



Austin ISD
 School Changes 2019
 Community Workshop Feedback

Table of Contents

INTRODUCTION	4
OPPORTUNITIES:	5
BENEFIT STAFF.....	5
ATTRACT STUDENTS/IMPROVE UTILIZATION.....	5
BUDGETARY BENEFITS.....	5
COMPETE WITH CHARTERS.....	6
EQUITY/DIVERSITY/INCLUSION.....	6
IMPROVE COMMUNICATION/ENGAGEMENT.....	7
IMPROVE FACILITIES.....	7
IMPROVE SPECIAL EDUCATION SERVICES.....	8
INCREASE ACADEMIC PERFORMANCE/STRENGTHEN SCHOOLS.....	8
INCREASE PROGRAMMING/ACCESS.....	9
INCREASE UTILIZATION BY PARTNERS TO BENEFIT COMMUNITIES.....	10
INNOVATIVE TEACHING AND LEARNING.....	10
POSITIVE PERCEPTION/AISD PRIDE.....	11
REPURPOSING/COMMUNITY BENEFIT.....	11
STRENGTHEN COMMUNITY.....	12
STRATEGIC APPROACH/SUSTAINABILITY.....	12
TAILOR TO SPECIFIC STUDENT/COMMUNITY NEEDS.....	12
CHANGE TRANSFER POLICY.....	13
TRANSPORTATION/SAFETY.....	13
CONCERNS:	13
ACADEMICS/STUDENT NEEDS/OUTCOMES.....	13
CHOICE.....	14
CRITERIA/HOW DECISIONS ARE MADE.....	14
COMMUNICATION/ENGAGEMENT/COMMUNITY VOICE.....	14
ENROLLMENT LOSS.....	16
EQUITY/DIVERSITY/INCLUSION.....	16
FEEDER PATTERNS/VERTICAL TEAMS.....	17
FOLLOW-THROUGH.....	17
IMPACT ON COMMUNITY/STUDENTS/COST OF UNCERTAINTY.....	18
MAINTAINING ASSETS/PLANNING FAR INTO FUTURE.....	18
MAINTAIN WHAT’S WORKING/CONTINUITY.....	18
MISCELLANEOUS.....	19
NEIGHBORHOOD SCHOOLS.....	19
PROPERTY VALUES.....	19
REINVESTING.....	20
REPURPOSING/AFFORDABLE HOUSING.....	20
TIMELINE.....	20
TRANSPORTATION/SAFETY.....	20
TRANSITIONS/DISRUPTING/REBUILDING COMMUNITY.....	21
TRUST/TRANSPARENCY.....	21
QUESTIONS:	22
ACADEMICS/ACHIEVEMENT.....	22
CHOICE/NEIGHBORHOOD SCHOOLS/SMALL SCHOOLS.....	22
CLASS SIZE/IMPACT ON CLASSROOM.....	23
COMMUNICATION/ENGAGEMENT.....	23
COST OF UNCERTAINTY/RISKS ASSOCIATED WITH CHANGE.....	24

CRITERIA/DECISION MAKING PROCESS.....	25
ENROLLMENT LOSS.....	26
EQUITY/DIVERSITY/INCLUSION	27
IMPACT ON COMMUNITIES.....	27
IMPACT ON STAFF/STAFF SUPPORT.....	27
MEASURING SUCCESS	28
MISCELLANEOUS	28
PROGRAMMING/REINVESTING.....	29
REGIONS.....	29
REPURPOSING/AFFORDABLE HOUSING.....	29
SCHOOL FINANCE/BUDGET	30
SCHOOL QUALITY	30
TIMELINE	31
TRANSFER POLICY	31
TRANSITIONS/DISRUPTING/REBUILDING COMMUNITY	32
TRANSPORTATION/SAFETY	32
TRUST/TRANSPARENCY	32

Introduction

The qualitative data contained in this report reflects the feedback that was recorded at the following series of four School Changes 2019 Community Workshops:

Tuesday, April 16, 6 – 8 p.m.
Bowie High School

Wednesday, April 17, 6 – 8 p.m.
Fulmore Middle School

Wednesday, April 24, 6 – 8:00 p.m.
Alternative Learning Center

Thursday, April 25, 6 – 8 p.m.
Dobie Middle School

Participants were given an overview of the reimagine, reinvest and reinvent phases of the school changes process and then engaged in a panel of experts discussing themes including equity, academics, community benefit and economic opportunity. The intent of the panel was to inspire participants to begin to imagine the possibilities and opportunities the School Changes process presents and to put the changes the district is facing in the broader context of the changes the city is experiencing.

Following the panel, participants were invited to share their ideas during three rounds of small group discussion. Over three rounds, participants responded to the following questions while staff facilitators recorded their responses:

1. *What positive outcomes do you imagine could result from the School Changes process?*
2. *What concerns do you have about the School Changes process?*
3. *What questions do you still have?*

The feedback is categorized into themes and the parenthetical numbers reflect the number of “up votes” the comment received from other participants.

Opportunities:

Benefit Staff

- Recruiting the most expert teachers and staff (1)
- Offer incentives to best teachers that need them the most
- more schools with top-notch teachers
- Attract and retain qualified teachers (3)
- Paying teachers more
- Envision higher pay for teachers/staff
- Affordable housing. Teachers can work close to where they live (1)
- Teacher salary increase
- Give principals greater control over campuses

Attract Students/Improve Utilization

- Boundary changes could make enrollment more predictable (2)
- Alleviate overcrowding (4)
- Attract more students (1)
- More equitable student:teacher ratios
- District of innovation; school start/end times, extending school day could attract more students, childcare/daycare centers (2)

Budgetary Benefits

- Schools sold, more money for AISD
- More sustainable budget (1)
- Better use of funds (1)
- Better salaries (1)
- Smaller class-sizes (1)
- To get to a point to get past funding and be able to talk about education (2)
- Opportunity of thinking of how to do better while fixing budget (1)
- Better distribution of monies in district
- Increased teacher pay, Competitive pay. Lower insurance. Able to afford to live in Austin (3)
- Getting the district out of financial crisis-- sustainability (0)
- More reading specialists
- More specialists in general paid by AISD
- Greater reading supports
- Right sizing schools: benefit from economies of scale - resources.

