LEANDER ISD
LEADING TO A BRIGHT FUTURE

Regular Meeting Agenda
Thursday, September 4, 2025
Cedar Park Middle School Cafeteria
2100 Sun Chase Blvd.
Cedar Park, TX 78613
6:15 PM

The Board meeting protocols are available at **https://bit.ly/3DHAR4v**.

Doors will open to the public at 5:30 PM.
Members of the public may access this meeting via live stream at https://www.leanderisd.org/boardlivestream. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

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://www.leanderisd.org/citizencommentform, between noon the day prior to the meeting and noon the day of the meeting, 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 for this meeting was posted in compliance with the Texas Open Meetings Act on August 29, 2025, at 1:39 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.

B. GOVERNANCE

C. OPERATIONS

8. CLOSED SESSION

A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter

B. Texas Government Code 551.074: personnel - deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers

C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed

D. Texas Government Code 551.074: Superintendent Summative Evaluation

9. ACTION PURSUANT TO CLOSED SESSION

10. BOARD MEETING DEBRIEF

11. 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)]

September 4, 2025

Spotlight on Learning: Recruiting the Best for Leander ISD Students

The Rise of Uncertified Teacher in Texas

4

Graphic provided by University of Texas, Data from Texas Education Agency 2025

POORVI SHAW → Instructional Assistant → Vandegrift HS ICAP Special Education Teacher

EDDIE AGUIRRE → Career outside Education → UTeach → Cedar Park MS Math Teacher

CHRISTINA JAOUNI → Instructional Assistant → TWU → Akin Special Education Teacher

MORGAN ANDRES → Texas State Teacher Fellow → Whitestone 5th Grade Teacher

ANGIE ROLLMAN → HR Admin Asst → Gracelynn University → Stiles MS Science Teacher

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LEANDER ISD
Growing
Our Own Teachers 4

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Consider Approval of Remote Homebound Waiver
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Paige Collier, M.Ed., Assistant Superintendent of Special Programs
Attachments:	N/A

Background Information:

To be placed in the special education or Section 504 homebound instructional setting, a student aged six years or older must meet the following criteria:

- The student is eligible for special education and related services as determined by an Admission, Review, Dismissal (ARD) committee or Section 504 accommodations as determined by the Section 504 committee.
- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive if the student is chronically ill and the local district policy allows for such.
- The student's medical condition is documented by a physician licensed to practice in the United States.

The district is currently seeking a homebound waiver from the Texas Education Association (TEA) for one student who has medical needs that impair their ability to have in-person homebound services due to their health condition. The waiver for remote homebound will allow for a remote instructional arrangement to generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements. The ARD committees and/or Section 504 recommended that the student be given a remote homebound option so that they can be supported in their coursework at their appropriate level, given their needs. An individual waiver will be submitted for the student.

Administrative Recommendation:

Administration recommends the board allow administration to seek a waiver from TEA to request that remote homebound instruction be provided to one student and counted for homebound funding purposes, and to count the student as in attendance when remote instruction is provided.

Sample Motion:

I move to allow LISD administration to seek a waiver from TEA to request that remote homebound be provided to one student and counted for homebound funding purposes, and to count the student as in attendance when remote instruction is provided, as presented.

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Consider Approval of Minutes of Regular and Called Board Meetings
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D., Superintendent of Schools
Attachments:	08-21-25 Regular Meeting with Public Hearing Minutes DRAFT

Background Information:

Board meeting minutes are attached for your review.

Administrative Recommendation:

Administration recommends approval of the minutes as presented.

Sample Motion:

I move the Board approve the minutes for the August 21, 2025, Board meeting as presented.

Minutes of Regular Meeting with Public Hearing

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, August 21, 2025, beginning at 6:22 PM in the Cedar Park Middle School Cafeteria, 2100 Sun Chase Blvd., Cedar Park, TX 78613. The following members were present: Anna Smith, Sade Fashokun, Nekosi Nelson, and Gloria Gonzales-Dholakia. Trish Bode arrived at 6:45 PM. Francesca Romans arrived at 7:45 PM. Paul Gauthier was absent.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**

2. **OPENING CEREMONY**

   A. Pledge of Allegiance

   B. Moment of Silence

3. **RECOGNITION**

4. **CITIZEN COMMENTS**

   90 speakers addressed the Board of Trustees.

5. **PUBLIC HEARING**

   A. Public Hearing on the 2025-2026 Tax Rate

6. **CITIZEN COMMENTS FOR PUBLIC HEARING ON THE 2025-2026 TAX RATE**

   No speakers addressed the Board of Trustees for the Public Hearing.

7. **CONSENT AGENDA**

   Francesca Romans requested 7.C.4 Consider Approval of Local Policy FNCE be moved to a separate vote.

   I move the Board approve the Consent Agenda items as presented, with the exception of the removal. This motion, made by Trish Bode and seconded by Francesca Romans, passed six in favor, none opposed, and one absent. Anna Smith: In favor; Sade Fashokun: In favor; Nekosi Nelson: In favor; Trish Bode: In favor; Paul Gauthier: Absent; Gloria Gonzales-Dholakia: In favor; Francesca Romans: In favor.

   I move the Board adopt revisions to Local Policy FNCE, as presented. This motion, made by Trish Bode and seconded by Gloria Gonzales-Dholakia, passed five in favor, one opposed, and one absent. Anna Smith: In favor; Sade Fashokun: In favor; Nekosi Nelson: In favor; Trish Bode: In favor; Paul Gauthier: Absent; Gloria Gonzales-Dholakia: In favor; Francesca Romans: Opposed.

A. Consider Approval of FY26 Budget Amendment - #1

B. Consider Approval of Grant Adjunct Staff Member Status – Williamson and Travis County and 4-H as an Extracurricular Activity

C. Consider Approval of Local Policy FNCE

D. Consider Approval of Minutes of Regular and Called Board Meetings

E. Consider Approval of a Resolution Adopting Investment Policy and Investment Strategy

F. Consider Approval of a Resolution Approving List of Authorized Brokers/Dealers and a Resolution Approving List of Authorized Providers of Investment Training

G. Consider Approval of the Superintendent's Professional Education Organization Membership Fees

H. Consider Approval of Texas Education Agency (TEA) Certification Waiver for Teachers

I. Consider Approval of Texas State University Teacher Fellows Program Contract

8. **SUPERINTENDENT'S REPORT**

A. Start of School Year Update

B. Empowered Student Learning

C. Empowered Staff Learning

D. Safe and Innovative Learning Environments

9. **DISCUSSION/ACTION ITEMS**

A. GOVERNANCE

1. Consider Approval of a Resolution Regarding Senate Bill 12 and Parent Rights

   I move that the Board adopt the Resolution Regarding Senate Bill 12 and Parent Rights, as presented. This motion, made by Trish Bode and seconded by Sade Fashokun, passed five in favor, one abstained, and one absent. Anna Smith: In favor; Sade Fashokun: In favor; Nekosi Nelson: In favor; Trish Bode: In favor; Paul Gauthier: Absent; Gloria Gonzales-Dholakia: In favor; Francesca Romans: Abstained.

2. Discussion of 2025-26 Board Member Representation on Board Committees

3. Discussion of Board Self-Assessment Based on the State Board of Education Framework for School Board Development

B. OPERATIONS

1. Discussion of Demographic Methodology and District Planning Timeline - Population and Survey Analysts (PASA)

2. Consider Approval of Citizens' Facility Advisory Committee Charters

   No action was taken on Consider Approval of Citizens' Facility Advisory Committee Charters.

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3. Consider Approval of an Ordinance Adopting the 2025 Property Tax Rate

   I move that the property tax rate be increased by the adoption of a tax rate of $1.0869, which is effectively a 5.3% increase in the tax rate. As outlined in the Ordinance, the tax rate includes $0.7569, for Maintenance and Operations and $0.3300, for Interest and Sinking for a total tax rate of $1.0869. This rate reflects no change from the prior year's rate. This motion, made by Trish Bode and seconded by Francesca Romans, passed six in favor and one absent. Anna Smith: In favor; Sade Fashokun: In favor; Nekosi Nelson: In favor; Trish Bode: In favor; Paul Gauthier: Absent; Gloria Gonzales-Dholakia: In favor; Francesca Romans: In favor.

4. Consider Approval of District Insurance Coverage

   I move that the Board of Trustees approve the TASB insurance renewal (except Property Insurance) and McGriff OPTION 5: 35% self-insured retention for property insurance for the 2025/26 school year, as presented. This motion, made by Nekosi Nelson and seconded by Sade Fashokun, passed six in favor and one absent. Anna Smith: In favor; Sade Fashokun: In favor; Nekosi Nelson: In favor; Trish Bode: In favor; Paul Gauthier: Absent; Gloria Gonzales-Dholakia: In favor; Francesca Romans: In favor.

5. Annual Investment Report

6. Business and Finance Monthly Reports

   a. Cash Flow Report for 4th Quarter-FY25

   b. Monthly Bond Status Report

   c. Monthly Financial Report

   d. Monthly Investment Report

   e. Monthly Tax Collection Report

10. **CLOSED SESSION**

The Board went into Closed Session at 11:17 PM after the Board President announced the right to do so under:

A. Texas Government Code 551.071: consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter

B. Texas Government Code 551.074: personnel - deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers

C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed

D. Texas Government Code 551.074 and 551.082: hear and deliberate employee complaint concerning personnel matter

E. Texas Government Code 551.074: Superintendent Summative Evaluation

The Board returned to Open Session at 11:31 PM.

11. **ACTION PURSUANT TO CLOSED SESSION**

    A. Consider Action on Employee Complaint

I move that the Board authorize Board Counsel to continue negotiations with the employee's counsel to resolve this matter informally. This motion made by Francesca Romans and seconded by Sade Fashokun, passed sis in favor and one absent. Anna Smith: In favor; Sade Fashokun: In favor; Nekosi Nelson: In favor; Trish Bode: In favor; Paul Gauthier: Absent; Gloria Gonzales-Dholakia: In favor; Francesca Romans: In favor.

12. **BOARD MEETING DEBRIEF**

13. **ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.

Time: 11:31 PM

These minutes were read and approved by the Board of Trustees on the 4th day of September 2025.

_____   _____

President   Secretary

Copies of Board information referred to are attached to the official minutes or filed in the office indicated.

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Consider Approval of Resolution Claiming a Good Cause Exception to House Bill 3
Purpose:	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Shā Rogers, MA, Leander ISD Chief of Police
Attachments:	Resolution of the Board of Trustees of the Leander Independent School District Concerning Compliance with Certain Public School Safety and Security Requirements and Other Matters Related There To

Background Information:

The 88th Legislature passed House Bill 3 on June 14, 2023. The Bill provides measures for ensuring public school safety, including the development and implementation of purchases relating to and funding for public school safety and security requirements, and the provision of safety-related resources. The bill includes the requirement of an armed security guard at each campus. We are asking for approval of a resolution claiming a good cause exception due to lack of funding and available personnel to: a) designate an individual to serve as a School Marshal and/or Peace Officer in accordance with applicable Safety and Security Policies for each campus and b) continue to recruit and hire qualified Peace Officers and School Marshals, as Leander ISD works to fulfill the requirements outlined in House Bill 3.

Administrative Recommendation:

Administration recommends the Board approve the resolution claiming a good cause exception to House Bill 3 due to lack of funding and available personnel.

Sample Motion:

I move that the Board approve the resolution claiming a good cause exception to House Bill 3 due to lack of funding and available personnel as presented.

RESOLUTION OF THE BOARD OF TRUSTEES OF THE LEANDER INDEPENDENT SCHOOL DISTRICT CONCERNING COMPLIANCE WITH CERTAIN PUBLIC SCHOOL SAFETY AND SECURITY REQUIREMENTS AND OTHER MATTERS RELATED THERE TO

STATE OF TEXAS   §
                                             §
                                             §
COUNTY OF WILLIAMSON   §

The following resolution is adopted by the Board of Trustees (the "Board") of the Leander Independent School District ("Leander ISD" or "District") at a duly called meeting on September 4, 2025.

      WHEREAS, Leander is a public school district and political subdivision of the State located in Leander, Cedar Park, and Austin, Texas authorized to provide a K-12 public school program under the laws of the State; and

      WHEREAS, during the 88th Session, the Legislature adopted House Bill 3, which contained section 37.0814 of the TEXAS EDUCATION CODE (the "Code") that requires the District to ensure that at least one armed security officer is present during regular school hours at each District campus; and

      WHEREAS, the Board has determined it is unable to comply with the Code due to the lack of funding and personnel who qualify to serve as security officers pursuant to the Code; and

      WHEREAS, because it is unable to comply with the Code, the Board desires to claim a good cause exception from the requirements outlined in the Code; and

WHEREAS, despite the lack of funding or qualified personnel, the Board is committed to creating the safest environment for students and has developed an alternative standard (the "Alternative Standard") providing the following for the 2024-25 school year:

WHEREAS, this resolution (the "Resolution") will serve as the documentation of the District's claim of a good cause exception pursuant to the Code; and

WHEREAS, the Board desires that the Superintendent take all necessary action to implement and comply with the Alternative Standard.

NOW, THEREFORE, IT IS HEREBY RESOLVED that:

1. The Superintendent recommends and the Board hereby declares that the District is unable to meet the requirements of the Code due to limited funding and limited availability of personnel who qualify to serve as a security officer pursuant to the Code.

2. The District claims a good cause exception to the requirements outlined under the Code and has in place an Alternative Standard that includes:

    a. Approval of the District's police department:

        i. Leander ISD currently has a School Resource Officer (SRO) or Peace officer on every comprehensive high school campus.

    b. Providing a person to act as a security officer who, pursuant to the relevant Safety and Security Policies, is:

        i. A school marshal; and

    c. Leander ISD shall continue recruiting and hiring qualified personnel to meet the requirements of HB 3, SECTION 10. Subchapter C, Chapter 37 Education Code, Section 37.0814 (b) (1).

3. The Board does hereby authorize the Superintendent or designee to take all necessary actions to implement and comply with the Alternative Standard outlined above.

4. This Resolution shall be made a part of the official minutes of the Board meeting at which it is adopted and serves as documentation of the good cause exception claimed by the District;

PASSED and ADOPTED by the Board of Trustees of the Leander Independent School District on this _____ day of _____ by the following vote:

AYES

NOES:

ABSENT:

ABSTAIN:

I hereby certify that the foregoing is a full, true, and correct copy of the resolution passed at the Regular Meeting of the Board of Trustees of Leander Independent School District held on September 4, 2025.

