



**Special Meeting - Board Team of 8 Retreat Agenda
Saturday, December 7, 2024
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726
9:00 AM**

Board meeting protocols are available at <https://bit.ly/3DHAR4v>.

Doors will open to the public at 8:45 AM.

Members of the public may access this meeting via live stream at <https://live.myvrspot.com/st?cid=MmVIZD>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

This is a Special Meeting of the Board of Trustees. At Special meetings, Citizen Comments will be limited to topics listed on the agenda. Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/3YYWM39>, between noon on Thursday, December 5 and noon on Friday, December 6 and be present at the meeting when their number is called.

Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on November 22, 2024, at 2:40 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. CALL TO ORDER AND DECLARATION OF QUORUM**
- 2. CITIZEN COMMENTS** (*Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.*)
- 3. GOVERNANCE TEAM (BOARD AND SUPERINTENDENT) TRAINING AND DEVELOPMENT**
 - A. Educational Access Discussion 2
 - B. Legal Update and Board Operating Procedures 28
 - C. Evaluating and Improving Student Outcomes (EISO) Training 29
- 4. BOARD MEETING DEBRIEF**
- 5. ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 7, 2024

Agenda Item: Educational Access Discussion
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: DeWayne Street, M.Ed., Chief, Office of Educational Access and Melody
Maples, M.Ed., Executive Director, Office of Educational Access
Attachments: Educational Access Presentation (*Uploaded in BoardBook 12-10-24*)
Educational Access Article (*Uploaded in BoardBook 12-10-24*)

Background Information:

The Office of Educational Access will engage with the Board of Trustees in a discussion focused on economically disadvantaged students. The discussion will feature an article reflection and a multimedia presentation.

Administrative Recommendation:

N/A

Sample Motion:

N/A



December 7, 2024

Educational Access Discussion



The Adult Learning Space

Suspend judgement

Remove ideology

Vulnerability is valued, but not mandatory

5

- No manipulation
- Remove the raincoat

We are all imperfect practitioners seeking to be more reflective and impactful

Article Reflection Questions



What are your thoughts concerning this article?

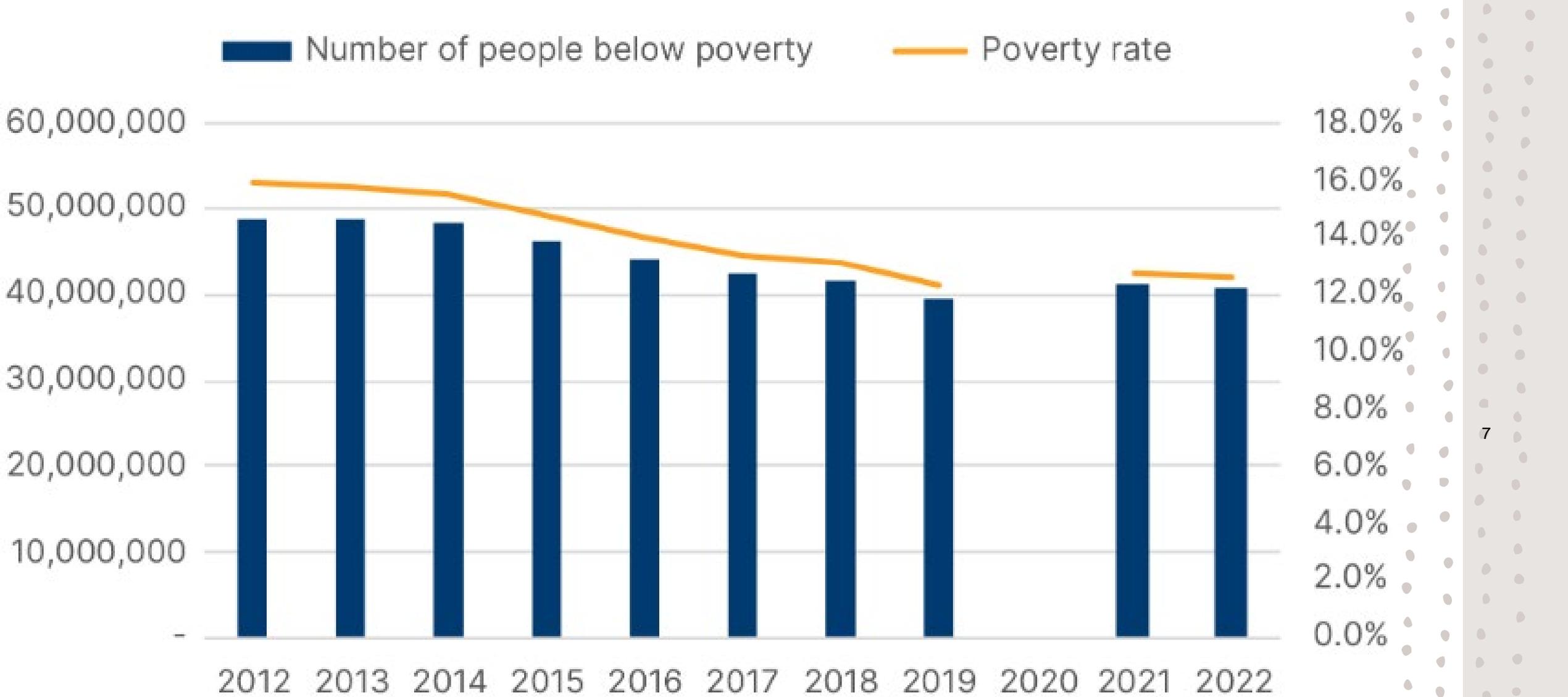
6



What does the article illuminate as the four key solutions for educating economically disadvantaged students? In your opinion, which one is the most important for LISD? Why?



What is the most important thing that educators should remember about working with economically disadvantaged students?



Source: American Community Survey 1-Year Estimates
Note: The U.S. Census Bureau did not release 1-year ACS estimates for 2020 due to data quality issues. The poverty line for



Generational Poverty

Demographics of Intergenerational Poverty

68%

are women

81%

less than 35 yrs. old

76%

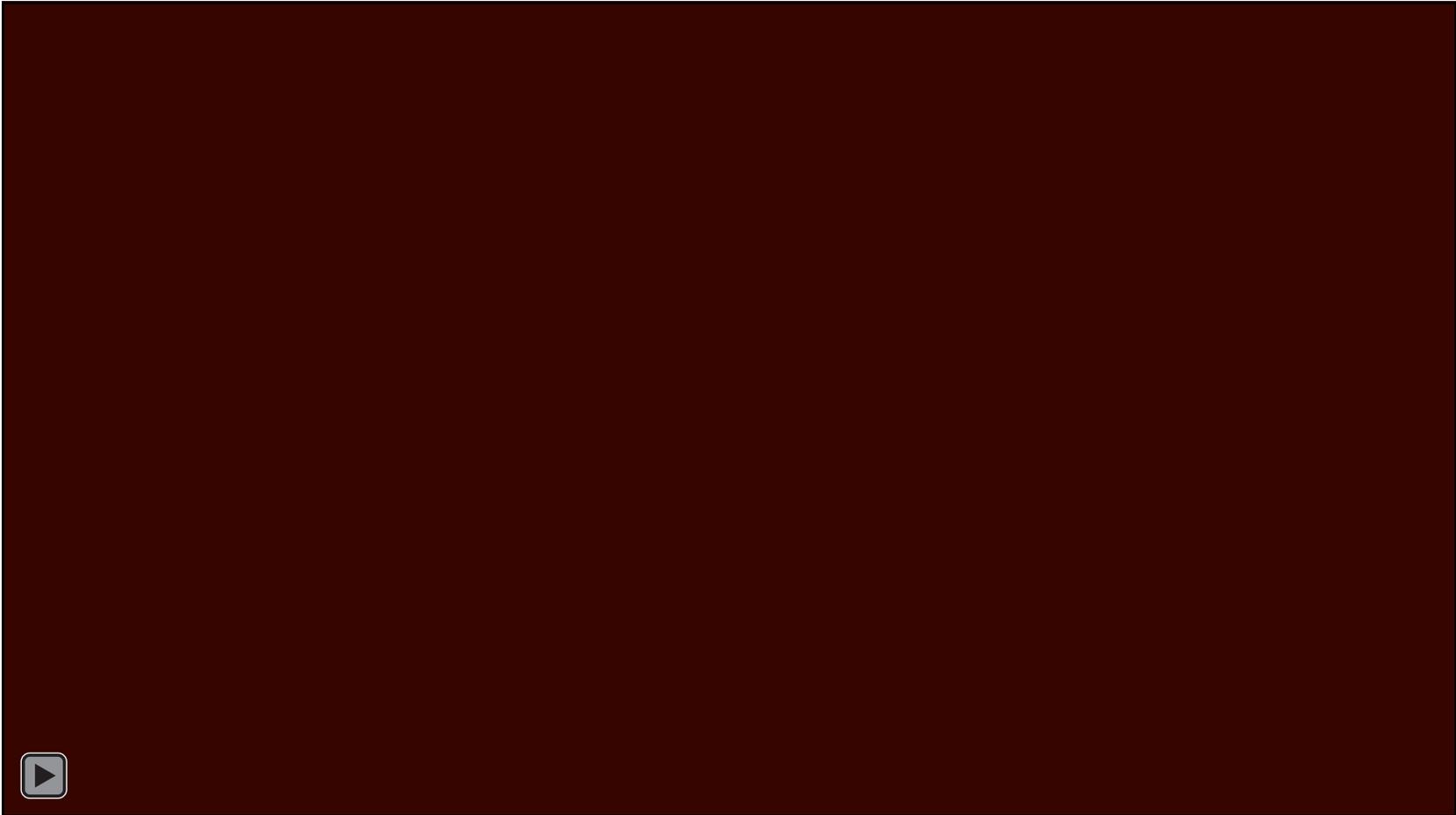
have children

88%

of children are under 13 yrs.

61%

of children in IGP are in single parent households.



