



2026 Boundary Kickoff Engagement

In November 2025, the Board [voted](#) to close 8 elementary schools, 2 middle schools, and International High School. At that time, boundary changes and three schools initially proposed for closure were paused. **We are now resuming the boundary change process with a continued commitment to building strong neighborhood schools.** However, Austin ISD is officially suspending any additional school closures. By narrowing our focus specifically to boundary realignment, we aim to minimize community strain while prioritizing:

- Focusing on campuses with **state-approved turnaround plans**.
- Strengthening **baseline programs and services** for our students.
- **Stabilizing our budget** and executing the steps of the [2022 Bond](#) program.

Why are we doing this? To foster student success, schools need a balance of many characteristics. These include: student enrollment, quality staff, academic programs/materials, community connection, and transition to the next school-level. Boundary realignment helps us align two of these important characteristics, enrollment and transition patterns. Each school needs to have a healthy-sized enrollment population to be appropriately resourced. We have not achieved this yet. We also have too many students that lose peer groups as they transition from elementary to middle or middle to high school (split feeder patterns). We need better transitions. We are seeking to improve these two characteristics so we may better improve the system as a whole, and all opportunities for student success. **We are asking you to dive back in with us to finish the work of the school boundary process.** We believe boundary realignments have the potential to have a profound and positive impact on our students' educational journeys.

We completed two kickoff meetings to help overview the process of boundary realignment that will occur between May and early fall (anticipated September Board vote). View the [slides](#) and [recording](#). 100+ individuals attended meetings; we even saw some participants at both events. As part of the information sessions we provided an input form. We received 96 surveys between May 11-June 3. The form asked individuals three questions to better inform the process:

- What does **success** look like to you?
- What **questions** do you want us to consider as we plan for June sessions?
- What **additional comments** would you like us to consider in the boundary process?

Responses came from caregivers deeply interested in the process.

Responses were overwhelmingly from caregivers including those of current (94.8%) and previous/future (4.2%) students. Fifteen Austin ISD locations were represented. Five sites accounted for a large proportion of input: Bryker Woods ES (20.8%), Patton ES (13.5%), Bear Creek ES (12.5%), Small MS (7.3%), and Austin HS (6.3%). Of note, Bryker Woods ES, Patton ES, Small MS, and Austin HS are all in the same feeder pattern or general location.



Our community has helped refine what success in the boundary process will look like.

We defined four initial **MEASURES OF SUCCESS** at kickoff and asked our community to help further guide what a successful outcome of boundary realignment should look like. The four measures identified by the district included:

ALIGNED FEEDER PATTERNS: with no more than three splits (with the majority no more than two)

HEALTHY-SIZED STUDENT POPULATIONS: Balancing attendance areas to the size of the school

STABILITY: Boundary changes that the district can manage in our current state

SHARED UNDERSTANDING and—to the extent possible—belief in the need for boundary changes, the process, and the eventual outcome

Participant surveys affirmed district success measures of aligned feeder patterns, healthy-sized attendance areas, and stability. **The community also outlined additional SUCCESS MEASURES.** These are listed below. Many items run concurrent with other district priorities and would help foster overall student success. While all success items will be considered, the items in **RED** have been narrowed as the **FOCUS SUCCESS MEASURES FOR BOUNDARY REALIGNMENT** as they best fit district and community preferences.

ACADEMIC BASELINE: creating a strong baseline of academic courses and programs so each campus offers students what they need, instead of having to search out other schools to meet their academic dreams

BALANCED NEEDS AND RESOURCES: balancing numbers and resources for different types of students so students/staff/community has access to what they need to be successful

CULTURE: protecting the cultures of underserved communities within realignment considerations as well as preserving hard-gained campus cultures created by students, staff, and adult volunteers

ENHANCE/ATTRACT ENROLLMENT: making decisions that attract families to the district and schools sites, especially as we compete against charter, private, and voucher opportunities

FISCAL RESPONSIBILITY: keeping the current budget and future fiscal outlook in mind in order to best prepare for resourcing schools

MINIMIZE DISRUPTION: practical consideration of 2026-27 implementation and future years in order to ensure minimized disruption to current students and families (double disruptions, transfers, program changes, etc.)