Compete with Charters

- Competitive with charters, private schools (4)
- Better impact on our students and better compare to charters
- A plan to address charter issues - we don't have marketing budget so what we can do > have a good plan; fact check charters (2)
- Try to compete actively with charters through marketing new programming and current (5)
- Integrate best practices of charter schools across the district (1)
- Competition will be win-win for charter and public schools
- Oportunidad para exigir uniformes (Opportunity to get uniforms) (5)

Equity/Diversity/Inclusion

- Are we looking at diversity numbers, total enrollment, etc?
- Quality education for ALL students (6)
- More diverse schools
- Equal for all, especially Title I schools
- Boundary changes could help mitigate socio economic disparity (3)
- Equity across entire district (6)
- Schools that are economically diverse
- Process sets a baseline standard for all of our schools. Promotes equity.
- Opportunity to break out of boundaries only which will provide us the opportunity to have less segregated schools (2)
- Feel/be less segregated than it is now (4)
- Hopefully clear picture of inequities and a plan to address them
- Less segregated schools; more racial and economic diversity in all schools
- Could promote campuses that are more diverse (socioeconomic and racially) - Redraw boundaries to increase diversity (4)
- More socioeconomic integration (3)
- Equity
- Language barriers - positive spin to be an opportunity
- Equality in education
- More and better resources in general across all the district all kids; issue of inequity as opportunity to work (4)
- Opportunity to be more inclusive in the city and community
- Equity really - bringing people up
- More equity in the system (3)
- Improve equity to not be one of the most unequal school districts in the country
- More equitable opportunities across schools (10)

- Transportation opportunity - transfers will change demographics for the purposes of equity (1)
- Opportunity to realign resources equitably. Raising money, parent involvement, PTA, Partners (1)
- Academic equity
- Cultural literacy, cross-community proficiency (2)
- More socially balanced campuses representative of district average (3)
- More diversity (2)
- Greater diversity (2)
- increasing diversity at all campuses (8)
- Pushing out attendance boundary would improve numbers - diversify the population. Kiker for example > shifted boundary, evening out population shifts. As opposed to boost enrollment in the future + demographics (1)
- All schools are diverse as an opp.
- Diversity within teacher and staff population in all schools (6)
- Student pop. diversity at schools - Closer to city demographics (4)
- equity across all schools
- More diversity; not house 50% of ELL's at certain campuses (3)
- Opportunity for district to prove itself by not punishing low-income (2)
- Using extra space for Social Emotional Learning integration work instead of separating students off site
- More equitable distribution of staff to campuses who need more resources; instructional staff to support students (1)
- Equity of academic performance
- Equity

Improve Communication/Engagement

- Would like to see parents kept informed along the way
- More community engagement and parent support, student support, and teacher support (2)
- Parent education (notifications)
- Parent cloud support, more accessible, share resources (1)

Improve Facilities

- New facilities (renovated/modern)
- Improved buildings and facilities improve collaborative environments, which widens access to better technologies and investments (2)
- Better facilities, learning environments, conditions (3)
- Sale of facilities to improve existing facilities (1)

- Would help get rid of portables (3)
- Get rid of outdated buildings that are not fit for our purposes and are better equipped for learning
- Less wasted space (2)
- Better spaces (1)
- Escuelas necesitan rehabilitación; puertas en los baños (Schools need repairs, doors on the bathrooms) (Burnet)

Improve Special Education Services

- Increasing resources for sped (1)
- Hold schools accountable to meeting special education students' needs → maybe a principle or way to measure a school's performance using a parent survey, rather than test scores (2)
- Focus on early + special education (3)
- More 504 and special needs support

Increase Academic Performance/Strengthen Schools

- Better chance of success across all groups of students (6)
- Decrease achievement gap across neighborhoods (2)
- Improving standards across the district (2)
- Higher academic outcomes (2)
- Support to students/faculty to increase performance (1)
- Address gaps in early education - no 3-year olds with 5-year olds
- Closing the achievement gap (8)
- Increased efficiencies by consolidating to improve outcomes
- Opportunity to set expectations that every school is good (1)
- Student outcomes (goals) - where should they change
- equal school "outcomes" across the district
- Making sure offering excellent services, qualified principals/teachers, holistic approach
- Todos los estudiantes recibirán educación de alta calidad y justa (All students will receive a high quality education and fair) (4)
- The diversity of academic levels and students needs to be addressed, NOT ON TEST! (2)
- Mejorar las expectativas de los niños (Increase the expectations of kids) (2)
- Esperamos resultados (We expect results) (6)
- Quality education that is accessible to everyone regardless of the building condition. Education is first. (1)

Increase Programming/Access

- More resources: i.e. dual language + disabled community (4)
- Innovative academic programming that would attract families; could also be community services. Could have more academies that magnetize the schools. Expand CIS model. (1)
- Dual language for all schools (1)
- Robust programming
- Repurposing could allow for additional investments in programming
- Family resource centers at high needs campuses
- Expanding trauma related support
- Would like to see more programs offered at the elementary level. Some elementary schools need to be recognized.
- Would like to see us offer more after-school programs to schools that don't have enough budget money.
- More opportunities for students such as dual language
- Innovative academic programs (needed to make changes successful)
- Wider access to college through ECHS. Equity in programs in lower grades - tying into this, wider availability of programming (tailored courses)
- New programs will increase out of district transfers and increase enrollment
- Increase in high-demand programs (4)
- Greater focus on maintaining vital programs for students (2)
- Building better programs in lower rated schools (4)
- More targeted programs (1)
- Easier access to a wider array of programs i.e. flex program campus-sheet
- Share successful programs within the entire district.
- More programs at all schools (2)
- Different after school, extension programs → Spanish, robotics (1)
- Help allocate more resources and extracurricular activities and course offerings. Refreshed with new programs.
- New programs created can be same quality/caliber of magnet programs. Revise magnet acceptance processes to be more equitable. (4)
- Balancing magnets so that they are available for ALL Austin (2)
- Early college high school at all high schools
- Have large corps incentivized/contribute to be partners. Ex: robotics/specialized (1)
- Programming similar to Westlake/Eanes. Reimagining so that we are similar or equal to all
- Same opportunities, classes options offered everywhere (2)
- Investments in programming everywhere (4)
- Spend more money on quality programs