14

Two Minute in Learning Reflection

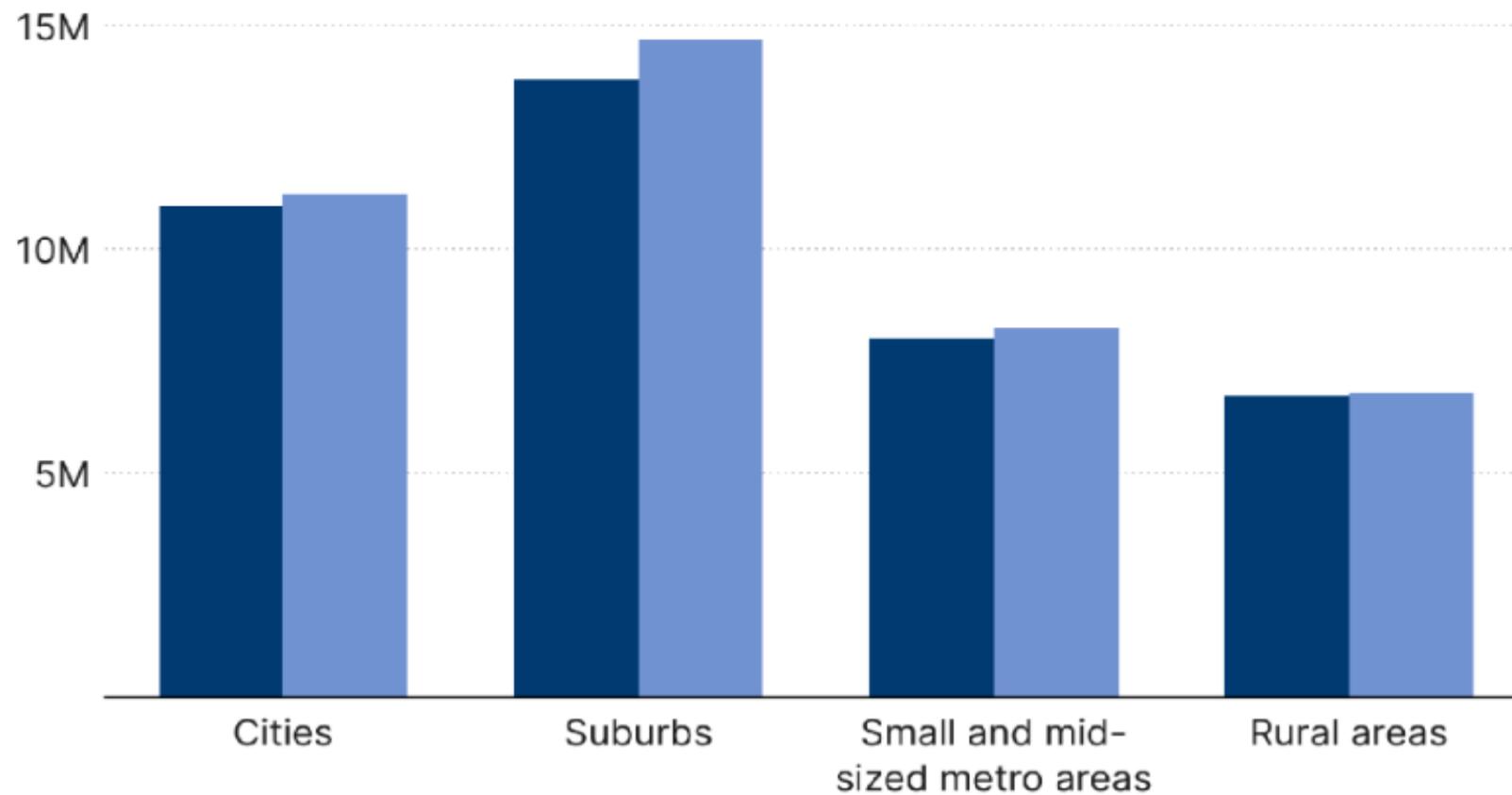


FIGURE 2

Number of people living below the poverty line, by geography type

2019 and 2022

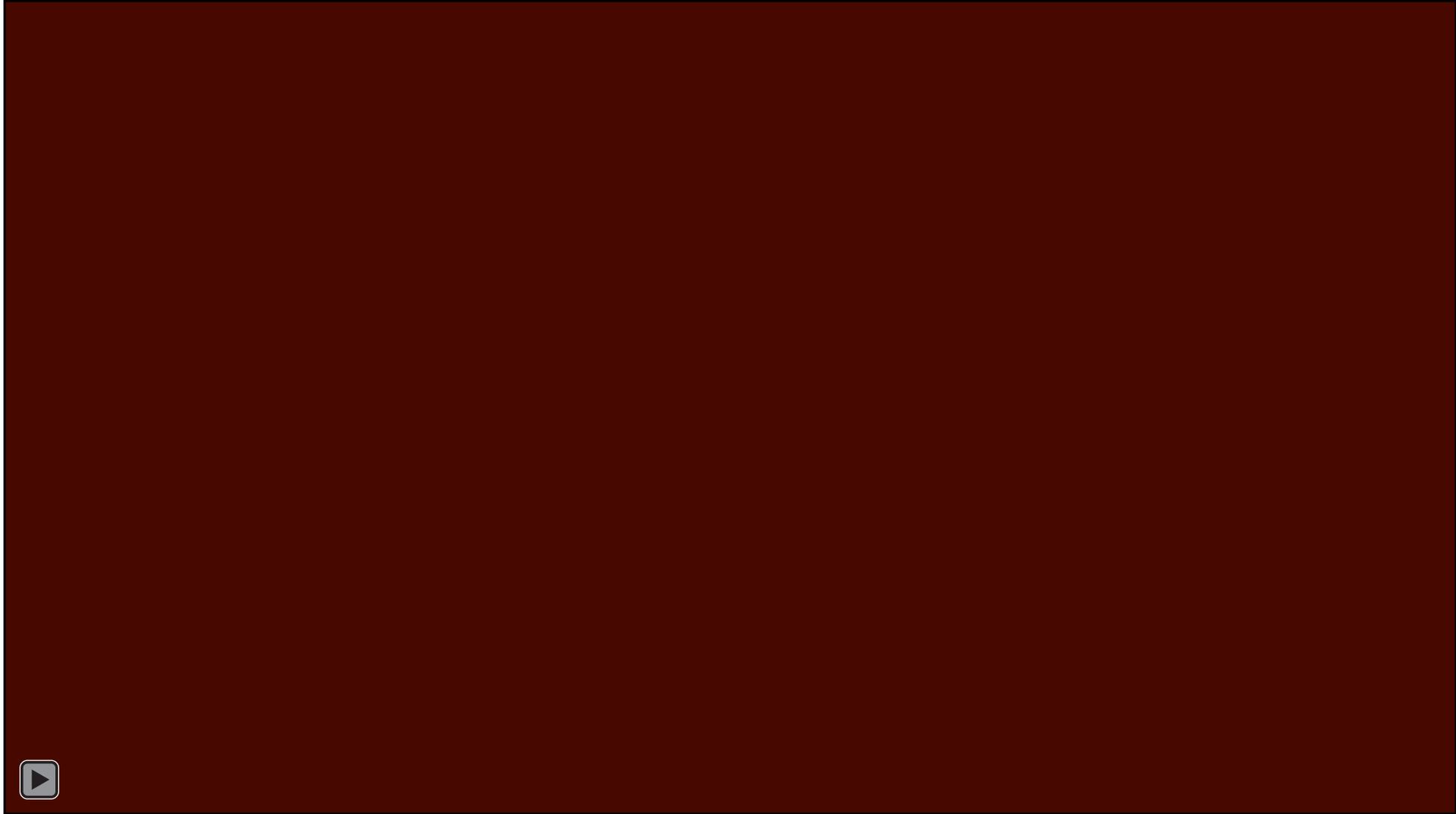
■ 2019 ■ 2022



Relative Poverty



Suburban Poverty



Video Reflection Questions

What are your thoughts concerning this video? What resonated the most with you?

15

What are some of the challenges that suburban school districts face that urban school districts may not as it relates to educating economically disadvantaged students?

Please reflect on the following - *instructional rigor is based on teacher expectations*. Do you agree with this statement? Please explain.



LISD Data Protocol

What parts of this data catch your attention?

Implications for future planning this year?

How does this data connect to your work?

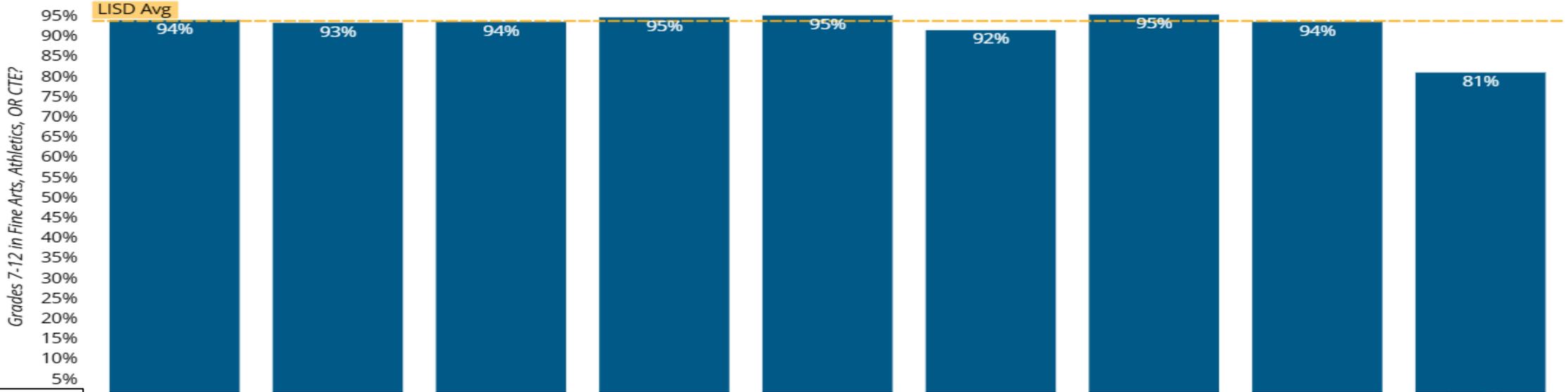
What does the data tell us?

Implications for planning next year?

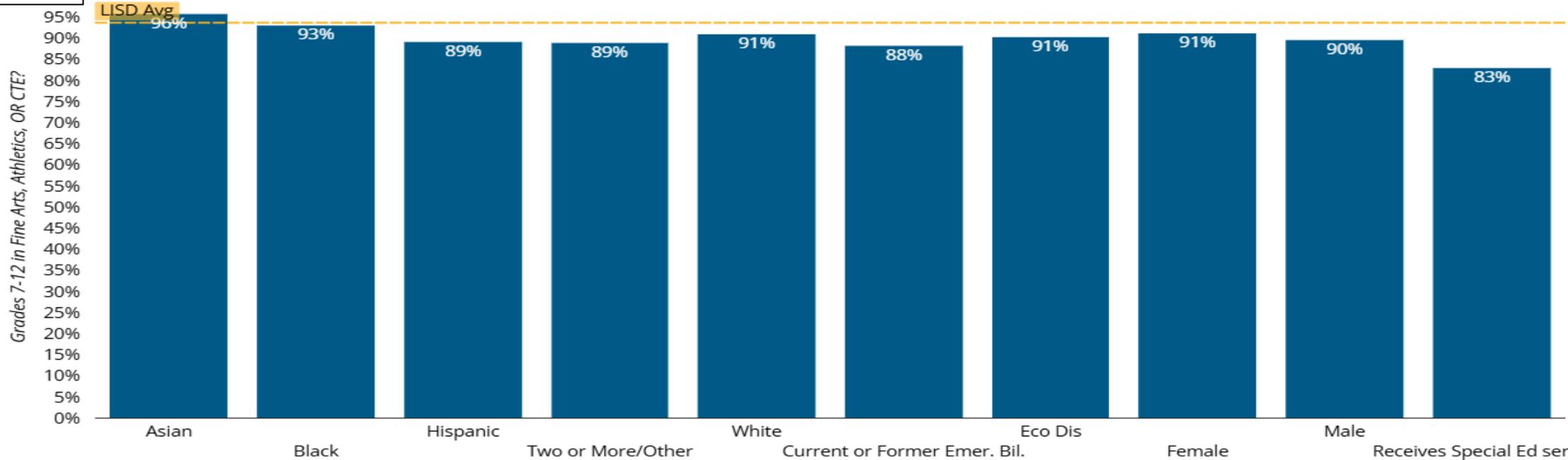
What wonderings, questions do you have?

