

Board-led Community Engagement Timeline and Summary

Community Engagement Overview

The Board of Education led a month-long process of two-way engagement with the Austin community from mid-February through mid-March. Through this process, our goal was to ensure that we have a complex understanding of the community’s vision for improving student outcomes and our collective values that must be protected in that pursuit.

The response we received was incredible. We had 20 scheduled sessions, both in person and virtually. Nearly 400 individuals attended our in-person sessions! Although we didn’t capture an official head count of how many people attended our virtual sessions, we estimate it to be around 250 people. For these sessions, the Board made a concerted effort to engage with a diverse cross-section of our community.

In addition to the sessions we hosted, the Board recognized that not everyone has time to attend an event but may still want to engage in the process and ensure that they voice their opinions. So, we included an online survey to capture feedback from an even larger swath of our community. 904 participants provided feedback through our online survey which equates to 8,426 data points.

Survey Participants Racial and Ethnic Demographics:

Asian/Asian American	2.5%	Current Student	7.3%
Black/African American	3.0%	Recent Graduate	0.9%
Hispanic/Latino/a/x	30.4%	Parent of Current Student	47.8%
Indigenous/Native American	0.9%	SPED Parent or Advocate	7.8%
Middle Eastern	1.3%	Emerging Bilingual Parent	5.9%
Pacific Islander	<5	Teaching Staff	8.7%
White	46.4%	Non-teaching Staff	4.1%
Other	10.%	Future Parent	22.2%
Prefer Not to Answer	5.4%	Other	15.3%

LONG TERM VISION (Portrait of a Graduate)- Highest frequency trends for the question, “How should we be able to describe a graduate of Austin ISD?”

These responses focus on knowledge and skills that students need to be successful AFTER completing high school. The highest frequency responses include:

- **Social and Emotional Skills:** The community's feedback emphasizes the need for social and emotional intelligence, self-advocacy, resilience, and the ability to navigate relationships and collaborate effectively.
- **College Readiness:** This theme includes skills such as literacy, mathematics, critical thinking, and problem-solving. It also emphasizes the importance of being prepared for college or the workforce.

- **Career Readiness and Future Planning:** Various statements mention the importance of preparing for future careers, whether in college, trade school, or the workforce. This includes having a clear plan, setting goals, and adapting to changing career requirements.
- **Functional Life Skills and Real-World Knowledge:** This theme focuses on practical skills and knowledge needed for everyday life, including financial literacy, interview skills, personal finance management, and understanding credit.
- **Critical Thinking and Global Awareness:** Many statements highlight the importance of critical thinking, global perspectives, and the ability to navigate and analyze information in a rapidly changing world.

Frequency by type of response:

1. Prepared for what's next	40.07%
a. College Ready	24.89%
b. Career Ready	11.95%
c. Trade School Ready	2.52%
d. Military Ready	0.72%
2. Soft Skills	38.72%
a. Social and Emotional Skills	22.55%
b. Critical Thinking	12.76%
c. Global/Cultural Awareness	3.41%
3. Functional Life Skills	17.07%
4. Technological Skills	2.25%
5. Multi-Lingual	1.89%

VISION- “What are your priorities for what students should know or be able to do during their time in Austin ISD?”

This question is designed to reveal the Community’s vision for which student outcomes the district should prioritize. A student outcome is defined as anything that a student knows or is able to do. Individuals provided responses to this question like “students should be able to read on grade level” and “students should be able to set personal goals and manage time effectively.” The following list describes the highest frequency student outcomes that are most aligned with the community’s responses to the vision question:

1. **50.87%** of respondents want students to have skills to be successful into adulthood such as- soft skills, functional life skills, critical thinking, and college readiness
2. **16.07%** of respondents want students to know the english language arts
3. **12.02%** of respondents want students to know math

VALUES- Highest frequency trends for the question “What should Blank ISD stop doing or avoid doing as we pursue our student outcome goals?”

This question is designed to reveal the community’s values. By asking what the district should avoid doing or stop doing, individuals provided responses such as “stop providing fewer resources to economically disadvantaged students” or “stop using a one-size-fits-all approach to instruction.” There is a direct line between the negative response and the underlying value. The following list identifies the highest frequency values that are aligned with the responses received by the board.

Values:

- 21.68%** of respondents value an equitable access to high quality education*
- 15.80%** of respondents value Mental Health and Social-Emotional Support
- 12.77%** of respondents value access to highly effective educators/instruction*
- 11.93%** of respondents value an equitable distribution of resources*

*Of note- responses related to inequities in access and resourcing often named racial, physical, and language

barriers as areas of inequity.

What do you believe is currently going well for Austin ISD?

The responses to this question indicate a variety of areas where Austin ISD is perceived to be performing well. These include initiatives that promote fine arts and extracurriculars, the dedication of teachers and staff, the stability brought by the permanent appointment of Superintendent Segura, and the focus on equity for marginalized students. The district's efforts in addressing issues with special education, promoting diversity, and improving communication with parents were also praised. Hiring practices and restructuring of special education services were seen as steps in the right direction.

- **Equity and Inclusion-** Our highest frequency responses were related to diversity, equity, and inclusion. Respondents appreciate the district's commitment to equity and inclusion. They believe that all students should feel welcome and have access to the same opportunities.
- **Leadership and Administration-** Many respondents expressed satisfaction with the current leadership, particularly the Superintendent. They believe that having a stable and invested leader is crucial for the district's success. There is a sense of optimism about the direction the district is headed under this leadership.
- **Educational Programs and Opportunities-** Respondents appreciate the variety of educational programs and opportunities offered by Austin ISD. These include fine arts, dual language education, special education, and magnet programs.
- **Teacher Quality and Support-** The quality and dedication of teachers in Austin ISD was frequently mentioned. Respondents believe that teachers are the backbone of the district and play a crucial role in student success.
- **Communication and Transparency-** Respondents value the district's efforts to communicate with parents and the community. They appreciate being kept informed about changes and opportunities to get involved.

NEXT STEPS

- **Review:** The Board will review the community feedback provided in this summary and Student Performance Data. (Scheduled for April 17)
- **Synthesize:** the Board will arrive at the October 19 meeting with ideas for discussion about the vision, values, goals, and constraints based on the two information sources from the previous step to draft goals and constraints. (Scheduled for April 18)
- **Share:** The board will post their draft scorecard priorities (goals and constraints) for public review
- **Interpret:** While the draft scorecard priorities are posted the Superintendent will develop draft goal progress measures that will tell the board how they will achieve the goals and constraint progress measures that will tell the board how they will honor the constraints. These are the metrics that will be monitored each month throughout each year by the board during progress monitoring sessions. Each goal should be monitored at least four times a year, and each constraint should be measured at least once per year.
- **Revise:** The Board will revise their draft vision, values, goals, constraints (if needed) following receipt of the Goal Progress Measures (GPMs) and Constraint Progress Measures (CPMs). The board adopts GPMs and CPMs, but they do not draft them. If the board is unsatisfied with the progress measures then the response must be to clarify the aligned goal or constraint, not make edits to the progress measures.
- **Review:** The Superintendent will present an updated monitoring calendar that reflects the new scorecard priorities and when they will be monitored. The superintendent provides the monitoring calendar based on when data is available, but the board does ultimately own and may make edits to the calendar in a collaborative process with the superintendent.
- **Adopt:** The Board must adopt the final version of the Goals, Constraints, Goal Progress Measures, Constraint Progress Measures, and monitoring calendar. The goals, constraints, and monitoring calendar should be adopted by updating board policy AE Local.