- In a certain radius parents would have options for students with special needs → gold standard schools tailored to particular needs
- Increase dual language programming (2)
- Clearer idea of inequities that can better inform programming across the district (1)
- Using social entrepreneurship to raise funds for schools to use more technology etc. (2)
- Más oportunidades para expandir los programas para los niños dotados (magnet) en todas las escuelas. (More opportunities to expand programs for gifted and talented programs (magnet) in all schools) (7)
- Programas → no son los mismos de un lado de la ciudad que otro (Programming isn't the same from one side of town to the other) (7)
- Más oportunidades para que nuestros hijos se enfoquen en su futuro - en la universidad - en todos los niveles (More opportunities so our kids focus on the future, on college, at all grade levels) (7)
- Oportunidad de expandir la programación de lenguaje dual. (Opportunity to expand dual language programming) (2)

Increase Utilization by Partners to Benefit Communities

- Improving opportunities for campus-based partners (e.g. health) improve services and increase facility use (3)
- Include partners to use facilities for more support and income
- Lower facility rent for partners
- Creative use of facilities (rent both ways)
- Joint [facility] use with public/community uses (1)
- Colocation of facilities and programs w/ partners (1)
- Repurposing facilities for wider community benefit
- Personally, we experience positive elements at Allan- nonprofits at Avance have kids that attend - maybe other areas + options to explore right there in the community
- Partner businesses with schools for career exposure and other opportunities
- Co-locate community services at schools, Day care, Food pantry, Adult education, Job training (3)

Innovative Teaching and Learning

- New commitments to improved, innovative, student-centered teaching and learning
- Opportunity to update instructional best practices and training for staff
- Teachers gathering and sharing best practices (2)

- More students = more/enriched curriculum
- Improved technology education
- Authentic learning environment tailored to what students need to be successful in a rapidly changing world
- Whole child (SEL, art, tech, etc.), Remove STAAR

Positive Perception/AISD Pride

- End of good school/bad school -- all good schools (1)
- More positive perception of AISD (1)
- More pride in AISD (1)
- Hopefully we turn enough that historic communities can change - perceptions of bad and good schools; opportunity to change representation. A time to change entrenched ideas. (1)
- Perfect world/thinking of neighborhoods think of school as excellent so we can keep students
- Improved buildings that attract families - Look of buildings (1)

Repurposing/Community Benefit

- District could truly commit to developing affordable housing. Needs to be 2+ bedrooms (1)
- Need to be restrictions to it (housing / educational)
- Opportunities to repurpose as true affordable housing (2)
- Selling or leasing - can we reclaim that could be an opportunity
- As city becomes denser, create/expand green space and not give up all land to housing (1)
- Teacher housing, young teachers
- Tax voucher from property sale to benefit existing families (1)
- Opportunity for the district to improve its partnerships with the city, county, and other partners.
- Chance to provide affordable housing for teachers
- One of the outcomes of the reinvestment process can be to reduce age segregation in communities (1)
- Could be repurposed for libraries
- Repurposing some of our schools to support the community (1)
- Could be repurposed in an educational manner to serve our students (field trips, etc.) (1)
- Should involve the whole community for repurposing. Community members without children or grown children. (2)

- This could be an opportunity to provide affordable housing for people with disabilities to live with independence. 150,000 people are on waitlists for 15 years for housing because they don't want to live in institution

Strengthen Community

- Ways through difficult decisions that can be transformative. As long as you keep listening to needs and look towards the larger benefits to the community. Look for the ways to "work magic" (1)
- Opportunity to build trust -- through real collaboration (1)
- Process is bringing community together (1)
- Change for the whole, engage, inform and work together (1)
- Gaining trust of community
- Has opportunity to bring the district/city together (1)
- More transparency, more opportunities to advocate (1)
- More collaboration with the community (1)
- Hope that this process will be keeping in mind the feelings/needs of the people that live there
- Getting the community involved is helpful in this process. Hopefully this will get extended.
- Reimagine the way the board, district, parents, and campuses collaborate with each other (4)
- Community oversight teams - not just collected feedback but used feedback, in the process (1)
- Parents feeling like support is available

Strategic Approach/Sustainability

- Alignment and tracking fixed (schools are not continuous to schools, elementary to middle to high) (3)
- Looking at the process systemically all at once: Use of facilities + academics + programs + boundaries with a long-term strategic vision in mind (2)
- Careful planning can improve transportation, community benefit and education (1)
- Stability
- Better anticipation of needs (1)
- I hope we take a real look and don't just cave to political pressures
- Follow through on promises

Tailor to Specific Student/Community Needs

- Communities need more influence on the programs being put into the schools. Programs are placed there without community input. (2)
- Opportunity to engage with parents and community about the types of programs they want in their schools (1)
- Right fit in each neighborhood
- Not "one size fits all" (1)
- To address issue of not holding everyone to the same standard-- not all student populations are the same
- Adequately meet the needs of each student
- Potential for more variety and greater choice

Change Transfer Policy

- Would like to see transfers available to every school
- Would like to see separation of Hispanic and African American from the same category for priority transfers
- Would like to see separation of white and Asian from the same designation for priority transfers
- Reform of transfer policy

Transportation/Safety

- Safer routes for all ages (communicated to parents without internet)
- Discuss how to alleviate with surrounding districts
- Could rethinking transportation fix some issues? (3)
- Mejorar seguridad (Improve security) (2)

Concerns:

Academics/Student Needs/Outcomes

- We need more funding for programs after school, funding that is reliable and that is sufficient to fully fund a comprehensive quality program, not just pieced together.
- 3-year olds should not be with 4-year olds or 4-year olds with 5-year olds, etc. in Montessori. 5-year olds are being kept from moving forward in their education.
- When this is done, that all the schools are "good." Safe, enjoyable, learning (2)
- Concern we're looking too big-picture for all student needs
- All schools "good" -- define good
- Not clear what the vision is for academics and the kids in this process, in the new spaces (modernized)