LISD Data by Demographic

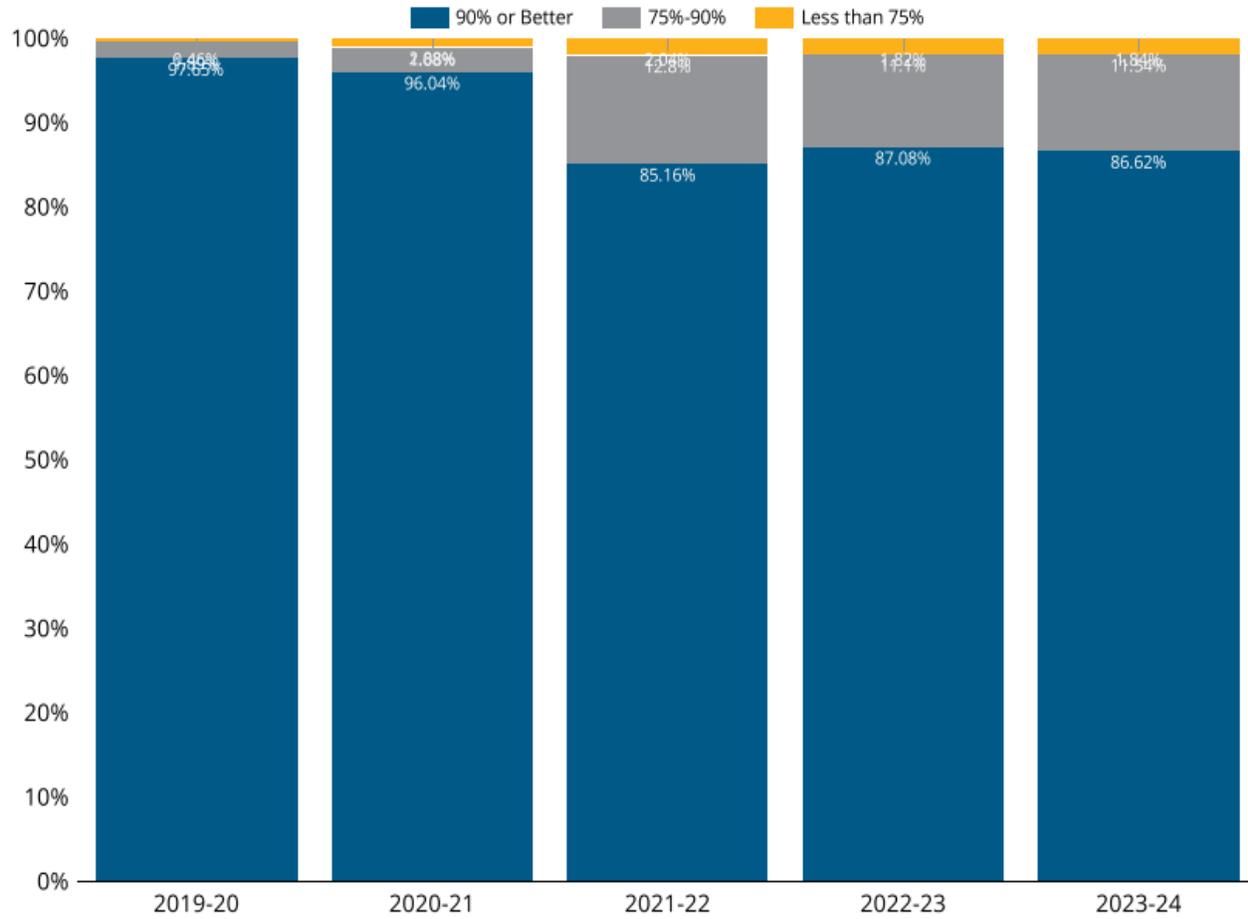
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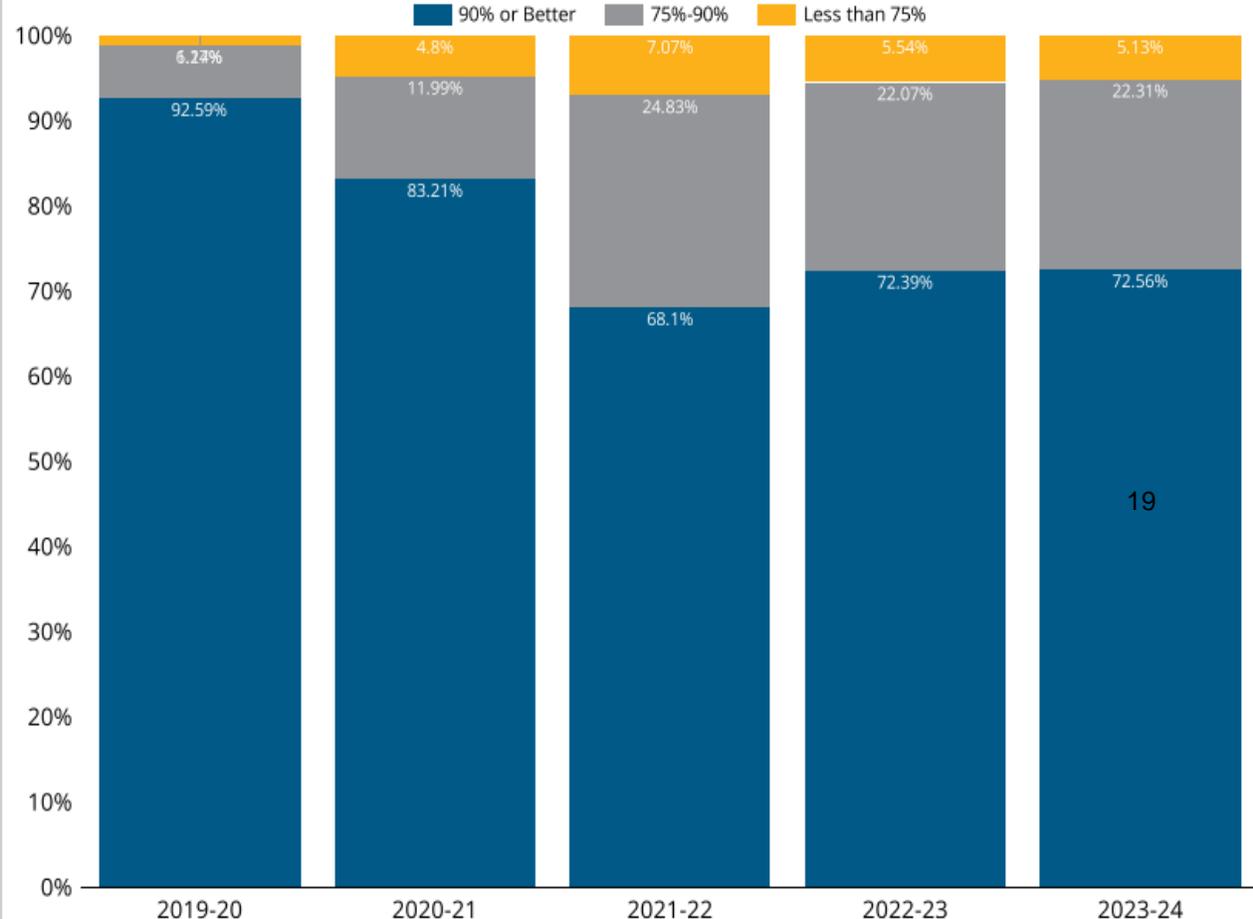
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5 Year All LISD Attendance



NON ECO DIS

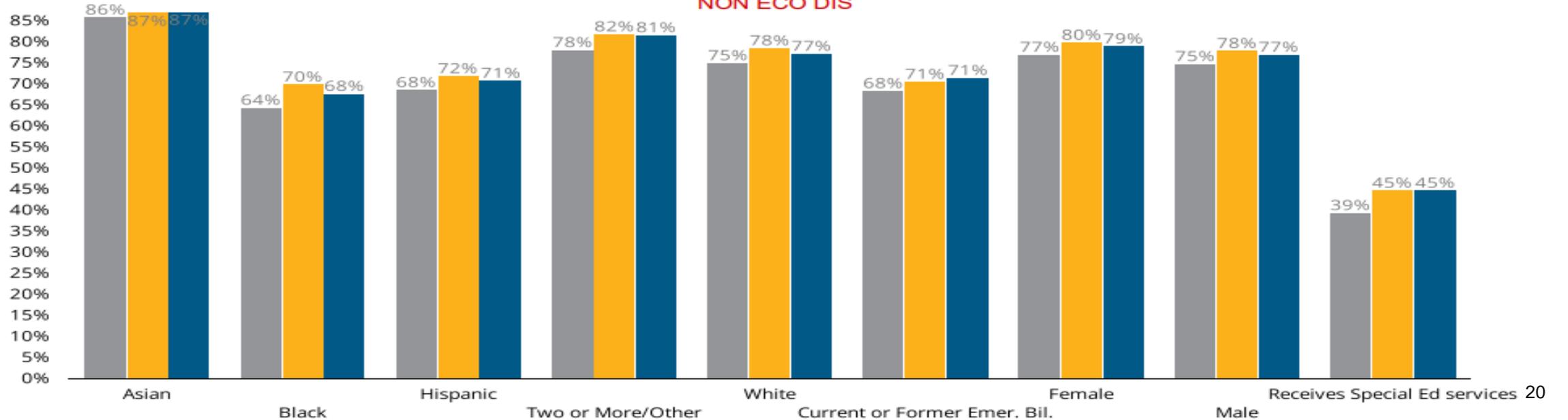


ECO DIS

K-8 Reading Readiness (ISIP or MAP) by Student Group

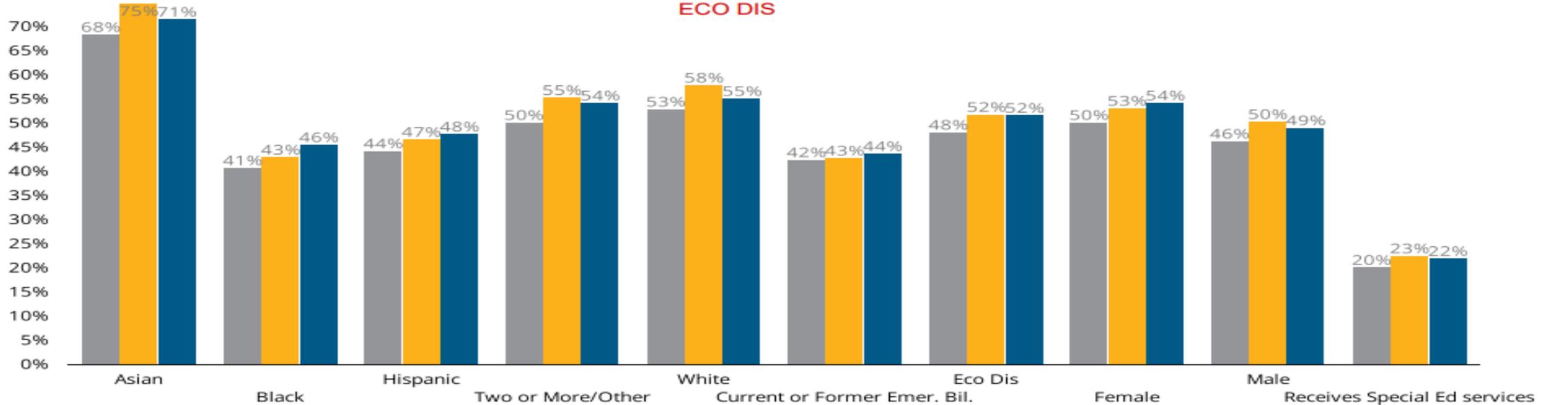
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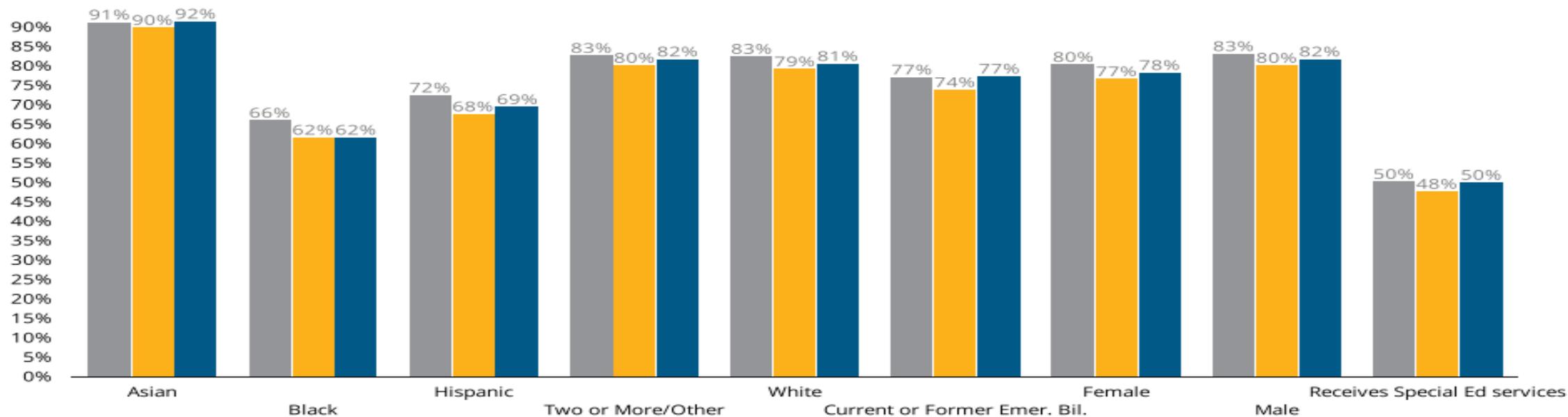
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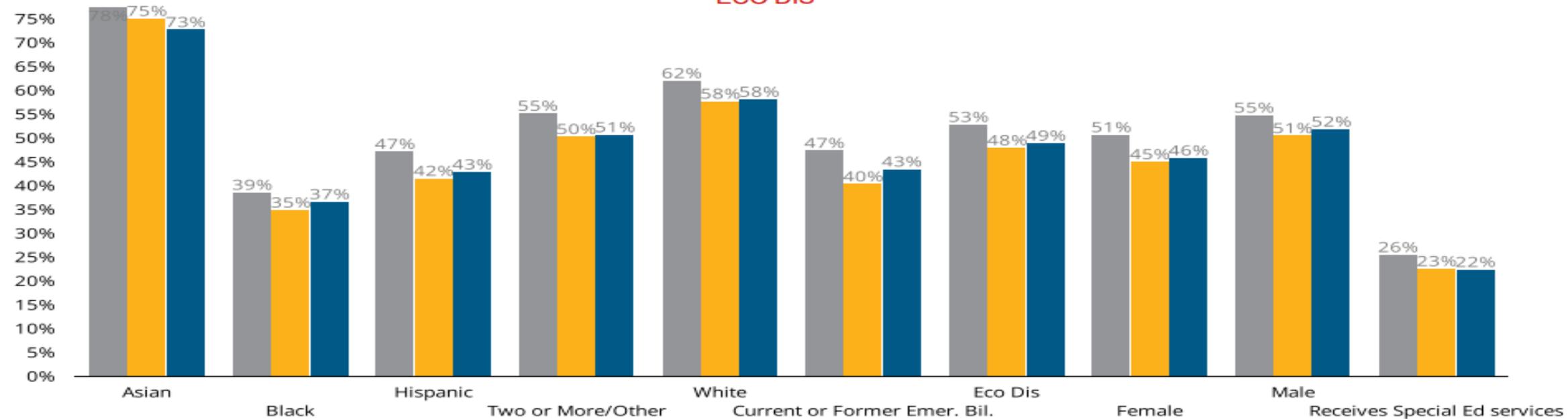
K-8 Math Readiness (MAP) by Student Group

NON ECO DIS

BOY MOY EOY



ECO DIS





Action Learning Reflective Questions

In your opinion, how can we enhance the educational outcomes for economically disadvantaged students in LISD?

What role can instructional rigor play in enhancing educational outcomes for economically disadvantaged students in LISD?

