

ECTOR COUNTY INDEPENDENT SCHOOL DISTRICT

STAKEHOLDER ENGAGEMENT FEEDBACK REPORT

**ON THE USE OF
ARTIFICIAL INTELLIGENCE (AI)**



MAY 2026

Prepared by ILO Group



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Overview

Ector County ISD is building a stakeholder-informed vision for the use of Artificial Intelligence in education. This report synthesizes input gathered from four stakeholder focus groups and a district-wide survey available in both English and Spanish.

5,373

Total
Responses

4,028

Students
(Gr. 7-12)

909

Staff
Members

415

Parents /
Guardians

21

Community
Members

1

Engagement Metrics

Details on participation: four focus group sessions and a district-wide survey administered in English and Spanish.

2

Experiences and Perceptions

How stakeholders feel about AI today, including sentiment, use frequency, and opinion.

3

Input on AI Use

What stakeholders support and worry about: concerns, allowed use, and favorability.

4

Learning and Engagement

Staff professional learning preferences, student learning interests, and engagement choices.

2

Engagement Metrics

How we gathered stakeholder input

ECISD facilitated four stakeholder focus groups and administered a district-wide survey available in English and Spanish. Together, these methods generated 5,373 responses across all stakeholder groups.

Stakeholder Engagement Survey and Focus Groups

The district administered an anonymous AI Stakeholder Engagement Survey to all stakeholders.

The survey was available in English and Spanish and organized around the following topic areas:

- Role with ECISD
- Types and frequency of AI use
- Overall perceptions and feelings about AI
- Perspectives on ways AI could be used in school
- Concerns about AI in education
- Student learning and staff professional learning interests
- Preferences for community engagement
- Open-ended written response

5,373

Total Responses

4,028

Students, Grades 7-12

909

Staff Members

415

Parents / Guardians

21

Community Members

The district facilitated four focus groups alongside its community survey administered in English and Spanish.

Teacher Focus Group

Topics: AI for efficiency, professional learning, and classroom use.

Principal Focus Group

Topics: policy readiness, teacher support, and implementation concerns.

Student Focus Group

Topics: current AI use, learning preferences, and academic honesty.

Parent / Guardian Focus Group

Topics: AI awareness, acceptable use, learning impact, and student supports.

Experiences and Perceptions

Where stakeholders are starting from

ECISD sought to understand where stakeholders already are, including how they use AI, what they feel about it, and what they believe about its role in education. The survey and focus groups paint a clear picture: the community is engaged, observant, and ready for a conversation.

Themes

Across the focus groups and the survey, three themes defined how ECISD stakeholders experience AI today.

Curiosity and Caution Coexist

Across every stakeholder group, a consistent pattern shows up: people are genuinely open to what AI could make possible and genuinely concerned about what it could get wrong. Those two feelings coexist as an informed perspective.

AI Is Already Here, Especially in Staff Workflows

Staff are already using AI. Teachers described using generative AI to build lesson stations, draft communications, and streamline administrative tasks. Principals noted using it in coaching cycles. 62% of staff use generative AI often or all the time. Students use it primarily at home (81%).

Consistent, Clearly Communicated Policy Is the Top Ask

Across students, teachers, and parents, one ask came up more than any other: clearer guidance on when and how AI is appropriate to use. Teachers want to know what the district supports so they can make consistent decisions in their classrooms. Students want to know the rules around academic honesty so they can act with confidence. Parents want to understand what their children are encountering. Stakeholders want direction and alignment that will help them engage with AI responsibly.

Survey Results: Most Common Feelings About AI

Concerned and Curious lead across every group.



INSIGHT: Across every group, Concerned and Curious appear together as the top two feelings. This suggests engagement; the community wants to understand AI and help shape how it is used in ECISD.

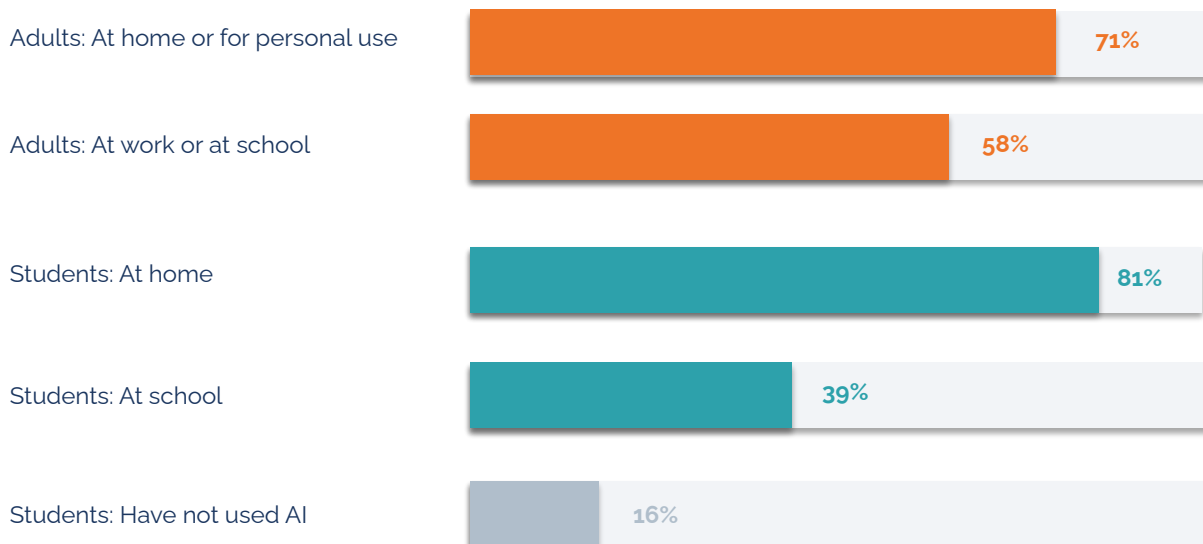
Survey Results: How Often and Where AI Is Used