- What is the district doing to talk to health care professionals regarding what is appropriate for learning (i.e. tablets at a young age) Kids need more play and less screen time? Talk to health providers in addition to educators. (3)
- There needs to be more options than just academics, what else do kids need? (3)
- Need to balance budget with what students really need. Have these academic discussions first to identify needs, then talk budget. (1)
- Screw the STAAR test (5)
- Make sure to focus on programming and student outcomes more than reimagining/changing
- Si hay niños problemático, hay que trabajar con ellos o sacarlos (If there are kids causing problems, they have to be worked with or taken out [of the classroom]) (4)

Choice

- Making changes -- trying to build a magnet there are big vacuums in our district to me there are too many other things going on and things are not, as a parent [our choice??] -- one reason parents move kids to charters
- You have magnet schools under populated and other schools overpopulated and you have to drive to those programs-- the drive is long and far, students get home late; why do students doing well at their home school have to go elsewhere for a program?
- Fulmore, Kealing, LASA-- spirit and attitude of how schools are run are gracious-- in magnet, 2 students are enrolled night and day
- We need to pull vs. push families [to different schools]

Criteria/How decisions are made

- Concern 300 rule vs. 85% rule vs 75% rule
- Use of academic data that doesn't reflect the quality of the teachers and the schools (1)
- Not quick to say a school is going to be consolidated because looking at student-teacher ratio and square footage
- Discouraged because these are bigger fiscal issues that require more than just discussion.
- Seems focused on High school and career -readiness, need to move focus on k-12 pipeline. (2)

Communication/Engagement/Community Voice

- Centralized access for students with disabilities. Need to get input from those communities. Equity for students with disabilities (1)

- Support through the entire process
- Locations - why only east/central? Not in north. Only 4 meetings (conversations). All schools need to meet
- Responsive communication with families (1)
- Community involvement- businesses and neighborhoods surrounding campuses need to be engaged (2)
- How are neighborhood groups being engaged?
- Making sure that low income voices and schools are included (1)
- We need more training for the PTA
- Need to engage people at more campuses
- The vision has not come across in presentations
- Boundary decisions have to involve the community and we must understand our role.
- Language barrier concerns
- Community involvement. All voices heard. Validate what you hear from the community. (1)
- Explain process; more communication (1)
- Coffee chats, campus ambassadors
- Ways to be involved outside of meetings, surveys/online, different times besides the evening, different locations for meetings (accessibility)
- I do not really fully understand process fully -- and want more details on how I can influence process (1)
- School changes still not clear on process (1)
- New to district - need to understand/be better educated about what is going on
- Making sure underserved voices are heard (2)
- Need to hear from people who live in other areas of the district to understand all issues
- Need to understand what is meant by robust academic programming before we can get on board. Community needs to be involved in decision-making on new academic programming. Community needs to feel ownership. (3)
- People get tired of coming
- Lack of consistent standard in collecting community engagement/ English and Spanish resources offered
- Make sure we are meeting families where they are and listening/responsive to their needs (3)
- Make sure people know where meetings are
- Teachers don't know what is going on. Have these conversations at staff meetings/schools. (4)
- Communication. Rally communities/PTAs. Specific dates for community meetings/ bring more parents in.

- Not explicitly using “closure” keeps black/brown low-income families uninformed until it’s too late. Reinvention roadmap is confusing and language barrier. A lot of acronyms and learning - speak layman’s terms (2)
- Use “school closures” (1)
- Be clear about timeline and the entire process.
- Not enough meetings in each region
- More contact and better contact
- Concerned about people being surprised by the proposals
- Need more communication earlier (1)
- Need targeted engagement - students, staff, need to understand the whole process, need a sustainable engagement strategy (7)
- Apoyar a los que necesitan juntar (Support those who need to get involved)
- How are students being engaged in the process? It is important to engage students (5)
- Foros informativos en español (Informational Forums in Spanish) (4)
- Los papás no vienen. Hay que formar un contrato (The fathers don’t come. There has to be a contract) (2)

Enrollment Loss

- Need to study reasons why parents are choosing other options and change school climate (2)
- Concern on district focusing on losing; why are we not trying to get them back; concern on reacting instead of focusing on getting back
- District boundaries between Manor/Del Valle ISD/ and Austin ISD; confusion/weird lines lead to charters poaching students (1)
- Underlying reasons for why students are leaving aren’t being addressed. Teacher training, housing, charter schools Concern that we do not have a plan to keep students or grow.

Equity/Diversity/Inclusion

- Equity
- Injustices to immigrants
- *fundraising inequity*
- How mitigate socio-economic divides across district?? Boundaries should be looked at across district before list/closures discussed.
- Eastside representation. Balance reality with data of equity concerns (1)
- Knocking down schools, rebuilding schools how equity play into that?
- Not consolidate schools with a lot of high need students

- Segregation - part of process? Busing. Look at what has worked and what has not (4)
- Concern that the paradigm has been set. -- low performing and under enrolled schools will be the ones closed
- Equity and inclusion: make sure each school is equal in terms of funding, teaching, and other factors. *don't know how to do this based on how the city is dispersed.
- All schools more integrated (economically) (2)
- How will it affect defacto segregation, economic and racial? Homogeneity in Austin. Privilege is maintained instead of equity. Lack of cultural literacy. (9)
- If keep things the same way, cannot improve diversity. Need to improve the achievement gap. (1)
- Would like commitment there isn't disproportionate impact to certain sections of the community (2) Big talk about equity then not delivering (1)
- Muchas veces - PTA más oportunidades para los estudiantes (Often PTAs provide more opportunities to students)
- Asegurar que los líderes sean justos. Hablen la idioma. (Make sure the leaders are fair and speak the language) (5)
- Need to be able to have hard conversations with higher (white) SES families balance attendance zones before anything happens (2)
- District afraid of conversations around equity (1)
- Change may mean less effort is made to attract and retain students living in attendance zones of low enrollment schools
- Cultural proficiency seems generic, how are we building cultural proficiency will it be generic amongst all our schools or unique to each campus? Is the district considering each diverse campus? It is concerning what is currently on the district's website. (3)

Feeder Patterns/Vertical Teams

- Concern about changes in feeder patterns (5)
- Concerned about feeder patterns, kids should be able to stay together from elementary through high school. Don't split elementary to different middle schools or split middle schools to different high schools.
- Queremos ver un plan de acción de comunicar la importancia de quedarse en un equipo (We want to see an action plan to communicate the importance of staying in a vertical team)