NEIGHBORHOODS: paying attention to geographic neighborhoods of Austin in consideration of boundaries so that groups may stay together as much as possible



OPEN, UP-FRONT COMMUNICATION: transparency, posting steps of the process for all to see, sharing data, outlining the successes and challenges in decisions; ensuring decisions have included input from the community and are data-driven and easy to understand

SAFETY: looking at the safety of students as they travel to campuses on foot/bike/car/bus and as they travel between classes within buildings

SPECIAL EDUCATION: paying attention to the unique needs and resource allocations for students receiving special education services

SUSTAINABILITY(+): making decisions that balance the needs of now and the future so that we do not continually disrupt student learning environments, outlining how we will keep an eye on data and future decisions

There are lots of questions. We have some answers and will continue to dig deeper into others.

We gathered many questions during the initial kickoff. We have been able to answer some of those here in the format of a FAQ (Frequently Asked Questions). We will keep taking your questions and posting answers as we learn together in this process.

→The Process

Q: How will boundary realignment create a **healthier district** and/or better **stability**?

A: Everything works better in balance. Cars stop making weird noises when the tires get balanced. Photographers look for the perfect shot in balance with nature. Parents agonize over a child's plate of food knowing balanced meals make strong bodies. Schools and districts are the same way. When a school has a balance of students and resources they have the ingredients for success, and each student is able to access those ingredients (e.g., classrooms, staff, materials, services, programming, etc.). When a district has all their schools balanced then they are able to create success at each site, and do so with efficiency. Sites can properly house each class. The district can correctly buy resources that are needed and distribute them using economies of scale. Corrected staffing ratios mean that students get quality teachers that care, and those teachers don't get overworked and burnt out in certain areas. Programs and opportunities can be made available because they are organized, effective, and efficient. And when specialized needs—or emergencies—arise, the district has better capacity to resource it because we are not overloaded with the day-to-day basics. Balanced enrollment through boundary changes ensures we have a better pathway to success for all our students.

Q: Are some schools or feeder patterns **better** than others?

A: Often we hear about this question in regards to accountability ratings. It is an easy variable to look at, especially as it comes with letter grades. While an important measure, it is only one indicator and does not show all the ways a school provides for students. There is a lot more that goes into a school inclusive of students, staff, families, geographic locations, history, local cultures, etc. We would press to look at the value of our schools as we do. We see variety in all



the ways that makes Austin great. We see potential everywhere and a home waiting to happen for our students and families. Everywhere we go we see students who want to learn, caregivers who adore their kids, resources ready to fill needs/enrichment, and staff with passion for the job. Better is not a word we use to describe the differences in schools. We will say that each campus brings unique culture and opportunity to be included; we invite our students and families to take part in that experience.

Q: I am happy with my child's school/boundary. Why should I have to **make changes**?

A: We know that your job is to do what is best for your child. As a district we have to balance the larger picture of your child, all students this year, and all students in the future. It is a big puzzle to do well. This process allows us to complete the puzzle. While it may create change for your family in 2026-27 it will also provide for stability so that future learning and programs may be provided. We want your students to have the best programs possible. We will also be creating transition pathways that are clearer for your student and their peers; we want our students to be together as much as possible from elementary through middle and high school. Last, it sets the district up to tackle big challenges we see in our future. These include possible budget crises or state takeover risks that require the best organization for Austin ISD to remain as we are, dedicated to whole-child success.

Q: How will **engagement meetings be utilized** to make decisions?

A: The boundary process timeline (see the bottom of this report or visit [here](#)) runs from May 2026 to August 2027. As we work towards a vote on boundary changes we will complete two rounds of open houses. The purpose of the Open-House-Round-1 is to present viable options for boundary changes. We will gain feedback in all many areas: What works, what does not work, what are pros/cons of each option, what expert knowledge does the community know that needs to be included in the options for improvement, what else needs to be considered. This information will help the project team refine options for consideration. After Open-House-Round-1 the project team will make edits on the options based on feedback and learning. A draft plan will be created based on these considerations; the plan will be presented to the Board. Open-House-Round-2 will be used to ensure we have heard the community correctly and have boundary plans that best foster success. We will gain feedback to ensure we have captured previous information correctly and are planning for success: did we capture your feedback well (data triangulation and/or member checking), is there anything new we need to know that we missed before, what do we need to know to ensure success. Based on this round of feedback the draft plan will be modified and recommended for Board vote in September.

Q: What is the update on **closures**?

A: The district is suspending additional school closures until we are able to further stabilize our district. Read the full set of remarks from Superintendent Segura [here](#).

Q: What is the **starting point** in comparison to where we left off last fall?

