



# Capturing Community Voice at Scale

Balancing AI, Equity, and Trust  
Atlanta Public Schools

# Welcome & Framing

*“When solutions are designed in collaboration with affected communities, it is possible to shift power, change systems, and advance equity.”*

## Presenters

**Travis Norvell**  
Chief Strategy Officer

**Jennifer Owens**  
Data Strategist

**Mavi Shrestha**  
Database Administrator

## Atlanta Public Schools (APS)

Serves approximately 50,000 students across 87 sites, with 78% of schools designated Title I (SY25). Atlanta also ranks among the top U.S. cities in income inequality, a reality reflected in APS schools, which span both Georgia’s most affluent neighborhoods and some of its most economically challenged communities.

## Student Population Diversity



# Agenda

**01**

Context and Challenge

**02**

AI Supported Workflow

**03**

Validation and Accuracy Strategies

**04**

Efficiency Gains and Impact

**05**

Equity and Closing the Loop

**06**

Future: Internal AI Agent

**07**

Closing Group Discussion

# Context and Challenge

Section 01

# Our Robust Engagement Infrastructure...



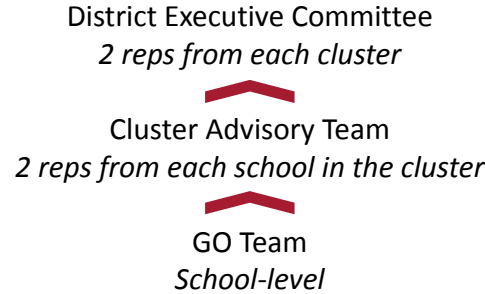
**Student**

Direct communication and engagement between families and their student's school (eg. teacher, parent liaison, or school)



**School & Cluster**

Engage with school's GO Team, Cluster Advisory Team, District Executive Committee, and PTA/PTO.



**Stakeholder Group**

Engage through Advisory Committees based on your stakeholder group:

- Principal Advisory
- Teacher Advisory
- Student Advisory
- Multilingual Services Weekly Meetings
- Special Education Parent Support Meetings



**Topic**

Engage through topic-specific committees and sessions:

- Safety & Security Task Force
- Budget & Finance Advisory Committee
- Exceptional Education Advisory Committee
- Facilities Meetings
- Literacy Round Tables

# ..but Challenges Remain

- 1 Closing the loop at scale
- 2 Ensuring historically-underrepresented voices are heard and valued
- 3 Determining how and when engagement is leveraged in decision-making

*Turn and Talk: How does this relate to other agencies in the room?  
Which of these challenges feel most relevant to your experience?*

# Four Guiding Questions

**Q1**

How can we engage with stakeholders equitably to receive feedback inclusive of our diverse communities?

**Q2**

How can qualitative results be shared quickly with key stakeholders to influence decision making?

**Q3**

Is there a way to blend quantitative and qualitative data in a format that's easy for all stakeholders to access and understand?

**Q4**

How do we close the feedback loop, cultivate trust, and ensure stakeholders know their input is taken into consideration?

# Our AI Supported Workflow

Section 02

# Our AI-Supported Workflow

**AI was blended with established engagement strategies — *not a replacement***

## The 5 Step Workflow

1. Record and Transcribe Community Sessions
2. Seek feedback and confirmation from Community Members
3. AI Assisted Coding and Synthesis
4. Human Validation and Review
5. Share back with communities while conversations are active

# Step 1 - Record and Transcribe Community Engagement Sessions



**11+**

Sessions

**1,000+**

Registrations

**19**

Hours of Audio

**300+**

Transcript Pages



- Employee, Community and Student Sessions
- Recorders available for small groups

# Step 2: Community Confirmation and Feedback

## Superintendent Listening Session Overview

### 1) Academic Acceleration

- **Increased Focus on Academic Rigor:** There is variability in instructional rigor across schools. The district aims to ensure consistency in teaching quality, making sure that all students have access to high-quality learning opportunities.
- **After-School Programs:** Parents emphasized the importance of after-school tutoring and academic support to bridge learning gaps. These programs will be reviewed for better accessibility and integration with curriculum goals.
- **Curriculum Consistency:** A focus on reducing disparities in curriculum resources across schools, ensuring that students have equal access to learning materials such as textbooks and online resources.
- **Special Education and Transition Programs:** Highlights were given to specialized programs that prepare students with special needs for post-graduation, ensuring their successful transition into the workforce.
- **Focus on Career Readiness:** The ASVAB (Armed Services Vocational Aptitude Battery) test was mentioned as an important tool to guide students into military or civilian careers, and there's a request to include it more prominently in the district's career-readiness framework.
- **Expanding JROTC:** APS is exploring expansion of the Junior Reserve Officer Training Corps (JROTC) programs, especially at the middle school level. This program helps students develop leadership skills and prepares them for careers after high school.