By: _____

Anna Smith
Board of Trustees President

Attest: _____

Nekosi Nelson
Board of Trustees Secretary

SEPTEMBER 04, 2025

Superintendent's Report

Board of Trustees Meeting

EMPOWERED LEARNERS

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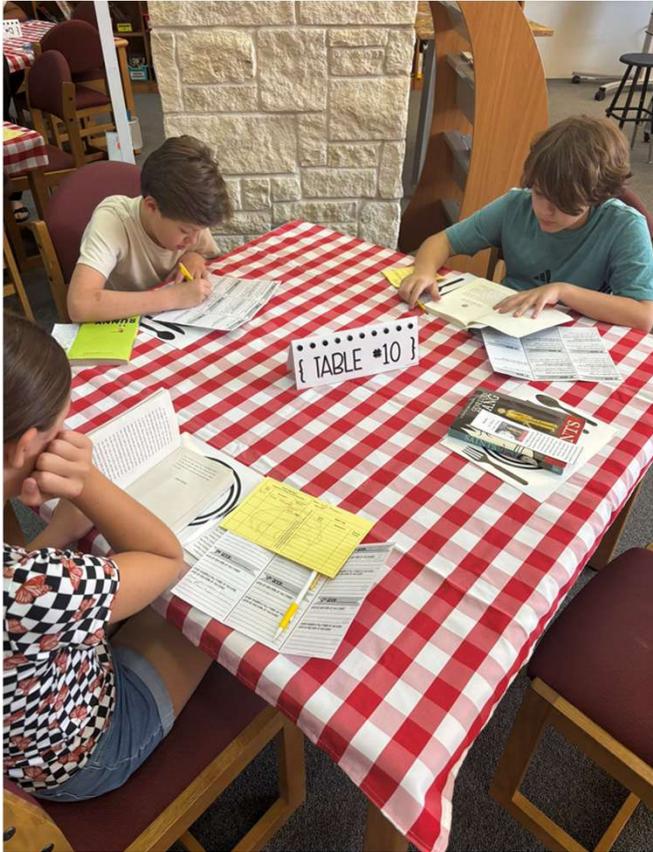
Library lessons with our #HMSELA classes!!! Special days of learning in the library #1LISD

EMPOWERED LEARNERS
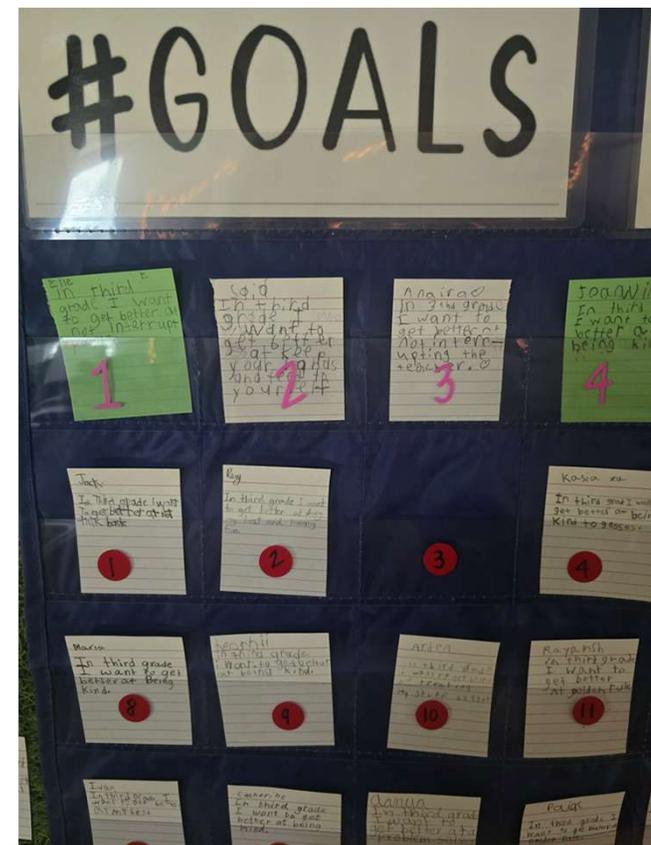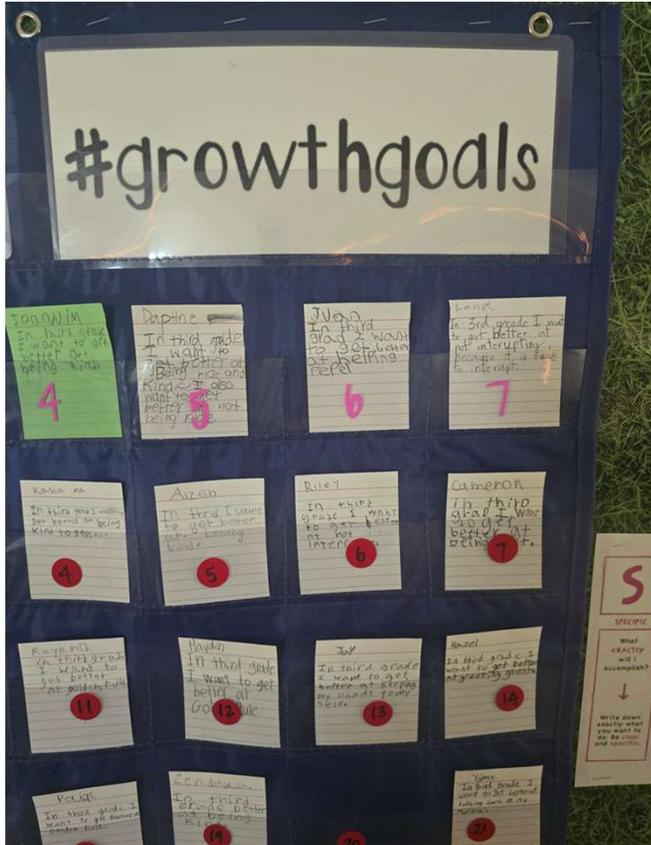
Goal Setting at Reagan Elementary

EMPOWERED STAFF

20

Beyond thankful for this awesome office team! They have worked tirelessly to make sure the start of our new school year is successful and they bring all the joy & laughter. ❤️ #WinkleyConnects #1LISD

EMPOWERED COMMUNITY

21

Leadership LISD Class of 2026

5

EMPOWERED COMMUNITY

Leadership LISD Class of 2026

6

EMPOWERED COMMUNITY

Leadership LISD Class of 2026

EMPOWERED COMMUNITY

24

Leadership LISD Class of 2026

8

SAFE & INNOVATIVE LEARNING ENVIRONMENTS

25

Leander ISD Police Department

SAFE & INNOVATIVE LEARNING ENVIRONMENTS

26

Leander ISD Police Department

10

EMPOWERED COMMUNITY

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Long Range Planning Timeline

11
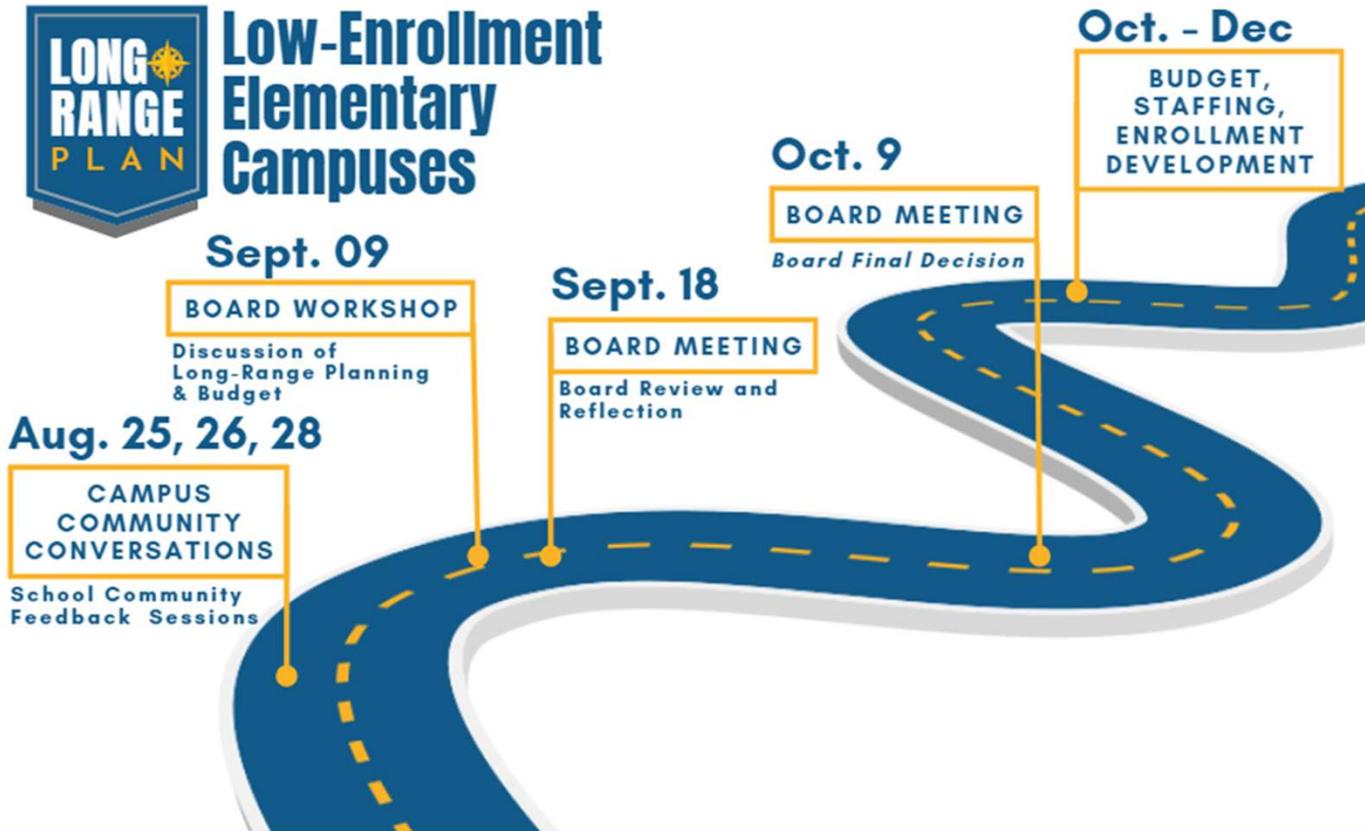
DISCUSSION

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Discussion of Leander ISD State Accountability and Community Based Accountability Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Brenda Cruz, M.Ed., Assistant Superintendent, Empowered Learning
	Emily Gray, Senior Coordinator, K-12 Measures
Attachments:	Discussion of Leander ISD State Accountability and Community Based Accountability Report Presentation

Background Information:
The 2023-2025 Leander ISD State Accountability and Community Based Accountability report will be shared with the Board of Trustees and the Leander ISD community.

Administrative Recommendation:
N/A

Sample Motion:
N/A

September 4, 2025

Discussion of Leander ISD State Accountability and Community Based Accountability Report

State Accountability Overall Ratings

Purpose:

- **Share the 2023-2025 state accountability ratings for Leander Independent School District and build understanding of the components contributing to the overall ratings.**

- **Share our Leander ISD Community Based Accountability System (CBAS) highlights and how the information compliments the state accountability information.**

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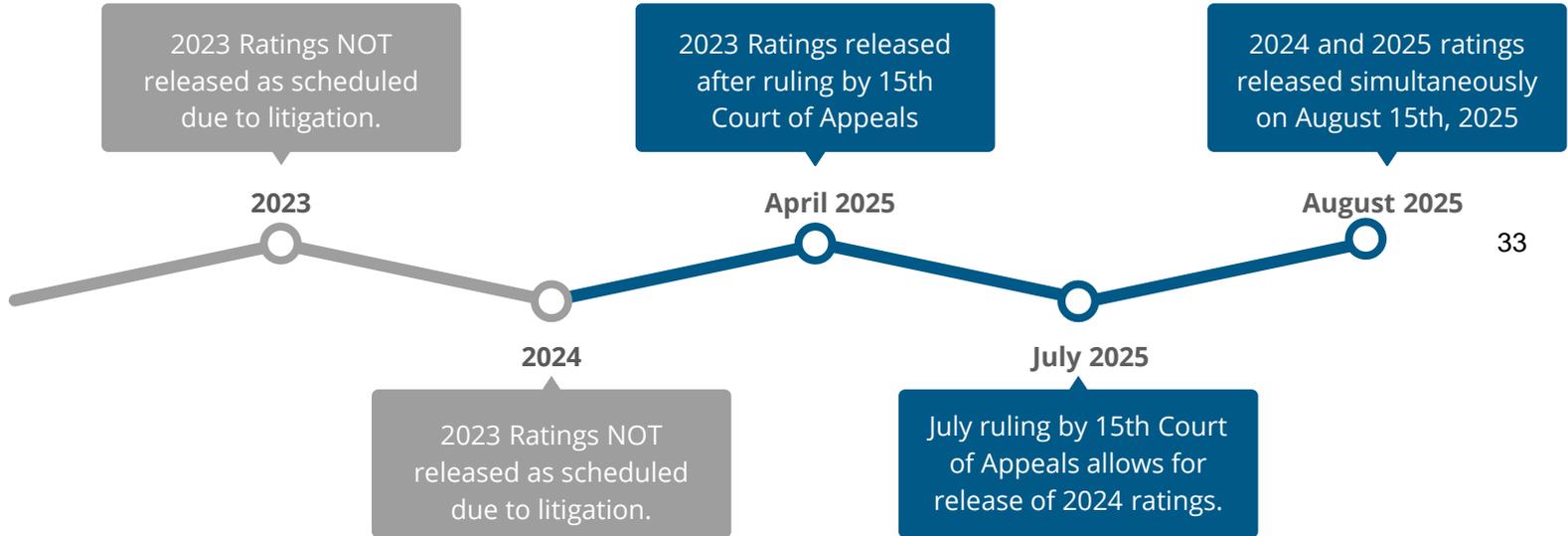| LISD Focus Goal Areas	State Accountability (Summative Measure)	AND	Leander ISD Community Based Accountability (Formative and Summative Measures)
Empowered Student Learning	- Performance on State of Texas Assessments of Academic Readiness (STAAR) Grades 3-8 and End of Course, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate and STAAR Alternate 2 - STAAR Growth Performance - Graduation Rate - College, Career and Military Readiness (CCMR) - Distinguished Levels of Achievement compared to state chosen similar campuses		- Student goal setting, portfolios and exhibition of learning - NWEA MAP (grades K-12) Achievement & Growth with *national* peers - Istation Indicator of Progress (ISIP) (grades K-5) - PSAT, SAT, ACT, Advanced Placement (AP), International Baccalaureate (IB) - Elective Participation - Student, Parent and Staff Survey data - Industry-Based Certifications (IBC)
Empowered Staff	***Not measured/reported in State Accountability***		- Student, Parent and Staff Surveys - Professional Learning Communities Collaborative Team Commitment Rubric - Recruitment and Retention Data
Impactful Family Engagement	***Not measured/reported in State Accountability***		- Survey data - Empowering Parents Engagement Opportunities
Equitable Access	- STAAR Performance/growth among student groups in relation to a state target - CCMR and Graduation Rates disaggregated by student groups		- Student, Parent and Staff Perceptual Data - Course and Program Participation Measures
Safe and Innovative Learning Environment	***Not measured/reported in State Accountability***		- Student, Parent and Staff survey data - Attendance and Discipline data

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State Accountability Release Timeline

2023 Ratings NOT released as scheduled due to litigation.

2023 Ratings released after ruling by 15th Court of Appeals

2024 and 2025 ratings released simultaneously on August 15th, 2025

2023

April 2025

August 2025

33

2024

July 2025

2023 Ratings NOT released as scheduled due to litigation.

July ruling by 15th Court of Appeals allows for release of 2024 ratings.