Staff are already frequent users of generative AI. Students are close behind, using mostly at home.

Generative AI Use: 'Often' or 'All the Time' (e.g., ChatGPT, Claude, Khanmigo)



Where Stakeholders Have Used AI

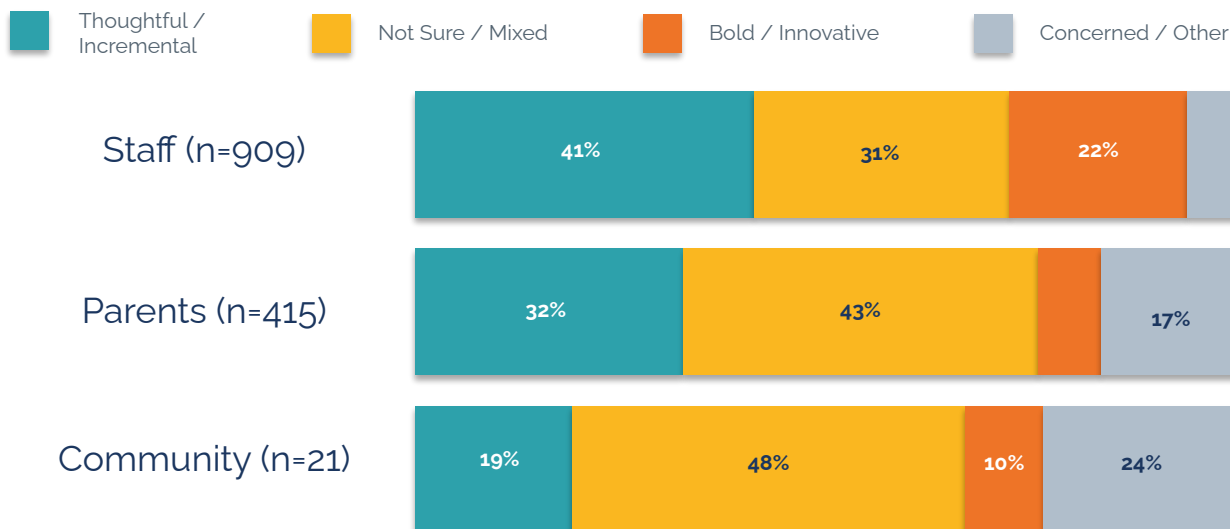


INSIGHT: 81% of students use AI at home; only 39% use it at school. AI learning is largely self-directed. Structured, in-school AI experiences could make a meaningful difference.

Survey Results: Opinions on AI in Education

Most adults want thoughtful, incremental change. Only 1 in 5 staff prefer bold, rapid innovation.

When you think about the use of AI in education, which best describes your view?



“

I use ChatGPT and I taught it my lesson format -- the stations structure, even the emergency check-in for our specials. Mine has a memory -- it remembers everything from last year. If I want to make changes, I just tell it. It helps me -- it saves me on the weekends.

— ECISD Teacher, Focus Group

“

Every year I have my student orientations, and my learners and parents know: AI is a tool. They have access to it outside of the classroom, but at the end of the day, it comes out in how successfully they are using it.

— ECISD Principal, Focus Group

“

I can use AI to do a lot of deep research, which is really cool -- it saves me a lot of time from having to do research. But that is also the flip side: when a kid is using it, we need to make sure they are still doing the thinking.

— ECISD Parent, Focus Group

“

I feel like a lot of students, whenever they are given work -- whether it be math, English, science -- they immediately take out their phones and just look up the answers. They don't want to attempt it.

— ECISD Student, Focus Group

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Input on AI Use in ECISD

What stakeholders want and what they worry about

When asked about specific AI applications, ECISD stakeholders were clear: they support AI for learning support, efficiency, and personalization. They are most concerned about academic honesty, overreliance, and the erosion of human connection.

Themes

Three themes emerged consistently across focus groups and the survey on how AI should be used.

Teacher Efficiency Is the Most Visible Near-Term Benefit

Staff described AI as transformative for lesson planning, communications, and administrative tasks. Teachers who use it report saving meaningful time.