What strengths do economically disadvantaged students bring to the educational environment? How can these strengths be leveraged to enhance their educational outcomes?



Thank you!

Socioeconomic Status Matters in Student Achievement—But It's Not Everything



By [Brooke Schultz](#) — August 23, 2024 |

Corrected: An earlier version of this article misidentified the lead author of the report. Eric Hengyu Hu was the lead author.

Data suggests socioeconomic factors play an important role in explaining the gaps in knowledge and skills that emerge between different racial groups as early as kindergarten—but that class doesn't explain everything. That's according to new research from the Thomas B. Fordham Institute, a conservative Washington think tank.

The [report](#), released Aug. 21, builds on extended research from two decades ago that analyzed the achievement gap between Black and Hispanic students and their white peers, which suggested that a family's socioeconomic status accounts for a large swath of the achievement gap. But it also isn't the whole story.

"To us, there's sort of two big takeaways," said Paul Morgan, a professor at the University of Albany, one of the researchers for the report. "One: Class does seem to matter in terms of explaining racial and ethnic achievement gaps. And, two: Class, while important, doesn't explain everything."

Morgan and Eric Hengyu Hu, an education policy and postdoctoral researcher at the University of Albany, studied how 11 indicators of socioeconomic status within several measures, looking at background like household income, parents' education, single parent status, etc. Their analysis found that socioeconomic factors explain between 34 and 64 percent of the Black-white achievement gap, depending on the subject (for example, math, science, or reading) and grade level, and between 51 and 77 percent of the Hispanic-white achievement gap.

The researchers used the Early Childhood Longitudinal Study, Kindergarten Class of 2011, a nationally representative data sample collected and released by the federal government that tracked the same students through 5th grade. The findings are made from correlation and regression analysis.

Different factors influence different students, Hu said. The research showed that household income best explains the Black-white achievement gap, while the mother's level of education best explains the Hispanic-white gap. The researchers found that the role of each indicator didn't change much between an older student data set, from 1998-99, and the 2011 data.

"Basically, we are saying that a mother's education mattered 20 years ago, but also 10 years ago," Hu said.

The study lists four proposed solutions—“none of which are novel but all of which might help,” the report notes—to address the gaps:

- Support programs to help parents earn high school diplomas or higher education credentials,
- Focus on early childhood education,
- Economic support and financial aid for low-income families, and
- Addressing racial and ethnic disparities through culturally responsive teaching and learning materials.

Hu added that the study intentionally did not include looking at the school factors. He recalled, as a graduate student, reading research papers about the school effect and feeling like there was too much burden placed on teachers and schools.

“At a certain point, we already see the [teacher] shortage, a high turnover rate in school. And if you interview the teachers, some teachers would say there’s a lot of pressure and a burden on them,” he said. “Definitely, school has to play a role, but what other kind of socially constructed indicators could we help?”

Still, socioeconomic status does not account for everything. The achievement gap between Black and white students continued to grow across elementary grades, and socioeconomic status explained less than half of the gap in math, science, and reading. For Hispanic students, socioeconomic status better explained achievement gaps over time.

The results, Morgan added, show that socioeconomic status is related to achievement and help explain it initially.

“But that doesn’t mean it’s ever too late to help,” he said.

Socioeconomic status isn’t the ‘silver bullet’ to achievement gaps

The adult education program in the Alexandria, Va., city public schools helps students over 18 get their GED, learn English, and complete workforce development training. Director of Adult Education Teri Barnett has seen parents come through her door: immigrants learning English and updating their skills, students who dropped out of K-12 and are coming back to pursue their high school diploma, mothers in daytime programs who then go home and care for their children.

Her program has federal and state funding and has done a lot, but it still has few resources, she said.

“Adult education is undervalued. It is underrecognized, because it’s not seen as K-12,” she said. “But it serves the community. Because these are the parents that serve the students that we serve, and serve the citizens we serve.”

Educated parents can better address issues their children may be having in their schools, she said, and give them a level of confidence to better support their children’s learning. But it ultimately doesn’t only fall to parents.

Keri Rodrigues, the founding president of the National Parents Union, said her constituencies—parents—are often indicted for not doing enough.

“The parents of today are the underserved kids of the previous generation,” she said. “While [socioeconomic status] is a really important factor, systemic inequities within the public education system—unequal access to quality teachers, advanced coursework, and extracurricular opportunities, all of those things need to be addressed.”

Black and Latino students are more likely to have teachers [with one year or less of experience in the classroom](#), despite federal efforts to change that, according to previous EdWeek reporting. The United States spends [billions more on white school districts](#) than it does on predominantly nonwhite districts, according to previous EdWeek reporting.

One of the reasons All4Ed, a national advocacy organization working to expand education opportunities for students of color and students from low-income families, focuses on federal Title I funding and funding equity is to ensure that dollars are targeting the student communities that need that money the most, said Anne Hyslop, the director of policy development for the organization. Those conversations need to happen on the local level, too.

“When you have a budget, are you ensuring that you are targeting resources to your higher poverty schools? If you are recruiting teachers and your community that serves predominantly Latino students, do you have educators who are Latino in your schools?” she said. “There is no silver bullet here, but there are pieces that are completely within the control of the school that they can also focus on.”

Policy solutions outside of the education system—expanding the child tax credit, affordable childcare, expanding pre-K—are also vital, she said.

“This is sort of an all-hands-on-deck-crisis,” she said.



[Brooke Schultz](#)

Follow

[Staff Writer](#), [Education Week](#)

Brooke Schultz is a staff writer for Education Week.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 7, 2024

Agenda Item: Legal Update and Board Operating Procedures
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Holly Boyd Wardell, J.D., Eichelbaum, Wardell, Hansen, Powell & Muñoz, PC
Attachments: N/A

Background Information:

Holly Wardell from Eichelbaum, Wardell, Hansen, Powell & Muñoz, PC will be giving a Legal Update and reviewing [Leander ISD Board Operating Procedures](#).

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Saturday, December 7, 2024

Agenda Item:	Evaluating and Improving Student Outcomes (EISO) Training
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Sarah Grissom, Ed.D., Deputy Superintendent, Administrative Services & Strategic Planning; Brenda Cruz, M.Ed., Assistant Superintendent, Empowered Learning
Attachments:	Evaluating and Improving Student Outcomes (EISO) Training Pres <i>(Uploaded to BoardBook 12-11-24)</i> LISD Board of Trustees Self-Evaluation Tool Atch 1 <i>(Uploaded to BoardBook 12-11-24)</i> LISD Board of Trustees Team Questions: Note Taking Tool Atch 2 <i>(Uploaded to BoardBook 12-11-24)</i>

Background Information:

During the 85th Legislative Session, Senate Bill 1566 passed, introducing a requirement for Board of Trustees training. Board members are required to complete a three-hour training that focuses on the Board's role in Evaluating and Improving Student Outcomes (EISO). Today's presentation will fulfill the Trustees' requirement for EISO training defined in Senate Bill 1566 and frames this learning within the board identified goals and actions as outlined in the LISD Board of Trustees Self-Evaluation Tool.

Administrative Recommendation:

N/A

Sample Motion:

N/A



December 7, 2024

EVALUATING & IMPROVING STUDENT OUTCOMES

PURPOSE

During the 85th Legislative Session, Senate Bill 1566 passed, introducing a requirement for Board of Trustees training. Board members are required to complete a three-hour training that focuses on the Board's role in Evaluating and Improving Student Outcomes (EISO).

Today's presentation will fulfill the Trustees' requirement for EISO training defined in Senate Bill 1566, and frames this learning within the board identified goals and actions as outlined in the LISD Board of Trustees Self Assessment tool.



Chapter 61. School Districts

Subchapter A. Board of Trustees Relationship

§61.1. Continuing Education for School Board Members.

(6) Each school board member shall complete continuing education on evaluating student academic performance and setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness.

- (A) The purpose of the training on evaluating student academic performance is to provide research-based information to board members that is designed to support the oversight role of the board of trustees outlined in the TEC, §11.1515.
- (B) The purpose of the continuing education on setting individual campus goals for early childhood literacy and mathematics and college, career, and military readiness is to facilitate boards meeting the requirements of TEC, §11.185 and §11.186.
- (D) The continuing education shall be completed every two years.
- (E) The training shall be at least three hours in length.
- (F) The continuing education required by this subsection shall include, at a minimum:
 - (i) **instruction in school board behaviors correlated with improved student outcomes with emphasis on:**
 - (I) setting specific, quantifiable student outcome goals; and
 - (II) adopting plans to improve early literacy and numeracy and college, career, and military readiness for applicable student groups evaluated in the Closing the Gaps domain of the state accountability system established under TEC, Chapter 39;
 - (ii) **instruction in progress monitoring practices to improve student outcomes; and**
 - (iii) **instruction in state accountability with emphasis on the Texas Essential Knowledge and Skills, state assessment instruments administered under the TEC, Chapter 39, and the state accountability system** established under the TEC, Chapter 39.



Objective

Trustees will:

Discuss school board behaviors correlated with improved student outcomes as we make connections among:

- Effective Board Practices
- Texas Essential Knowledge and Skills (TEKS)**
- State of Texas Assessments of Academic Readiness (STAAR), and
- A-F Accountability**

EFFECTIVE BOARD PRACTICES



State Board of Education: School Board Development Framework



Vision and Goals



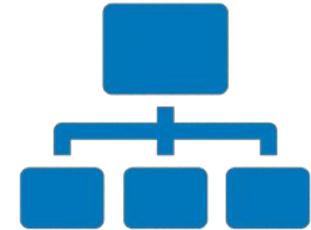
Advocacy and
Engagement



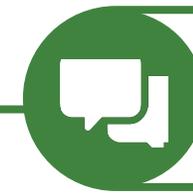
Progress and
Accountability



Synergy and
Teamwork



Systems and
Processes



Texas Education Code (TEC), Section 11.1515

Oversight of Academic Achievement

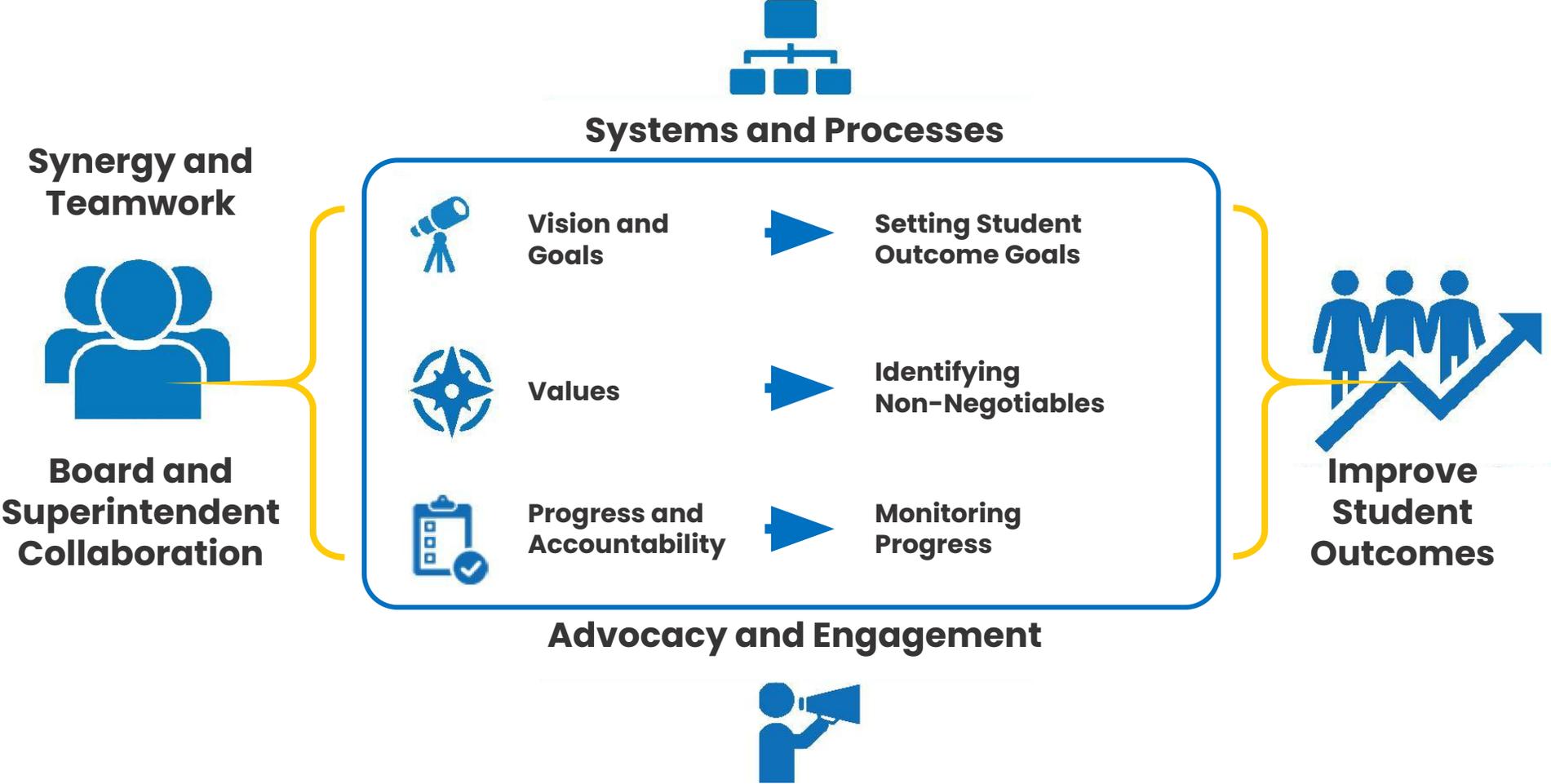
- The board of trustees of an independent school district or the governing body of an open-enrollment school shall provide oversight regarding student academic achievement and strategic leadership for maximizing student performance.