A: Boundary plans from last fall can be found in the [October 31 Draft Proposal](#). We will utilize boundary considerations from the draft planning as well as area-specific feedback gained from



the process. Plans from last fall have helped shape options for Round 1 of the timeline. Additional notes to consider: 1) Student reassignments from closures were not official boundary changes. 2) Changes will be needed in areas where a school was proposed to close and now remains open (Bryker Woods ES, Maplewood ES, Palm ES). 3) Changes will be needed in areas where a school was proposed to be non-zoned but will now have an attendance area (Govalle ES, Joslin ES, Pickle ES, Sanchez ES, Wooten ES). The process will define attendance areas for each of the above schools. We will also look at all surrounding schools and the impact to feeder patterns/splits when making changes.

Q: How will you ensure transparency?

A: We have created a dedicated page to the 2026 boundary process [here](#). You will find the full timeline, meeting dates, resources/data, storyboards, recaps, and proposals. We plan to post materials associated with all meetings. Meeting dates, times, spaces, and links will be available on this site. We will also offer engagement opportunities at each segment of input. These will take the format of in-person feedback (verbal questions, notes, activities) as well as virtual surveying and comment cards. At each transition we will post a clear publication of decisions and how engagement was utilized. This will be presented through short reporting included with the draft proposals.

→Data

Q: What types of data/variables go into the boundary options?

A: We utilize forecast data from our demographers in a geographic modeling. This data is also included in our 2025-26 demographics report (click [here](#) to view the latest report as well as past reporting). We know that data gets complicated so we have created additional content to help explain and clarify information around it. That is available on our [boundary site](#).

Q: How do you ensure data are accurate?

A: Data accuracy is checked as we collect and input information. We use a variety of sources and content experts check the veracity of information. One of the items we get asked about most often are standard estimates. Many of our data points are standardized (e.g., adjusted measures, averages) which may look very different from the lived experience or actual counts you may see in your student's classrooms. These come from real counts but do have different calculations and meaning. We welcome feedback if you find something you would like us to look at. We do want to ensure we are triangulating all information well with a variety of data sources and experts, including our community experts.

Q: How do boundary options get created?

A: We have the benefit of a strong modeling system as well as a team of experts from across the district to provide feedback. Experts include district leaders from academics, transportation, leadership, operations, etc. They work step-by-step with the modeling system. In a simple example, it starts by drawing a line in the map or a possible boundary change. The modeling system will provide considerations on how well the line fits certain guidelines such as enrollment size, distance, etc. This information is considered in tandem with deep dives into



impacts for each school. Our exports are also able to consider additional impacts to the system overall as well as school clusters like feeders or services. Options are created by looking at the best fit lines to create a boundary area.

Q: How will future data impact models? This includes closure, 2026-27 enrollment, and future projections?

A: Modeling data include 2025-26 information as well as future estimates as far out as the year 2030. In creating the current options we have paid special attention to the areas impacted by closure looking at projected enrollments and forecasted “reside” areas (how many children will reside in homes for a given area).

Q: How will special programs and services get added into a model?

A: Special programs and services are not items added to the model, but they are additional qualitative data points collected from experts that we add and include in decisions. It might impact concepts around the “reside” population size, use of classroom space, or more. This information may impact final decisions as we polish models for best-fit.

Q: What is the estimated cost? Estimated savings?

A: To date there is no specific estimated cost saving for boundary realignment. We do know that campuses that operate with balanced enrollment have healthier resourcing, staffing, and academic success. Following this theory of action we anticipate long-term cost savings due to a healthier district structure.

→Decision-Making

Q: How will the district balance student needs, types of students, and/or services/programming?

A: Balanced-enrollment for each school site helps to ensure we have the appropriate space, staff, and resources on-hand to serve students. We also know that sometimes need is not evenly distributed across our geographic populations. Sometimes we have pockets of student groups that will be in higher proportion in some areas than others. Because of this we are looking at the breakdown of student groups and taking into account certain groups to ensure we have the correct resources for success. Examples of these student groups include students receiving special education services as well as students identified as emergent bilingual.

Q: What will happen to specialized programs and services? What will happen to magnets and academies?

A: As part of the academic baseline project the district is setting up a multi-year schedule to review specialized programs (i.e., dual language, Montessori, etc.) and magnets. There will be a schedule of review to allow for full consideration and implementation of any considered changes. The schedule will allow us to deeply explore all parts of programming including resources, staff, locations, enrollments, outcomes, and more. Reviews will help determine the best futures for all of our specialized programs, services, and schools.