Student-Facing AI Requires Clear Guardrails

All four stakeholder focus groups supported student AI use but with conditions. Survey data confirmed this: academic honesty was the top concern across every adult group surveyed. Many teachers, students, and parents want district-level clarity about when and how AI is acceptable for classwork.

Students Want to Learn About AI as Part of Regular Instruction

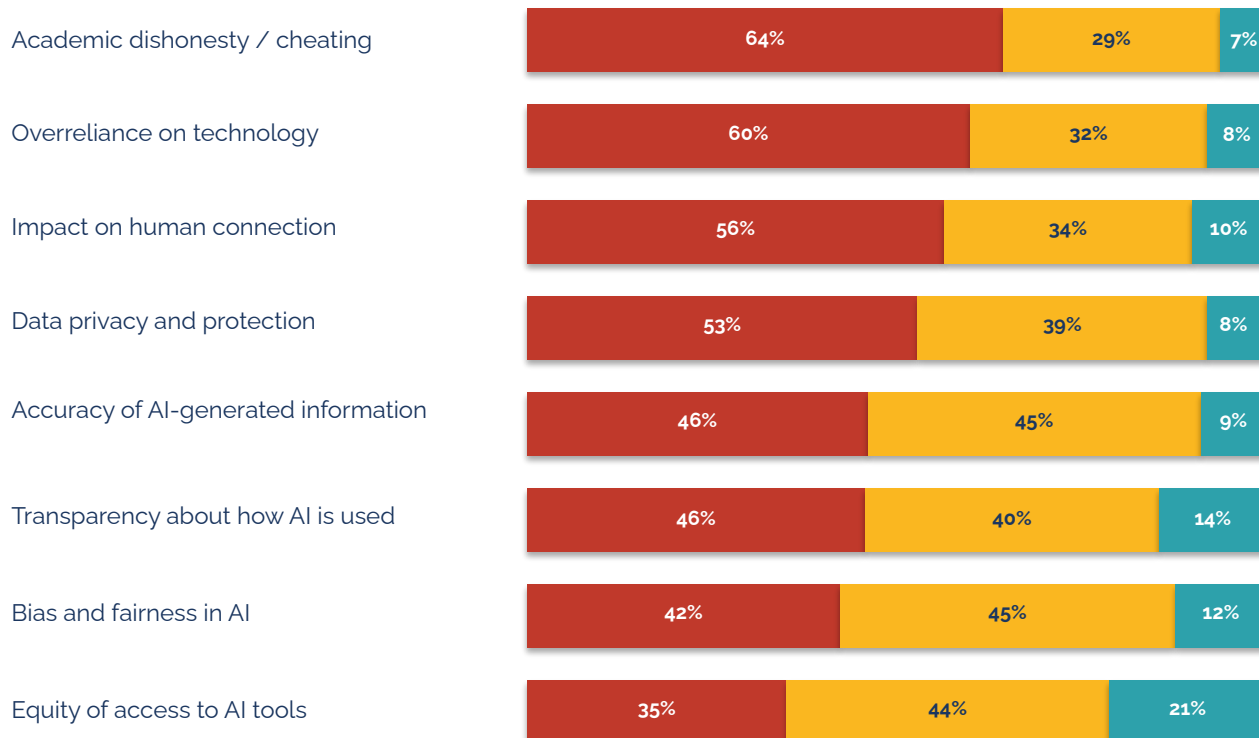
Students did not simply want to be told what AI is; they wanted to learn how to use it critically, creatively, and responsibly. Focus group participants described wanting in-class instruction, not one-off experiences. Survey data confirm this: 64% of students chose in-class lessons as their preferred learning format.

Survey Results: Concerns About AI in Schools

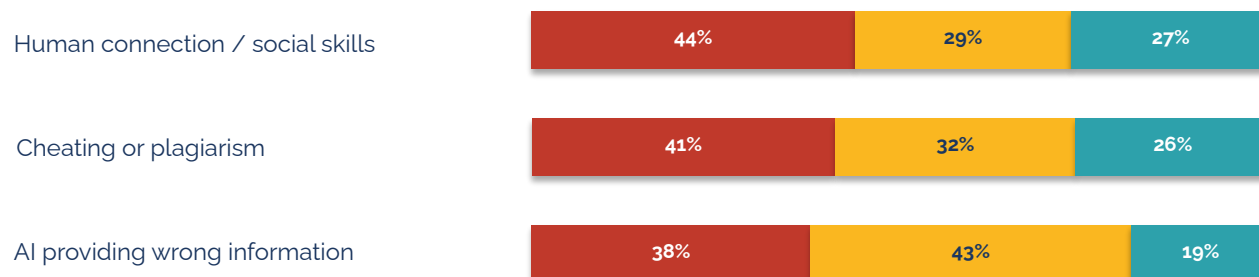
Academic dishonesty is the #1 concern and was named by nearly two-thirds of all adults.



