Pflugerville ISD High School Schedule Task Force

Meeting Summary — Meeting 1
Date: Monday, August 31, 2026
Location: Learning and Technology Center, Lonestar Room
Facilitator: Hutcherson Hill
Recorder: Ruth Yamaguchi

Purpose and Charge

Pflugerville ISD has convened a High School Schedule Task Force to help guide a transition to a new high school scheduling model beginning with the 2027-2028 school year. The High Schedule Task Force is also charged to realize a minimum of $3M in cost savings with a goal of $5M, as a result of a new high school schedule. The task force is one of several district optimization task forces currently underway.

Pflugerville ISD has convened a High School Schedule Task Force to guide the transition to a new scheduling model for the 2027–2028 school year. Designed to optimize district operations, the initiative aims to achieve between $3 million and $5 million in cost savings through schedule adjustments. This task force is one of several district optimization groups currently underway.

The Superintendent has charged the task force with evaluating current high school scheduling models, facilitating district wide collaboration, identifying the impacts of any proposed changes, and ultimately delivering a recommendation to the district's Executive Cabinet that balances cost savings with a strong, sustainable academic experience for students.

The district has framed the task force's work around four guiding commitments:

- Student success
- Teacher retention
- Fiscal responsibility
- Grounding decisions in a "held and heard" philosophy that values every voice at the table

Success will be measured by the task force's ability to maximize instructional time, ensure equitable access for students, support staff well-being, and reduce district spending.

Membership and Operating Norms

The task force includes district administrators, campus principals and assistant principals, teachers, counselors and support staff, students, and parents from across the district, along with several district office staff members serving in a non-voting, advisory capacity. District office representatives, including the facilitator, are present to answer questions and provide expertise but do not vote on the group's final recommendation; voting rests with campus leadership, teachers, parents, and students on the committee.

The facilitator outlined the following operating norms for the group:

- Meetings will start and end on time.
- Discussion will rely on data and evidence rather than anecdote.
- Members are encouraged to debate ideas openly while remaining respectful of one another; the group critiques ideas, not people.

- Side topics that fall outside the task force's scope, such as issues related to campus rezoning or school closures, will be routed to the appropriate district committee or the Executive Cabinet rather than debated within this group.
- All task force members signed a confidentiality agreement covering deliberations and draft materials until they are formally and publicly released. Members are asked not to discuss materials outside the group or share them on social media before public posting.

The group's decision-making approach is built on three standards: every participant has an opportunity to help shape the group's decisions; at least 80 percent of participants are able to support a given recommendation, even if it is not everyone's first choice; and no member believes a decision will cause harm to students or to the district's mission. Dissenting views are treated as a normal and valuable part of the process.

Meeting Schedule and Public Engagement

The task force will meet regularly, with future sessions expected to run roughly one to two hours. Meeting materials, agendas, and summaries such as this one will be posted to the district's optimization website within 48 hours of each meeting. The task force expects to deliver its recommendation package to the Board of Trustees, through the Executive Cabinet, by November 1, 2026.

Discussion Overview

Members opened the meeting with brief introductions and shared personal hopes and concerns for the process. Common themes among the hopes included reaching a recommendation that puts students first, protecting instructional quality and program offerings, ensuring every voice at the table is genuinely heard, and identifying opportunities the new schedule might create for students. Common concerns included the impact of state and district funding constraints on the final outcome, the potential for increased workload on teachers, uncertainty about how specialized programs and staffing assignments might be affected, and a desire to make sure student voices carry real weight in the process.

The group then reviewed its written charge in small table groups, each examining a different aspect of the assignment: stewardship of the academic experience, schedule optimization and operational alignment, the scope of the task force's inquiry and recommendation, cross functional collaboration with other district task forces, communication and transparency with the community, and reporting and accountability to the Board. Groups then reported back on key takeaways, which included:

- Concerns that reduced planning time for teachers under some scheduling models could affect instructional quality
- The importance of thoroughly researching the pros and cons of different scheduling models and how each would affect staffing and transportation
- A desire to gather input broadly, from principals and staff across all comparable campuses, not only from those serving on the task force
- The need for clear, proactive communication with students, families, and staff about how programs such as Advanced Placement courses, fine arts, and athletics could be affected
- The importance of tying any recommendation to a clear explanation of its expected financial impact for the district

As part of this discussion, some members referenced informal comparisons with scheduling approaches used at high schools outside the district, including block and modified schedule models. These comparisons were shared as informal, anecdotal input from individual members and do not reflect any formal analysis or decision by the district.

Strategy and Considerations

The task force was asked to distinguish between elements of its charge that are fixed ("fence") and elements that are open to the group's judgment ("field"). Members worked through this exercise individually and then compared their responses with a partner to identify areas of agreement and disagreement.

One area of discussion involved the district's cost-savings target. District staff clarified that the task force is charged with identifying at least $3 million in savings, with an aspirational goal of realizing savings of up to $5 million, as communicated by the Superintendent. No formal decision on the final savings amount has been made; this remains a target the task force is working toward.

Members also discussed how any proposed schedule's cost savings will be verified. District staff explained that an independent third-party scheduling provider, which already works with the district's high schools on master scheduling, would be used to model and verify projected savings for any scenario the task force proposes, rather than the district calculating figures internally.

Next Steps

The task force will continue meeting to evaluate scheduling models in greater depth, incorporating data and research on options used at comparable districts. Individual members may be asked to bring forward research or information between meetings. Materials from future meetings, including agendas and summaries, will continue to be posted to the district's optimization website within 48 hours of each session. The task force's eventual recommendation will go to the Executive Cabinet and then to the Board of Trustees for consideration, with a target reporting date of November 1, 2026.