly Engleman (left), UT-UCS principal, and Ted Keyser, executive director of Helping Hand Home for Children, smile for the camera with UT mascot Hook 'Em.

Austin Police Officers, and Discovery Time, an eight-week summer program that expands reading, math and science skills through experiential learning.

When they're showing significant progress, students can attend local public schools while still residing at the facility. The best part of the job, Engleman says, is watching her students move toward that goal.

"It's amazing how once they finally acclimate here and feel secure, they really come into their own," Engleman says. "Not too long ago, there was a little boy who would not stay put in the classroom. Every chance he got, he would run away. Last year, he made the honor roll."



APD officers at the facility's open house event on Sept. 14, 2016.



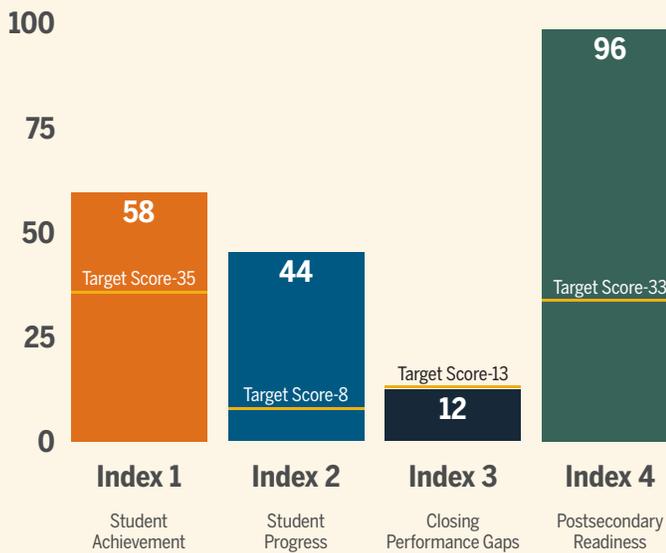
Engleman recalls another student who, like many of her fellow classmates, was hoping to return home to her mother. After making so much progress in school, Engleman was worried that the young girl would backslide when she found out that her mother surrendered her parental rights.

“Early in the morning, just a few hours away from a big presentation she prepared so hard for, I found her sitting on the porch crying,” Engleman says. “Despite it all, she delivered her presentation and did a beautiful job. This little girl had her whole life ripped out from under her, yet she keeps moving forward.”

Every day Engleman draws inspiration from both her students and her tireless team of faculty and staff. She is also thankful for the Helping Hand Society, a committee of volunteers who play a key role in supporting the entire campus community by planning and funding a host of extracurricular activities.

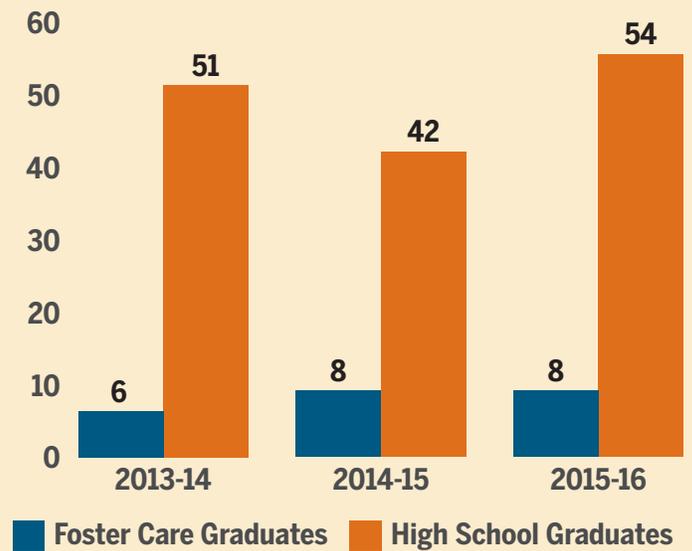
“What I love the most about this job is seeing the dedication and the hard work that the teachers and staff put toward changing the lives of these children,” Engleman says. “And I see that transformation every day when I walk on this campus.”