Adults (Staff, Parents, Community)



Students (Grades 7–12)



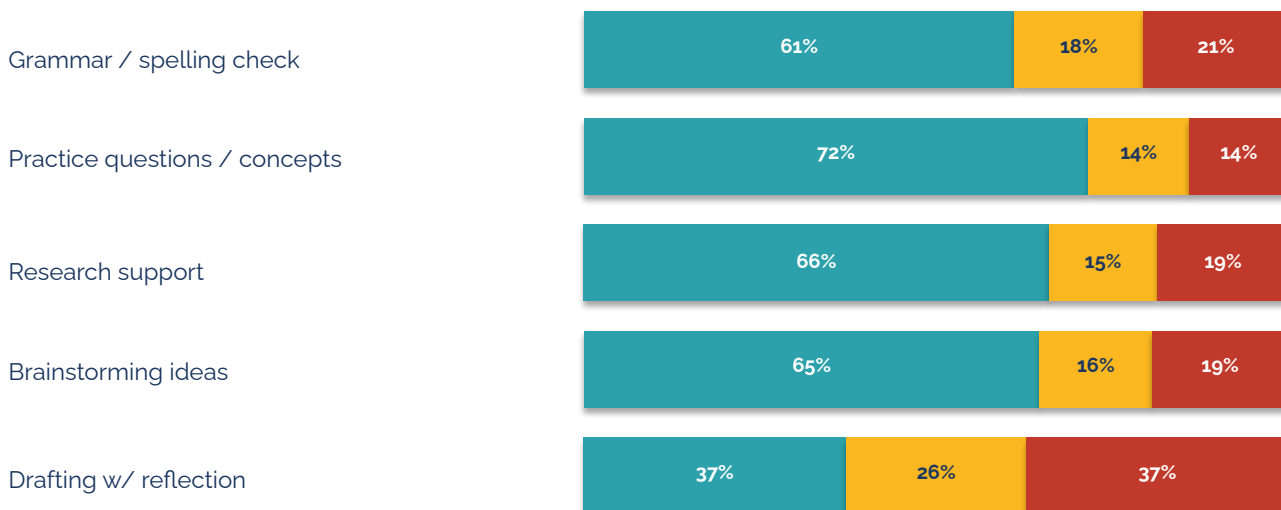
INSIGHT: Academic dishonesty is the top adult concern (64.4% 'a lot'). Both adults and students share concern about over reliance and human connection.

Survey Results: Should Students Be Allowed to Use AI?

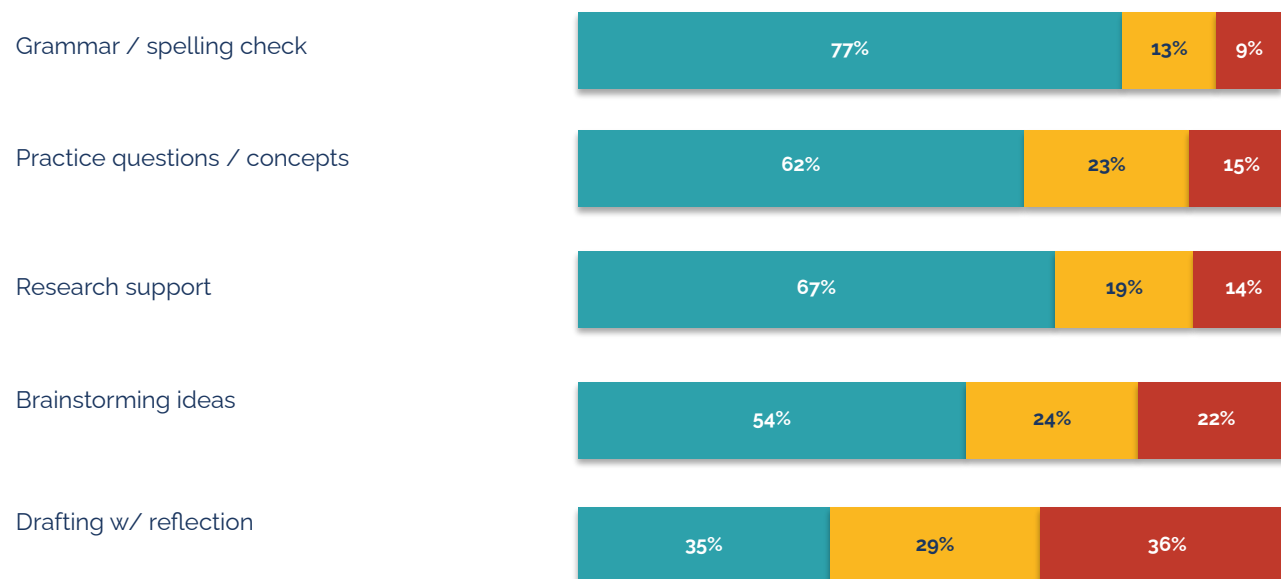
Support grows when AI assists the learning process. It falls sharply when AI does the work.