Follow-through

- Make hard decisions - close schools (3)

- Delivering on premises; follow through is lacking
- Want district to make hard decisions (3)
- Don't want another 2011 where everyone "digs deep" to defend their territory (3)
- Intentions are there but need follow through (3)
- Orphan projects with decisions made and then no follow through - consistent investment in ideas; making sure things get done/supported (1)

Impact on Community/Students/Cost of uncertainty

- New companies (developers) are coming in and pushing people out
- Concerns that there are winners/losers (2)
- Concern on not knowing boundaries
- Need a backup plan on how to manage impact
- Want more specific details of how it will impact the community (1)
- All kids grown now but, in the past, we decided where to live on the schools- elementary and secondary - impact on that community has to be considered (3)
- Concerned about neighborhood shifts/transitions (3)
- Advancing/accelerating gentrification w/ school conversions (2)
- Fairness to all areas of town and all students. Consider the needs of students/parents/community/teachers. Each school has different concerns that need to be addressed (3)
- Further loss of students to charter schools because of confusion and lack of appropriate marketing of programming
- Change may destroy community engagement and commitment to neighborhood schools
- Fear drives us to lose more parents because we are avoiding the issues (1)
- How does ongoing new construction affect education in the classroom? (Bowie has to endure 3 years of construction)

Maintaining Assets/Planning far into future

- More housing and more people and children to move in. But no schools available. AISD facing extinction.
- Looking 20 years ahead; we are guessing and investing a lot into what we think is effective but might not be
- Fear about what will happen to a school if it is closed (private development) (1)
- I hate that the school district will give up property because once it is gone it is never coming back.

Maintain what's working/Continuity

- Siblings stay together at elementary/middle school

- Concern on academic plans being disrupted by program discontinuity (3)
- Concern that district won't just close only the buildings or programs that are failing (1)
- Why are they blaming schools that only accommodate 500 students?
- How are they respecting "culture place" and how are they honoring the success of the school that is well enrolled in terms of boundary changes?
- Concern in disrupting communities and schools that are working. It may make financial sense but not academic sense in rezoning (1)
- Why can't expand a school like ex: Baranoff like an extension (exception done) (1)
- Will the process help maintain the integrity of what's already good about schools and the city? (1)
- Highly successful schools (like Barton Hills), hope they will not be considered for closure (3)
- Keep successful schools intact (Particularly Barton Hills Elementary)

Miscellaneous

- More freedom from the state and local decision making
- Formula for defining "what is accommodating" disregards special populations
- "Cost per student" from state does not consider ACC students
- AISD is reducing in-town classroom space while increasing suburb and classroom space. Would like to see AISD out of the business of building new buildings, but increasing space in existing buildings.
- Transfers from elementary to middle school - because of frozen schools.
- When schools are built- concern on how schools are maintained. No value in doing new and always tearing down. Not everything shiny and new is best. (1)
- Is Imagine Northeast Austin/ concurrent planning efforts being incorporated/considered?

Neighborhood Schools

- Preserve neighborhood school model (2)
- Value small neighborhood schools
- Neighborhood schools have value to the community, consider more than financial assets.

Property Values

- Impact on rent/land values
- Concerned about property value impact.

Reinvesting

- Lack of funding to implement changes
- Concern on reinvesting not going back to kids - if taken away, what is given back?

Repurposing/Affordable Housing

- Addressing needs of teachers; affording to live in communities they support, supplies (3)
- Affordable housing needs to be considered in all parts of the district (1)
- Thorough vetting of affordable housing
- More affordable housing throughout the city (6)
- Is district going to work with Austin? Concern on housing for single apartments. Not enough family housing- what if population keeps declining.

Timeline

- Concern on timeline (1)
- Concern on timeline and uncertainty (7)
- Feels like jumped too far ahead-- want opportunity to talk about schools before reimagining (2)
- Given that schools will be identified in August and voted on in October, concern that the voices of those specific campuses will not be heard. (1)
- District is not going to take long enough to listen because of the substantial financial shortfall.
- Speed of process (1)
- Process happening too quickly for people to act or respond. Bad timing - end of school year/summer when communication not at its strongest. Doesn't give everyone the opportunity to fight for schools or respond. (3)
- Timeline of announcing changes and last-minute moves (4)
- Concern about the start happening over the summer (1)
- Pace of executing once a plan is made. Not too rapid

Transportation/Safety

- Concern about portables, providing safe spaces
- Concern for kid's safety going to school. Walking, biking, buses (3)
- Concern on not known regions; what will commute look like
- In terms of inclusion and diversity, if bussing happens to create more diversity, will there be a Track A, Track B, or will they be tracked? (2)
- Transportation, will it be provided? Times?

- Concern traffic in changes
- What supports will be in the place for you uprooted students (1)
- Agregar más seguridad para todas las escuelas (Burnet) (Make sure there is greater security at all the schools) (8)
- Maintain short distance busing (1)
- Make radius smaller
- City street connectivity/ traffic issues affect some things
- Concerned about school commute - don't want to pass several schools on the way to new school, want to be close even if not the closest school anymore

Transitions/Disrupting/Rebuilding Community

- Schools function as community connection points (1)
- Consider the Individual student. Challenging for transition if in a school with less.
- School closures take away spirit and identity/ history and heritage - Gentrification on the east side (1)
- Building community, how to in consolidated areas. (1) Not clear what the transition plan will be for students that are at specific campuses-- lead time for housing, transportation, and other decisions
- High emotions that are roused during process as they are ripped apart. Some communities may be merged with another community. How are they going to work together after experiencing tension? (1)
- Being moved to a different campus and sharing space. Practicalities during change process (1)
- What is the problem and planning for school culture and identity? Though consolidation
- Changing school culture and be difficult on the students (1)
- Concern about timing of transition - impact on children dealing with potential changes (1)

Trust/Transparency

- It seems Austin has already made decisions
- Solid plan seems shifty
- Concerned outcomes are predetermined. Is there already a list? (1) Decisions are already made
- If don't know the answer- avoid platitudes; if you don't know, say you don't know and say how and when we can expect an answer (1) Feels like this is PR, that it is a foregone conclusion (1)
- Feels like just PR to force through more or less discussed plans
- Being involved in the process-- assumption is decisions are already made (2)