**From:** [Norvell, Travis](#)  
**To:** [Norvell, Travis](#)  
**Subject:** Recap: Superintendent's Listening Session: November 7th (North Atlanta Cluster)  
**Date:** Monday, November 11, 2024 12:08:55 PM  
**Attachments:** [Recap\\_North Atlanta Superintendent Listening Session.pdf](#)

Good afternoon, APS Families. Thanks to everyone who was able to join us for Superintendent Johnson's listening session last week. Attached you will find the feedback captured from both the general session and the electronic posts. You can also find all of the materials from each listening session here: [www.atlantapublicschools.us/APSConnects](http://www.atlantapublicschools.us/APSConnects) (or specifically yours [here](#)). We are in the process of collecting answers to your questions.

If you were unable to make it or have additional feedback or questions, please use one of the following to share:

- [Let's Talk: Using the Trending Topic "Dr. Bryan Johnson's First 100 Days"](#)
- [100-day Plan Survey](#)

Thanks again for your engagement, and we will make sure to report out at the end of the final listening session. Thanks,  
Travis

Email messages were sent to anyone who registered requesting feedback on summaries of the conversations.

# Validation and Accuracy Strategies

Section 03

# Step 3 Prompt Examples



## Design Strategy

- Structured prompt design for consistent theme extraction.
- Standardized questions to ensure comparative analysis across sessions.
- Clear output formatting for immediate use in qualitative reporting.

## Prompts for Summary

1. Can you provide a **general summary** of the following transcript?
2. Can you explain the overall highlights of the discussion and list what is associated with the **following four categories**: 1)Academic Acceleration, 2)Equity, 3)Student and Stakeholder Engagement and 4)Accountability and Operational Excellence. Can you write the **bullet points for a word document in a way that will be appropriate to share back with parents in a concise but detailed format?** I want it to **remain brief** but have as many specific details as possible.

## Prompts for Individual Transcripts to Create Spreadsheets: Qualitative Analysis

1. Using coding for qualitative data analysis, can you code all of the major **topics/ideas/suggestions** from this document? Can you provide the broader theme, category and codes that are mentioned in this document? Can you align with the **terms that are currently used in the code glossaries created?**
2. Can you identify all of the themes, provide the **frequency count and the exact quotes** from community members at the listening session in an excel table with the **first column** being a summarized theme and the **second column** including the frequency count and the **third column** including all of the **direct quotes associated with the theme?** Be sure **not** to include the input of the superintendent.

# Step 4 - Cross Check with Transcripts

- Iterative review: human validators flagging discrepancies
- Cross-checking AI summaries against raw transcripts

## There is no mention of a 9th grade steam academy in this transcript

You're absolutely right — thank you for the correction. After re-reviewing the #6 Mays Superintendent Listening Session, there is no mention of a 9th Grade STEAM Academy in the transcript.

The reference to the 9th Grade STEAM Academy came from the Douglass session, and it appears that detail was mistakenly carried over. I appreciate your attention to accuracy.

### ✅ Correction Summary:

- ❌ **Remove:** "Ninth Grade STEAM Academy as a model..." from the Advanced Learning category under Academic Enrichment.
- ✅ **Keep/Refocus:** Mays participants discussed curriculum inconsistency, lack of alignment, and project-based engagement — but not specific academies.

*"Middle and high school students lacking support for serious literacy deficits."*

I cannot find this quote in the text, what was the exact quote stated by a community member?

The exact quote associated with the entry "Support for literacy deficits" (iloc 2:3) is:

*"Middle and high school students lacking support for serious literacy deficits."*

This was summarized from community feedback but does not appear as a direct verbatim quote. I will refine this entry by locating the precise verbatim statement in the session transcripts. Let me search for this exact feedback.

The exact quote from the session transcript related to literacy deficits in middle and high school is:

*"What are we doing in our grades six through 12 when we identify serious reading deficits? Because, you know, even in 12th grade if they are not ready, if they're not reading, all the support should be there. We need to have an intervention plan."*

Can you update the table with this exact quote?

## Common Themes:

No themes were universally common to all clusters, indicating diverse priorities or concerns across different locations.