TEA Texas Education Agency®

A–F Accountability

4

Leander ISD Overall Rating
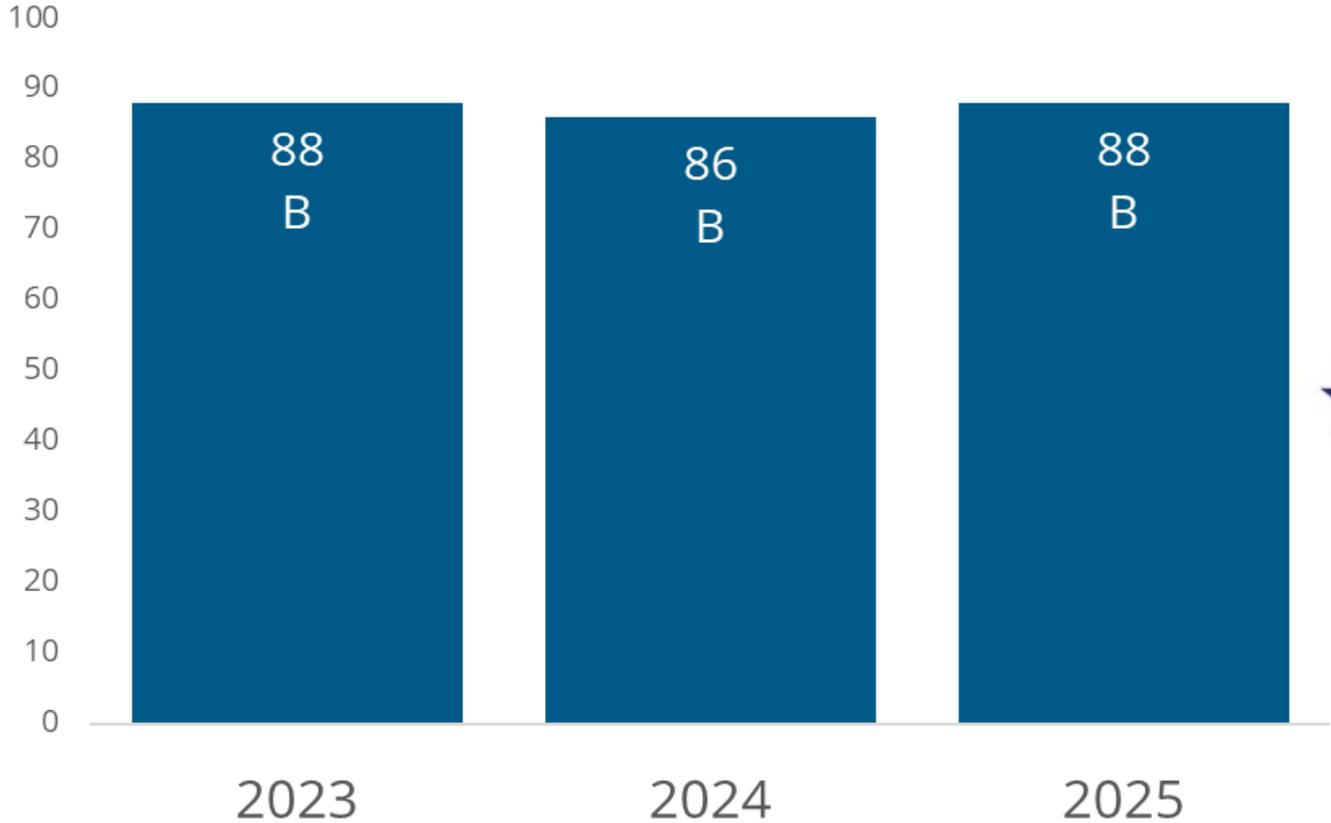
Find more information at:

TXschools.gov | TEA Texas Education Agency

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Campus State Accountability Overall Ratings

Change from 2024 to 2025	
Improved Grade or Maintained an A	28 Campuses (61%)
Maintained Grade (B or C)	15 Campuses (33%)
Decreased Overall Grade	3 Campuses (6%)

35

- A Overall
- B Overall
- C Overall
- D Overall

2023 | 2024 | 2025
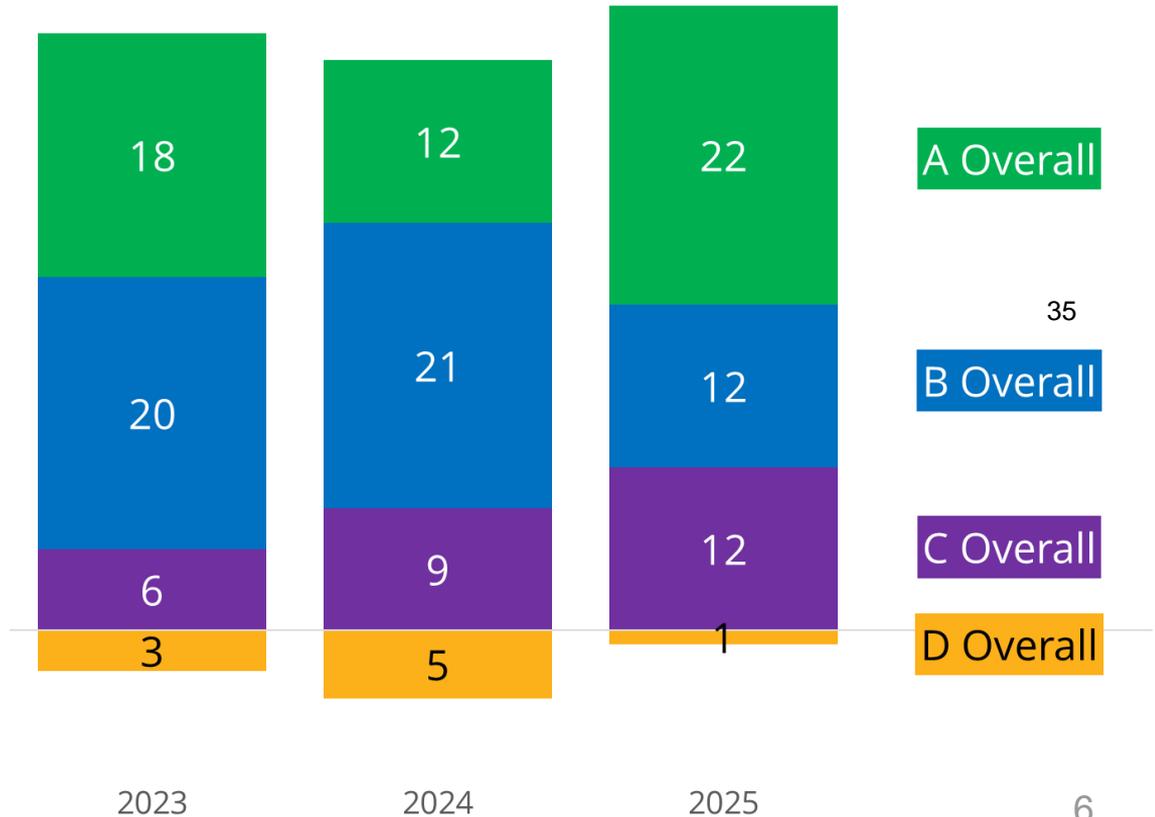
Calculating Overall Rating

Better of Achievement or Progress: 70%

CHOOSE THE HIGHER OF

Student Achievement
What students know and can do

School Progress
How far students have come or how campuses have done compared to similar comparison groups

Better of Growth or Relative Performance

CHOOSE THE HIGHER OF

Academic Growth

Relative Performance

30%

Closing The Gaps
How different student groups are performing

36

OVERALL GRADE

STAAR performance, College, Career, or Military Readiness (CCMR) and Graduation Rate (High School only)

Improvement on STAAR (4th grade and beyond) in Reading and Math

STAAR/CCMR compared to expected value for campus Economically Disadvantaged (Eco Dis) %

Compares performance of 4 groups against a target: All students, High Focus, 2 lowest performing race/ethnicity groups

7

LISD Domain Scores Over Time
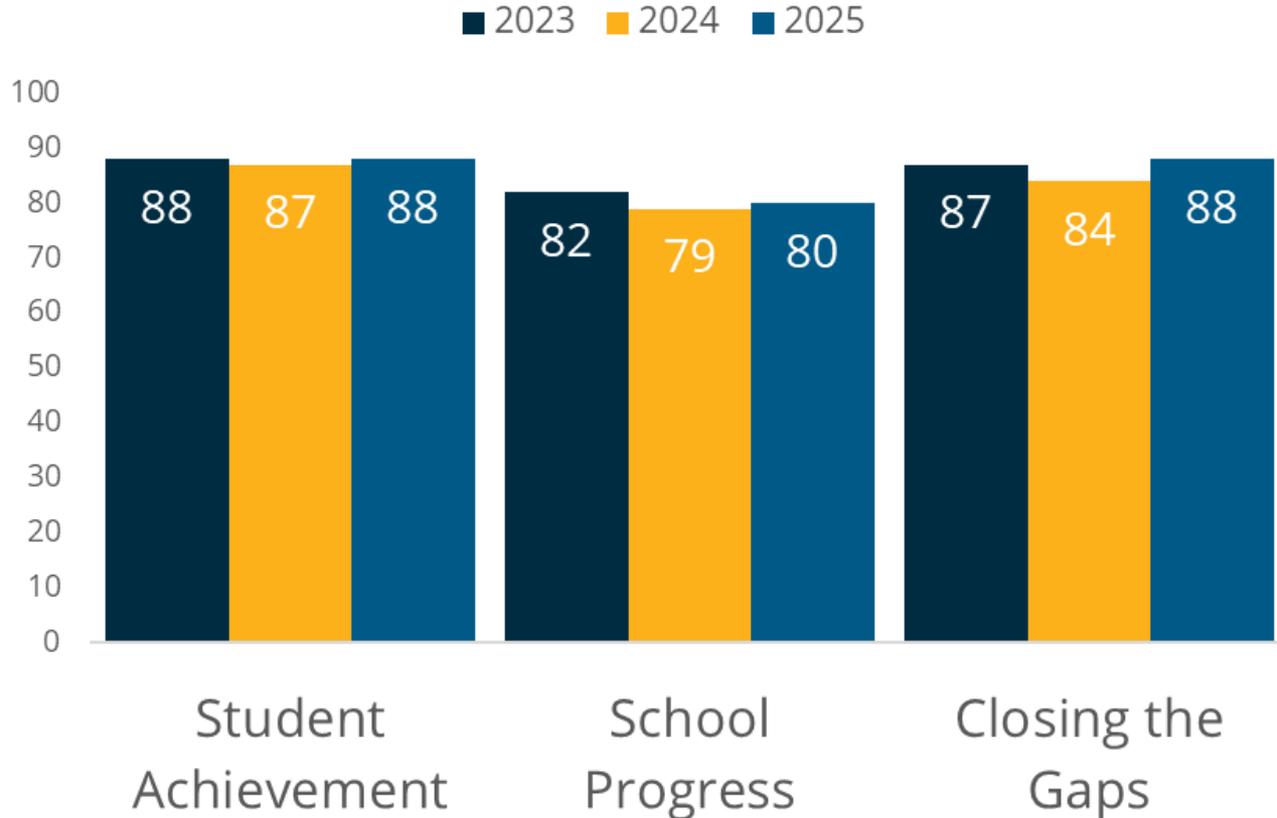
37

Student Achievement

Student Achievement

STAAR Performance (All Schools)
    Average of Approaches, Meets, and Masters

College, Career, Military Readiness (CCMR) (High School Only)
    2024 Graduates

Graduation Rate (High School Only)
    Better of 4-year, 5-year, or 6-year

⭐ *Increased "A" ratings in this domain by 3 campuses from previous year; decreased "F" ratings by 2 campuses*

B

88 out of 100

38

School Ratings by Enrollment

A 62%
B 24%
C 9%
D 3%
F 1%

62%
24%
9%

9
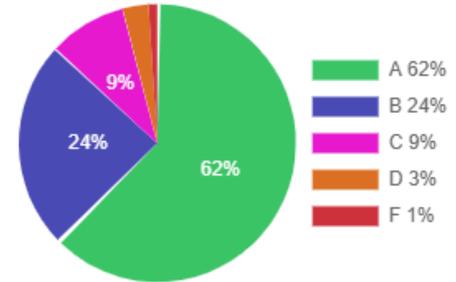
School Progress

School Progress

Better of the two:

Academic Growth

Improvement on STAAR from Prior Year
Calculated beginning in 4th grade
Reading and Math Only

Relative Performance

STAAR/CCMR compared to expected value for Campus Economically Disadvantaged (Eco Dis) %

B

80 out of 100

39

School Ratings by Enrollment

- A 18%
- B 29%
- C 46%
- D 7%
- F 0%

18%
29%
46%
7%
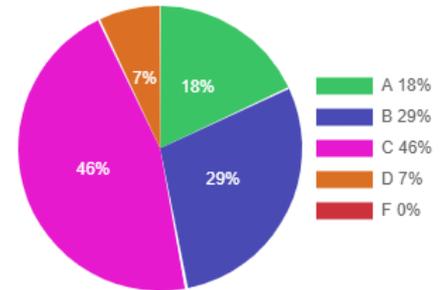
Closing the Gaps

Compares four groups against a target in each area

Groups:
- All Students
- High Focus (Special Education, Economically Disadvantaged, or Emergent Bilingual (EB)
- Two lowest performing race/ethnicity groups

Areas Elementary/Middle:
- STAAR Achievement
- STAAR Progress
- English Proficiency Growth (EB Only)

Areas High School:
- STAAR Achievement
- Graduation Rate (4-year)
- College, Career, Military Readiness (2024 Seniors)
- English Proficiency Growth (EB Only)

⭐ *Academic Growth in Math: Increased 8% points from 2024 for all students; 9% points for the Hispanic student group; 11% points for the White student group; and 7% points for the High Focus student group*

Closing the Gaps

B

88 out of 100

40

School Ratings by Enrollment

- A 59%
- B 26%
- C 16%
- D 0%
- F 0%

11
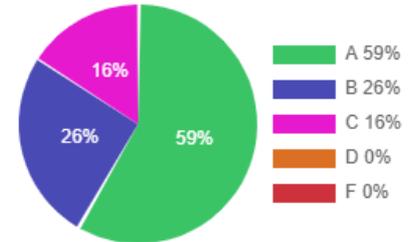
Distinction Designations

What are Distinction Designations?

Distinction Designations are awarded when a school or district shows **exceptional achievement** in certain areas.

Eligible schools and districts can earn distinctions in the following areas:

- Academic Achievement in Reading/Language Arts (school only)
- Academic Achievement in Mathematics (school only)
- Academic Achievement in Science (school only)
- Academic Achievement in Social Studies (school only)
- Top 25 Percent: Comparative Academic Growth (school only)
- Top 25 Percent: Comparative Closing the Gaps (school only)
- Postsecondary Readiness (district and school)

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Distinction Designations Earned	Reading/ Language Arts	Math	Science	Social Studies	Academic Growth	Closing the Gaps	Post-secondary Readiness
2023	1	1	4	4	2	3	5
2024	4	2	3	3	7	2	7
2025	4	4	3	5	10	3	6

Community Based Accountability System (CBAS)