TEA 2016 Accountability Summary



Per the performance gap category, UT-UCS is working hard to bridge learning gaps. However, this category does not match the demographics of our many schools in non-traditional settings with high mobility rates.

UT-UCS Graduates



Data from the last three years show UT-UCS graduated 169 vulnerable youth from its high school program. Twenty-two of these graduates were in foster care.

Ashley Johnson

Teacher of the Year



Ashley Johnson, *Annunciation Maternity Home* teacher

For Ashley Johnson, teaching isn't just about getting students through the curriculum. It's a family affair. In her one-room schoolhouse, the small group of young, soon-to-be mothers learn how to work together as a team and support each other through two of life's big milestones: high school graduation and the birth of their first child.

She makes sure that no accomplishment goes uncelebrated—especially when her students defeat the odds and earn their high school diploma and go on to pursue their post-secondary studies.

"Graduation is one of my favorite events," says Johnson, a science and math teacher at *Annunciation Maternity Home*. "Since we're such a small group, we only graduate about one girl a year, so we throw her a big party in the classroom with decorations and cake. Every graduate gets to be the valedictorian. It's always touching to hear them talk about their journey and how much they appreciate us."

Located in Georgetown, Texas, the residential facility can assist up to 26 young women during pregnancy and for up to two years after the birth of their babies. Students are provided with life skills classes, job assistance, family counseling and more. The goal is to prepare each and every young woman for success—in their family lives and in their careers.

At first the road to success has a few bumps, Johnson says. Not only do they have to adjust to an entirely new living situation, they also have to make some really hard decisions, such as whether or not they should give their baby up for adoption.

"The first couple of weeks are challenging because the girls need to adjust to a lot of rules and high expectations," Johnson says. "It's a difficult transition, but they get through it and leave the school all grown up and ready for a fresh start."

As for high expectations, Johnson has a zero-tolerance policy for failure. Although her students might not be aware of it, she knows they are more than capable to solve complex math problems. When her students get stuck on an equation—or give up altogether—she will sit down with them for as long as it takes to pinpoint which step they're missing in the process.

As in life, it's all about the process—the baby steps along the way—that leads to the light at the end of the tunnel.

"In my class, failure isn't an option," Johnson says. "They can come back and start over, but they are not going to fail with me. These subjects can be hard, but once they get through it and realize they can solve these problems that seemed impossible, they become so much more confident in their abilities. Part of the fun of teaching is being a part of their success."

Kathleen Daniels

Staff Member of the Year

Back when Kathleen Daniels was growing up, she discovered her calling in education when she helped her mom decorate the classroom before the first day of school. She always felt right at home grading papers, cleaning the chalkboard and organizing her mother's desk.

Yet when she got to college, she decided to take a different route and major in psychology. Little did she know at the time, her studies into the human psyche would come in handy later down the road when she eventually gave into the gravitational pull toward teaching.

After earning her teaching certificate, she became a substitute teacher and later took on a full-time teaching position in the Spring Branch Independent School District. Four years later she moved from Houston to her hometown of Victoria, Texas, where she taught multiple grade levels. Of all the age groups, her favorite is first grade.

"I really liked working with first-graders because they're still young enough to laugh at my jokes," Daniels says, smiling. "There's so much they're ready to do, and it's exciting to take them to that next level."

After one year of teaching at a UT-UCS school, she took her career to the next level by becoming the ESL coordinator and assistant district testing coordinator. Five years later, she added ARD (admission, review and dismissal) facilitator to her myriad duties. In this important role, she keeps the entire district in compliance with state testing and assessments systems.

Among the many hats Daniels wears in her job, she oversees the education plans for students with disabilities, as well as students in the ESL program. When a student doesn't appear to be performing well on tests, she puts on her detective hat and combs through their files, searching for information that can help campuses pinpoint the learning gap.

In her research, she often finds her students are very strong learners, yet their test scores don't reflect their academic abilities due to language barriers.

"When a student is really struggling, I look at their paperwork," Daniels says. "Often times I see that they're actually really strong students, so I have to dig deeper to find the root of the problem. Were they home schooled? Is Spanish their first



Kathleen Daniels, UT-UCS ESL coordinator and ARD facilitator

language? Do they just need time to adjust? There are so many factors that need to be taken into consideration in order to meet their needs."