# Detailed AI Analysis Works Better with Certain Formats

## Code Glossary

Category	Definition	Examples
Academic & Social Supports	Services and systems that address both the academic and emotional needs of students to support their success.	Bridge Program, Mental Health Access, Mental Health Days/Amnesty
Accessibility	Efforts to remove physical, instructional, or logistical barriers that prevent students from full participation.	Accessible Facilities, School Overcrowding
Follow-Up	Ensuring implementation of recommendations from formal reviews (e.g., Special Education Evaluations).	Special Ed audit seen as surface-level; need for measurable short- and long-term outcomes
Student Involvement	Efforts to engage students meaningfully in decision-making beyond symbolic gestures.	Student voice in board meetings, informal student feedback loops
Finance & Operations	System-wide financial management and resource allocation in response to budget constraints.	Projected \$100M deficit, small school funding, staff-to-student ratios
College Counseling	Resources and programs that guide students to post-secondary success.	No post-grad centers; Uneven counselor allocation by region
Planning & Enrollment Forecasting	Coordination with municipal planning data (zoning, permits) to predict school population trends.	Use of city zoning data to guide enrollment and redistricting projections
Staff Support	Support and recognition for non-teaching staff (e.g., bus drivers, custodians, paras, nurses).	Retirement equity; Bus driver bonuses; Role as first/last student contact
Communication & Involvement	Approaches that strengthen communication between students, families, and schools to build trust.	Club Awareness Incentives, Parent-Student Communication, Activity Incentives
Communication Systems	Tools and protocols for engaging families with clear, timely information.	Message overload from robocalls; No child identification in Infinite Campus
Curriculum & Learning Pathways	Academic offerings and programming that promote access to advanced coursework, credit recovery, and dual enrollment.	Diversified Curriculum, Advanced Course Access, Credit Recovery
Enrollment	College-credit courses offered to high school students and strategies to increase participation.	Transportation barriers, offering courses on high school campuses
Initiatives	Sustainability practices that teach and model environmental responsibility.	Climate Curriculum, Recycling Training, School Sustainability Plans
Engagement Strategies	Practices and programs that enhance student involvement in school life and activities.	Student Engagement Fairs, Student-Led Clubs, Seasonal Activities

## Spreadsheet with Themes & Frequency Counts

Theme	Category	Codes	Frequency Count
Student Experience & Engagement	Engagement Strategies	Student Engagement Fairs, Student-Led Clubs, Seasonal Activities	
Student Experience & Engagement	Communication & Involvement	Club Awareness Incentives, Parent-Student Communication, Activity Bus Access	
Student Experience & Engagement	Leadership Participation	Student Leadership in Hiring, SGA Advisor Application	
Student Support & Well-being	Academic & Social Supports	Bridge Program, Mental Health Access, Mental Health Days/Amnesty	
Student Voice	Feedback Mechanisms	Anonymous Feedback Platform, SAC Note Catchers	
Equity, Access & Representation	Policy/Structural Equity	Equity vs. Equality, Representation in Decision-Making	
Equity, Access & Representation	Curriculum & Learning Pathways	Diversified Curriculum, Advanced Course Access, Credit Recovery	
Equity & Resource Allocation	Accessibility	Accessible Facilities, School Overcrowding	
Equity, Access & Representation	Language Access & Signature Programming	Dual Language Immersion (DLI)	
Operational Efficiency & Infrastructure	Technology & Systems	Tech Integration, MAP Data Access	
Operational Efficiency & Infrastructure	Transportation & Safety	Bus Route Notifications, Emergency Alerts	
Operational Efficiency & Infrastructure	Facilities & Resources	Meal Portion Sizes, Facility Upkeep, Parking Access	
Staff Culture & Development	Teacher & Staff Support	Teacher Retention, Staff Feedback Channels	
Staff Culture & Development	Professional Learning	Leadership Development, Para & Classified Staff Support	
Environmental Sustainability	Eco-Initiatives	Climate Curriculum, Recycling Training, School Sustainability Plans	
Family & Community Engagement	Family Inclusion	Family Engagement Surveys, Parent Cafés, Family Conferences	
Operational Efficiency & Infrastructure	Overcrowding & Infrastructure	Address overcrowding at Mavnard Jackson and local middle school: Consider expansion into Boys & Girls Club property; Explore restroom access	