Create

- Passion for Working / Learning
- Excellence

Think

- Students First
- Systems
- Continuous Improvement

Build

- Relationships
- Trust
- Ethical Behavior

Goal 1 - Empowered Student Learning

Advanced Placement Exam History
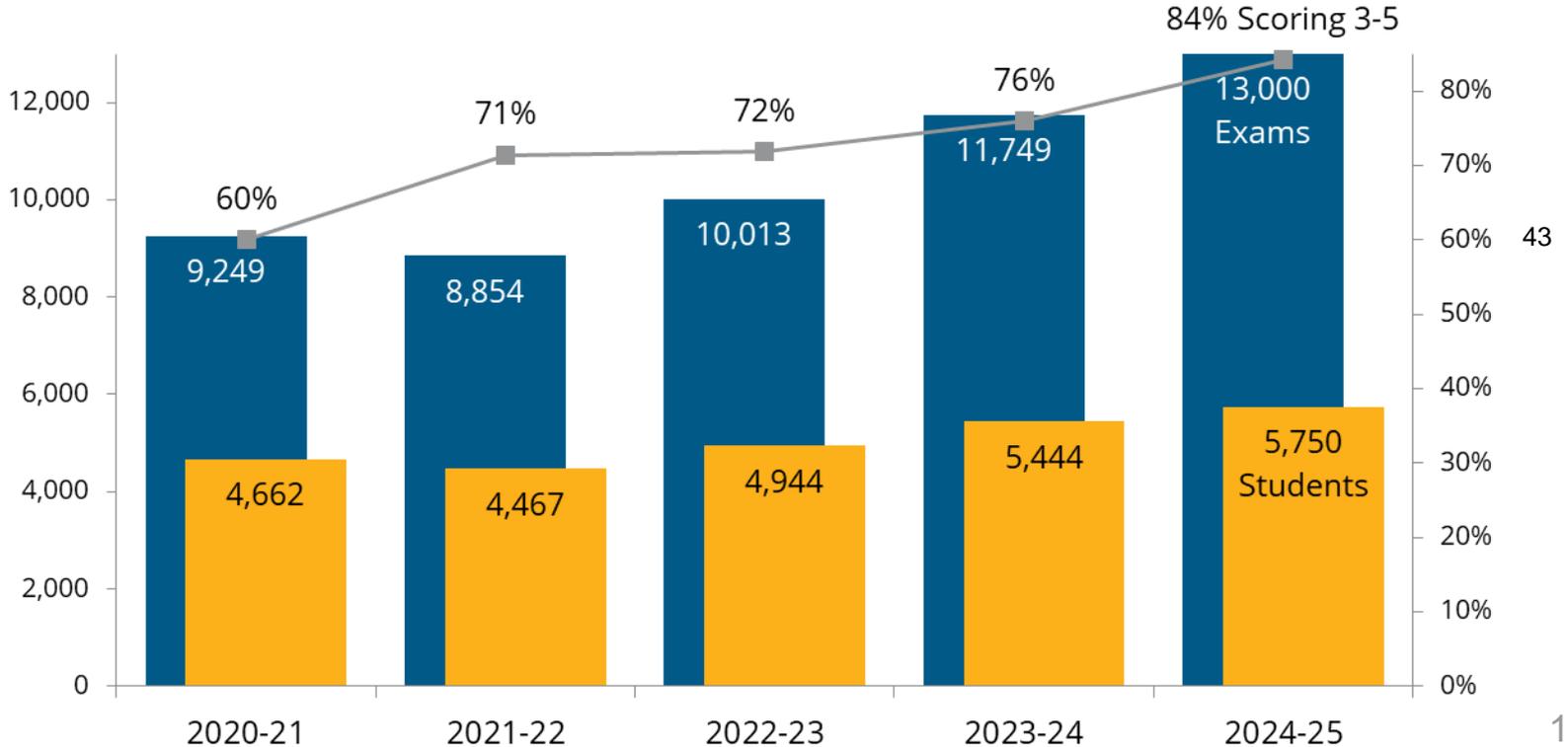
Goal 1 - Empowered Student Learning

Parent Survey

- 2022-23 (N=6,342)
- 2023-24 (N=7,476)
- 2024-25 (N=6,673)

N=Number of Responses

My child sees how what they are learning in school relates to the outside world.
- 58%
- 60%
- 62%

My child's school offers opportunities that help students explore their interests, talents, and passions.
- 66%
- 66%
- 69%

My child has meaningful learning opportunities in school to build real-life skills.
- 63%
- 64%
- 66%

Percentage Almost Always/Always or Often

K12 Insight: 2023-24 -Student Experience Survey for **Parents**

Secondary Student Survey

- 2022-23 (N=9,518)
- 2023-24 (N=11,514)
- 2024-25 (N= 11,794)

I see how what I'm my learning in school relates to the outside world.
- 31%
- 35%
- 39%

My school offers opportunities that help students explore their interest, talents and passions.
- 68%
- 71%
- 73%

I have meaningful learning opportunities in school to build real-life skills.
- 51%
- 54%
- 58%

Percentage Almost Always/Always or Often

K12 Insight: 2023-24 - Student Experience Survey for **Secondary Students**

Answer options: Almost Always/Always, Often, Sometimes, Rarely/Never, Don't Know

44

Goal 1 - Empowered Student Learning

My child / I have the opportunity to set goals and track their progress.
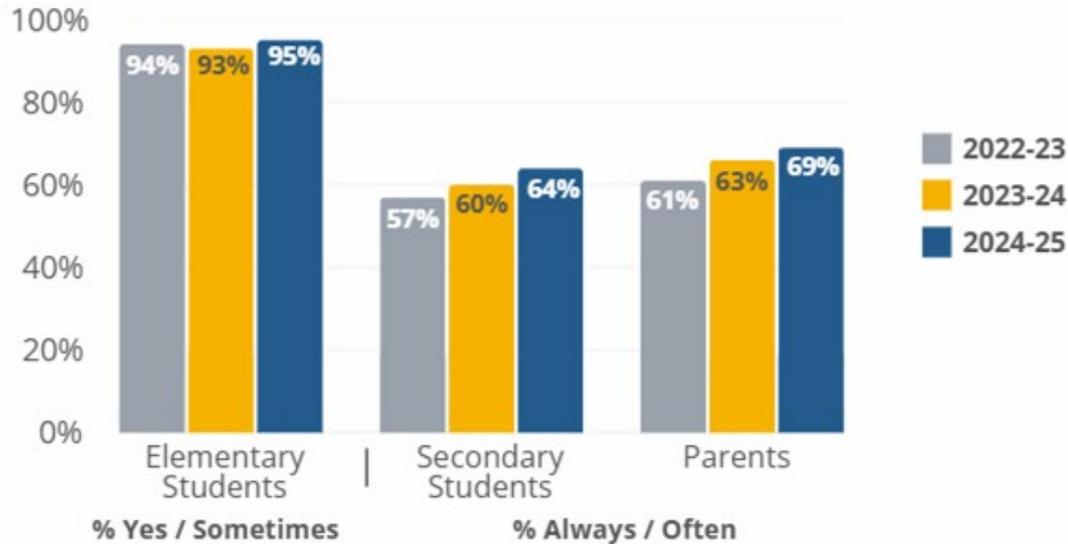
Elementary Students: 94% (2022-23), 93% (2023-24), 95% (2024-25)

Secondary Students: 57% (2022-23), 60% (2023-24), 64% (2024-25)

Parents: 61% (2022-23), 63% (2023-24), 69% (2024-25)

Legend: 2022-23, 2023-24, 2024-25

% Yes / Sometimes   % Always / Often

K12 Insight: 2024-25 -Student Experience Survey for **Parents** & **Students**

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Goal 1 - Empowered Student Learning

DEMONSTRATING THE GRADUATE PROFILE

Parent Survey

■ 2022-23 ■ 2023-24 ■ 2024-25

My child's experiences this year in school helped him/her:

become a more
skilled communicator and collaborator
- 74%
- 74%
- 76%

develop their / my
creative and critical thinking skills
- 75%
- 76%
- 78%

become a more
compassionate community contributor
- 68%
- 68%
- 70%

become a more
adaptable and reflective individual
- 72%
- 73%
- 75%

Student Survey

■ 2022-23 ■ 2023-24 ■ 2024-25

My experiences in school this year have helped me:

- 73%
- 76%
- 76%

- 74%
- 78%
- 77%

- 65%
- 70%
- 70%

- 73%
- 77%
- 77%
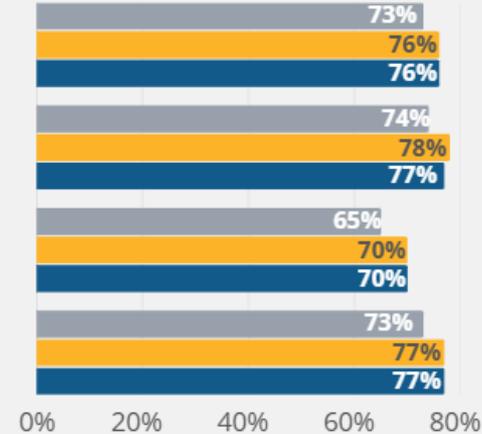
Percentage Strongly Agree or Agree

K12 Insight: 2024-25 -Student Experience Survey for Parents & Secondary Students

46

17

Goal 2 - Empowered Staff
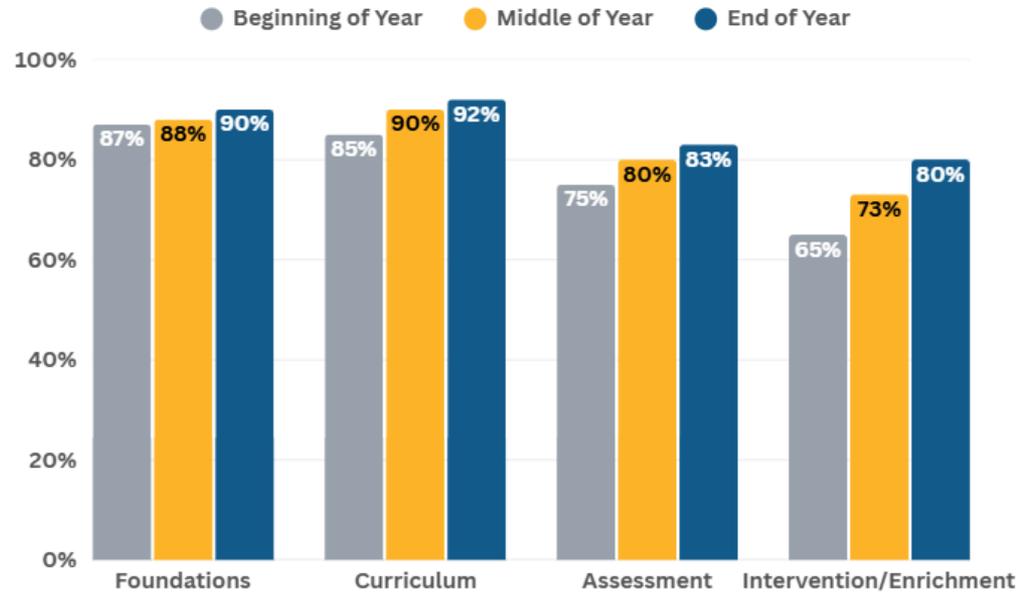
% of teachers responding "PLC Bright" or "PLC Right" to assess their team's implementation of Professional Learning Community (PLC) practices

47

18

Goal 2 - Empowered Staff

Staff Turnover

● 2022-23   ● 2023-24   ● 2024-25

	Overall	Teachers	Instruct. Aides	Campus Leadership	Plant Services	Transpor-tation	Child Nutrition Services	Custodial Services
2022-23	14%	13%	20%	8%	10%	25%	15%	12%
2023-24	15%	14%	22%	3%	14%	19%	21%	20%
2024-25	15%	14%	18%	9%	11%	16%	24%	22%
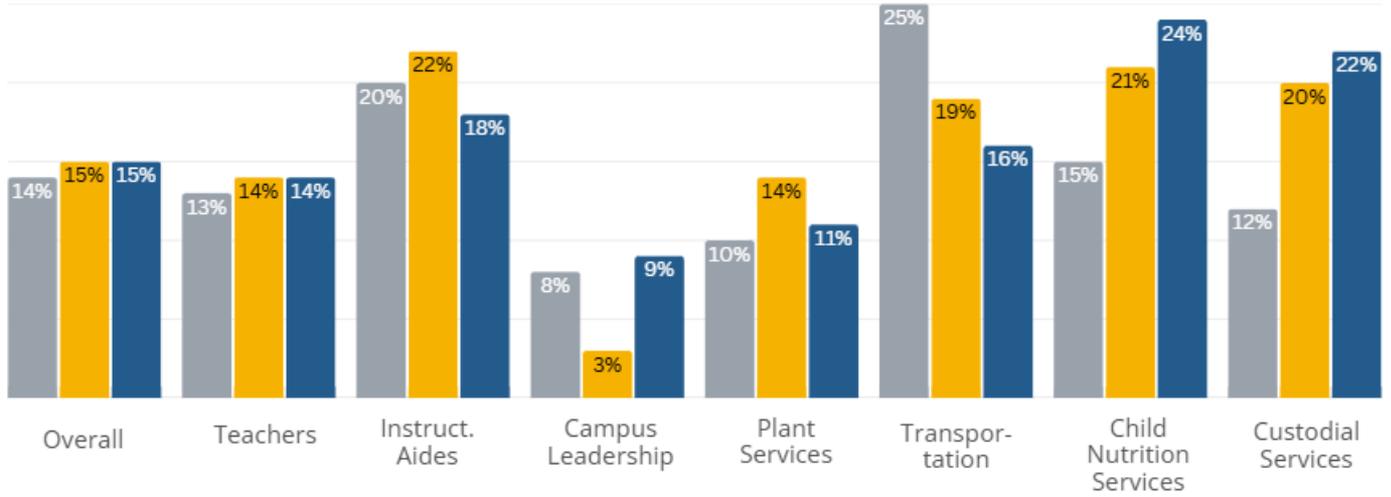
Source: Tyler Munis Leander ISD Turnover Report, July 1 - June 30 annually

48

Goal 3 - Impactful Family Engagement

The campus encourages parent and community involvement.
- 2022-23: 69%
- 2023-24: 72%
- 2024-25: 74%

The campus makes me feel informed, included, and welcome.
- 2022-23: 73%
- 2023-24: 76%
- 2024-25: 78%
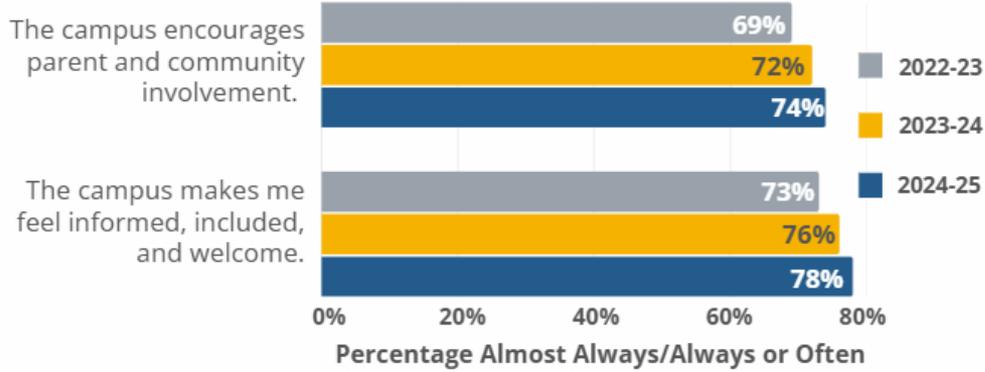
Percentage Almost Always/Always or Often

Answer options: Almost Always/Always, Often, Sometimes, Rarely/Never, Don't Know

K12 Insight: 2024-25-Student Experience Survey for Parents/Guardians

RECIPROCAL COMMUNICATION

Parents responded to the amount of communication they receive:

80% said, "just the right level of communication."

9% said, "too much communication."

11% said, "not enough communication."