The best part of her job is watching her students hit their stride. She sees this gradual transformation happen in her regular ARD meetings with the students and their families.

"At first students typically keep to themselves in meetings," Daniels says. "But eventually they get to a place where they start thinking about the progress they want to make. It's so amazing when I hear them become more vocal about their needs to stay on track for graduation or grade promotion."

At last summer's UT-UCS convocation, the superintendent Dr. Melissa Chavez praised her work ethic, remarking on how many responsibilities she takes on every year, and how much joy she brings to the school.

At the end of a long workday, Daniels says she leaves the office with a smile because she knows she's working at a place where everyone has the students' best interests at heart.

"I love working at this school," she adds. "Everyone wants to do what's best for the children. Many of the students we service have learning gaps, and everyone pulls together to figure out how to meet their needs."

Dottie Goodman

Principal of the Year



Dottie Goodman, UT-UCS principal

At the Texas NeuroRehab Center (TNC), a University of Texas-University Charter School in Southwest Austin, Dottie is all too happy to give her visitors a tour of the campus and point out all the exciting new developments.

“Come this way,” she says as she walks over to the freshly painted playground complete with a basketball hoop, hopscotch squares and colorful art on picket fence posts. “Our kids finally have a place in the heart of campus to play. It’s going to be so great to hear the normal sounds of children playing outside the classroom walls.”

The playground, funded by the Lowes Heroes Program, is one of the many bright spots Goodman has left on campus since she assumed her role as principal at TNC in 2010. She, along with a team of faculty, staff and volunteers, all worked long hours to provide a cheerful spot for their students who are diagnosed with brain injuries and neuro-behavioral issues.

The school is special because everybody on campus works together like family, Goodman says. This can also be said for several other schools she oversees: The Ranch, Olympia Hills, Austin Oaks, Memorial Hermann, Life House and Shriner’s Hospital.

Although each school serves students of various special needs, the goal is the same: to help students reach their true potential. Whether they are elite-level gymnasts training to become the next all-around Olympic gold medalist at Olympia Hills, or if they are on the road to recovery from substance abuse at Memorial Herman, each school is helping students every step of the way to graduation.

During her time at UT-UCS, Goodman has seen many of her students transform under the guidance of her highly-trained faculty and staff.

“The teachers and staff here are 100 percent dedicated to these students,” Goodman adds. “One thing I will say about our teachers is that they have all gone above and beyond to accomplish whatever I’ve asked of them.”

As many of her students transition into the next phase of their lives, she too is facing some big changes. After living in Austin all her life, she is now working part-time and residing in Houston to be close to family. Although she is no longer working onsite at TNC, she is more than confident that her team of faculty and staff are continuing the school’s upward momentum.

“I spent a lot of time building a foundation and making sure that all the right people are in place,” says Goodman, who has worked in education for more than 40 years. “These are all people I can trust wholeheartedly, and I know the students are in the best, most capable hands.”

Though she is nearing retirement, life is not slowing down just yet. Two more schools have been added to her repertoire: the Refuge, a safe haven for victims of sex-trafficking, and Cates Academy, a school that serves high school students recovering from addiction.

“Lots of big changes are on the way—but I’m ready and excited to take on new challenges,” Goodman says.

Mandi Marsden

Rookie of the Year

Like many of her fellow classmates, Mandi Marsden didn't have an exact career track in mind when she embarked on her freshman year UT Austin. The daughter of two doctors, she decided to follow in her parent's footsteps and study biochemistry.

A naturally gifted scientist, Marsden was happy with her chosen path. However, her plans were quickly thwarted when she picked up a part-time job during winter break.

"The principal of my elementary school asked if I wanted to substitute teach. I ended up really loving it!" Marsden exclaimed. "I found that I'm much more passionate about teaching than chemistry."

When Marsden returned to school, she promptly switched her degree plan and enrolled in the College of Education, where she focused her studies in special education.