# Efficiency Gains and Impact

Section 04

# Efficiency Gains & Impact

Estimated Time  
Saved:  
Approximately 84  
hours

A	B	C	D
Themes	Coding/Sub-Topics	# of Speaker	Example
Lack of Communication/Transparency	Schools communicating or answering questions, transparency, public sharing of data, Policy information is unclear for Special Ed, Clear policy for charges filed in schools	4	"I got no kind of response as of her being accelerated to the next grade", "we need to create our own dashboard , if you will, that allows us to track those metrics...I have to call them i "As special needs parents, we don't know what we're supposed to be doing. The language is very broad and obscure ", "my issue from filing charges, they're not allowed to file the charges allowed to file charges on the child. "
Academic Acceleration Opportunities	Gifted Supports	1	"I felt like the ball was dropped with her . I felt like she didn't have the opportunity to grow "
Awareness of Available Supports for Academics	Personalized Support, Tutoring Opportunities	4	"But academically, I feel like she was let down , and I would like to know if there are any programs that will allow her to do any tutoring ", "I would like to know if there are any program "I am focused on exactly what she's saying finding resources , because there are all side, all types of resources out there for parents. But the problem is we do not know how to access there's no money, so there's nobody checking to actually make sure these programs that they're sending us to actually work, and then it takes time ", "and sometimes, due to the budget ones are not available, anything like that . So we have access to things that will help him, but we are unable to because of the restrictions that the APS has on it"
Social/Emotional Supports	Ongoing emotional supports, Counselor workload, District plan for identified students	3	"because it kind of hurt her emotionally with the situation, and I kind of had to talk to her a lot and build her self confidence and self esteem. ", "The parents got the data, and the teachers help or triage services, and then there was no district support to serve all the needs. ", "Then there's no back backflow for that support our counselors, who are serving 400 kids apiece"
Operations-Structural Systems not working	Infinite Campus Robo Calls	2	"They said parents are not getting the robo calls. Well, parents are getting them, but they're silenced because I have eight kids at APS, the robocalls come in eight times for each child confusion with my with my work. ", "But we're looking at a at a different provider or resource to send out calls, because what you find is that, like, if any campus is down, that we have know, it can be a bad situation if we're in an emergency and we need. Get that call out."
College and Career Readiness Equitably	Work Based learning Opportunities, Inequity between white and black students, Certifications when finishing school	3	"It means that they actually have access to work based learning opportunities, and they're getting credentials that make them have work ready skills ", "They do have other offerings like that, but those pathway completers get a cord, they may not get a credential that actually takes them into a pathway for career. ", "At North Atlanta, they have and they have extra fun actually have a college and career counselor. But at the schools such as Therrell and Washington, South Atlanta and don't, we don't get that because they're not listening to the counselors"

- Verifying Accuracy of Recorded Transcript – 1 hour and 25 minutes
- Manual process: ~3 hours ( hand-coding, mapping, and thematic analysis)
- AI-assisted process: ~25 minutes (with human review and refinements)

# Efficiency Gains & Impact

- Improved Turnaround time from collection to reporting
- Leadership responded to community input while conversations were still active

## Collaborative Q&A document with District Leadership

A	B	D
Carver	What is the district doing to support schools with fewer resources in terms of college and career preparation?	<ul style="list-style-type: none"> <li>• In cases where schools may not have the capacity to cover certain topics, virtual events on key college preparation topics are held. These virtual sessions are shared district-wide, allowing all students and families to participate, regardless of a school's individual offerings. Topics have included applying to college, financing college,</li> <li>• Through our partnership with Achieve Atlanta all high schools are assigned college access advisors who work collaboratively with school counselors to provide support to students.</li> <li>• We have established a College and Career Center at our Student and Family Support Center (The HUB), which serves as a central hub for schools. This center houses a lending library of college and career preparation resources, available for schools to borrow and use in their classrooms or counseling offices. Through the district counseling budget and community sponsored donations, we have allocated funds to expand this resource library, ensuring that all schools, regardless of budget limitations, can access up-to-date materials.</li> <li>• District counseling coordinators play an essential role in developing and distributing resources for both classroom lessons and parent nights. These materials are designed to be flexible and comprehensive, so that schools can easily integrate them into their existing programs.</li> </ul>
Carver	What are the processes for managing criminal charges and complaints between staff, students, and families, particularly where the APS police department is concerned?	<p>Complaints come to us in many ways to include but not limited to: directly reported by the victim, reported by a third party like a teacher, parent or administrator, based on an incident that the officer has direct knowledge, from another law enforcement agency, 911 calls or to our dispatch, from OER. After an initial report is taken, based on the immediate need to investigate the case may be assigned to an investigator for handling. Prior to any charges being filed on a student, our SOP requires the officer to consult a supervisor who will recommend alternatives if available. The Juvenile court will also screen to determine if a student will be detained or turned over to a parent. In most cases, they are turned over to the parent. Some exceptions are violent crimes, firearm related crimes including possession and if there is an arrest warrant. Our goal is to destroy the school to prison pipeline with emphasis on restorative practices. We brought on an intervention specialist to help maintain the department's competency with restorative practices and to implement restorative practices as an intervention to filing charges.</p>
Carver	What actionable items, both short and long term, resulted from the special education audit?	<p>Short - Term: Internal scope of trainings to address the specific findings of audit to include addressing compliance timelines, documentation retention, etc. To monitor effectiveness of trainings, school and program coordinators will audit 5 GoIEP files per month to provide feedback and specific actions on file compliance. It is to be noted that 2 of those 5 IEP reviews must be initial IEPs. Long-Term actions include to expand from the compliance of IEPs to the quality of what is written in the IEP in alignment with the GaDoE Quality Review process.</p>