K12 Insight: 2024-25-Student Experience Survey for Parents/Guardians

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Goal 4 - Equitable Access

Enrolled in Athletics, Career & Technical Education or Fine Arts Grades 7-12

Eco Dis	Emer. Bil	Special Ed	Asian	Black	Hispanic	White	2+ Races	LISD
93%	93%	87%	96%	94%	94%	96%	95%	95%

50
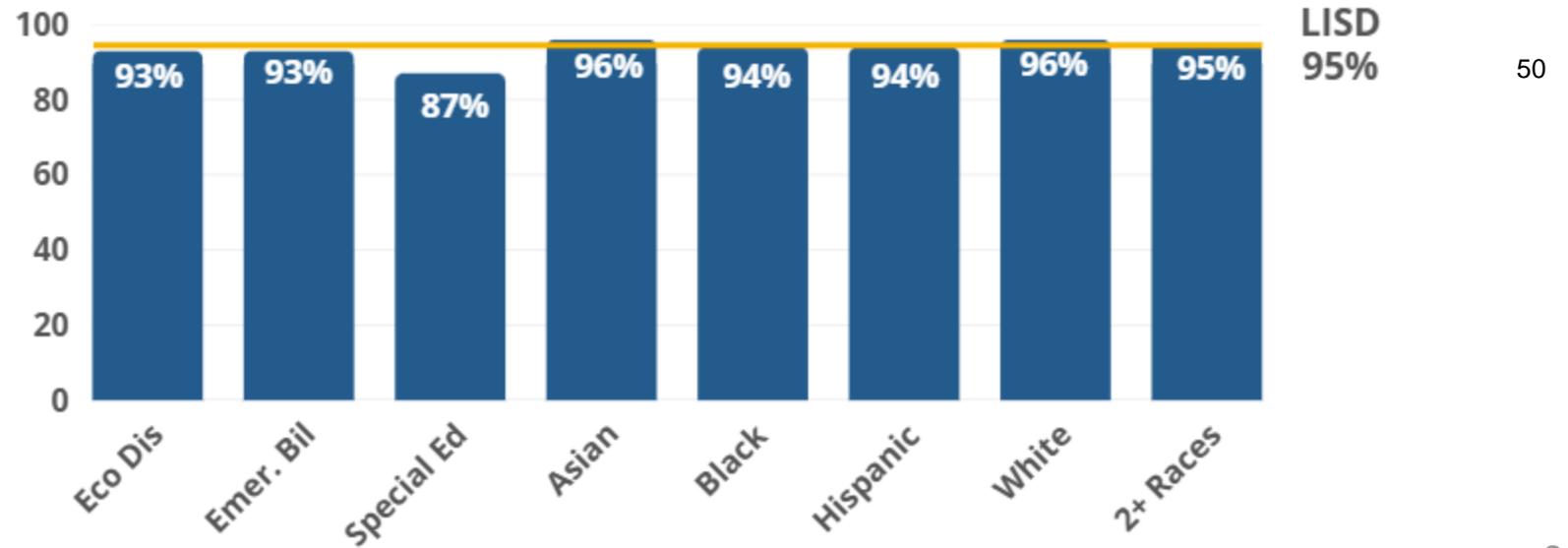
Goal 5 - Safe & Innovative Learning Environments

51

Acceptance and Belonging Dimension Score
Comparison Over Time

- Parents
  - 72% (2022-23)
  - 75% (2023-24)
  - 76% (2024-25)
- Elementary Students
  - 93% (2022-23)
  - 92% (2023-24)
  - 93% (2024-25)
- Secondary Students
  - 60% (2022-23)
  - 64% (2023-24)
  - 66% (2024-25)

Legend: ■ 2022-23 ■ 2023-24 ■ 2024-25
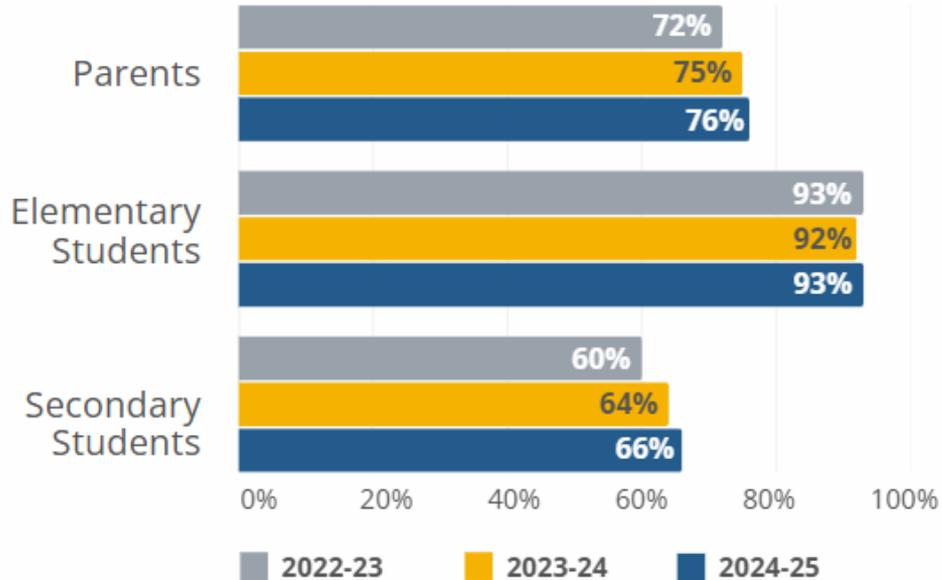
*K12 Insight: 2024-25 -Student Experience Survey for **Parents** & **Students***

DISCUSSION

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 04, 2025

Agenda Item:	Discussion of Annual House Bill 3 (HB3) Update
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Dustin Binnicker, Ed.D., Assistant Superintendent of Advanced Academics & Pathways; Lauren Meeks, M.Ed., Assistant Superintendent of Curriculum & Instruction; Brenda Cruz, M.Ed., Assistant Superintendent of Empowered Learning
Attachments:	Annual House Bill 3 (HB3) Update Presentation

Background Information:

House Bill 3 (HB3) requires goals and plans for early reading and math proficiency, as well as College, Career, and Military Readiness (CCMR). Tonight, administration will present an annual update to the Board of Trustees on the district's HB3 goal progress.

Administrative Recommendation:

N/A

Sample Motion:

N/A

September 4, 2025

Annual House Bill 3 (HB3) Update

PURPOSE

- Present the annual House Bill 3 (HB3) goal progress to the Board of Trustees and community.

- Present the district's HB3 goals and plans for early reading and math proficiency as well as College, Career, and Military Readiness (CCMR).

HB3

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➢ Requires Boards of Trustees to develop and post early childhood literacy and mathematics proficiency plans that set specific annual goals.

➢ Requires Boards of Trustees to develop and post CCMR plans that set specific annual goals.

STAAR Performance Levels

Label	Symbol	Student Result
Did Not Meet Grade Level		**DID NOT PASS** No basic understanding of course expectations is shown; a student may need significant support next year.
Approaches Grade Level		**PASSED** Some knowledge of course content but may be missing critical elements, student needs additional support.
Meets Grade Level		**PASSED** Strong knowledge of course content, student is prepared to progress to the next grade.
Masters Grade Level		**PASSED** Mastery of the course knowledge and skills is shown; student is on track for college and/or career.

STAAR ®
State of Texas Assessments of Academic Readiness

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HB 3

3

HB3 Update: Early Childhood Reading

STAAR 3rd Reading % Meets Grade Level - All LISD

••••• LISD Goals — LISD Actual — State Actual

	18-19	19-20	20-21	21-22	22-23	23-24	24-25
LISD Goals			58%	60%		64%	66%
LISD Actual	56%		55%	64%	62%	56%	64%
State Actual	43%		37%	50%	48%	46%	49%

STAAR REDESIGN

Includes English and Spanish tests

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4
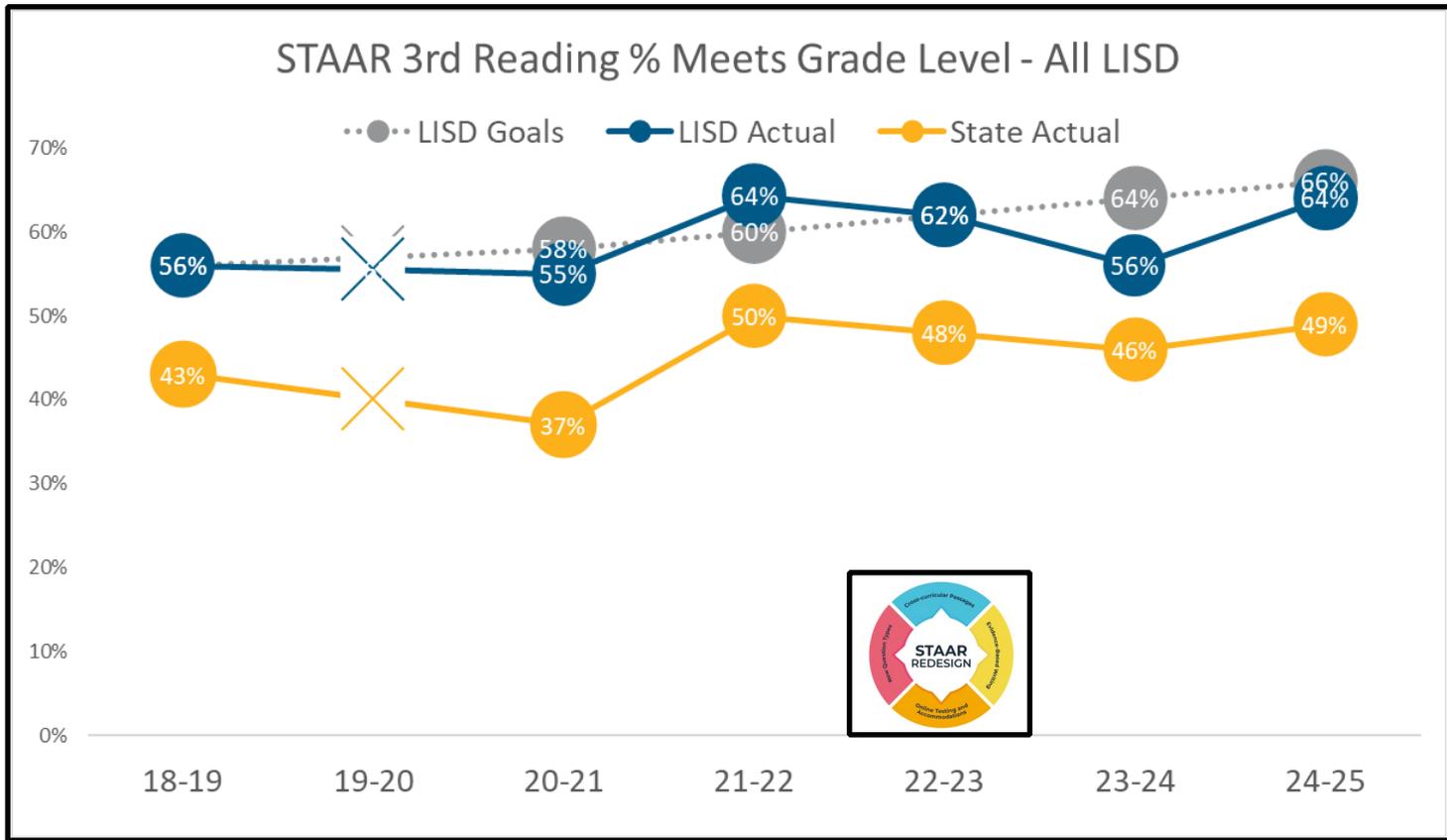
HB3 Update: Early Childhood Reading
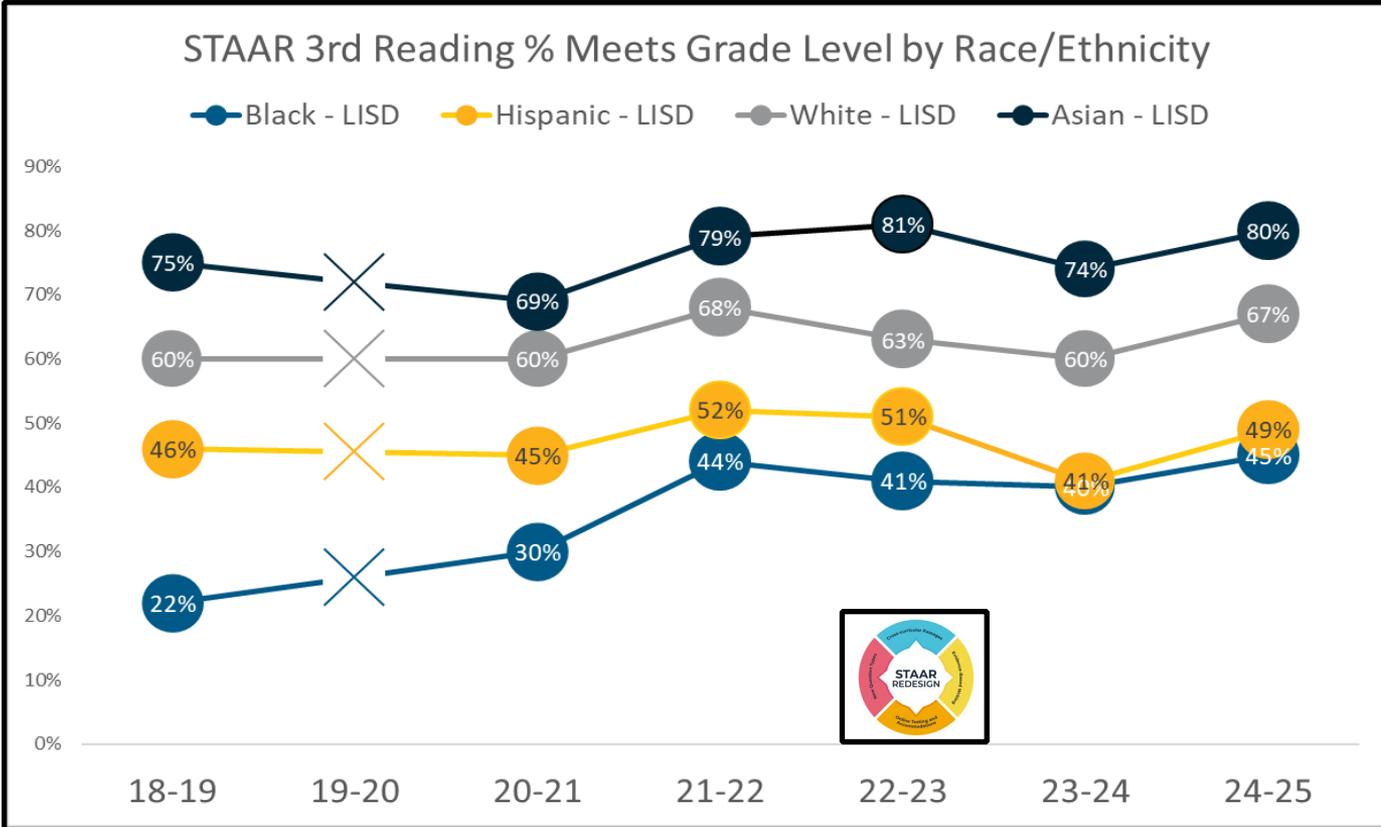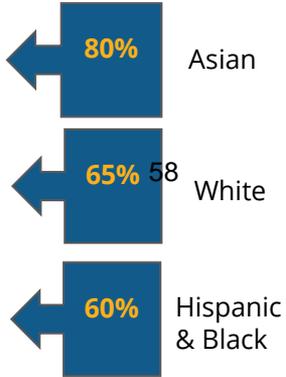
Includes English and Spanish tests