- Lack of transparency with how the decisions will be made.
- Lack of transparency, talk about regions but did not show them (3)
- Want a list of under enrolled schools and can't find this
- Feels like checking box "we did it"
- Transparency (2)
- Process doesn't feel honest. People surprised and communication (1)
- Transparencia (Transparency)
- Concern we're just giving lip service to equity (1)

Questions:

Academics/Achievement

- What will AISD do to ensure all students get a quality education?
- How will facilities specifically affect academic performance?
- How is the district going to put a more equitable lens of academics following school changes?
- How is the district going to address the achievement gap to be transparent? (6)
- Why are campuses w/ high special populations being held to the same standards?
- How will the school to prison pipeline be addressed? (Alternative Learning Center, Texas Juvenile Detention Center, all schools)
- Why have we not spent as much times talking about curricular/quality teaching/ learning shifts as spaces and facilities? (1)
- Is the district taking any steps to transitioning to a student-centered curriculum instead of a test-centered curriculum? (2)

Choice/Neighborhood Schools/Small Schools

- What will happen to the magnet schools? (1)
- All students are known [in small schools]
- How do we give parents a small school experience? Will we keep some schools small? (4)
- How tied are we to having our children attend neighborhood schools?
- Is "choice options" really a choice for all?
- How does choice benefit all kids? (1)
- Does this mean choice and system not set up to support neighborhood schools?
- Choice vs neighborhood schools - one or the other, doesn't have to be both (1)
- Que está haciendo el distrito sobre las escuelas y programas magnet? Porque no extender más estos programas y darle así la oportunidad a más estudiantes y ser

justos en aceptar la misma cantidad de estudiantes de todo el distrito. Ejemplo, 2017 mi hijo Hart 4 estudiantes entraron a Kealing 2018 solo uno y muchos estudiantes aplicaron. Brevemente en que se basan para admitir o aceptar a los estudiantes en estos programas. Para 87,000 estudiantes, solo tenemos 3 middle schools, 2 high schools. (What is the district doing about the magnet schools and programs? Why don't they expand them and give those opportunities to more students and be fair in accepting the same amount of students in all the district? For example: my son came from Hart, only four students entered Kealing with him in 2017 and in 2018 only one student from Hart went and many students applied. Briefly, what is admission or acceptance based on for students getting into those programs? For 87,000 students, we only have three middle school and 2 high schools [that are magnets].

Class Size/Impact on classroom

- Will classes be larger if we have fewer schools? If so, how will we support our teachers?
- Will student/teacher ratios increase as schools are closed?
- Will classes be larger if there are more students in a class? If so, how will we support teachers?
- Will student/teacher ratios increase as schools are closed?

Communication/Engagement

- During 2019-20 how will teachers be engaged in the planning of the "reimagined" ideas and spaces? (1)
- Why aren't teachers in these conversations? (2)
- When will PSS become community organizers?
- Are voices representative of population? (3)
- How would we get parent input on the programs available in these regions specifically? (4)
- Why are we already talking about repurposing? (1)
- What has it changed? Can we have a list of updates?
- What about the kids? How are we communicating/engaging the kids? (1)
- What are the opportunities for future engagements? (2)
- When are community engagement dates for summer?
- Still don't understand when to be involved (2)
- How do you measure enough community engagement? (10)
- How can we keep neighborhood schools that people who don't show up to the meetings from closures?
- How to get our community involved and engage more?

- I would like to hear the voices of people who are directly impacted. We need to hear from them before decisions are made. (6)
- What is the process for meeting? We need more time to discuss. (2)
- When will be having actual conversations? There have been conversations about having conversations, but when? (2)
- Will there be more community meetings other than these 4 meetings? (1)
- Is there something we can do to protect our school? Will we have a say? The people who live in the community?
- What ways does AISD plan to take input from the community?
- What is the general timeline for collecting feedback and closing the loop in this process and decisions?
- When facilities are identified how much input will the school community have for the kinds of changes that will then happen? Between August - October?
- What is the teacher and student voice through this? (1)
- What is next with the specific info you are getting from us today? How are we made aware of the outcomes of this phase?
- How are we going to communicate to parents that the events/meetings are happening?
- How can the community be involved in the process?
- How were panelists chosen? Why is someone from Taylor (voice) (should be austin Parents) here. We want to talk about our school's equity.
- Why are we talking about what a building can be and not what we love about our schools? Why not ask what kind of educational experiences do our kids need? (1)
- What ways does AISD plan to take input from the community?
- Is there something we can do to protect our school? Will we have a say, the people who live in the affected community?
- How will the information (specifically closures) be communicated?
- Will the community meetings and feedback really be utilized in the decision-making process?
- When and how will the district commit to implement ideas that surface during community engagement? (1)
- Since the district is not using the word "closure" significantly; do you now understand why black and brown low-income families are not in this meeting? (4)

Cost of uncertainty/Risks associated with change

- What does this mean for me and my kid now? (2)
- How do we reassure parents who are concerned there will be upheaval or instability during this process? (2)

- Are we really going to consider redrawing boundaries when more privileged people might get moved where they wouldn't necessarily consider going to that school?
- How do we help parents - with a fear of changing schools - especially on the SES issue?
- Que cambios? Cómo nos va a afectar? (What changes? How is it going to affect us?) (4)
- Has AISD considered that people can and might move out of the district?