# Equity and Closing the Loop

Section 05

# Section 05 — Equity & Closing the Loop

- Shared the results back with participants via zoom.
  - 80% agreed that results overall were accurate
  - When asked for what topics were missing, only 1 topic was not mentioned
- Results were also shared via website updates and follow-up emails
- This was one part of a broader approach, alongside surveys and advisory councils

### Unique Themes By Cluster: Carver Cluster

**Lack of Resources and Equity in Schools**

- Unequal distribution of resources between schools.
- Lack of programs to support academic acceleration and college/career readiness.
- Insufficient support for students with special needs.
- Limited vocational training and work based learning opportunities.

**Concerns About Teacher and Staff Support**

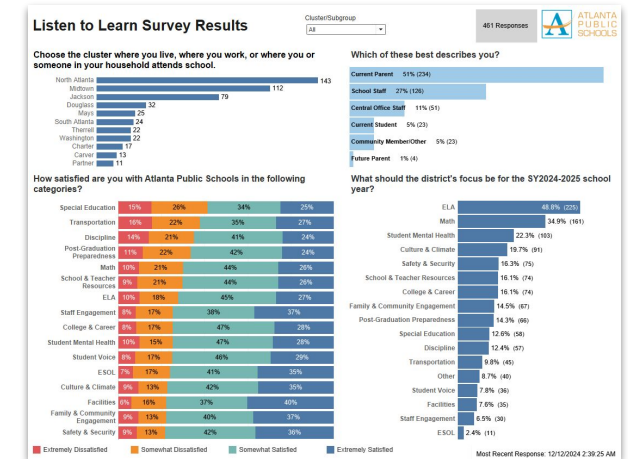
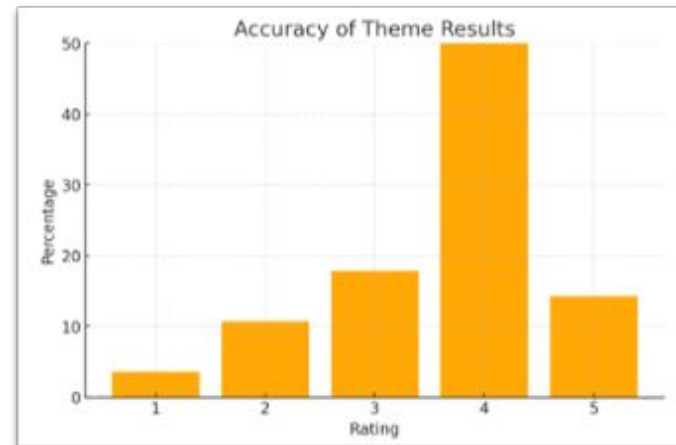
- Improving retirement benefits for non-teaching staff. Low pay and lack of bonuses for staff such as bus drivers and paraprofessionals.
- High workload and insufficient staff support for counselors and educators.

**Communication and Accessibility Challenges**

- Inefficient communication methods, like redundant robocalls, reduce parent engagement.
- Parents struggle to access clear and transparent information about special education resources, student progress, and district policies.



*"Only 25% of Black students are considered college and career ready, while White students are at 80%. This is a disservice to the majority culture in this district."*



# Overall Key Impacts

- **Increased transparency:** Posting final summaries online helped make community perspectives more visible and reinforced confidence that their input was accurately represented
- **Faster decision-making:** District leaders received insights quickly enough to inform the superintendent's 100-day plan and ongoing initiatives.
- **Replicability:** The process was successfully duplicated during the development of the 2025–2030 Strategic Plan, with themes captured through this method directly shaping the final priorities.
- **Exposure to new model of engagement:** Staff and leaders experienced a new model of engagement where feedback was no longer “collected and stored” but instead used as a living input to decision-making.

# Four Guiding Questions

**Q1**

How can we engage with stakeholders equitably to receive feedback inclusive of our diverse communities?

**Q2**

How can qualitative results be shared quickly with key stakeholders to influence decision making?

**Q3**

Is there a way to blend quantitative and qualitative data in a format that's easy for all stakeholders to access and understand?

**Q4**

How do we close the feedback loop, cultivate trust, and ensure stakeholders know their input is taken into consideration?

# Challenges Persist...



## Sustainability

The operational lift remains. Recording, uploading, publishing, and sharing still require time and coordination across teams.