Share with your shoulder partner:

- How does oversight of *academic achievement and strategic leadership* look in our district?
- How do we know that it is maximizing student performance?

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School Board Behaviors Correlated with Improved Student Outcomes



What do you want your education system to cause?

...shall provide **oversight** regarding student academic achievement and **strategic** leadership for maximizing student performance.

- Well Rounded Graduates
- College, Career, Military Ready
- Agency & Ownership
- Creators of our future world

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How do we know that our system is producing well rounded graduates who have agency and ownership?

How do we know that we are playing a strategic role in that process?



Theory Of Action

If Board of Trustees do X



Then Superintendent will be able to do Y

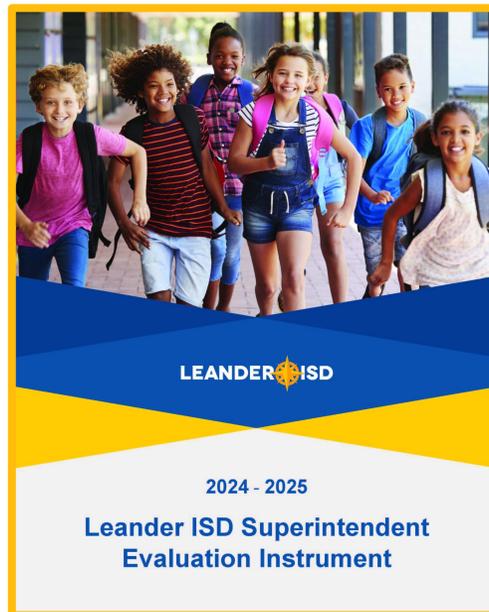


So that we will realize the Vision, Mission & Graduate Profile.

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Board Purpose, Goals & Evaluation

Board Meeting Agendas



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LISD Board Goals



Foster Effective Board Meetings through Stakeholder Engagement and Student-Centered Approaches

Foster Stakeholder Engagement through Active Listening and Collaboration

Revise Policies to Support Organizational Excellence

Promote Advocacy for Public Education at Various Levels

Enhance Management Oversight for Organizational Excellence

FUNCTIONING AS A COLLABORATIVE TEAM

42



Collaborative teams:

Supporting our students as they prepare themselves for *anything*.





THE WORK OF PROFESSIONAL LEARNING COMMUNITIES (PLC)

PLCs at Work

Read the article (5-7 min). As you read, consider the following:

Three A's Protocol:

- How does the information in this article ***align*** with our guiding documents?
- What ***actions*** are currently occurring in our system which align with this article?
- What ***awareness*** surfaced from the information in this article?



FOUR QUESTIONS OF A COLLABORATIVE TEAM

- What do we want our student to know and be able to do?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?
- How will we extend learning for students who have demonstrated mastery?

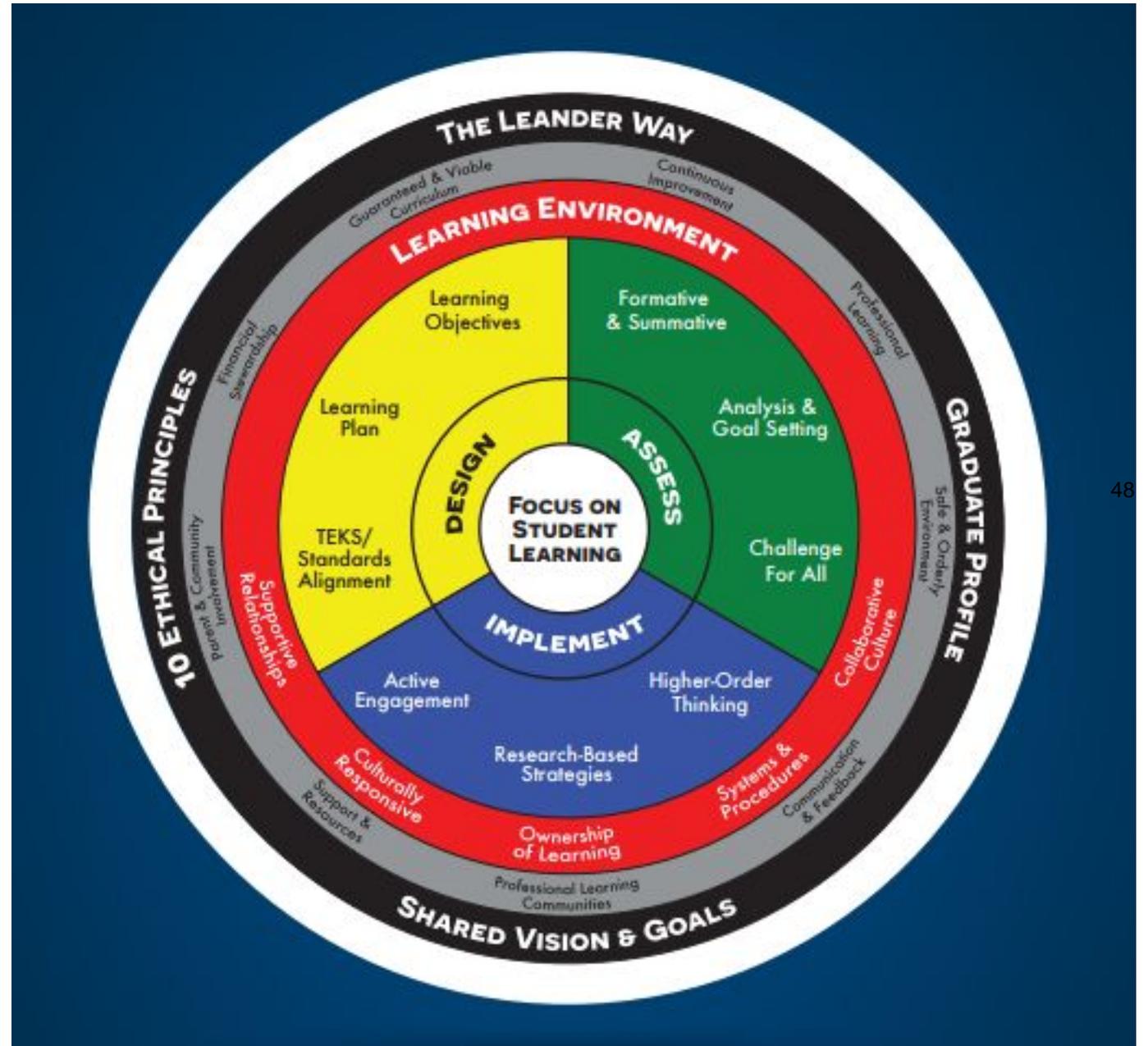


**WHAT DO WE
WANT STUDENTS
TO KNOW & BE
ABLE TO DO?**

47

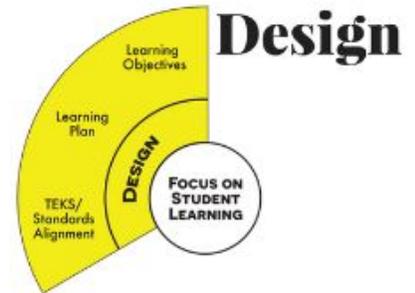
The **written**, **taught**, and **assessed** curriculum are inextricably intertwined in the learning process - one cannot function without the other.

Optimally, these three components work together to produce high levels of student achievement.





WHAT DO WE WANT OUR STUDENTS TO KNOW AND BE ABLE TO DO?



The LISD curriculum is created directly from the Texas Essential Knowledge and Skills (TEKS).

Information on the curriculum: www.leanderisd.org/curriculum

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It supports teachers by:

- bundling the TEKS into units that tie concepts together
- providing assessment examples and templates
- providing links to the resources in our textbooks, print resources, and digital resources



WHAT DO WE WANT OUR STUDENTS TO KNOW AND BE ABLE TO DO?

LEANDER ISD

GRADUATE PROFILE

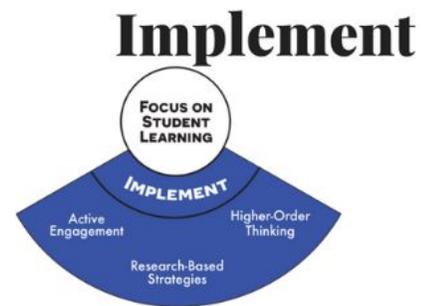
Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.

LEANDER ISD LEARNERS ARE EMPOWERED TO BE:

<p>Critical & Creative Thinkers who seek and solve problems through curiosity, flexibility, and innovation.</p>	<p>Skilled Communicators & Collaborators who listen to understand, express ideas with empathy and work collectively toward shared outcomes.</p>
<p>Compassionate Community Contributors who value diverse perspectives and share their unique gifts with the world.</p>	<p>Adaptable & Reflective Individuals who confidently embrace their strengths and challenges while pursuing their interests and passions.</p>



WHAT DO WE WANT OUR STUDENTS TO KNOW AND BE ABLE TO DO?



STAGE 3: LEARNING PLAN				
How will students learn?				
How will we respond when students do not learn?				
How will we enrich and extend the learning for students that already know the content?				
https://drive.google.com/drive/my-drive				
Essential Questions	Module/ Sessions	Additional Resources Virtual Manipulatives Math Words and Ideas	Challenge for All/PACE Unit 3 Challenge Menu	Timeframe (days/mins)
How does multiplying or dividing by powers of 10 impact the value of a number?	Module 1, Sessions 1-5	Digital Work Places Work Place Sentence Frames Work Place Guides Work Place Differentiation MLC App Code: 4NIT-V57C Tech-Enhanced Activities- S4	S2: Have students create their own problem as an example. Challenge them to create a problem for which a give and take strategy is efficient (TE10) S4: Extend the "Great Wall of Base Ten" to include exponents and exponential notation (6.7AB) Find the Fiction: Comparing Decimals Same & Different: Base Ten Pieces	5 days/300 min.
Why is place value important when adding, subtracting, comparing, and rounding decimals?	Module 2, Sessions 1-7	3 Act Task- Final Lap MLC App Code: 3NX3-BAVP Tech-Enhanced Activity- S5&6	S1: Have students create their own problem as an example. Challenge them to create a problem for which a removal strategy is the most efficient. (TE 6). S1: Ask students to color and label other fractions and decimals on their grid. You might assign fractions, or ask students to create their own. (TE 8) S1: Have students record in their journals as many ways as they can think of to express the value of the part they outline, using fractions, decimals, and percents. (6.5C) Percents: Khan Academy , Problem Sets , Model Percents on a Grid 6.5C S5: Fraction and Decimal Chart add percents to chart (6.4EFG) Represent Percents (6.4E) S7: Have students create labels for fractions that aren't currently in the collection and add them and their matching decimals to the number line (TE 45) Give students some fractions they also need to place on the number line in addition to the decimals on SB 93. (6.2CD)	6 days/360 min.



QUESTION 1: WHAT I KNOW...WHAT I LEARNED AND...WANT TO DISCOVER

- Gather with Trustees who have the same color for Collaborative Team Question 1.
- Within your collaborative group, share your thoughts regarding the Trustee role and questions.