HB3 Update: Early Childhood Reading

STAAR 3rd Reading % Meets Grade Level by Eco Dis/Program

— Special Ed - LISD — Eco. Disadv. - LISD — Emer. Bil. - LISD
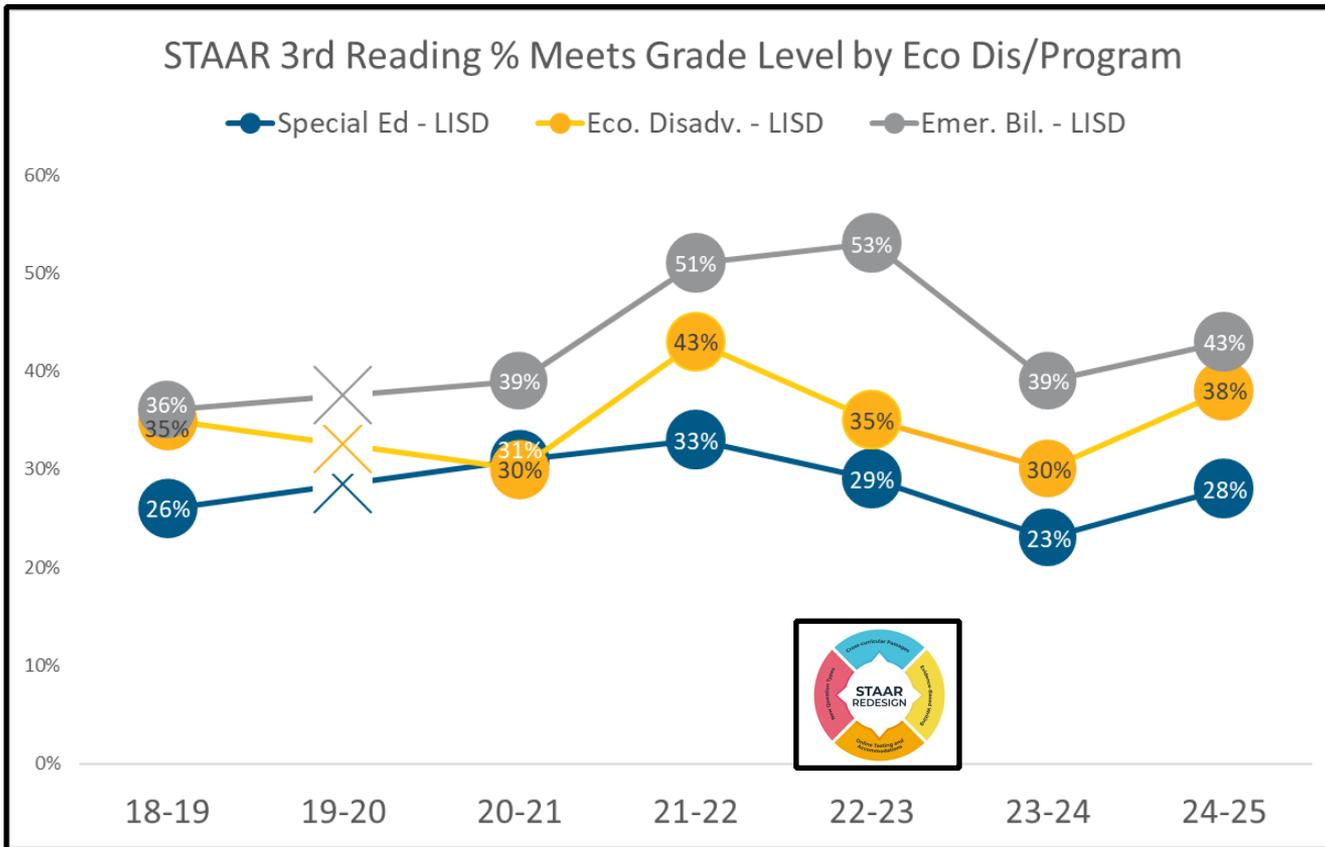
HB 3 Goals

	Goal
Emergent Bilingual (Emer. Bil.)	60%
Economically Disadvantaged (Eco. Disadv.)	60%
Special Education (SpEd)	60%

Includes English and Spanish test

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HB3 Update: Next Steps

Early Literacy:

- Support collaborative teams in the use of curriculum through Professional Learning Community (PLC) processes.

- Promote reading and writing experiences throughout the day and across the content areas.

- Provide professional learning, support, and coaching on structured literacy practices including explicit phonics instruction in grades K-3.

- Design small group learning experiences based on Texas Essential Knowledge and Skills (TEKS) standard performance results to support academic growth for all students.

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HB3 Update: Early Childhood Mathematics

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HB3 Update: Early Childhood Mathematics

STAAR 3rd Math % Meets Grade Level by Race/Ethnicity

Black - LISD   Hispanic - LISD   White - LISD   Asian - LISD
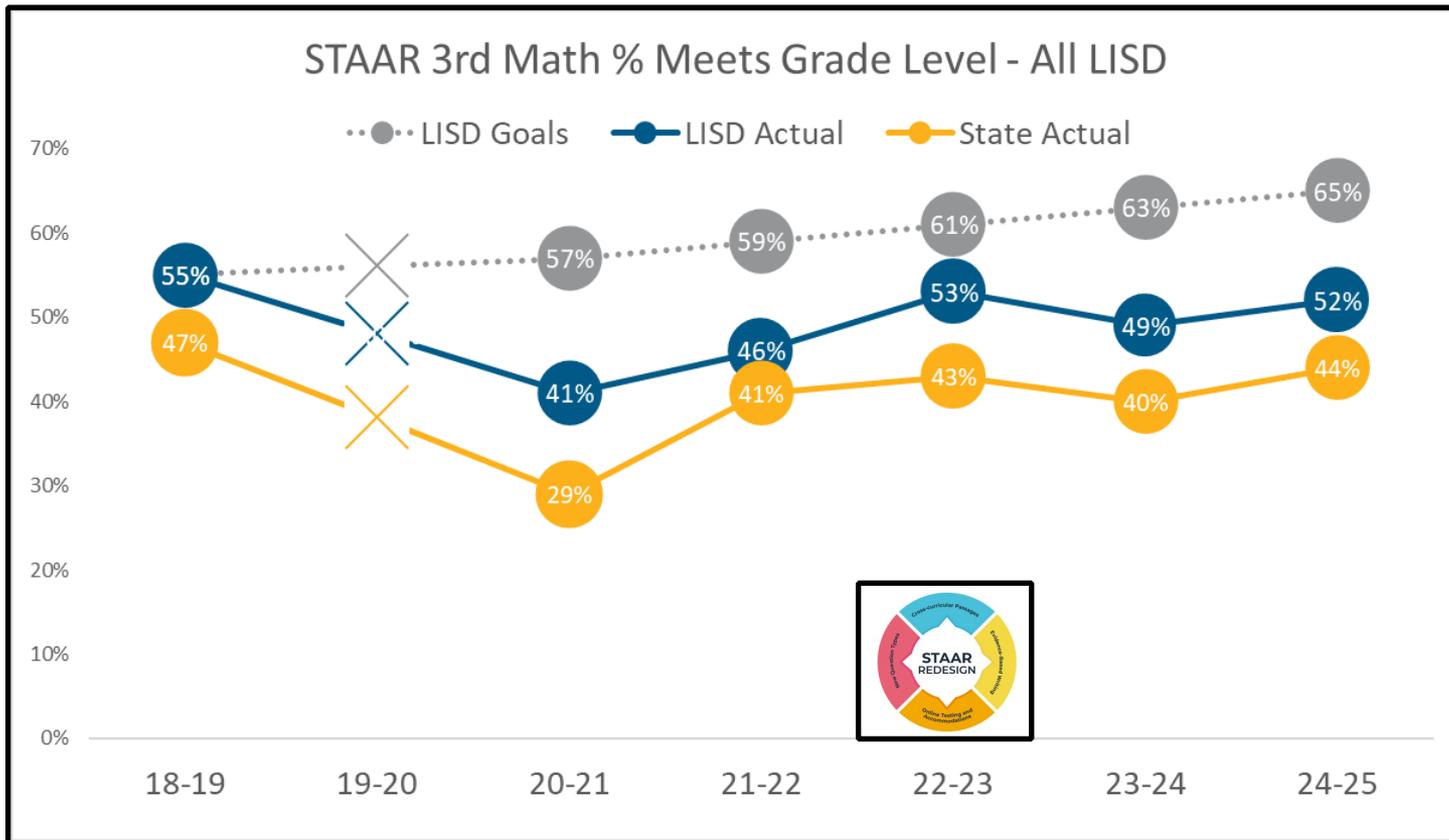
HB3 Goals:

	Goal	Group
	88%	Asian
		62
	62%	White
	60%	Hispanic & Black

9

HB3 Update: Early Childhood Mathematics
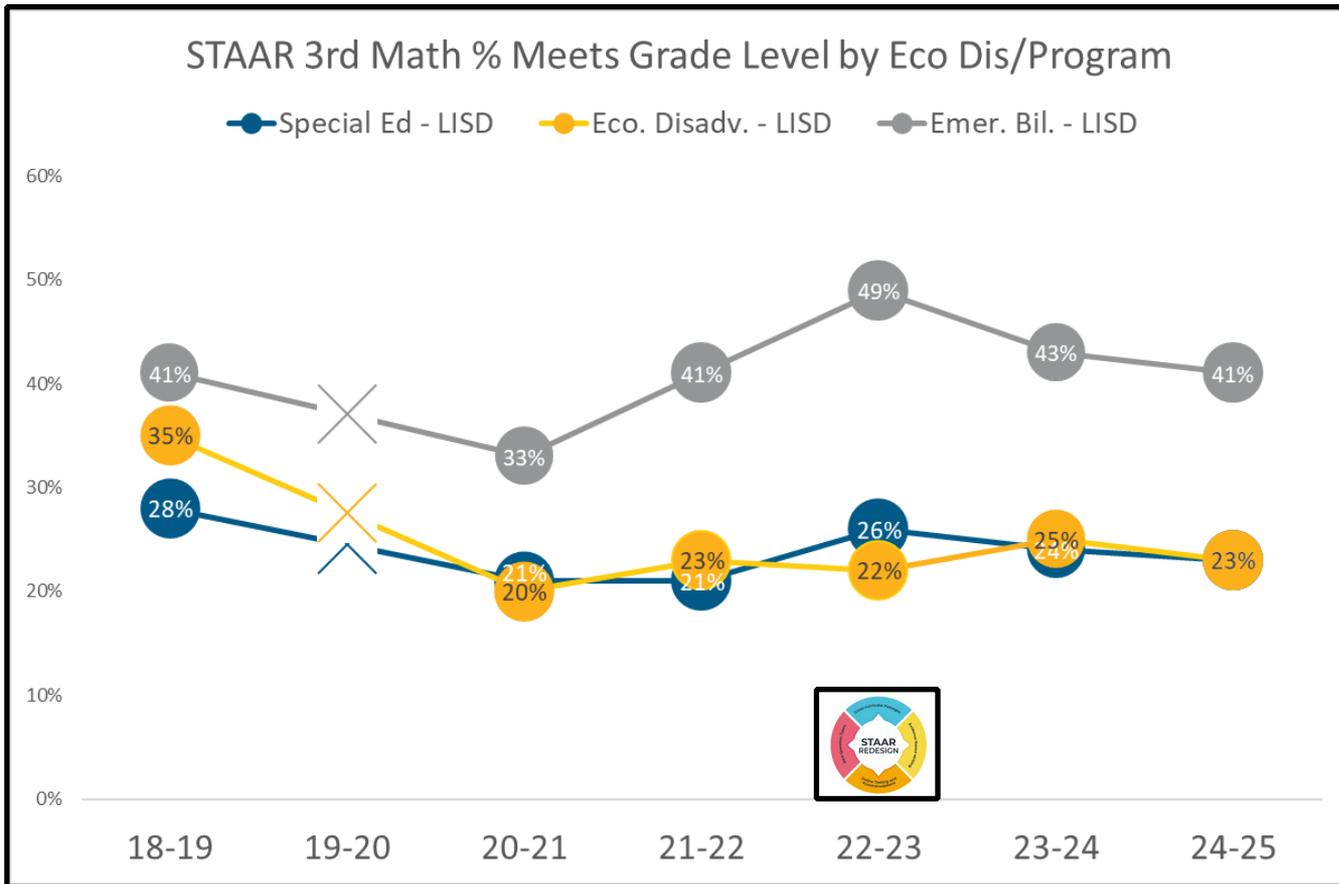
HB3 Update: Next Steps

Early Mathematics:

- Analyze data to strengthen curriculum in areas where historical data shows weaknesses and provide opportunities for professional learning based on TEKS-driven data.

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- Increase the capacity of campus-based leaders around the less of/more of one-pagers and engage staff in learning walks specific to math instruction.

- Provide campuses with differentiated models for coaching and curricular supports.

- Engage in a deep dive into our current reality to better understand the system that is causing these results and to create intentional, actionable, and measurable steps to drive positive change.
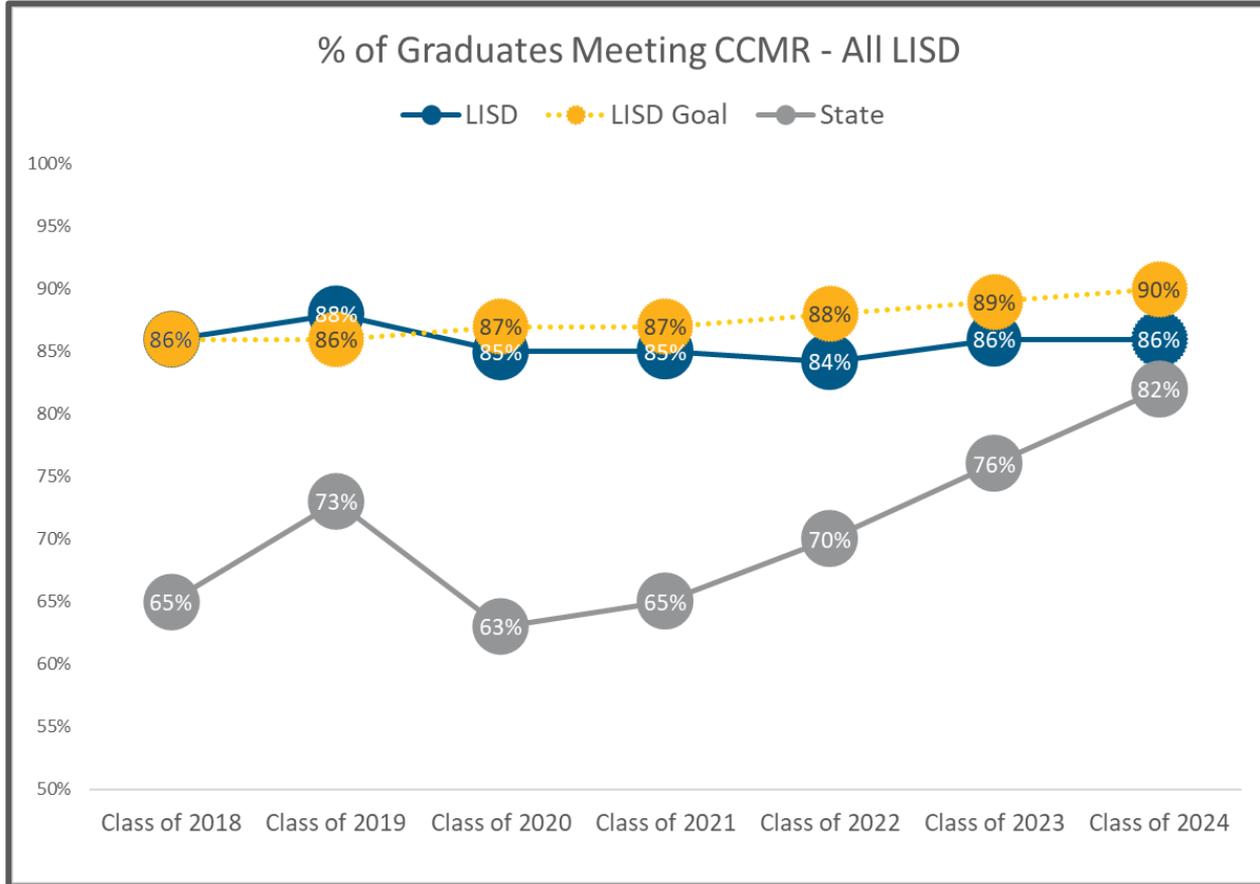
11

HB3 Update: College, Career, and Military Readiness

% of Graduates Meeting CCMR - All LISD

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HB3 Update: College, Career, and Military Readiness