Q: How do **feeder choices get made?**

A: Feeder pattern creation is an iterative process. We have to consider the location of the schools (e.g., while one attendance area may make sense for an elementary school, it could mean that the same area doesn't make sense for a middle or high school or vice versa due to location of the buildings). We are balancing keeping neighborhoods together with the capacity of each building. When we are able, an entire elementary school will feed into a single middle school. Since middle schools cover larger geographic areas, it is not as easy to remove splits all together for middle school while also ensuring students are traveling through other attendance areas to get to school. We will have no more than three splits for any school, with a goal of no more than two.

Q: How will **final decisions be made on boundaries?**

A: The boundary project group is responsible for creating viable options and ensuring community feedback through an iterative process. This includes two rounds of open houses during summer 2026 (see the timeline below or find it [here](#)). In August the process will result in a recommended plan that will be presented to the Board of Trustees. The Board will make the final decision through a formal vote. We anticipate a Board vote at the September voting meeting.

Q: How do you ensure communities are not **disproportionately impacted?**

A: We are limiting the impact of boundary changes as much as possible at all school sites. But, some areas of Austin will be more impacted than others. This is because the difference between the number of students assigned to a school and its capacity varies throughout the district. We also know that some communities have already felt changes due to recent school closures. We will work hard to limit additional changes. If further changes are needed, we will be clear on why and welcome feedback to minimize impacts.

Q: What **success metrics will you look at to measure the impacts of boundary realignment?**

A: Our long-term goal is healthy utilization by the year 2030. We will be tracking yearly campus enrollment to see progress towards this goal. Campus enrollment goals will be created by target utilization rates and modified by program use as needed through discussion with our academic leaders. This data will also help us continue to track boundary needs on a more regular basis.

→Timeline & Implementation

Q: What is the **timeline for change once boundary changes are voted on?**

A: The anticipated Board vote on boundary changes is September 2026. Once completed the district will move to make all required changes to our systems so that enrollment can occur for the 2027-28 school year. This includes student enrollment platform updates, staffing allocations, resource planning and more. We share student enrollment information for 2027-28 in early fall 2026. Keep up to date on our [enrollment site](#). Staffing information is shared throughout the year and finalized as we receive enrollment projections.



Q: How can you **minimize disruption** to students and families as you implement changes?

A: We will be actively asking questions during the open houses so that we can minimize impact where possible during the planning process. This includes thoughtfulness around transportation, neighborhood groupings, recent closures, student services, and more. We are mindful that change is hard and want to ensure that we minimize disruption as plans go into action. We will be clear in communication about who is impacted by boundary changes and what choices are available as we implement boundaries for 2027-28. Families will receive multiple communications to ensure they have full understanding of changes before the start of the next academic year. This includes rules around [transfer](#) and continuation transfers.

Q: Will **2027-28 transfer policies** take into account boundary change implementation?

A: Transfer policies including continuation transfers will be shared on our [enrollment site](#). Continuation transfers typically have three opportunities: 1) Move to your newly zoned school, 2) Stay at your current school (continuation transfer, formerly known as “grandfathering”), and 3) Apply for a new program or general transfer. The enrollment site hosts a number of resources, information on timelines, and where to find additional help.

Q: Will **future transfer policies** support more neighborhood attendance?

A: We will continually look at transfer policies and update as changes occur with implementation plans that keep our current students in mind.

Additional comments continue to shape our thinking.

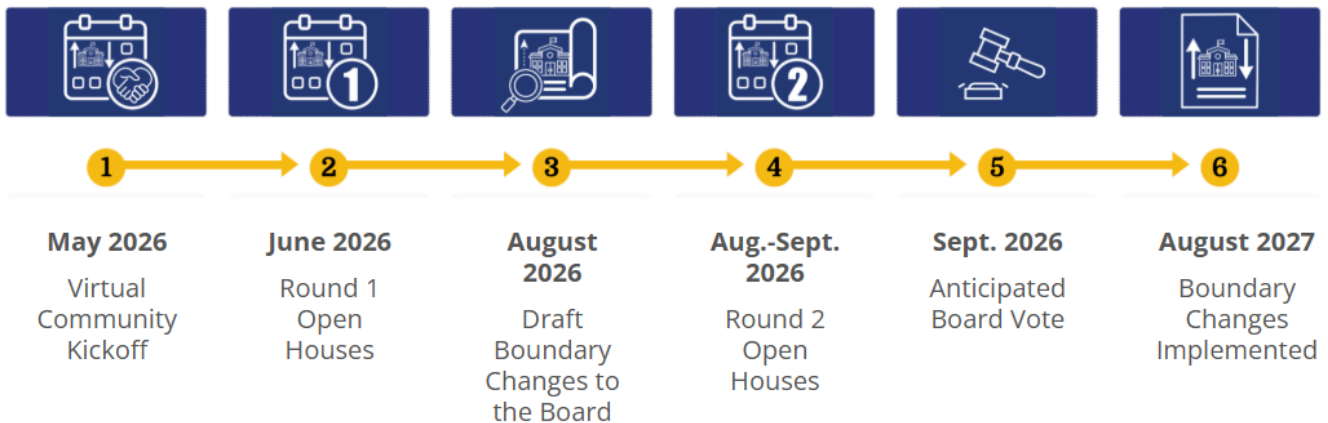
We had a final question that allowed for additional comment and input. Many comments aligned with information we have covered in areas above including concepts of success and questions. **There were also comments specific to certain areas/proposals. These included requests for specific neighborhoods and boundaries.** We have these comments noted, and will be sure to pick up the conversation on these areas as we go through various options in June meetings.