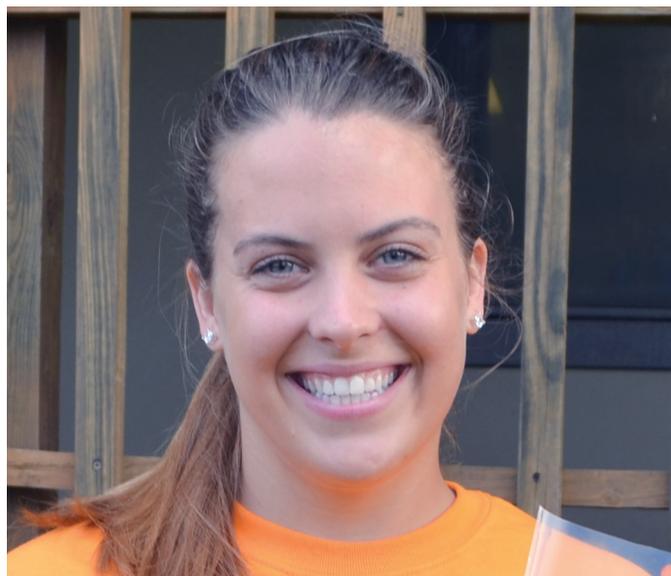
"I knew that in general education, I would also be teaching students with special needs," Marsden says. "So I wanted to make sure I was best equipped for the job."

When she started student teaching at Texas NeuroRehab Center (TNC) in spring 2015, she found her niche in special education. Located in South Austin, TNC serves children and adolescents from across the nation who are debilitated by emotional and cognitive disorders. Many have suffered through severe trauma and are experiencing positive reinforcement and structure for the first time.

One of the best aspects of working at TNC, Marsden says, is watching her students build momentum—socially and academically—when they begin to realize that they can succeed.

"My kids are the definition of resilience," Marsden says. "Some of them come here feeling like they've been given up on, so they might as well give up on themselves. When they realize we're in their corner, they find ways to fight through it and do their best—even when the world is telling them their best isn't good enough."

Throughout the day, Marsden teaches several different classes, including middle school math and social studies, and a program for children with autism. One of the biggest challenges, she says, is finding creative ways to spark their enthusiasm.



Mandi Marsden, Texas NeuroRehab Center teacher

"I remember when one of my most reluctant learners had a lightbulb moment while we were doing a reenactment of the Civil War," Marsden recalls. "It started to click when he realized that people owned other people. It was really great to see him connect the dots and put it all together in a meaningful way."

The winner of this year's UT-UCS Rookie of the Year Award, Marsden's career is off to a great start. However, she plans to go back to school this fall to develop more skills that will spark more "Aha!" moments for many years to come.

"I know that I want to continue working in special education, so it's important to get more knowledge and more tools in my tool belt when it comes to serving these students," Marsden adds.

Author and founder of 'Why Try' Program Discusses the Power of Resilience



Author and clinical social worker Christian Moore signing books for faculty and staff at the district-wide summer convocation.

Last August, faculty and staff from the UT Charter School System came together at the UT Elementary School for the All-District Convocation. Keeping with this year's theme, "Just Keep Swimming!" the event featured a special guest speaker who wrote the book on resilience.

Everyone in the room received a copy of Christian Moore's book, "The Resilience Breakthrough: 27 Tools for Turning Adversity into Action," which delivers evidence-based practices for thriving in the face of adversity. Inspired by the life-altering lessons in Moore's book, UT-UCS Superintendent Dr. Melissa Chavez decided to make it required reading for the 2016-17 academic year.

"Life is filled with wonderful moments, and it's also difficult and complicated," she said in her welcome address. "You can't change the fact that you're going to experience difficulties in life, but you can change the way you respond to it, and the way you interpret it. That's resilience."

Moore reflected on his own personal struggles of growing up in an unstable home and outlined the four core inner resiliencies that he developed through those experiences. He also shared a key principle he calls "flipping the switch," a tactic that taps into empathy and turns pain into power.

"Ask yourself, 'How can I use this situation to better my circumstances and become more resilient – today, this hour, this minute this second?'" he stated during his PowerPoint presentation.