% of Graduates Meeting CCMR by Race/Ethnicity

HB3 Update: College, Career, and Military Readiness

% of Graduates Meeting CCMR by Eco Dis/Program

● Special Ed - LISD   ● Eco. Disadv. - LISD   ● Emer. Bil. - LISD
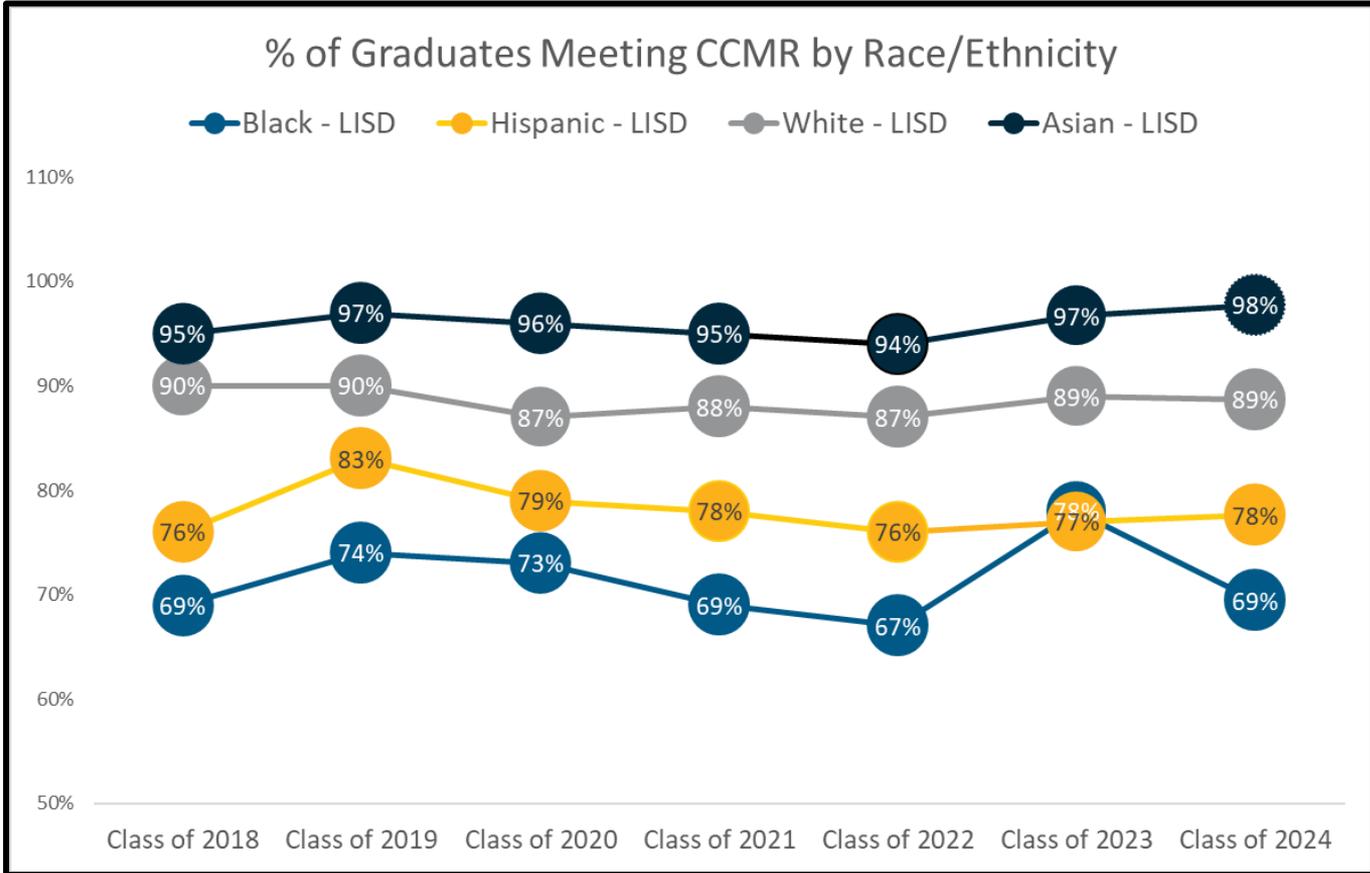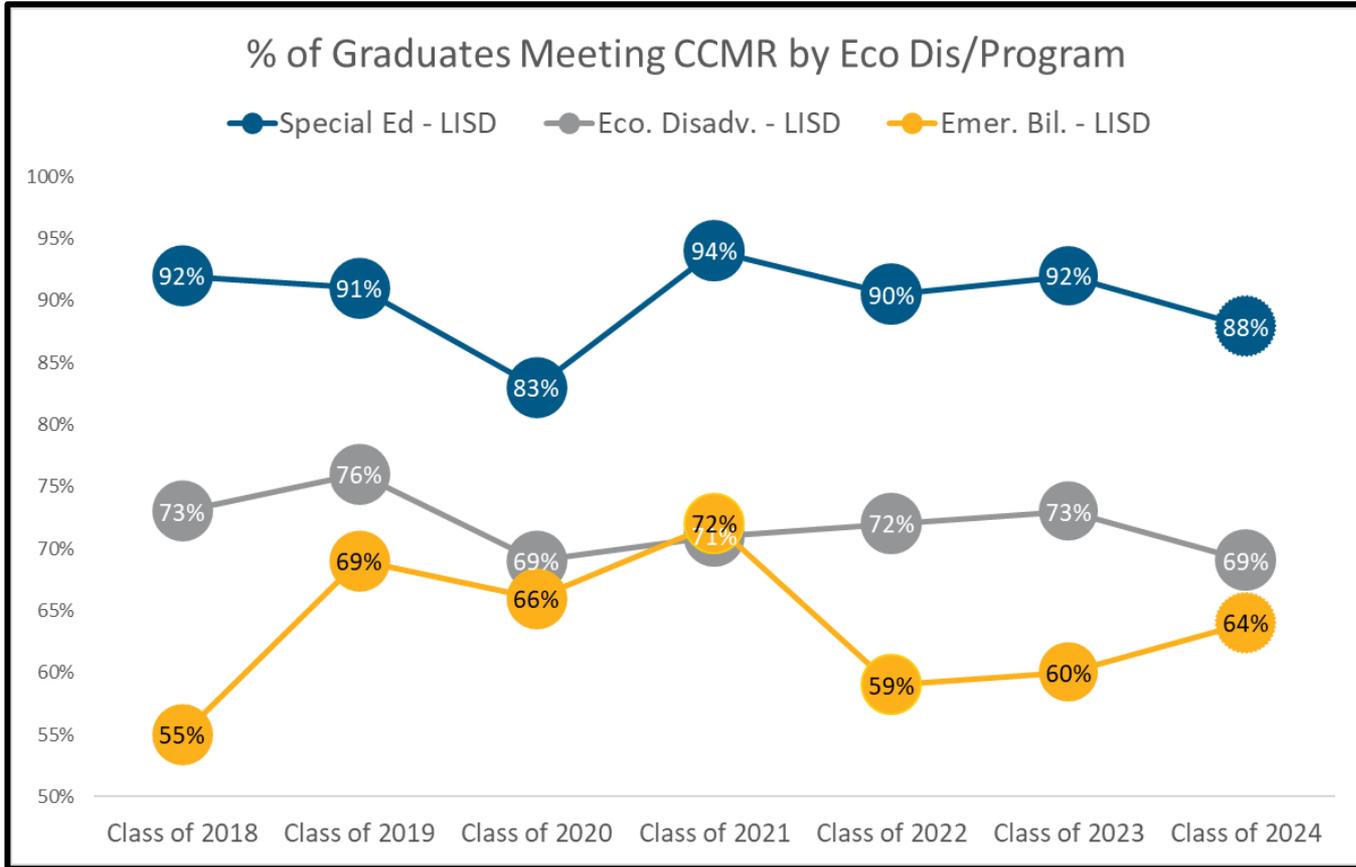
HB3 Goals:

95% Special Ed.

78% Eco. Disadv.

60% Emer. Bil.

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HB3 Update: College, Career, and Military Readiness

Chart legend: ■ Met TSI in Both ELA and Math ■ Achieved CCMR by Other Measure

	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Achieved CCMR by Other Measure	14%	14%	11%	16%	15%	13%	12%
Met TSI in Both ELA and Math	72%	74%	74%	69%	69%	73%	74%
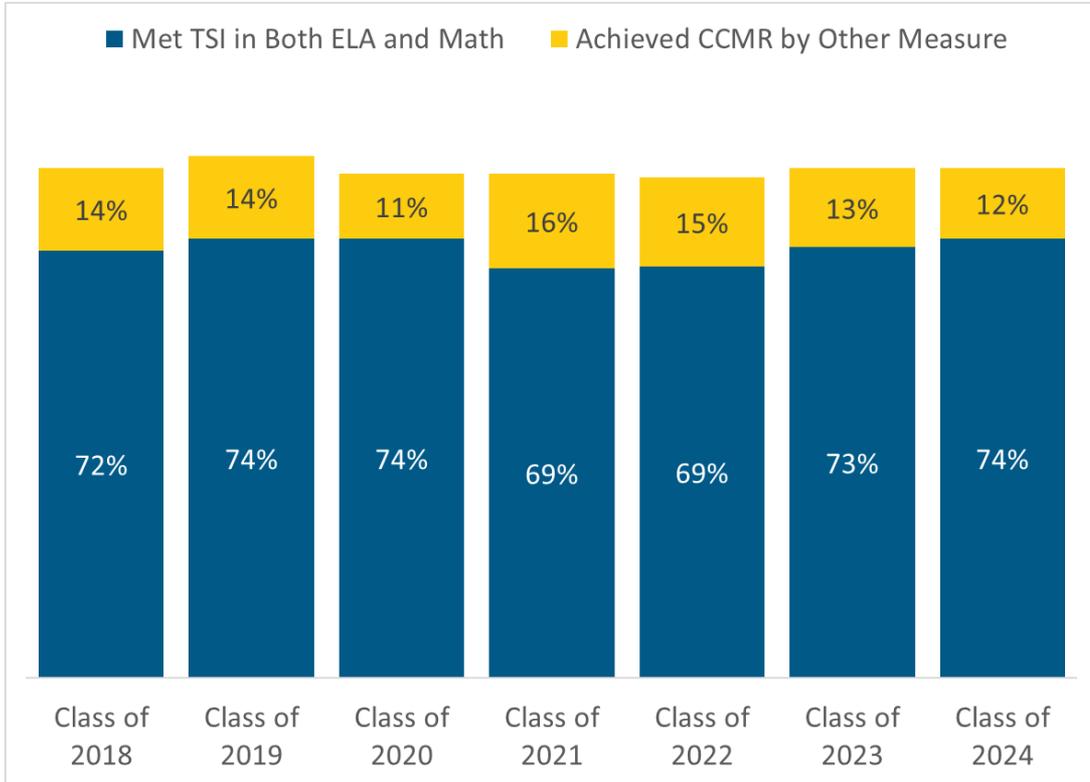
College Readiness
- Meet Texas Success Initiative (TSI) criteria in Reading, Language Arts (RLA) and Mathematics (SAT/ACT/Texas Success Initiative Assessment (TSIA) or college prep course)
- Earn Dual Course Credits
- Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examinations
- Earn an Associate Degree
- Complete an OnRamps Dual Enrollment Course
- Graduate Under an Advanced Diploma Plan and be Identified as a Current Special Education Student

Career and Military Readiness
- Earn an Industry-Based Certification (IBC)
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
- Earn a Level I or Level II Certificate
- Enlist in the United States Armed Forces or Texas National Guard

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HB3 Update: Next Steps

College, Career, and Military Readiness (CCMR):

- Support ownership of Texas Success Initiative (TSI) for college readiness with students and families;

- Use Career Technical Education (CTE) collaborative teams to analyze data and support curriculum revisions and industry based certifications.

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DISCUSSION

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Discussion of Gibson Consulting Group Academic Program Management Internal Audit
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D., Superintendent; Chris Clark, Ed.D., Deputy Superintendent of Learning and Innovation; Brenda Cruz, M.Ed., Assistant Superintendent, Empowered Learning; Kristen Alex, M.Ed., Area Superintendent; Lauren Meeks, M.Ed., Assistant Superintendent, Curriculum and Instruction; Will Hardaway, Consulting Director, Gibson Consulting Group, Inc.; Eileen Reed, Ed.D., Education Consultant, Gibson Consulting Group, Inc.
Attachments:	Gibson Consulting Group Academic Program Management Internal Audit Presentation
	Gibson Consulting Group Academic Program Management Internal Audit Final Report
	LISD Commendations, Findings, and Recommendations

Background Information:

During the June 27, 2024, Regular Board Meeting, Gibson Consulting Group recommended internal audit activities based on findings from the internal audit risk assessment conducted in the spring of 2024. During Fiscal Year 2025, the Board Internal Audit committee recommended Gibson Consulting Group perform audit and program management services for the Academic Program Management area.

Tonight, members of the Gibson Consulting Group will present their findings and recommendations from the Academic Program Management Audit they performed during the 2024-25 academic year, followed by an update from Leander ISD staff on current work in progress and plans to address the recommendations in the audit.

Administrative Recommendation:

N/A

Sample Motion:

N/A

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Academic Program Management Internal Audit

Leander Independent School District

Report Presentation to the Board of Trustees

September 4th, 2025

Agenda

- Introduction
  - Objectives and Scope
  - Methods
- District Profile
- Instructional Leadership and Accountability
  - Commendation, Findings, and Recommendations
- Curriculum Management
  - Commendations, Findings, and Recommendations
- Professional Learning and Instructional Supports
  - Commendation, Findings, and Recommendations
- Questions

Introduction

Audit Objectives

The objective of this Academic Program Management Audit was to assess how LISD organizes its resources, systems, and processes to support the implementation of effective instructional practices and student learning across the district.

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Audit Scope

District Profile

- What changes in enrollment has the district experienced with regard to student demographics and special populations (e.g., students with disabilities, English language learners, students who are at risk of academic failure, and students who are economically disadvantaged)?

- How are students performing on the State of Texas Assessments of Academic Readiness (STAAR) assessments and other performance indicators?

- What is the current profile of the district's teacher workforce with regard to their certification program, highest degree earned, and average years of teaching experience? What is the teacher turnover rate, and how do these metrics compare to benchmark districts?

Audit Scope

Instructional Leadership and Accountability

- Does the district have a comprehensive policy framework that clearly communicates the board's educational philosophy and expectations for curriculum and instruction?

- Does the central office organization and staffing enable effective oversight and management of all academic programs and resources?

- Do strategic planning documents include defined metrics and milestones aligned to the board's academic goals and objectives?

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Audit Scope

Curriculum Management

- Does the district have a comprehensive and coherent curriculum to support teachers in planning and delivering high-quality instruction?

- Is there a well-defined and cyclical process for developing, reviewing, and revising the district's curriculum? Are decisions about improvements and updates to the curriculum guided by feedback from stakeholders?

- What systems and processes are in place to ensure that the written, taught, and tested curricula are aligned? What processes and tools are used to monitor the fidelity of implementation?

Audit Scope

Professional Learning and Instructional Supports

- Does the district have an effective program for supporting new and beginning teachers through induction and mentoring?

- Does the district have a comprehensive Professional Learning (PL) Plan that aligns resources and guides the PL for all administrators, teachers, and instructional support staff?

- Are teacher professional learning communities (PLCs) widely implemented across the district? Are the conditions for highly effective PLCs in place?