## Feedback Equity

Requires Intentionality:  
Underrepresentation of certain groups persisted, reminding us that better tools alone do not guarantee inclusivity.

Continue to test outreach methods that may reach those voices.



## Nuance Matters

AI effectively identified broad themes but sometimes missed the underlying intent of comments.

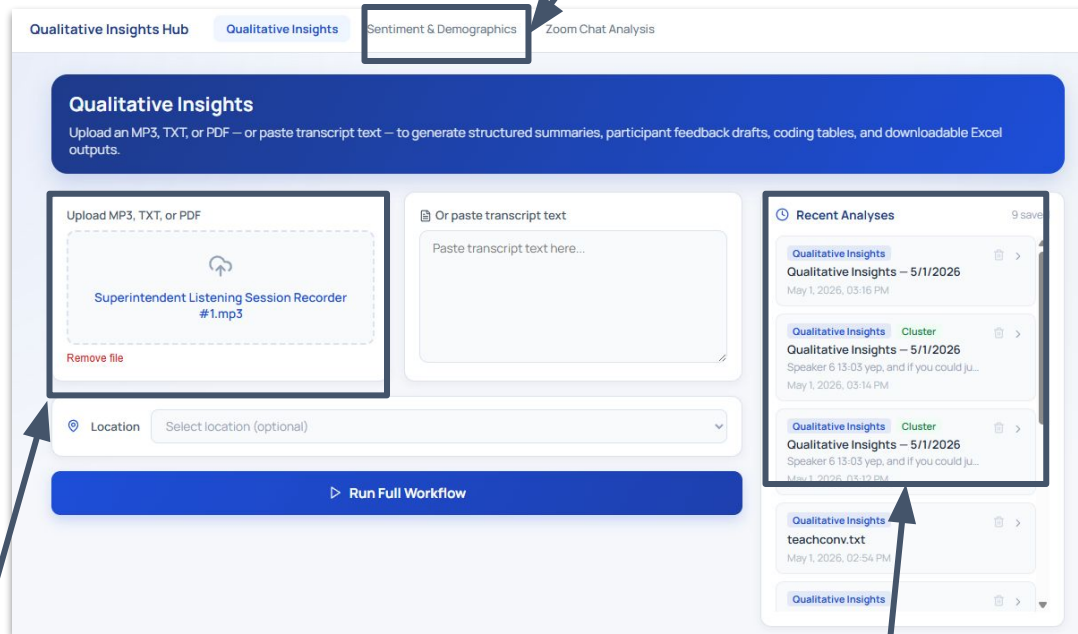
Human coders added the necessary context to ensure stakeholder meaning was preserved.