In a charter school system that serves students with special needs, resilience is an essential component of education—for both teachers and students. That's why UT Elementary School was one of the first to adapt Moore's "Why Try" program into its counseling office. Now adapted into thousands of schools across the nation and the globe, the program uses a multisensory approach to teach resiliency to youth of all academic levels.

Although economically privileged students have access to high quality schools, Moore pointed out that they're facing a different academic gap.

"There are kids living in million-dollar homes without access to resilience education," he said. "You can't give someone a prescription to resilience. It has to come from within, and some people need to learn how to harness it."

Moore concluded his talk by thanking his audience for working with students who, like himself, are struggling with a host of challenges.

"You're the heroes," he stated. "You're the ones who are making a big difference and transforming lives."



UT-UCS faculty smile for the camera as they wait in line to have their books signed.



The University of Texas at Austin University of Texas Charter School System

The University of Texas at Austin holds the charter for The University of Texas-University Charter School (UT-UCS). The Board of Regents of the University of Texas System is the governing body for UT-UCS. Responsibility for oversight and supervision of the charter school has been delegated to the vice president for diversity and community engagement. The advisory board makes recommendations to the vice president on matters related to the management, operation, and accountability of UT-UCS.

MEMBERS OF THE ADVISORY BOARD

Jennifer W. Maedgen, Ph.D.
Chair

Elvia Rosales, MPA, CPA
Vice-Chair

Judith Loredó, Ph.D.
Member

Octavio N. Martínez, M.D.
Member

David Anderson
Member

Leslie Saucedo, MBA
Member

Linda Kokemor
Member

Melissa M. Chavez, Ph.D.
Superintendent (Non-Voting)

Campus Locations

ANNUNCIATION MATERNITY HOME

Georgetown, Texas

A free, full-service home for young women (grades 7-12) who are in crisis pregnancies.

AUSTIN OAKS

Austin, Texas

A day treatment program that serves adolescents (grades 6-12) experiencing a serious behavioral disturbance or an inability to function at home or school.

CATES ACADEMY

Houston, Texas

A school that provides adolescents with the ideal conditions for fostering a holistic recovery from addiction. Teenagers have the opportunity to simultaneously fortify their personal recovery while attaining a fully-accredited high school diploma.

CEDAR CREST HOSPITAL

Belton, Texas

A residential treatment center offering comprehensive mental healthcare programs for adolescents (ages 12-17) who are struggling with emotional problems, chemical dependency or both.

DEPELCHIN-RICHMOND

Richmond, Texas

An inpatient facility that treats children and adolescents (grades K-8) who suffer from mental health conditions and behavioral problems.

GEORGE M. KOZMETSKY

Restricted Location

A K-12 campus housed in a shelter for families who are victims of domestic and/or sexual violence.

GEORGETOWN BEHAVIORAL HEALTH CENTER

Georgetown, Texas

A 118-bed acute care psychiatric hospital offering comprehensive mental healthcare programs and services for adults and teens. The facility provides 24-hour inpatient care for adolescents (ages 13-17) whose acute symptoms require a safe and therapeutic environment.

HELPING HAND HOME FOR CHILDREN

Austin, Texas

Provides a nurturing and therapeutic home for children (grades K-6) who have suffered severe abuse and neglect.

HIGH POINT

San Antonio, Texas

A day treatment program serving students (grades 1-12) with psychiatric, neuropsychiatric, sexual behavior and developmentally delayed issues.

HOUSTON BEHAVIORAL

Houston, Texas

An acute care psychiatric hospital offering comprehensive mental healthcare programs and services for adults and teens. The facility provides 24-hour inpatient care for adolescents (ages 13-17) whose acute symptoms require a safe and therapeutic environment.

LAUREL RIDGE

San Antonio, Texas

A residential treatment and hospital facility serving students (grades K-12) with psychiatric, neuropsychiatric, sexual behavior and developmentally delayed issues.

MEMORIAL HERMANN

Houston, Texas

A medical facility that serves adolescents (grades 8-12) with substance abuse issues.

METHODIST CHILDREN'S HOME

Waco, Texas

A non-profit childcare ministry that services adolescents (grades 7-12) who are unable to live at home for various reasons.