Adults (Staff + Parents) — % Allowed



Students — % Allowed



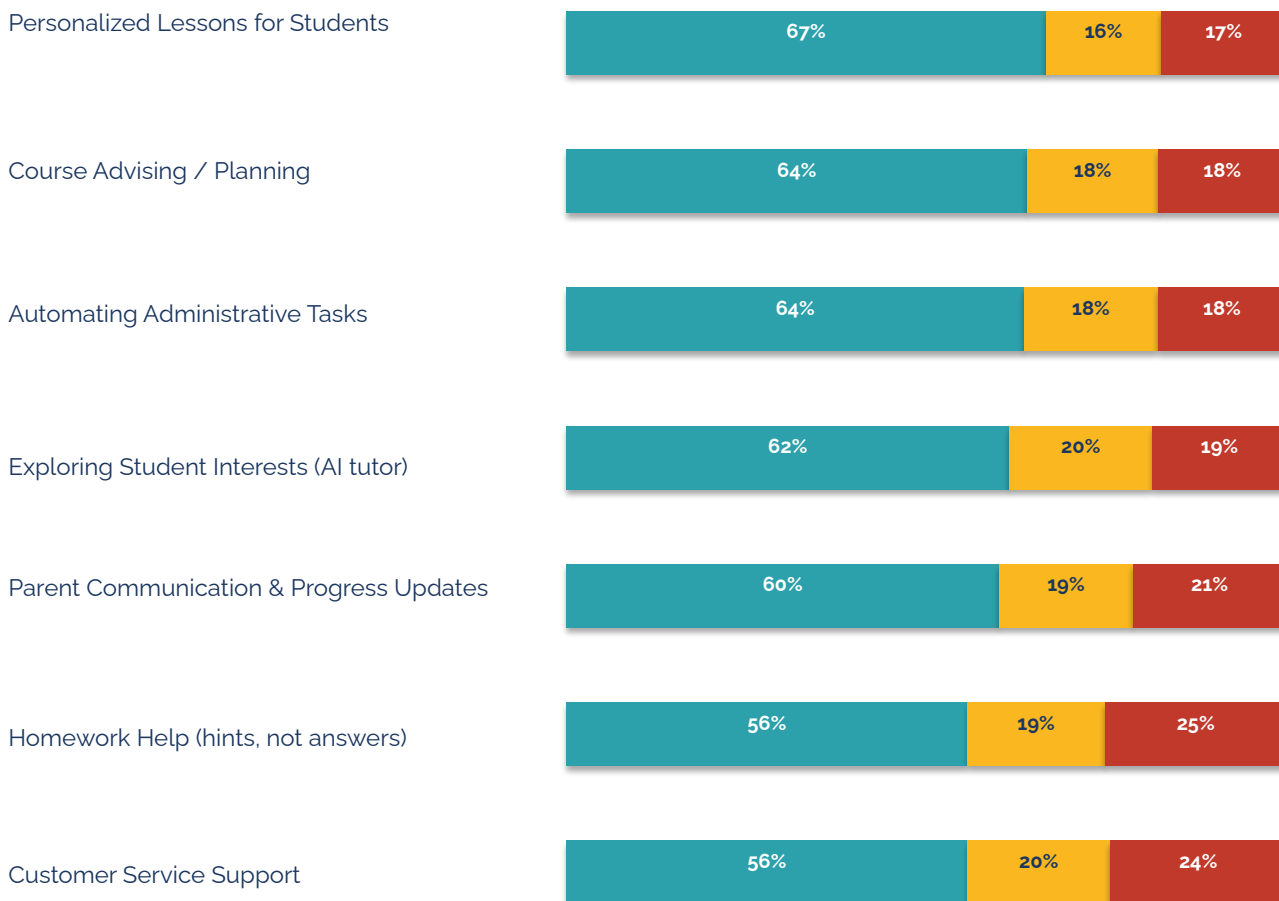
INSIGHT: Drafting essays (even with reflection) is the only task where both adults and students are genuinely split with roughly 35% allowed, 35% not allowed. Every other task has majority support.

Survey Results: AI Uses ECISD Should Explore

Personalized learning and efficiency applications have the strongest community backing.



Adults (Staff, Parents, Community) — should ECISD use AI in these ways?



Students — should ECISD use AI in these ways? TOP 2 Choices



INSIGHT: Personalized learning and staff efficiency applications have the broadest support.

Voices from the Community

What stakeholders said about AI use in ECISD, in their own words.

“

I taught AI my lesson format — the learning objectives, the stations structure, even the emergency check-in protocol. Now it generates what I need in minutes. I've saved hours every week, and I actually get to focus on my kids.

— **ECISD Teacher, Focus Group**

“

I believe that AI could help some students that may be struggling in their classes. It could also help students understand the growing advancement of technology and how it works, such as coding.

— **ECISD Student, District-wide Survey**

“

The cell phone example is perfect. We didn't ban those — we learned to use them responsibly. AI is the same. I've talked to staff all summer about this: the guardrails matter, but so does the access. We can't just say no.

— **ECISD Principal, Focus Group**

“

I don't want to put it to use with kindergartners who still need that hand-eye coordination, learning how to write, and learning basic life skills. Maybe we push it at a slower rate with the smaller kids, and a little bit faster with the older ones.