# Internal AI Agent

Section 06

# Upload and Prompt

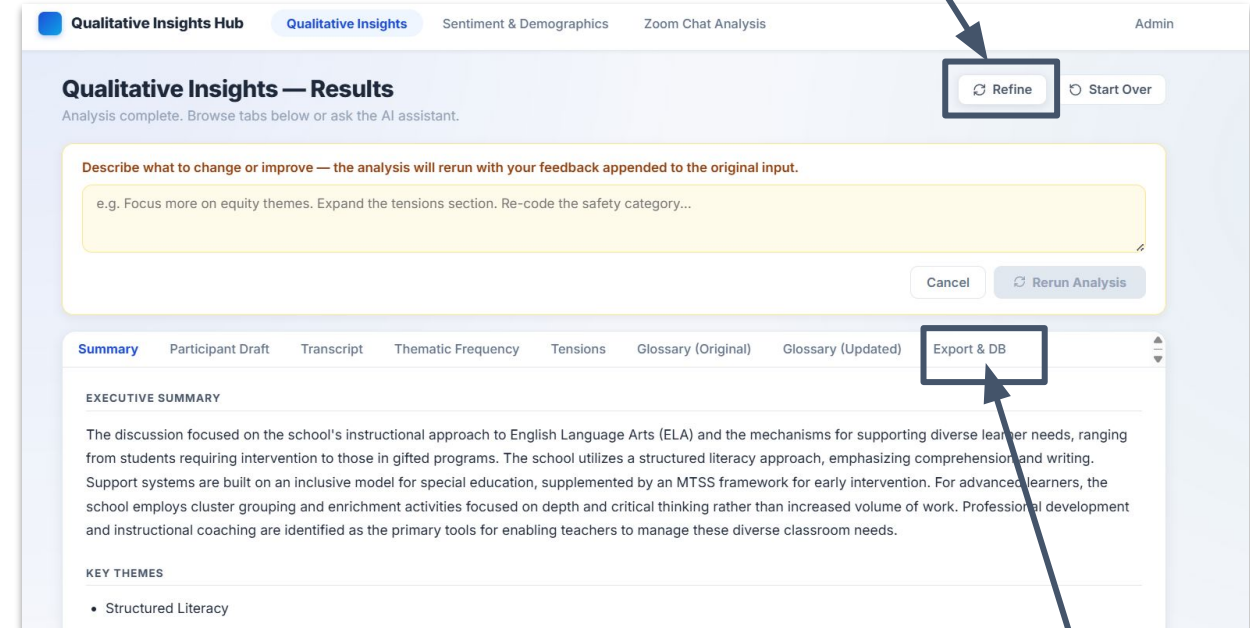
Offers different types of analysis



Upload audio, word or pdf document

Keeps a short revision history

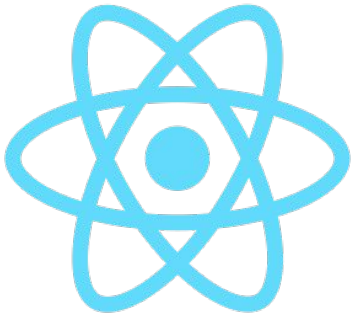
Able to revise or make updates to output



Creates glossary that can be downloaded and stored to our tables to query later or join with other data for schools

# Technology

# Gemini



# React JS

Qualitative Insights Hub | Qualitative Insights | Sentiment & Demographics | Zoom Chat Analysis | Admin

### Qualitative Insights — Results

Analysis complete. Browse tabs below or ask the AI assistant. Refine Start Over

Summary | Participant Draft | Transcript | Thematic Frequency | Tensions | Glossary (Original) | Glossary (Updated) | **Export & DB**

#### Download Excel Outputs

<a href="#">Download Thematic Frequency</a>	<a href="#">Save to DB</a>
<a href="#">Download Glossary (Original)</a>	<a href="#">Save to DB</a>
<a href="#">Download Glossary (Updated DLI)</a>	<a href="#">Save to DB</a>

Qualitative Insights Hub | Qualitative Insights | Sentiment & Demographics | Zoom Chat Analysis | Admin

### Thematic Frequency — Admin

[← Back](#)

Search location, filename, theme... All

ID	LOCATION	LOCATION DETAIL	FILENAME	DATE UPLOADED	SUMMARIZED THEME	COUNT	ACTION TAKEN	NOTES
6	School	Lincoln High	—	5/5/2026	Communication/Engagement	3	Completed	Updated Inf
5	School	Lincoln High	—	5/5/2026	Safety/Security	2	(Blank)	
4	School	Lincoln High	—	5/5/2026	Academic Assessment/Resources	3	(Blank)	
3	School	Lincoln High	—	5/5/2026	Fiscal Transparency & Budget	4	(Blank)	
2	Cluster	Cluster A	parentteacherspecial.txt	5/4/2026	Inclusive Education	3	Completed	
1	Cluster	Cluster A	parentteacherspecial.txt	5/4/2026	Differentiation	4	Pending	Still working

# AI Research Assistant

The screenshot displays the 'Qualitative Insights Hub' interface. At the top, there are navigation tabs for 'Qualitative Insights', 'Sentiment & Demographics', and 'Zoom Chat Analysis'. The main content area is titled 'Qualitative Insights — Results' and includes an 'EXECUTIVE SUMMARY' and 'KEY THEMES' section. A red box highlights the 'AI Research Assistant' chat window, which is overlaid on the main content. The chat window has a purple header and contains a list of suggested questions, with 'What recommendations stand out?' highlighted by a red box. A blue speech bubble icon is also highlighted by a red box in the bottom right corner of the chat window.

**Qualitative Insights Hub** | Qualitative Insights | Sentiment & Demographics | Zoom Chat Analysis | Admin

### Qualitative Insights — Results

Analysis complete. Browse tabs below or ask the AI assistant. [Refine] [Start Over]

**Summary** | Participant Draft | Transcript | Thematic Frequency | Tensions | Glossary (Original) | Glossary (Updated) | Export & DB

#### EXECUTIVE SUMMARY

The community meeting focused on fiscal accountability, academic assessment transparency, school readiness, and physical safety. Participants expressed frustration regarding the lack of clarity in career-pathway assessments, the need for better communication between schools and parents, and the desire for enhanced security measures. The Superintendent acknowledged the district's challenging budget environment while committing to investigate specific concerns regarding assessment resources and security retrofitting.