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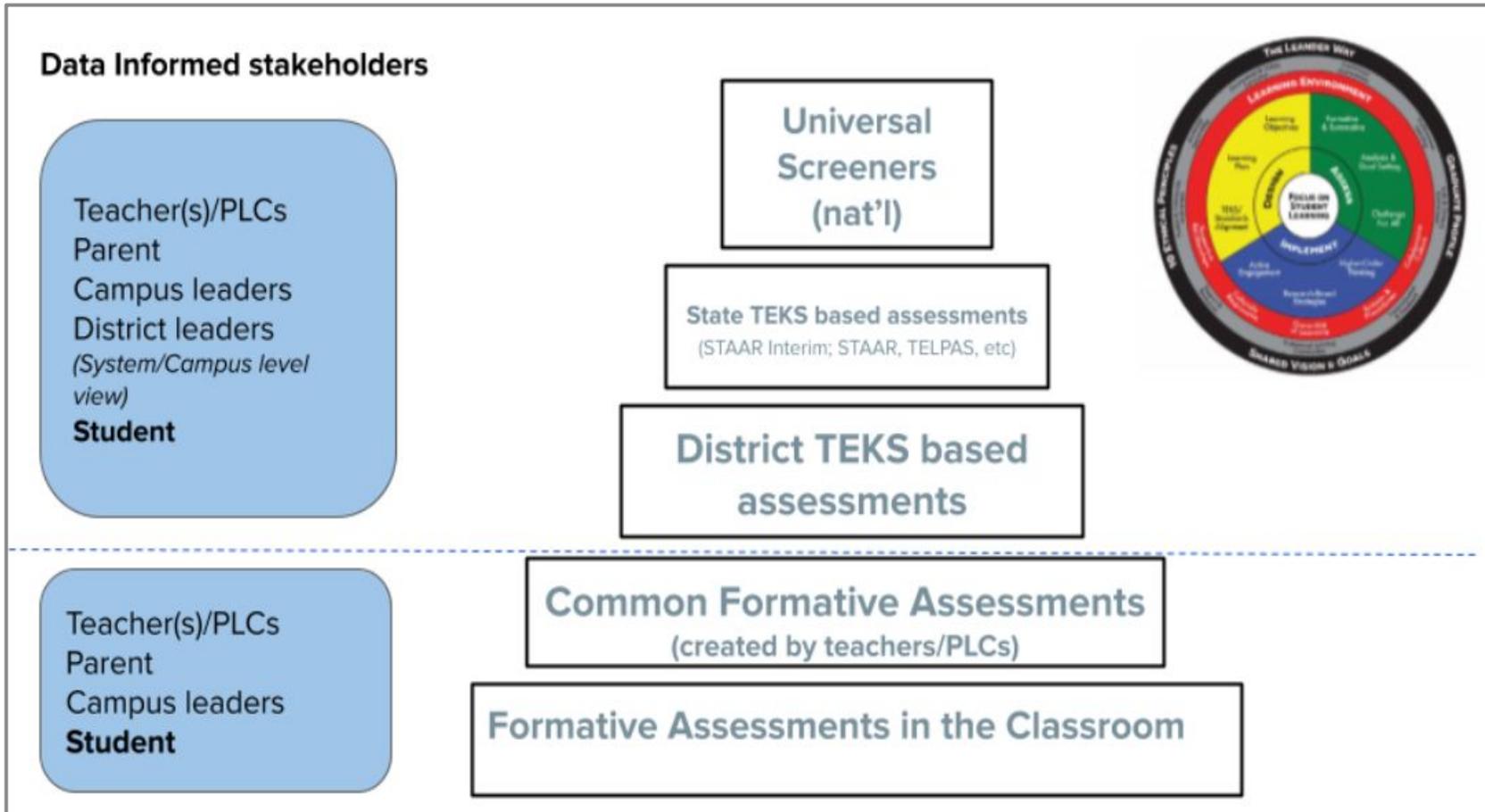


**HOW WILL WE
KNOW IF EACH
STUDENT HAS
LEARNED IT?**

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LISD ASSESSMENT FRAMEWORK



The Leander ISD Assessment Framework outlines a vision for how varied assessments work together to inform and empower students, parents, teachers, administrators, and district leaders.



LISD ASSESSMENT FRAMEWORK

LISD Elementary School Assessment Plan										
2024-2025 School Year										
Content/Test Name		September	October	November	December	January	February	March	April	May
Universal Screeners (required) 3x/yr	ISIP (Reading)	K-5th Sept 3-13				K-5th Jan 9-17				K = May 1-9 1st-5th = May 1-16
	MAP (Math)	K-5th Sept 3-13				K-5th Jan 7-17				K-5 = May 5-16
	TXKEA	Kinder only Sept 24-30								
District Assessments (required)	Monthly ISIP & Running Records									
	Reading K-5		Oct 7-11th RR Data Collect.		Dec 16-20 RR Data Collect.					May 12-16 RR Data Collect.
	RLA 3-5			Nov 11-22				Mar 3-14		
	Science 3rd	Sept 16 - Oct 11		Nov 18-Dec 20			Feb 17-Mar 14			Apr 28-May 23
	Science 4th & 5th		Sept 30-Oct 11		Dec 9-20			Mar 3-14		May 12-23
	Math K-5			Nov 11-22			Feb 3-14			
	Early Chldhd	1st 9wk window		2nd 9wk window		3rd 9wk window		4th 9wk window		
State Assessments TEA Assessment Calendar	RLA								STAAR Apr 8-18	
	Math								STAAR Apr 22-May 2	
	Science								STAAR Apr 15-25	
	TELPAS						TELPAS (Feb 17-Mar 28)			
	STAAR Alt							STAAR Alt Mar 17-Apr 18		
NAEP Testing						Deer Creek Elem Jan 6- Mar 14				
STAAR Field Testing (TEA determines campuses; no results shared with districts)										



UNIVERSAL SCREENERS

	Istation ISIP (Reading)	NWEA MAP (Reading, Math, Science)
Purpose	<p>Istation ISIP measures and communicates student reading growth across the year.</p> <ul style="list-style-type: none">● Computer Adaptive Testing system● Provides continuous progress monitoring by frequently assessing and reporting student ability in the critical domains of reading, phonemic awareness, alphabetic knowledge and skills, fluency, vocabulary, and comprehension.	<p>NWEA MAP measures and communicates student growth <u>compared to national peers</u> from year to year.</p> <ul style="list-style-type: none">● Provides students, parents, and teachers with data that informs instruction.● Data available includes: Individual student data, student and class growth data, and small group instruction recommendations for intervention and challenge.
Applicable grade levels	K-5	<p>Reading/ELA: Grades 6-12</p> <p>Math: Grades K-12</p> <p>Science: 6-12</p>

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STATE ASSESSMENTS

	<u>TELPAS</u> <u>TELPAS Alternate</u>	<u>STAAR</u> <u>STAAR Alternate 2</u>
Purpose	<p>The Texas English Language Proficiency Assessment System (TELPAS) is an English language proficiency assessment aligned to the Texas English Language Proficiency Standards (ELPS).</p> <p>Designed to assess the progress that emergent bilingual (EB) students make in learning the English language.</p>	<p>The State of Texas Assessments of Academic Readiness (STAAR®) is a standardized academic achievement test designed to measure the extent to which a student has learned and is able to apply the Texas Essential Knowledge and Skills (TEKS) at each tested grade, subject, and course.</p> <p>STAAR fulfills the requirements of the federal Every Student Succeeds Act, which requires that all students be assessed in specific grades and subjects throughout their academic careers.</p>
Applicable grade levels:	<p>K-12 Four language domains: listening, speaking, reading, and writing.</p> <p>Grades K–1 include:</p> <ul style="list-style-type: none"> • holistically rated observational assessments of listening, speaking, reading and writing <p>Grades 2–12 include online tests for:</p> <ul style="list-style-type: none"> • listening and speaking • reading and writing 	<p>3-12</p> <p>STAAR is an online assessment in mathematics, reading language arts (RLA), science, and social studies for students in grades 3–8 and high school and online tests in Spanish for students in grades 3–5.</p>

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STATE ASSESSMENT: STAAR



STAAR Grade 6 Math Blueprint Effective as of School Year 2022–23

Reporting Category	Number of Standards	Number of Questions	Number of Points
1: Numerical Representations and Relationships	Readiness: 4 Supporting: 11	8-10	8-13
2: Computations and Algebraic Relationships	Readiness: 6 Supporting: 11	13-15	14-19
3: Geometry and Measurement	Readiness: 3 Supporting: 3	5-7	5-9
4: Data Analysis and Personal Financial Literacy	Readiness: 3 Supporting: 10	6-8	6-10
Item Types by Point	1-point questions (multiple-choice and non-multiple choice)	29	29
	2-point questions (non-multiple choice)	7	14
Total		36	43

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All TEKS, whether identified as readiness or supporting, are required to be taught in their entirety for a grade level or course.

Readiness standards are essential for success in the current grade and important for preparedness for the next grade or course. They address broad and deep ideas and require in-depth instruction. These standards make up approximately 55-70% of the total points on the base test.

Supporting standards play a role in preparing students for the next grade or course but not one that is central. They may address more narrowly defined ideas or concepts or may be emphasized in grades below or above the current grade or course. Supporting standards make up approximately 30-45% of the total points on the base test.

Why do we assess?

We **assess** to prime students for learning, gather evidence of and reinforce student learning.

We **analyze** the data in appropriate, efficient, and purposeful ways, so that various stakeholders can **act** on that evidence to drive instructional improvements.

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QUESTION 2: WHAT I KNOW...WHAT I LEARNED AND...WANT TO DISCOVER

- Gather with Trustees who have the same color for Question 2.
- Within your collaborative group, share your thoughts regarding the Trustee role and questions.

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**HOW WILL WE RESPOND WHEN
SOME STUDENTS DO NOT LEARN IT?**

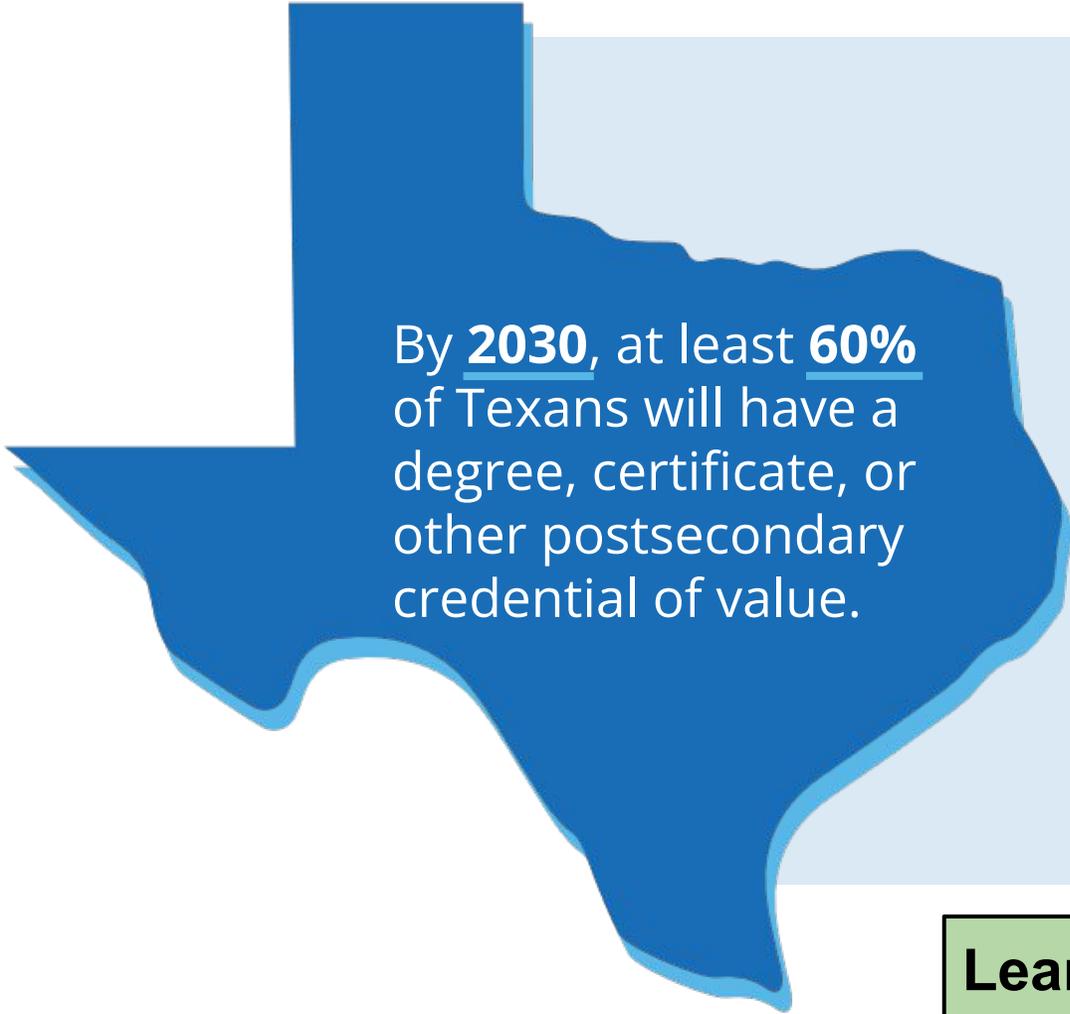
**HOW WILL WE EXTEND LEARNING⁶¹
FOR STUDENTS WHO HAVE
DEMONSTRATED MASTERY?**



RESPONDING TO OUR LEARNERS

Students learn at different rates and in different ways.