Criteria/Decision Making Process

- What is happening with 6th grade at elementary schools? (2)
- Is this a one-time deal? Will there be additional closures in subsequent years?
- How much money is the district trying to save?
- I don't understand why if the school is in the middle of a neighborhood it makes no sense to move them. (1)
- Will kids stay in the general area if boundaries are redrawn? (4)
- How much do we save by closing a school?
- What is the plan with portables? (1)
- Has the district looked at lessons learned from other similar urban school districts? What are best practices? (3)
- Will local school population changes be taken into account?
- What type of parent resources should be in every school to help work with parents that can't emphasize education at home?
- What is the date range on student projections?
- Can they predicate where growth is in Austin? How do they decide?
- Approximately how many schools will close?
- Feels holistic; I would like more specifics and details about what exactly is going to happen (5)
- If a school is succeeding, will it possibly close? (1)
- How will the best interests of the communities be evaluated/determined? The best for each community (4)
- Is there a correlation between schools that are under-enrolled and poor performing?
- What are the new boundaries? (1)
- Programming- will it transfer? (1)
- What schools are/aren't at risk for consolidation/closure/modernization? (1)
- What social factors will enter the formula? (5)
- Better explanation for how the process works. (2)
- What's the plan?
- What are the metrics/formula? (4)

- What are the factors for such changes that prove the science behind decisions?
- How would we determine the programs that would be available in each region?
- I would like to see the research behind the decisions taken and the drawbacks on those decisions and the effect on student's SEL Dep. (3)
- What are we doing about overcrowding of schools? (7)
- Are we evaluating data on the new programming? (3)
- How can we ensure consistent criteria among all the geographies of the district? (2)
- What are the criteria behind the decisions and how can I influence that?
- Is the district using land value as one of the criteria for determining which buildings will be repurposed?
- What are the criteria for consolidations/closures?
- What are the criteria for schools chosen?

Enrollment Loss

- TUP-how much money has gone into those schools? Breakdown-marketing, support, etc. and what impact have they had?
- Smaller schools are losing teachers - why and what is AISD doing to cause that?
- Where are the students going? (losing/decreasing enrollment?)
- Why aren't we asking "how do we stop losing students due to education quality?" instead of closing schools in anticipation of losing them. (1)
- How can we bring more families to this area?
- Where are the 7,000 students lost going?
- Why are our neighborhood children not going to our neighborhood schools? (3)
- What are we doing to keep the "7,000" [students] that are leaving? (2)
- We need to engage more with community and ask, why are you not coming back? Why charter? (3)
- Why are we not investing to change why they are not trying to retain families, people within AISD? (3)
- Cómo van a retener a los niños que se van? Por qué se van del distrito? (How are they going to get back kids who have left? Why have they left the district?) (3)
- Las escuelas charter tienen buena estructura, buena comunicación bilingüe, hablan con los familiares para invitarlos a conocer la escuela; mucha publicidad (Charter schools have good structure, good bilingual communication with families, inviting them to get to know the school, lots of publicity) (2)
- Cómo competir con las charter schools, estas escuelas tienen una estructura bien establecida sobre el plan de trabajo y las metas que quieren que los estudiantes alcancen que es ir y graduar de la universidad! Y este sistema comienza ya desde el kinder - con field trips to UT y otras universidades hablando sobre que van a estudiar y la ayuda y recursos que les pueden dar.

Equity/Diversity/Inclusion

- Not having hard conversations at this level trickles down to classroom. If we can practice skills to talk about race + inequity, we can get better
- What kind of assurances can the district offer to demonstrate this process will be different and they truly result in equity? (2)
- How is the equitable distribution of academic supports being considered in this process? Examples: CALTs, APs, PSS. Are standard allotments taken into account greater needs of certain campuses? (6)
- How is the planning of housing, consolidation, school changes, reimagining, etc. going to help solve the problem of how segregated the schools are? (3)
- How will the district ensure changes DO NOT disproportionately impact East Austin community? (5)
- Won't passing over schools-in-danger-of-closing for facility improvements INCREASE the equity gap between historically resourced and under-resourced schools even if they don't end up getting closed? (1)
- How can we use the redrawing of boundaries to help make the schools more diverse (from an income standpoint)? (3)
- As East Austin continues to gentrify, what will AISD do to encourage Anglo families to attend our schools?
- How explicitly and systematically will students with disabilities be considered in this process and will equity conversations extend to those with disabilities? (1)
- How will best practices for inclusions be a part of reinvention?
- How will district address reducing high poverty schools? And within reimagined schools, how will the district change its current tracking practices within schools to meaningfully include students with different abilities and academic levels in the same classrooms? (1)
- What does equity look like?

Impact on Communities

- How do we ensure that we keep/make AISD united as most of the proposed changes impact some areas/neighborhoods more than others? (3)
- Cuáles van a ser los beneficios? (What will the benefits be?) (4)
- Has there been consideration of how potential boundary changes will impact a community that will be split?

Impact on Staff/Staff Support

- How is equity considered in hiring decisions?
- How is AISD changing the principals?
- How are we incentivizing for teachers? (1)

- Will there be a buy in process for staff in this process?
- Is there a staff retention plan to go along with these changes? (1)
- I like what the district is trying to do but are our staff and teachers ready to utilize resources we are providing correctly? So that could mean more training. So how will you maximize the resources? (2)
- What will happen to the top teachers? (1) How are we keeping top teachers after consolidation? (7)
- What is happening to the staff and teachers at the schools that are closing? (1)

Measuring Success

- How do we know we are successful in this process?
- What is the goal?
- What is the desired outcome? How will we measure success? What are the strategic initiatives of AISD, the big picture initiatives that would mean why AISD is doing this precisely. I can think of any number of reasons but I want to know specifics from AISD
- Once implemented does the district have a plan in place to monitor the changes? (4)

Miscellaneous

- How will school board get more training? There is a lack of representation
- Porque no hay uniformes en todas las escuelas? Todas las charter schools es un requisito! \$15 o más por camisa. Algunas escuelas del distrito, pero muy pocas (Bullying for how you dress) Why aren't uniforms required in all schools? It's a requirement in all the charter schools. \$15 or more for a t-shirt. Some schools in the district [require them] but very few. Bullying for how you dress.
- Why isn't city holding developers accountable to improve schools? It's been done in other cities.
- In conversations with city of Austin. Where are the funds going?
- How can we go about keeping the tone civil when we are talking about the whole district?
- How can we create a system for all parents to have access to their student's work?
- Is the district tracking the success of students beyond early college high school? (1)
- Are they planning to do another bond?
- How is the district of innovation benefitting AISD?
- Can we find partners (corporate, higher education, governmental) to help with resources to address the fundamental problem(s)?

- How will we ensure the political climate does not overshadow our students' needs?
- My students' school is doing well all around, can we implement this to other schools that are in line for changes? (teachers, programs, school activities) (2)
- Will we lose the larger spaces we have for the arts?