#### KEY THEMES

- Fiscal accountability and budget transparency
- Assessment clarity and resource access
- School operational readiness
- Parental engagement and communication
- Physical school safety

#### MAJOR CONCERNS

- Lack of transparency regarding assessment blueprints and study materials
- Inadequate support for ESOL and DLI students
- Lack of feedback loops for student assignments and grades
- Security vulnerabilities in school infrastructure

#### SUGGESTIONS & RECOMMENDATIONS

- Earmarking TAD funds for transportation
- Providing teachers with access to assessment study guides and test samples
- Extending Civics/Government to a full-year course
- Mandating virtual/recorded options for all district meetings
- Retrofitting all public-facing windows with ballistic film

**AI Research Assistant** | Viewing: Summary · Qualitative Insights

Ask me about the **Summary** data or anything from this Qualitative Insights analysis.

SUGGESTED QUESTIONS

- Summarize the key concerns from this analysis.
- What are the top priority insights?
- What areas of tension exist?
- What recommendations stand out?**

Ask about this analysis... [Send]

Enter to send · Shift+Enter for new line

The screenshot shows a close-up of the 'AI Research Assistant' chat window. The header is purple and includes a refresh icon and a close icon. The main content area is a light blue bubble containing a detailed response to a question. The response text is as follows: 'The top priority insights center on four critical areas: the need for teachers to have direct access to assessment materials for student preparation, and the disconnect parents feel regarding their children's academic progress due to absent feedback loops. Additionally, the district faces recurring operational readiness issues, specifically regarding the availability of syllabi and materials on the first day of school. Finally, physical security remains a primary concern, with a specific demand for window fortification, though the district's budget constraints pose a significant challenge to implementing these and other requested initiatives.'

**AI Research Assistant** | Viewing: Summary · Qualitative Insights

The top priority insights center on four critical areas: the need for teachers to have direct access to assessment materials for student preparation, and the disconnect parents feel regarding their children's academic progress due to absent feedback loops. Additionally, the district faces recurring operational readiness issues, specifically regarding the availability of syllabi and materials on the first day of school. Finally, physical security remains a primary concern, with a specific demand for window fortification, though the district's budget constraints pose a significant challenge to implementing these and other requested initiatives.

Ask about this analysis... [Send]

Enter to send · Shift+Enter for new line

There is an **AI assistant** that can be used to probe/answer questions of the data as well.

# Agentic AI Goal

” The goal is to move beyond simply using AI tools and toward a system where the technical work is completed in advance, so time and attention can be focused on analysis, real world application, next steps, and overall strategy. ”

# Key Takeaways

**Strategy Integration:** AI can rapidly process large-scale qualitative data, but it's one tool in a broader strategy

**Accuracy & Review:** Accuracy requires strong prompts, human review, and multiple data sources

**Holistic View:** Pair AI insights with surveys, conversations, and quantitative data for a full picture

**Equity Focus:** Intentionally seek out and disaggregate underrepresented voices

**Action & Trust:** Act quickly on findings to build trust and guide next steps

# Closing Discussion

”

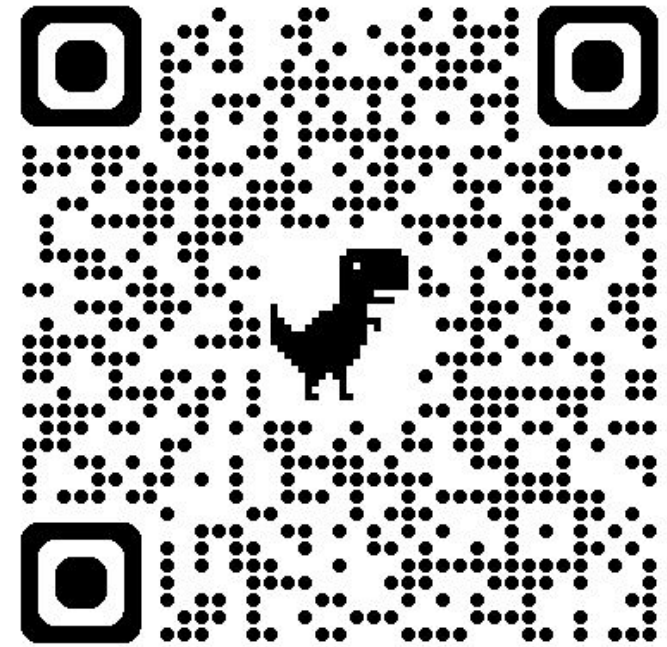
*How does your organization intentionally elevate historically underrepresented voices in community engagement?*

”

# Report Out

Takeaways and/or Questions

## Artifacts and Examples



# Thank You

[tnorvell@atlanta.k12.ga.us](mailto:tnorvell@atlanta.k12.ga.us)

[jennifer.owens@atlanta.k12.ga.us](mailto:jennifer.owens@atlanta.k12.ga.us)

[mashrestha@atlanta.k12.ga.us](mailto:mashrestha@atlanta.k12.ga.us)



Thank You