

overview

At Long-View, learning is a serious matter. Our learners learn for the sake of learning, to satisfy their curiosity, and to understand their world through the various modalities of knowing.

Our school is designed so that learners engage in practices authentic to the academic disciplines they study. We strive for deep understanding by way of thoughtfully designed learning experiences. This deep learning occurs within a critical but supportive community, where discussions, questions, and analyses push thinking further.

at a glance

address: 1201 W. 24th Street Austin, TX 78705
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website: www.long-view.com

enrollment: 80
grade levels: 2nd-8th
instructor-learner ratio: ~1:6

our model



Focused
Academic
Footprint



Distributed
Leadership



Radical
Simplicity



Everyone
Learning

assumptions we make

- children have significant capacity to understand many of the complexities that are part of the world in which they live
- deep understanding derives from being a producer — creating, making, doing — rather than simply being a consumer of knowledge
- learning is more powerful when it occurs as a community endeavor
- a child's learning should be directed toward the “long-view,” i.e. toward the crucial skills of critical thinking, communication, collaboration, & creativity

our culture

- prepares children for a highly collaborative future work environment
- is focused on agency and adaptability instead of compliance and routine
- positions respect as earned through responsible participation in the knowledge-building of the community
- utilizes discourse and other active participation structures
- cultivates a norm of “driving your own learning,” or taking responsibility to push learning further, both in and out of school

our curriculum

- is cognitively demanding
- emphasizes conceptual understanding over rote memorization or shallow skill coverage
- yields artifacts that reflect intellectual rigor and challenge
- positions inquiry and argument within daily learning interactions
- develops key aims — critical thinking, creativity, communication, & collaboration — in order to promote independence

assessment



learning
artifacts



recorded
interactions



learner
reflections

At the end of the fall and spring terms, a narrative report called an Artifact Portfolio is prepared for each learner through the collaborative efforts of the teaching team. The Artifact Portfolio allows the teachers to provide a more comprehensive profile of each learner while highlighting the complex work and dynamic interactions that are part of a learner's daily experience at Long-View. Teachers regularly gather and analyze data in the form of artifacts, recorded interactions, and reflections. No traditional letter or number grades are assigned; work products are critiqued and learners are expected to operate at the highest level.

8th grade coursework and “graduate” profile

All courses are taught at an Honors level.

All 8th graders complete Honors Integrated Algebra and Geometry.

Most learners place into Algebra 2 for 9th grade.

Most learners are ready to begin AP CS Principles in 9th grade.

All learners complete 2 team-based, week-long engineering challenges across the year during Build Weeks.