- Differentiated instruction
- Additional time and support
 - Response to Intervention (RTI)
 - Social and Emotional Learning (SEL)
 - Multi Tiered Support Systems (MTSS)
 - Positive Behavioral Interventions and Supports (PBIS)
 - Advancement via Individual Determination (AVID)
- Challenge for all
- Extension and rigor



By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value.

At K-12
Graduation

Every Child, Prepared
for Success in College, a
Career, or the Military

63

Post-Second
ary
Attainment

Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

Leander ISD CCMR - Class of 2023: 86%

A-F
ACCOUNTABILITY



QUESTION 3 & 4: WHAT I KNOW...WHAT I LEARNED AND...WANT TO DISCOVER

- Gather with Trustees who have the same color for Question 3 and 4.
- Within your collaborative group, share your thoughts on the Trustee⁶⁴ role and questions.





A-F State Accountability

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A-F tool helps meet continuously improved goals for students

According to state law, the purpose of A-F accountability is:



Texas Education Code (TEC), Section 39.053(f)

- to continuously improve student performance
- eliminating achievement gaps based on race, ethnicity, and socioeconomic status
- to ensure this state is a national leader in preparing students for postsecondary success.

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Improve Student Performance



Eliminate Achievement Gaps



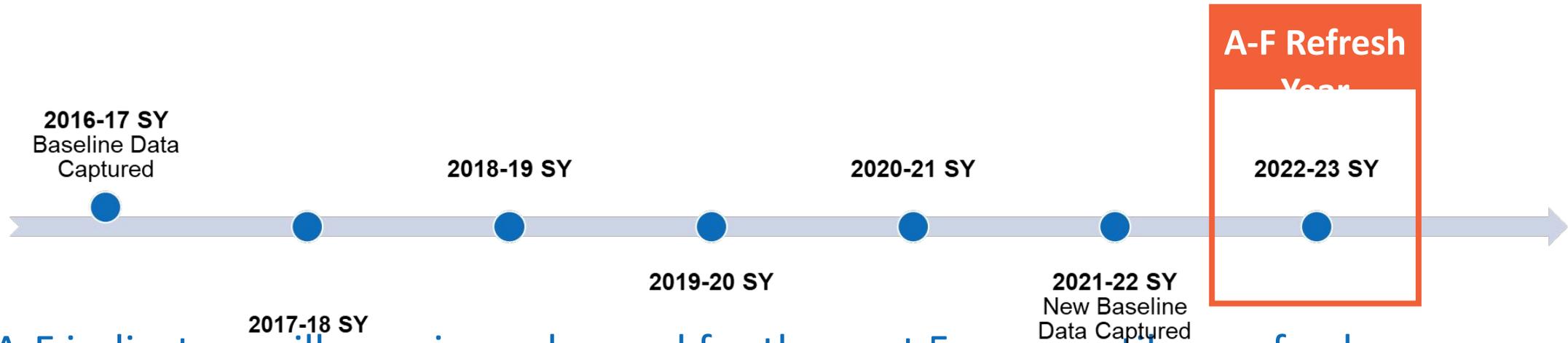
Prepare Students for Postsecondary Success



Fostering a **culture that supports growth** and continuous improvement when this performance information is public is a challenging but **critical task for education leaders.**

The A-F system stays the same for 5 years, but statute requires updates to meet goals for students; this will continue in the future.

- To help school leaders reflect on performance improvements, A-F cut points have remained unchanged since launched in 2017.
- A-F indicators must be updated given statutory requirements guiding the goals of the system. 2023 is the year the changes occurred.



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- A-F indicators will remain unchanged for the next 5 years until we refresh again to make sure we are holding ourselves accountable to what's best for students.

The Better of Achievement or Progress and Student Group Results



HANDOUTS

Better of Achievement or Progress: **70%**



Domain 1

**Student
Achievement**

This domain shows how much students know and are able to do by the end of the school year. Ratings in this domain are based on how many students are approaching, meeting, and mastering grade level. For high schools and districts, ratings are also based on how many students graduate and whether graduates are ready for college, a career, or the military.



Domain 2

**School
Progress**

This domain is based on a comparison of how students are performing. In part, this domain is based on how many students showed academic growth in reading and math on the STAAR tests. This domain also looks at the level of achievement compared to similar campuses.

30%



Domain 3

**Closing
the Gaps**

This domain is meant to help ensure attention is given to every student. Ratings look at groups of students, separately, and higher grades are awarded if all groups of students are doing well in terms of academic growth and student achievement.

**This design reflects a
commitment**

- to recognize **high student achievement** and
- to recognize the impact of **highly effective educators**,
- while maintaining focus on the **students most in need.**

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A-F
ACCOUNTABILITY

STAAR Performance Levels

Masters Grade Level

Students are expected to succeed in the next grade or course with little or no academic intervention.

- **75% chance** of passing freshman level college courses

Meets Grade Level

Students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.

- **60% chance** of passing freshman level college courses

Approaches Grade Level

Students are likely to succeed in the next grade or course with targeted academic intervention.

- Passing standard for high school graduation requirements

Did Not Meet Grade Level

Students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

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Learn more about your school or district

Discover how your school and district are preparing your child for the future.

or



Parent Resources



Technical Resources



A-F
ACCOUNTABILITY

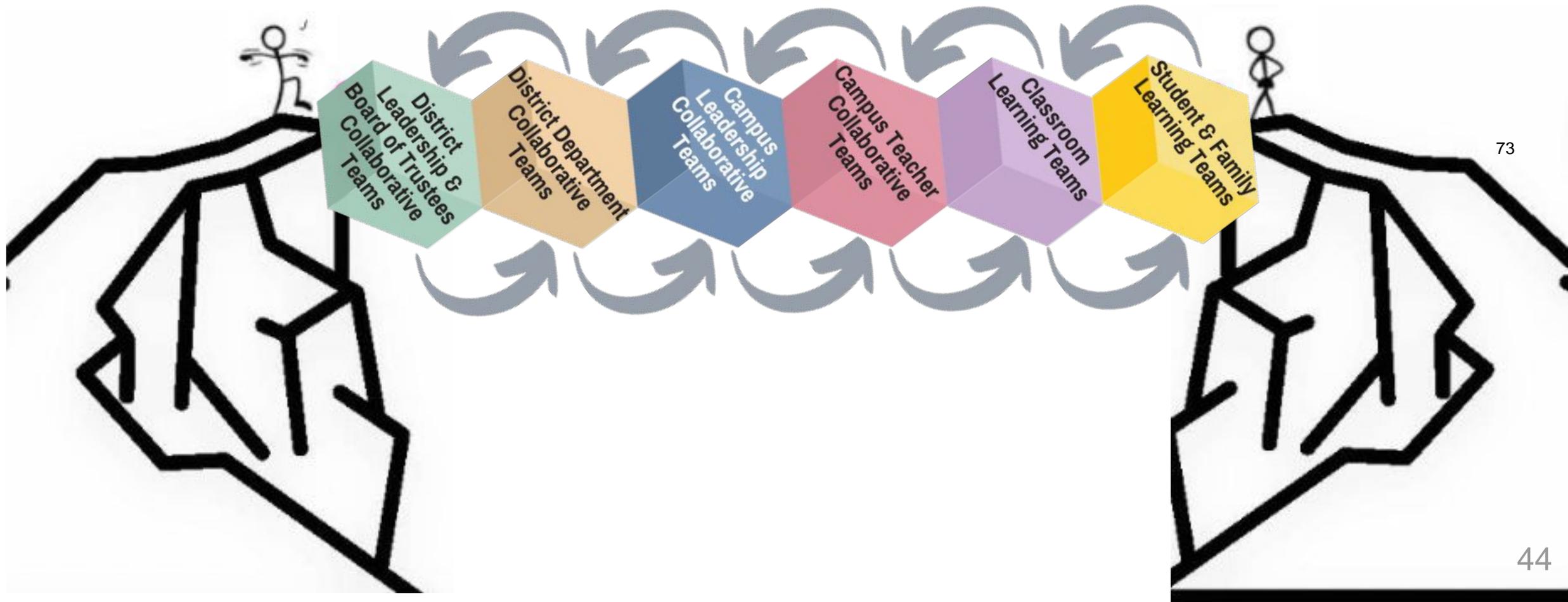
EFFECTIVE BOARD PRACTICES REVISITED

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Collaborative teams:

Supporting our students as they prepare themselves for *anything*.





FOUR QUESTIONS OF A COLLABORATIVE TEAM

- What do we want our student to know and be able to do?
 - *What do I need to know and be able to do?*

- How will we know if each student has learned it?
 - *How will I know I have learned it?*

- How will we respond when some students do not learn it?
 - *How will I respond when I haven't learned it?*

- How will we extend learning for students who have demonstrated mastery?
 - *How will I extend my learning when I have learned it?*

LISD Board Goals



Foster Effective Board Meetings through Stakeholder Engagement and Student-Centered Approaches

Foster Stakeholder Engagement through Active Listening and Collaboration

Revise Policies to Support Organizational Excellence

Promote Advocacy for Public Education at Various Levels

Enhance Management Oversight for Organizational Excellence



EFFECTIVE BOARD PRACTICES REVISITED

With this learning, are there any components of your board goals that you would like to add, delete or adjust?



FOUR QUESTIONS OF A COLLABORATIVE TEAM

- What do we want our student to know and be able to do?
 - *What do I need to know and be able to do?*

- How will we know if each student has learned it?
 - *How will I know I have learned it?*

- How will we respond when some students do not learn it?
 - *How will I respond when I haven't learned it?*

- How will we extend learning for students who have demonstrated mastery?
 - *How will I extend my learning when I have learned it?*



Objective

Trustees will:

Discuss school board behaviors correlated with improved student outcomes as we make connections among:

- ✓ Effective Board Practices
- ✓ **Texas Essential Knowledge and Skills (TEKS)**
- ✓ State of Texas Assessments of Academic Readiness (STAAR), and
- ✓ **A-F Accountability**

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DISCUSSION

LISD Board of Trustees: Self-Evaluation Tool					
Goal 1: Foster Effective Board Meetings through Stakeholder Engagement and Student-Centered Approaches	Not Started: Board meetings lack stakeholder engagement and do not adopt student-centered approaches.	Beginner: Some attempts have been made to foster stakeholder engagement and student-centered approaches in board meetings, but they are inconsistent and have limited impact.	Developing: Efforts are being made to foster stakeholder engagement and student-centered approaches in board meetings, but more consistent actions and improvements are needed.	Proficient: Board meetings demonstrate good stakeholder engagement and incorporate student-centered approaches, leading to increased effectiveness.	Exemplary: Board meetings consistently exhibit high levels of stakeholder engagement and student-centered approaches, resulting in highly effective meetings.
<i>The board will...</i>	Not Started	Beginning	Developing	Proficient	Exemplary
Enhance meeting effectiveness through focus, engagement, and preparation. <i>(Meeting efficiency and preparedness)</i>	Board meetings lack focus, engagement, and preparation.	Some attempts have been made to improve meeting effectiveness, but it is inconsistent and has limited impact.	There are noticeable improvements in meeting effectiveness, with increased focus, engagement, and preparation, but more consistency is required.	Board meetings demonstrate good focus, engagement, and preparation, leading to increased effectiveness.	Board meetings consistently exhibit high levels of focus, engagement, and preparation, resulting in highly effective meetings.
Foster a cohesive, respectful, and open-minded team environment. <i>(Communication & Collaboration)</i>	The team environment lacks cohesion, respect, and open-mindedness.	There are sporadic instances of a cohesive and respectful team environment, but it is not consistently maintained.	Efforts are being made to foster a cohesive, respectful, and open-minded team environment, but more consistent actions are required.	The team environment is generally cohesive, respectful, and open-minded, enhancing collaboration and communication.	The team consistently demonstrates a cohesive, respectful, and open-minded environment, resulting in effective collaboration and communication.
Cultivate a culture of open-mindedness and continuous learning from others and embrace change for continuous improvement. <i>(Continuous Improvement/ Openness to ideas and learning)</i>	The culture of the board lacks open-mindedness, learning from others, and a willingness to embrace change.	Some individuals demonstrate openness to new ideas and learning, but it is not pervasive throughout the board.	Efforts are being made to cultivate a culture of open-mindedness and continuous learning, but it is not yet fully embraced by all members.	The board culture embraces open-mindedness, continuous learning, and a willingness to embrace change for improvement.	The board consistently demonstrates a culture of open-mindedness, continuous learning from others, and embraces change for continuous improvement.
Foster an environment of trust, transparency, and ethical conduct. <i>(Ethical Behavior)</i>	Trust, transparency, and ethical conduct are lacking within the board.	Some efforts have been made to foster trust, transparency, and ethical conduct, but it is not consistently upheld.	There are noticeable improvements in trust, transparency, and ethical conduct, but more consistent actions are required.	The board demonstrates a strong environment of trust, transparency, and ethical conduct.	The board consistently upholds and exemplifies trust, transparency, and ethical conduct in all actions and decisions.