Programming/Reinvesting

- Why are we not teaching foreign languages at every school and all grade levels? (4)
- Who benefits from dual language?
- Are there any plans to expand number of social workers in schools?
- What direction is the district taking to grow early childhood education?
- How will wall to wall dual language be increased through this process?
- Underperforming schools, why aren't we adding more resources? (5)
- Will the programs in select schools be expanded to other schools in the case of rezoning? (1)
- How will we utilize technology to make advanced programs available more broadly?
- If there are savings from consolidations or closures what is the commitment to reinvest those dollars?

Regions

- Can you include a map of the regions to be more easily understood?
- Maps/regions/zones - Have maps been established? If so, how?
- Criteria of region for changes
- I'd like to hear more about the regions and where they are. Who is going to be involved in deciding them? Are we going to have input and be involved as parents? Who is making the decisions?
- How do they/AISD determine the "geographical regions" and will they be made public? And how will the regions be used in the planning process? Do teachers/admin have input? (1) Are smaller schools being considered?

Repurposing/Affordable Housing

- Are we planning to sublet current properties?
- How can we use these properties to provide space for those who work as social workers/ teachers/ community workers? (2)
- Can we use the vacant buildings for something atypical such as "homeschool co-op"?

- When/if AISD sells a school/property, can those proceeds be used to keep the families in that community i.e. turned into housing? (5)
- How do we ensure affordable housing brings more families- esp. In east Austin? What is meant by repurposing a school? Examples? (4)
- The Allan community has advocated for housing here since 2013. Foundation Communities put together an incredible proposal discussed by AISD. Now that prop A has passed, how can we move forward?
- In 2013, we reimagined housing at Allen, can we revisit Foundation Community's proposal especially with "proposition A" funds? (1)
- Will repurposed buildings be used for affordable housing throughout the city?
- When will AISD go to city council meetings with regard to low income housing? (1)
- Should be coming up with ideas for generating alternative funds instead of repurposing
- Can AISD operate academic, etc. programs in multipurpose/shared facilities? Shared with other programs like Dougherty Arts Center, Libraries, etc.
- How is equity addressed with repurposing? No physical evidence this would be beneficial. (1)

School Finance/Budget

- Why is AISD building a new headquarters when we are in the red? Why are school board members involved financially in this?
- What is happening related to the budget and changes in the next budget cycle? (1)
- What can we do here in Austin to make better use of our dollars since we have greater per student funding?
- Why isn't district getting companies to leverage their power to get legislature to act on formula?
- What will this process look like if recapture amounts are changed by legislature in our favor? Is recapture being looked at with this process?
- Property taxes, affordability, how does this relate? Legislature and recapture, does this change plan? (2)
- What will this process look like if recapture amounts are changed by legislature in our favor? (2)

School Quality

- Why can't we try first to improve schools/student success so more parents will send their students to neighborhood schools?

- How will this process address the singular issue of the lack of quality education in title I schools?
- Que están haciendo para mejorar la estructura y la forma de que están operando el personal (What are they doing to improve the structure and way that staff are operating?)
- Qué pasos están considerando para renovar y reestructurar las escuelas empezando con el staff y terminando con el cuidado de edificios e especialmente con las escuelas de niveles académicos bajos - Kealing me toco ver sinks y toilets que no funcionan

Timeline

- When specifically, will community discussions within the “zones” happen and when and how will that be communicated on this tight timeline? (1)
- Why are we doing engagement planning over the summer? (2)
- Why does the process have to be so rushed? (2)
- What is the timing of these decisions?
- How soon are these changes happening? (2)
- What is the timeline for closing schools? (1)
- What is the timeline for talking with schools that will be repurposed/closed? (2)
- Timeline is short, what does timeline look like so people understand what is happening and how will communities be engaged?
- Doesn't seem to be enough time for these HUGE decisions to be data-driven re: costs and benefits and opportunities for school repurposing. (2)
- Specific timeline?
- When is the first school consolidation?
- Timeline feels rushed; can it be extended? (1)
- What's the timeline? (1)

Transfer Policy

- At the district level sounds like kids from closing schools or changing boundaries will be transferred. But at the campus level they're already using “transfer” as code for person of color. With willingness to abandon less advantaged kids at both levels, what power will the inclusion board even have?
- Will district stop diversity choice program that results in low enrollment at eastside schools?
- Transfer- how will transfers be enrolled?
- How will this affect transfers? Established in a school - how will that look? Who gets priority? Will they be able to remain if school changes? People in

neighborhood? Or needs transfers? Will there be an opt out of regions? No vertical teams - what is it?

- Do students get transferred to the new consolidated campus?

Transitions/Disrupting/Rebuilding Community

- How will this impact students w/ different abilities? (2)
- How is this process going to impact specific student situations?
- What kinds of support will be available for my student if they experience a transition? (1)
- Where/what is the plan for the transition?
- What transition plan might there be? (1)
- How are we going to make sure folks who are consolidated build a sense of community?
- What is the focus on the whole student in terms of what is best for them? This can be a difficult move for individual students. While I like the pull vs. push, I would like to know how we are taking individual care of each separate student through this difficult process.
- How do you intentionally use best practices in community building with these new communities?
- How do we ensure transitions happen with a minimal amount of transition? (1)
- How can I as a parent and community member, prepare for the community they are moving to and biases?
- Interested in transitions (grandfathering) how much choice people will have in the transition. (2)
- How are we going to support schools that will be closed? (schools that currently are not being supported by community)
- What kinds of support will be available for my student if they experience a transition? (1)
- Has there been consideration of how potential boundary changes will impact a community that will be split?
- How are we going to make sure folks who are consolidated build a new sense of community?

Transportation/Safety

- How will student safety be considered within boundary changes?
- How do we manage transportation for students who may end up w/ longer bus rides thus making day longer x4?

Trust/Transparency

- Why aren't we (AISD) sharing regions? Be authentically transparent
- How can the process be transparent and community trusting when process seems so in flux?
- Build trust?! (1)
- Will there be transparency in this process? (3)
- Will regional maps be made public? (3)
- Does our feedback matter or is this just a PR stunt for the district and the changes?
- How are we supposed to believe we don't know which schools are being closed?
- Which schools will be consolidated? Myth in the community: a list exists
- Does our feedback really matter? (3)