— **ECISD Parent, Focus Group**

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Preferences for Learning and Engagement

How stakeholders want to grow and stay informed

Knowing that the community is ready to engage with AI, the next question is: what does support look like? This section covers how staff want to learn, how students want AI literacy to be taught, and how all stakeholders prefer to stay informed as ECISD's AI work evolves.

Themes

Stakeholders expressed readiness to learn.

Staff Need Practical, Differentiated Professional Learning

Survey data show staff most interested in safe and ethical use, instructional planning, and practical applications, all above 57%. Focus group participants emphasized learning that is job-embedded and differentiated by comfort level. "Meet people where they are" was the consistent message. Short videos and daytime in-person workshops were the top format preferences.

Students Want AI Literacy Built Into Class

64% of students prefer in-class lessons as their learning format. Hands-on projects came second (55%). Students consistently favored structured, teacher-guided AI instruction over after-school clubs (28%) or independent exploration.

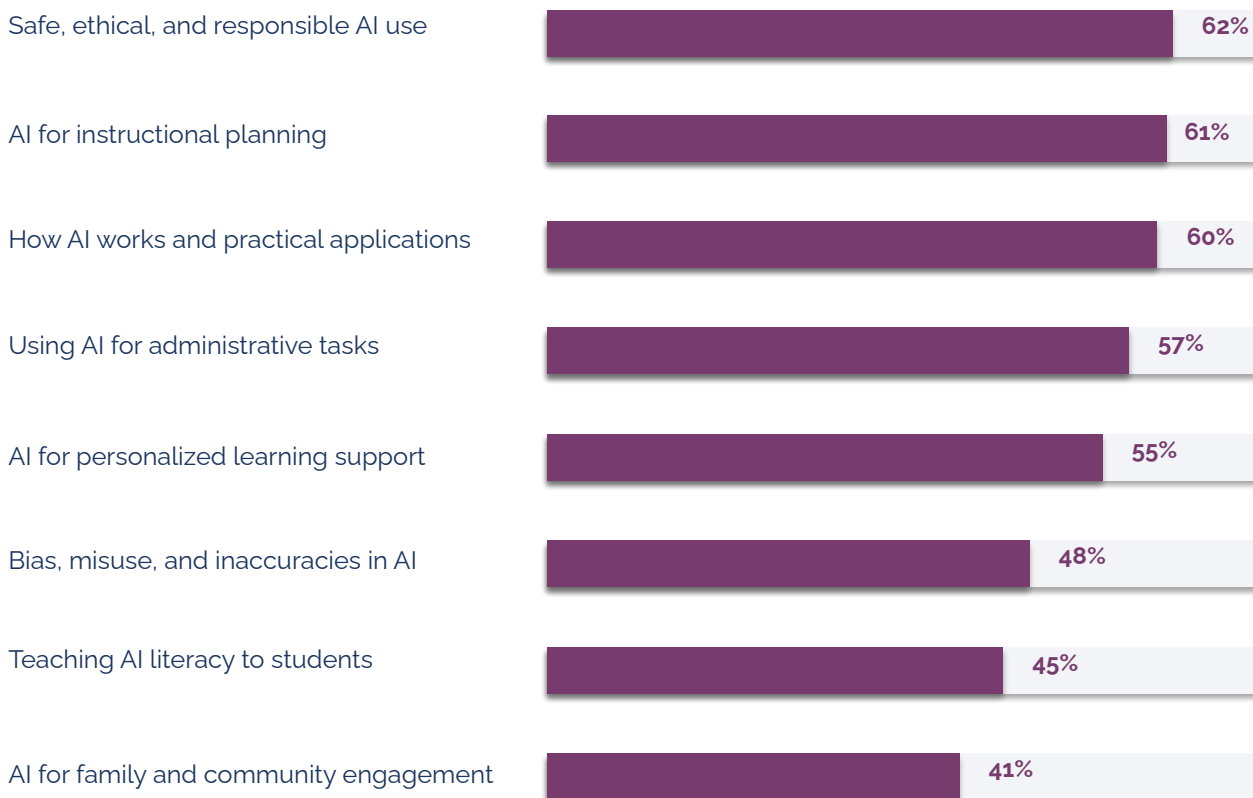
Email Is How This Community Stays Informed

89% of adults said email is how they want to stay informed about ECISD's AI initiatives. Online surveys (26%), social media (19%), and in-person forums (18%) were distant runners-up.

Survey Results: Staff Professional Learning

The most-wanted Professional Learning topics: safe and ethical use, instructional planning, and practical applications.