Last, we did recognize a few additional topics in comments. Sentiments are in alignment with past feedback (see [consolidation data collections](#)). **We will continue to hear, value, and strive within/through these considerations as we complete the boundary alignment process.**

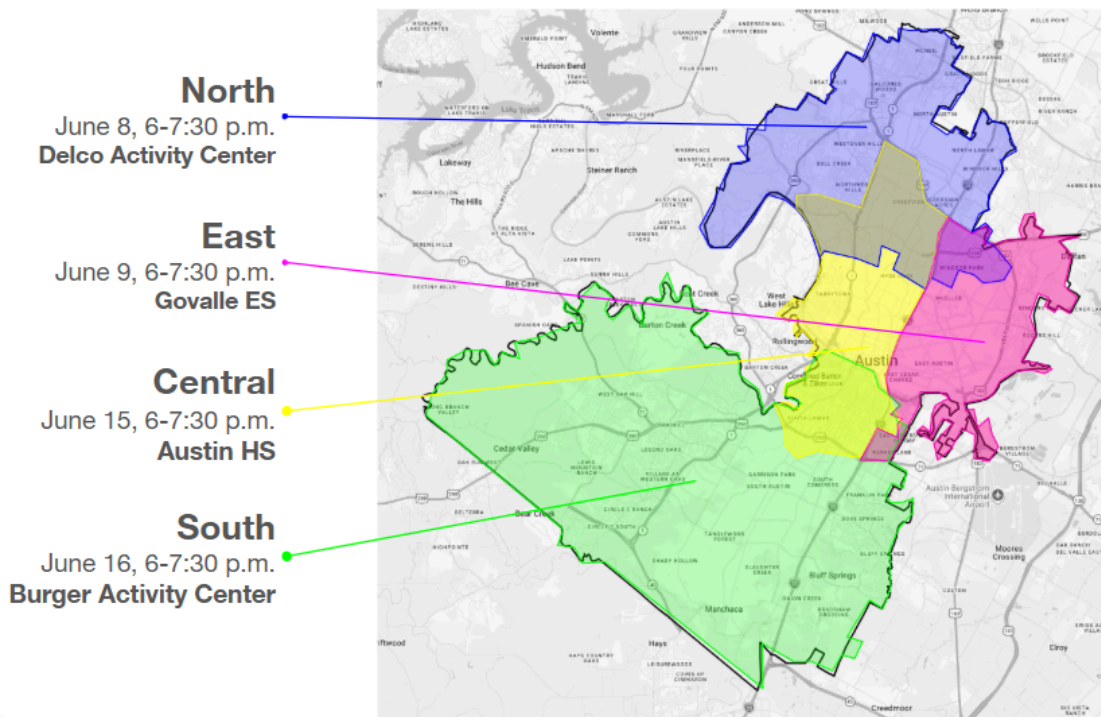
- **EQUITY** issues are both a priority and complex issue. It requires specificity when outlining options and making final decisions.
- Families have deep roots which impact considerations around **NEIGHBORHOODS** and **PROPERTY VALUES**.
- Participants did not feel **HEARD**, felt **RUSHED** at times, and grew in **DISTRUST** in the process last fall.
- There is a desire to know more about [REPURPOSING](#) since closure and possible impacts with boundary changes.



We want you to be involved with us in the boundary process.



The full timeline of the boundary process can be seen above. Stay informed and involved with us throughout the summer and into the fall. **Find information at each step of the boundary process [here](#).** Plan to attend one of our in-person meetings or a district-wide virtual boundary workshop (Monday June 22, 10-11:30 a.m. or Tuesday June 23, 6-7:30 p.m.).



Research-Insight-Analytics, June 2026