LISD Board of Trustees: Self-Evaluation Tool					
Goal 2: Foster Stakeholder Engagement through Active Listening and Collaboration	Not started: Stakeholder engagement is minimal, and active listening and collaboration efforts are lacking.	Beginning: Some attempts have been made to foster stakeholder engagement, active listening, and collaboration, but they are inconsistent and have limited impact.	Developing: Efforts are being made to foster stakeholder engagement, active listening, and collaboration, but more consistent actions and improvements are needed.	Proficient: Stakeholder engagement is actively fostered, and there is a good level of active listening and collaboration with stakeholders.	Exemplary: Stakeholder engagement is consistently fostered through active listening and collaboration, resulting in a high level of stakeholder involvement and contribution to decision-making processes.
<i>The board will...</i>	Not Started	Beginning	Developing	Proficient	Exemplary
Foster meaningful engagement with families and the community to ensure their voices are heard and valued. (Family and Community Engagement)	There is limited or no engagement with families and the community, and their voices are not heard or valued.	Some efforts have been made to engage with families and the community, but it is inconsistent and their voices are not consistently valued.	Engagement with families and the community has improved, and their voices are starting to be heard and valued, but more consistent efforts are needed.	There is meaningful engagement with families and the community, and their voices are heard and valued in decision-making processes.	The board consistently fosters meaningful engagement with families and the community, and their voices are highly valued and integrated into board decisions.
Build trust and establish a collaborative relationship with educators and administrators, recognizing their expertise and working together towards shared goals. (Trust and Collaboration with Educators and Administrators)	There is a lack of trust and collaboration with educators and administrators, and their expertise is not recognized or utilized.	Some attempts have been made to build trust and collaboration, but it is inconsistent and educators' and administrators' expertise is not fully recognized.	Efforts are being made to build trust and establish a collaborative relationship with educators and administrators, but it is not yet fully established.	There is a strong level of trust and collaboration with educators and administrators, recognizing their expertise and working together towards shared goals.	The board consistently demonstrates a high level of trust and collaboration with educators and administrators, fully recognizing and utilizing their expertise in board decisions and initiatives.
Create a culture of active listening and responsiveness by seeking input and feedback from all stakeholders, including staff, students, and the community. (Active Listening)	There is a lack of active listening and responsiveness to input and feedback from stakeholders, including staff, students, and the community.	Some efforts have been made to seek input and feedback, but it is not consistent and stakeholders' voices are not fully heard and responded to.	Efforts are being made to create a culture of active listening and responsiveness, but there is still room for improvement and consistency.	There is a culture of active listening and responsiveness, and input and feedback from stakeholders are consistently sought, heard, and responded to.	The board consistently demonstrates a culture of active listening and responsiveness, valuing and incorporating input and feedback from all stakeholders in decision-making processes.
Keep a strong focus on the needs and aspirations of students in all decision-making processes and initiatives. (Student-Centered Focus)	The needs and aspirations of students are not considered in decision-making processes and initiatives.	Some efforts have been made to consider the needs and aspirations of students, but it is not consistent, and their voices are not fully integrated into decision-making.	Efforts are being made to keep a focus on the needs and aspirations of students, but more consistency is needed.	The board consistently keeps a strong focus on the needs and aspirations of students in all decision-making processes and initiatives.	The needs and aspirations of students are consistently prioritized and integrated into all decision-making processes and initiatives.

LISD Board of Trustees: Self-Evaluation Tool					
Goal 3: Revise Policies to Support Organizational Excellence	Not Started: Policies have not been reviewed or revised to support organizational excellence.	Beginning: Some policies have been reviewed or revised, but they have limited impact on supporting organizational excellence.	Developing: Efforts are being made to review and revise policies to support organizational excellence, but more consistent actions and improvements are needed.	Proficient: Policies have been reviewed and revised to a satisfactory extent, supporting organizational excellence to a significant degree.	Exemplary: Policies have been thoroughly reviewed and revised, aligning with best practices and supporting organizational excellence consistently and effectively.
<i>The board will...</i>	<i>Not Started</i>	<i>Beginning</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
Develop policies that empower and support staff in their roles and responsibilities, fostering a positive work environment and professional growth. (Empowering Staff)	Policies that empower and support staff are lacking, and there is limited focus on fostering a positive work environment and professional growth.	Some attempts have been made to develop policies that empower and support staff, but they are inconsistent and have limited impact on creating a positive work environment and professional growth.	Efforts are being made to develop policies that empower and support staff, fostering a positive work environment and professional growth, but more consistent actions and improvements are needed.	Policies have been developed to empower and support staff, resulting in a positive work environment and opportunities for professional growth.	The board consistently develops policies that effectively empower and support staff, creating a highly positive work environment and promoting continuous professional growth.
Establish policies that prioritize the safety and security of all students and staff, creating a conducive learning and working environment. (Safety and Security)	Policies that prioritize safety and security are lacking, and there is limited focus on creating a conducive learning and working environment.	Some attempts have been made to establish policies prioritizing safety and security, but they are inconsistent and have limited impact on creating a conducive environment.	Efforts are being made to establish policies that prioritize the safety and security of all students and staff, creating a conducive learning and working environment, but more consistent actions and improvements are needed.	Policies have been established to prioritize the safety and security of all students and staff, resulting in a conducive learning and working environment.	The board consistently establishes policies that effectively prioritize the safety and security of all students and staff, creating an exceptional learning and working environment.
Implement a systematic process for regular policy review, revision, and adoption, ensuring that policies remain up-to-date, relevant, and aligned with the organization's goals and objectives. (Policy Review and Adoption)	There is limited or no systematic process for policy review, revision, and adoption, and policies are not regularly updated, relevant, or aligned with goals and objectives.	Some attempts have been made to implement a systematic process for policy review, revision, and adoption, but they are inconsistent, and policies are not regularly updated, relevant, or aligned with goals and objectives.	Efforts are being made to implement a systematic process for policy review, revision, and adoption, ensuring that policies remain up-to-date, relevant, and aligned with the organization's goals and objectives, but more consistent actions and improvements are needed.	There is a systematic process in place for regular policy review, revision, and adoption, resulting in policies that are up-to-date, relevant, and aligned with goals and objectives.	The board consistently implements a systematic process for policy review, revision, and adoption, ensuring that policies remain up-to-date, relevant, and fully aligned with the organization's goals and objectives.

LISD Board of Trustees: Self-Evaluation Tool					
Goal 4: Promote Advocacy for Public Education at Various Levels	Not Started: There is limited or no advocacy for public education at various levels.	Beginner: Some initial attempts have been made to promote advocacy for public education, but they are inconsistent and have limited impact.	Developing: Efforts are being made to promote advocacy for public education, but more consistent actions and improvements are needed.	Proficient: Advocacy for public education is actively promoted at various levels, resulting in increased awareness and support.	Exemplary: There is consistent and effective promotion of advocacy for public education at various levels, leading to significant awareness, support, and positive impact.
The board will...	Not Started	Beginning	Developing	Proficient	Exemplary
Advocate for policies that support public education through local control and securing adequate resources for educational institutions. (Policy Advocacy)	There is limited or no advocacy for policies supporting public education, local control, or securing adequate resources.	Some attempts have been made to advocate for policies supporting public education and local control, but they are inconsistent and have limited impact.	Efforts are being made to advocate for policies supporting public education, local control, and securing adequate resources, but more consistent actions and improvements are needed.	Effective advocacy for policies supporting public education, local control, and securing adequate resources is demonstrated.	The board consistently advocates for policies supporting public education, local control, and securing adequate resources, resulting in significant positive impact on educational institutions.
Advocate for students' rights and interests, ensuring their voices are heard and valued in their learning journey. (Student Advocacy)	Students' rights and interests are not advocated for, and their voices are not heard or valued.	Some attempts have been made to advocate for students' rights and interests, but they are inconsistent, and their voices are not consistently valued.	Efforts are being made to advocate for students' rights and interests, ensuring their voices are heard and valued, but more consistent actions and improvements are needed.	Effective advocacy for students' rights and interests is demonstrated, ensuring their voices are heard and valued in their learning journey.	The board consistently advocates for students' rights and interests, resulting in significant positive impact and recognition of their voices in the learning journey.
Advocate for the value and importance of public education within the community. (Community-Level Advocacy)	There is limited or no advocacy for the value and importance of public education within the community.	Some attempts have been made to advocate for the value and importance of public education, but they are inconsistent and have limited impact within the community.	Efforts are being made to advocate for the value and importance of public education within the community, but more consistent actions and improvements are needed.	Effective advocacy for the value and importance of public education within the community is demonstrated, resulting in increased awareness and support.	The board consistently advocates for the value and importance of public education within the community, leading to a strong community recognition and support for public education.
Engage in local-level advocacy efforts to promote policies and practices that enhance the quality of education at the local and state levels. (Community-Level Advocacy)	There is limited or no engagement in local-level advocacy efforts to enhance the quality of education at the local and state levels.	Some attempts have been made to engage in local-level advocacy efforts, but they are inconsistent and have limited impact on enhancing the quality of education.	Efforts are being made to engage in local-level advocacy efforts to enhance the quality of education at the local and state levels, but more consistent actions and improvements are needed.	Effective engagement in local-level advocacy efforts to promote policies and practices that enhance the quality of education is demonstrated.	The board consistently engages in local-level advocacy efforts, resulting in significant positive impact.

LISD Board of Trustees: Self-Evaluation Tool					
Goal 5: Enhance Management Oversight for Organizational Excellence	Not Started: Management oversight for organizational excellence is lacking, and there is limited or no focus on improving it.	Beginner: Some initial attempts have been made to enhance management oversight, but they are inconsistent and have limited impact on organizational excellence.	Developing: Efforts are being made to enhance management oversight for organizational excellence, but more consistent actions and improvements are needed.	Proficient: Management oversight for organizational excellence is actively enhanced, resulting in improved performance and effectiveness.	Exemplary: There is consistent and effective management oversight for organizational excellence, leading to high performance, continuous improvement, and outstanding results.
The board will...	Not Started	Beginning	Developing	Proficient	Exemplary
Ensure effective governance by adopting clear goals, aligning vision, and practicing good governance principles. (Governance and Strategic Alignment)	Clear goals, aligned vision, and good governance principles are not adopted or practiced.	Some attempts have been made to adopt clear goals, align vision, and practice good governance principles, but they are inconsistent and have limited impact.	Efforts are being made to ensure effective governance by adopting clear goals, aligning vision, and practicing good governance principles, but more consistent actions and improvements are needed.	Effective governance is ensured through the adoption of clear goals, aligned vision, and consistent practice of good governance principles.	The board consistently demonstrates effective governance by adopting clear goals, aligning vision, and practicing exemplary good governance principles.
Foster innovative thinking while staying within the board's role and responsibilities (Governance and Strategic Alignment)	There is limited or no effort to foster innovative thinking within the board's role and responsibilities.	Some attempts have been made to foster innovative thinking, but they are limited in scope and not consistently aligned with the board's role and responsibilities.	Efforts are being made to foster innovative thinking while staying within the board's role and responsibilities, but more consistent actions and improvements are needed.	Innovative thinking is fostered within the board's role and responsibilities, leading to valuable contributions and strategic advancements.	The board consistently fosters innovative thinking while effectively staying within its role and responsibilities, resulting in transformative ideas and positive impact.
Provide robust management oversight of major business systems, including regular audits, to ensure financial transparency and accountability. (Financial Oversight and Accountability)	There is limited or no robust management oversight of major business systems, and financial transparency and accountability are lacking.	Some efforts have been made to provide management oversight of major business systems, but they are inconsistent, and financial transparency and accountability are not fully achieved.	Efforts are being made to provide robust management oversight of major business systems, including regular audits, but more consistent actions and improvements are needed.	There is robust management oversight of major business systems, including regular audits, ensuring financial transparency and accountability.	The board consistently provides robust management oversight of major business systems, conducts regular audits, and ensures a high level of financial transparency and accountability.
Evaluate, retain, and support the superintendent in their role by providing appropriate guidance, structures, and resources. (Superintendent Evaluation and Support)	There is limited or no evaluation, retention, and support provided to the superintendent, and guidance, structures, and resources are lacking.	Some attempts have been made to evaluate, retain, and support the superintendent, but they are inconsistent, and the provision of guidance, structures, and resources is limited.	Efforts are being made to evaluate, retain, and support the superintendent by providing appropriate guidance, structures, and resources, but more consistent actions and improvements are needed.	The superintendent is evaluated, retained, and supported effectively through the provision of appropriate guidance, structures, and resources.	The board consistently demonstrates excellence in evaluating, retaining, and supporting the superintendent, providing exemplary guidance, structures, and resources for their success.

Board of Trustees Collaborative Team Questions

	What do we want our students to know and be able to do?	How will we know if our students learned it?	How will we respond if our students do not learn it or how will we extend the learning if they mastered it?
Role of the Board Trustees			85
Questions To Ask within the Trustee role			