Topics of Interest (among Staff, n=909)



Preferred Formats (among Staff, n=909)

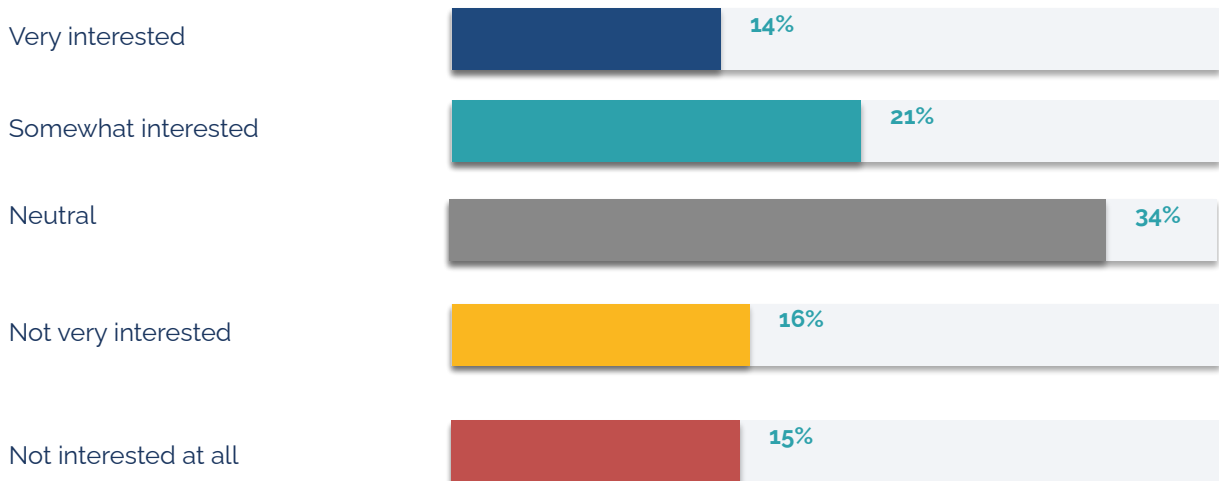


INSIGHT: Short videos + daytime in-person workshops reach the broadest staff audience.

Survey Results: Student Learning and Community Engagement

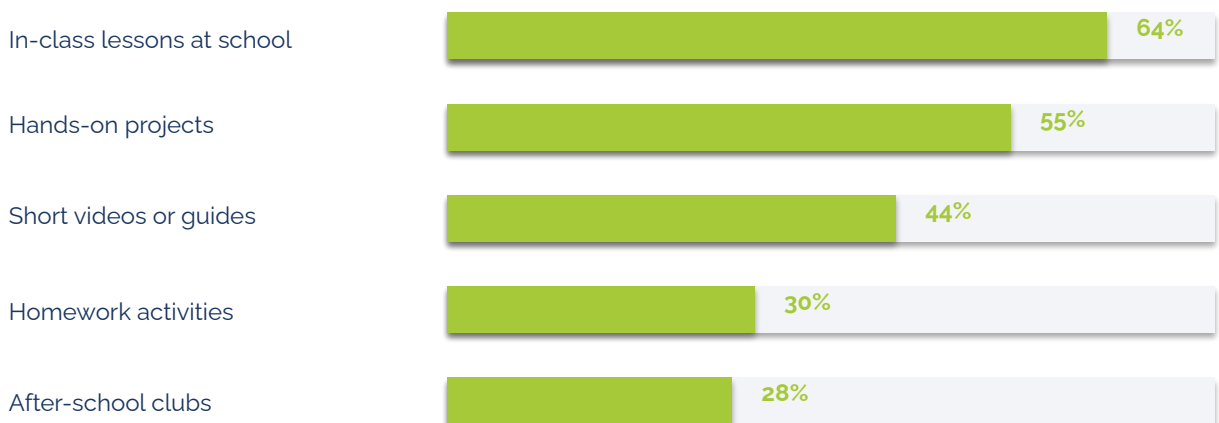
Students want structured, in-class AI learning. Adults want to stay informed by email.

Student Interest in Learning More About AI (n=4,026)

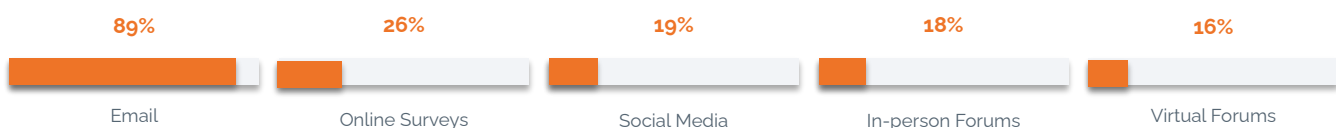


Note: 35.3% are Somewhat or Very interested. 34.2% are Neutral.

Preferred Learning Format (Students)



How Adults Want to Stay Informed (% selecting)



Voices from the Community

What stakeholders said about learning, professional development, and staying engaged.

“

We need training that meets people where they are. Not everyone is at the same place with technology. Online modules alone don't work — we need in-person learning and discussion. This is a fast-moving world and teaching is a tough job.

— **ECISD Staff, Focus Group**

“

I feel like students and teachers should use AI to check math problems, grammar etc., and teachers should use it to make lesson plans and email parents, but it should not be used for cheating or for answers.

— **ECISD Student, District-wide Survey**

“

I want ECISD to keep communicating through email. I don't always make it to meetings, but I read every email. Just keep us informed as things change. That is all we ask.