OLYMPIA HILLS GYMNASTICS

Buda, Texas

A gymnastics program for students (grades 4-9) who are participating at the elite level in competitive gymnastics.

PATHFINDERS CAMP

Driftwood, Texas

A therapeutic camp that services emotionally disturbed and learning-disabled boys (grades 5-12) lacking skills necessary for successful community living.

PATHWAYS 3H

Mountain Home, Texas

A residential wilderness program for pre-adolescent and adolescent boys (grades 6-12) with behavioral difficulties who may otherwise be headed to incarceration or therapeutic lockup.

THE REFUGE

Bastrop, Texas

A residential center offering trauma-informed, long-term restoration shelter and services to girls (ages 11-17) who have been exploited through sex trafficking.

SETON HOME

San Antonio, Texas

A residential program providing a caring home, education and support services necessary to transform the lives of pregnant and parenting teen mothers and their children.

SETTLEMENT HOME

Austin, Texas

A residential treatment center for girls (grades 6-12) who are in need of 24-hour therapeutic care.

SHRINERS HOSPITALS FOR CHILDREN

Houston, Texas

A medical facility that serves students (grades K-12) with a host of orthopaedic and neuromusculoskeletal disorders and diseases, as well as cleft lip and palate.

TEXAS NEUROREHAB CENTER

Austin, Texas

A medical facility that serves students (grades K-12) with brain injury, neuro-behavioral issues, and/or who are considered medically fragile.

UNIVERSITY HIGH SCHOOL AUSTIN

Austin, Texas

An independent recovery high school that has the unique advantage of strategic collaborations with recovery, social service and higher education organizations in and around the Austin community. Its program components are founded on leading national research and best practices with teens and recovery.

UNIVERSITY OF TEXAS ELEMENTARY SCHOOL

Austin, Texas

A research-based demonstration school in the heart of East Austin that serves urban students in grade levels pre-kindergarten through fifth.

UNLIMITED VISIONS HOUSTON

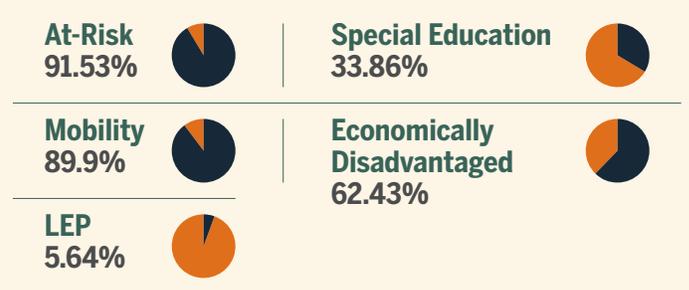
Houston, Texas

A treatment program that meets the spiritual and physical needs of chemically dependent adults and adolescents on their journey of recovery. Established in 1996, Unlimited Visions Houston serves an average of 4,000 outpatient clients per year and has a residential program for adolescent boys.

Student Populations

White	39.68%
Hispanic	34.74%
African American	18.17%
Multi-racial	4.76%
Asian/Pacific Islander	0.35%
American Indian	2.29%

Student Demographics





The University of Texas at Austin
**University of Texas
Charter School System**

The University of Texas-University Charter School is committed to delivering the most diverse and rigorous learning opportunities for children in pre-kindergarten through the 12th grade across the state of Texas. UT-UCS specializes in serving special-needs students in unique settings such as psychiatric hospitals and residential treatment centers. We are the district of choice for students who are unable, for a period of time, to benefit from a traditional school setting. We currently serve students at 21 sites in Central Texas and the Houston area.

MISSION

The University of Texas-University Charter School's mission is to provide access to effective educational opportunities for unique learners by creating safe environments and holding high expectations for all.

VISION

In full partnership with our communities, the University of Texas-University Charter School's vision is to provide the best educational system for students with specialized learning needs in unique settings where each student will achieve academic, social and emotional success.

The University of Texas at Austin
University Charter School System
2200 East 6th Street
Austin, TX 78702
(512) 471-4864



TEXAS

The University of Texas at Austin
Division of Diversity and
Community Engagement