— **ECISD Parent, Focus Group**

“

I want to learn how to use AI in the classroom, not just be told that I can. Teach us. Show us what responsible use actually looks like in a lesson. Give us something we can use on Monday.

— **ECISD Teacher, Focus Group**

Appendices

All survey response data

The following pages provide complete response distributions for all major survey questions, organized by topic. Data are presented for all stakeholder groups.

All Survey Response Data: Sample Sizes and AI Frequency

Respondents by Stakeholder Group

Group	n	English	Spanish	% of Total
Staff	909	878	31	16.9%
Parent/Guardian	415	331	84	7.7%
Community	21	18	3	0.4%
Student (Gr 7-12)	4,028	4,028	0	74.7%
TOTAL	5,373	5,255	119	100%

Generative AI Use Frequency (% of group)

Group	Never	Rarely	Often	All the Time	Often + All
Staff (adults)	13.6%	24.4%	42.1%	19.8%	61.9%
Parent (adults)	23.1%	32.3%	28.9%	15.7%	44.6%
Community (adults)	23.8%	42.9%	28.6%	4.8%	33.3%
Student (Gr 7-12)	23.2%	32.6%	26.5%	17.7%	44.3%

All Survey Response Data: Sentiment and Opinions

Feelings About AI (% selecting; respondents chose top 3)

Word	Staff	Parent	All Adults	Students
Concerned	38.6%	59.8%	45.5%	38.0%
Curious	45.8%	32.3%	41.3%	32.5%
Skeptical	22.8%	37.8%	27.7%	32.3%
Conflicted	25.7%	40.0%	30.4%	N/A
Excited	30.1%	12.3%	24.3%	12.8%
Fascinated	25.7%	16.4%	22.7%	21.8%
Empowered	28.2%	11.1%	22.6%	10.4%
Hopeful	27.0%	12.0%	22.2%	16.0%
Indifferent	N/A	N/A	N/A	30.4%
Unsure	N/A	N/A	N/A	27.2%
Nervous	13.9%	19.0%	15.8%	6.4%

Opinion on AI in Education (adults only; not asked of students)

Opinion	Staff	Parent	Community
Thoughtful / Incremental	41.0%	32.5%	19.0%
Not Sure / Mixed	31.0%	42.9%	47.6%
Bold / Innovative	21.5%	7.7%	9.5%
Concerned / Other	6.5%	16.9%	23.8%

All Survey Response Data: Concerns About AI

Adult Concerns (% of Staff, Parents, and Community)

Concern Area	A Lot	Some	Little/None
Academic dishonesty / cheating	64.4%	29.3%	6.3%
Overreliance on technology	59.9%	32.1%	8.0%
Impact on human connection	56.4%	33.5%	10.0%
Data privacy and protection	52.8%	39.2%	8.0%
Accuracy of AI information	46.1%	45.0%	8.9%
Transparency about how AI is used	45.7%	39.8%	14.5%
Bias and fairness in AI	42.3%	45.4%	12.3%
Equity of access to AI tools	35.1%	43.6%	21.3%

Student Concerns (% of Students, Grades 7-12, n=4,028)

Concern Area	A Lot	Some	Little/None
Human connection / social skills	43.8%	29.2%	27.0%
Overreliance on technology	42.4%	34.9%	22.7%
Cheating or plagiarism	41.1%	32.5%	26.3%
AI providing wrong information	37.8%	43.3%	18.9%
Data privacy and protection	32.1%	40.3%	27.6%
Transparency about how AI is used	25.1%	41.9%	33.1%

All Survey Response Data: Allowed Use and Favorability

Allowed Use of AI for Student Tasks

Task	Allowed	Not Sure	Not Allowed
Grammar/spelling check (Adults: Staff)	61.1%	18.3%	20.6%
Grammar/spelling check (Adults: Parent)	46.0%	16.9%	37.1%
Grammar/spelling check (Students)	77.3%	13.3%	9.4%
Practice questions (Adults: Staff)	71.6%	14.3%	14.1%
Practice questions (Adults: Parent)	58.3%	13.0%	28.7%
Practice questions (Students)	62.3%	23.0%	14.7%
Research support (Adults: Staff)	66.0%	15.4%	18.6%
Research support (Students)	66.6%	19.3%	14.1%
Brainstorming (Adults: Staff)	64.7%	15.9%	19.4%
Brainstorming (Students)	54.2%	24.0%	21.8%
Drafting w/ reflection (Adults: Staff)	37.2%	25.6%	37.2%
Drafting w/ reflection (Students)	35.2%	29.3%	35.5%

Thank you for shaping ECISD's AI future.

5,373 community members weighed in.
Every voice shaped this report.

About ILO Group



ILO Group is a proudly women-owned education strategy and policy firm. We are a dedicated team of strategic partners and specialists who support school district and state leaders in executing their biggest bets and their highest priority efforts. Our name, ILO Group, stands for In the Life Of: we work as members of our partners' teams, operating side-by-side with the country's leading educators, experts, and government partners.