Methods

Extant Data Analysis

- Student enrollment and performance
- Position data
- Budget and expenditure data
- Peer district analysis

Interviews

- November 2024
- 31 individual interviews
- 10 group interviews

Survey

- January 2025
- 2 surveys: instructional leaders and teachers
- 1,693 teachers responded (53.7%)
- 117 instructional leaders responded (79.1%)

Campus Visits

80

- February 2025
- 50+ classrooms
- 7 Elementary Schools; 3 Middle Schools; 3 High Schools

District Profile

District Profile

Figure 1. Teacher Responses – Workplace Satisfaction

I would recommend Leander ISD as a good place to work. — 7.6% Combined Disagree, 91.5% Combined Agree, 0.9% N/A

I would recommend my school as a good place to work. — 8.8% Combined Disagree, 90.0% Combined Agree, 1.2% N/A

■ Combined Disagree   ■ Combined Agree   ■ N/A
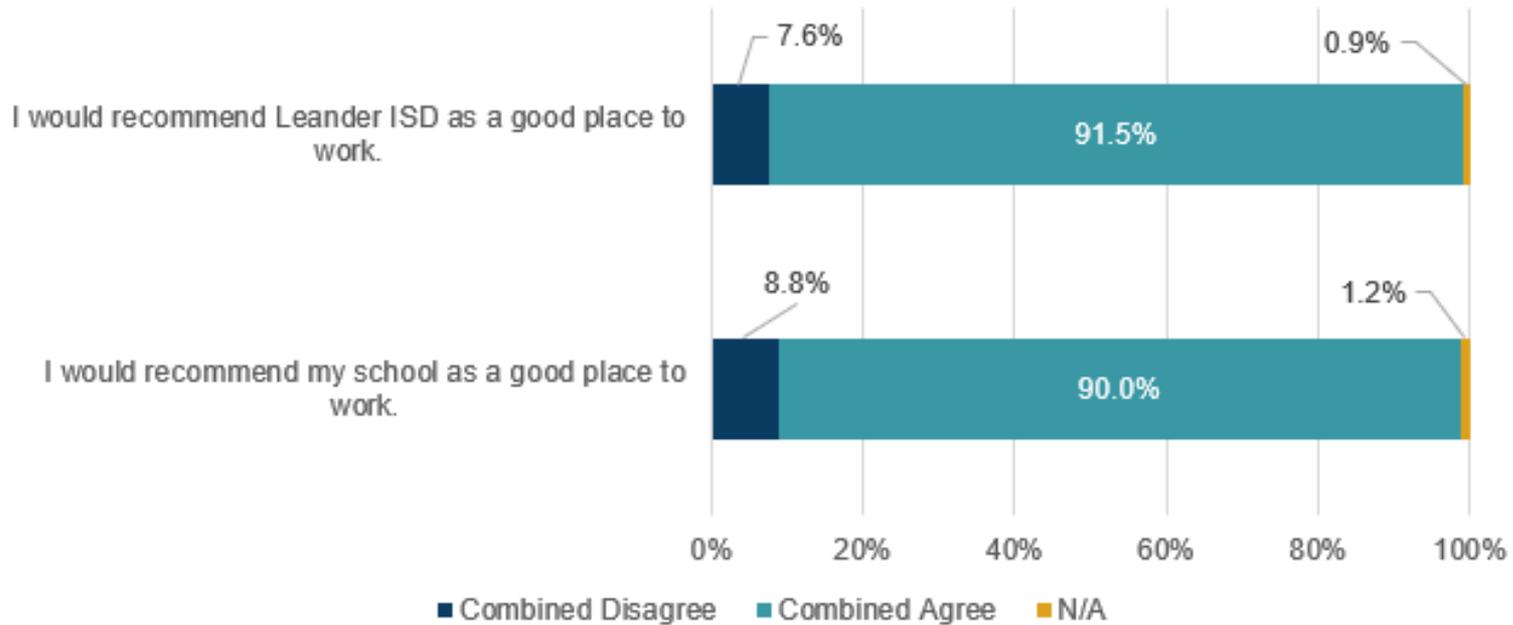
82

District Profile

Figure 2. LISD Student Enrollment, 2003-04 to 2023-24

Source. TEA TAPR, 2003-04 to 2023-24

*TEA: Texas Education Association | *TAPR: Texas Academic Performance Report
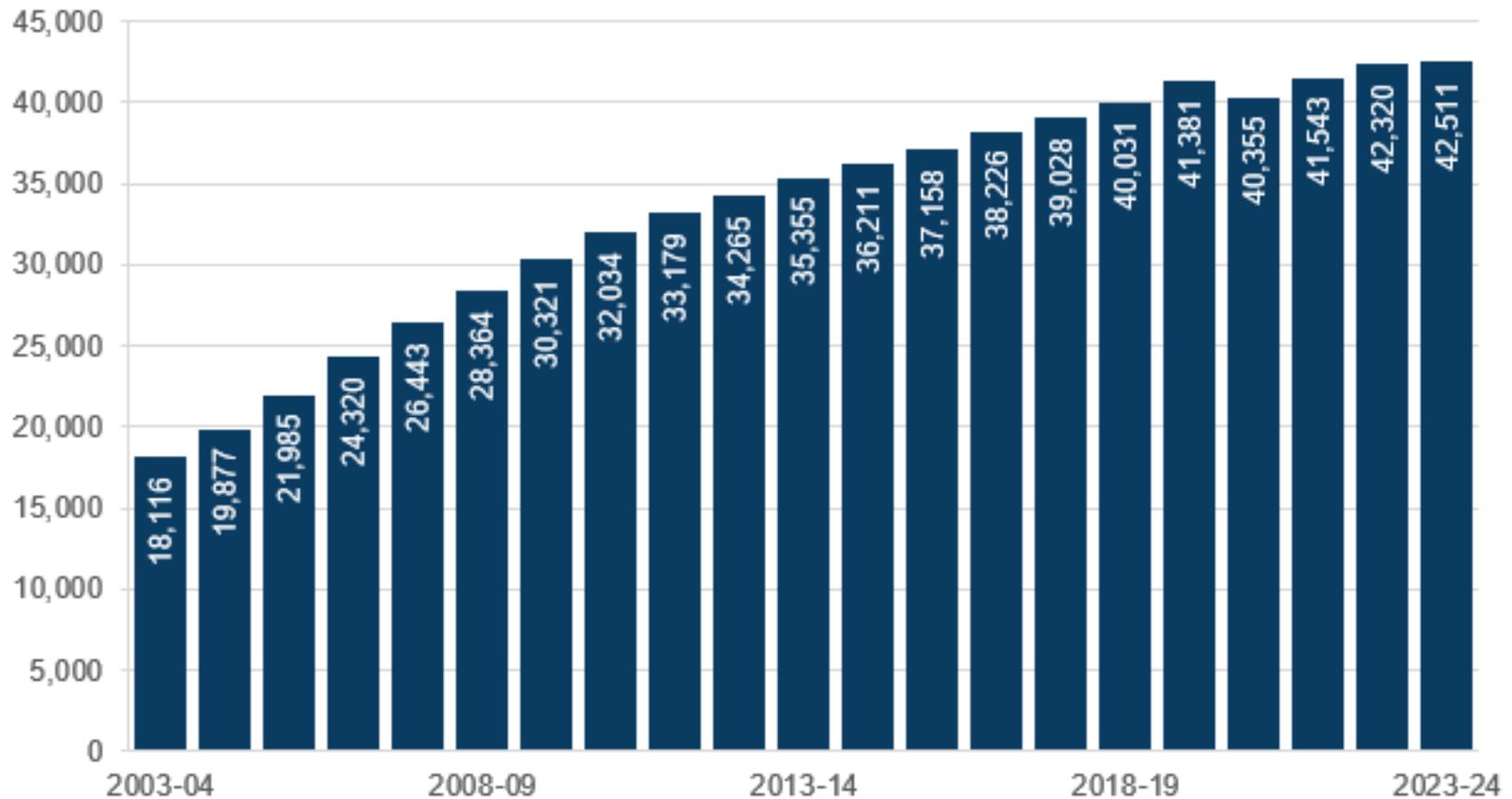
District Profile

Figure 13. Percentage of Teachers by Years of Experience, LISD and State, 2023-24

State:
- Beginning Teachers: 8.7%
- 1-5 Years of Experience: 27.4%
- 6-10 Years of Experience: 20.2%
- 11-20 Years of Experience: 27.1%
- 21-30 Years of Experience: 13.7%
- Over 30 Years of Experience: 3.0%

LISD:
- Beginning Teachers: 5.8%
- 1-5 Years of Experience: 26.1%
- 6-10 Years of Experience: 20.2%
- 11-20 Years of Experience: 30.8%
- 21-30 Years of Experience: 14.6%
- Over 30 Years of Experience: 2.5%

Legend:
- Beginning Teachers
- 1-5 Years of Experience
- 6-10 Years of Experience
- 11-20 Years of Experience
- 21-30 Years of Experience
- Over 30 Years of Experience

Source. TEA TAPR, 2023-24

*TEA: Texas Education Association | *TAPR: Texas Academic Performance Report

District Profile

Figure 24. Instruction Expenditures per Student, Functions 11 and 95, All Funds, Peer Comparison, 2023-24
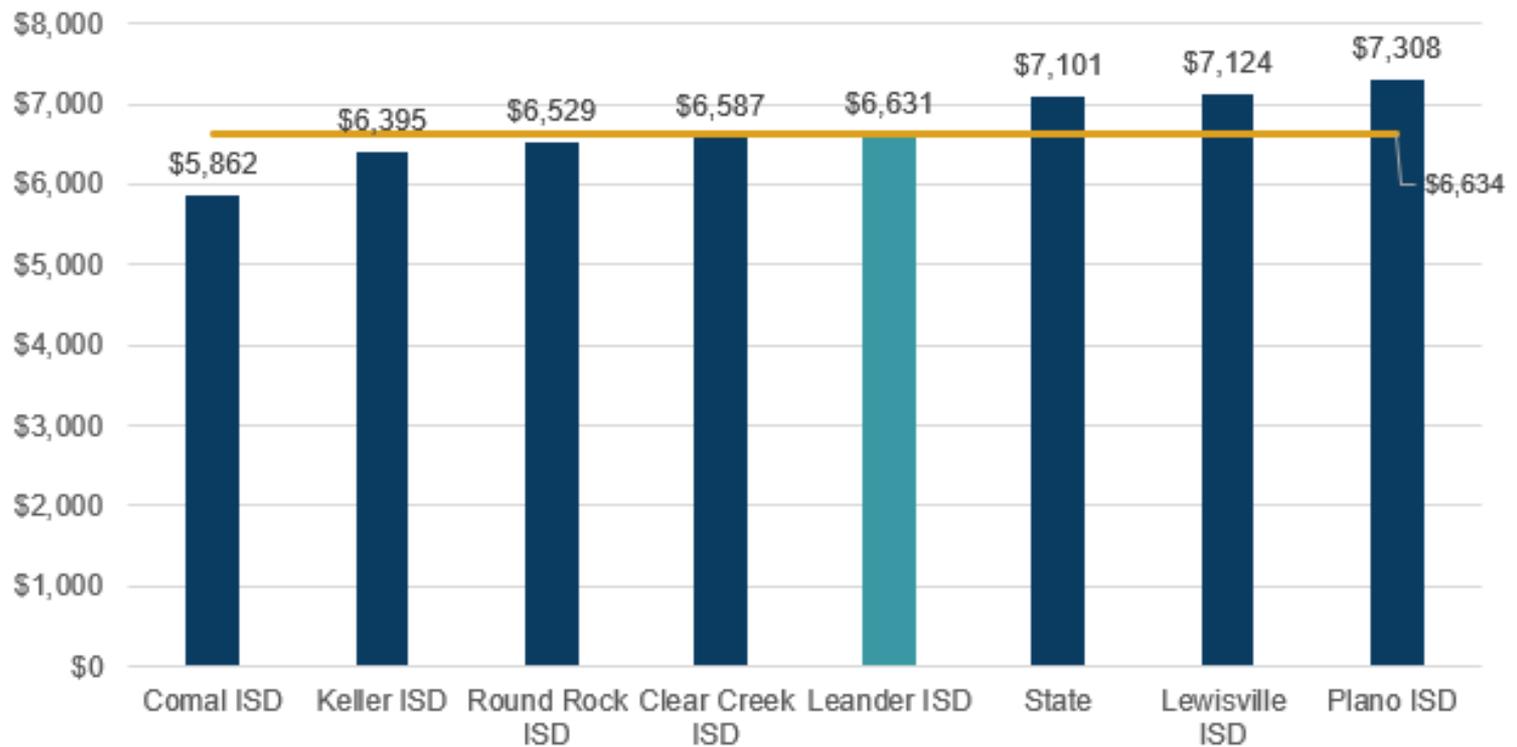
Source. TEA PEIMS District Financial Actual Report

*PEIMS: Public Education Information Management System

District Profile

Figure 30. Students per Teacher, LISD and Peers, 2023-24

District	Students per Teacher
Clear Creek ISD	16.1
Comal ISD	15.1
State	14.7
Plano ISD	14
Round Rock ISD	14
Leander ISD	13.9
Keller ISD	13.9
Lewisville ISD	13.1

Source. TEA TAPR, 2023-24

*TEA: Texas Education Association | *TAPR: Texas Academic Performance Report
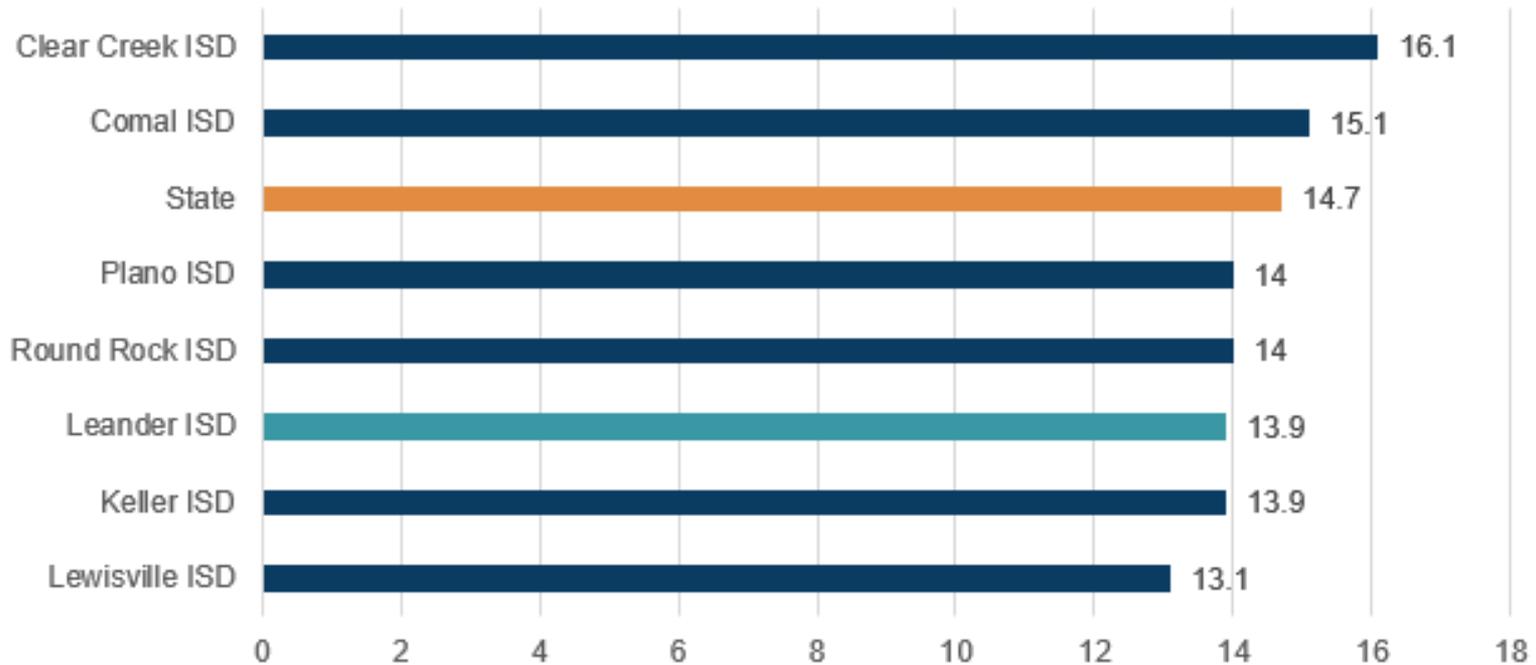
Instructional Leadership and Accountability

Learning & Innovation Organization

- *Commendation 1: The district's recent reorganization has increased collaboration between curriculum staff and Area Superintendents and established singular accountability over teaching and learning.*

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Figure 32. Previous LISD Organizational Chart
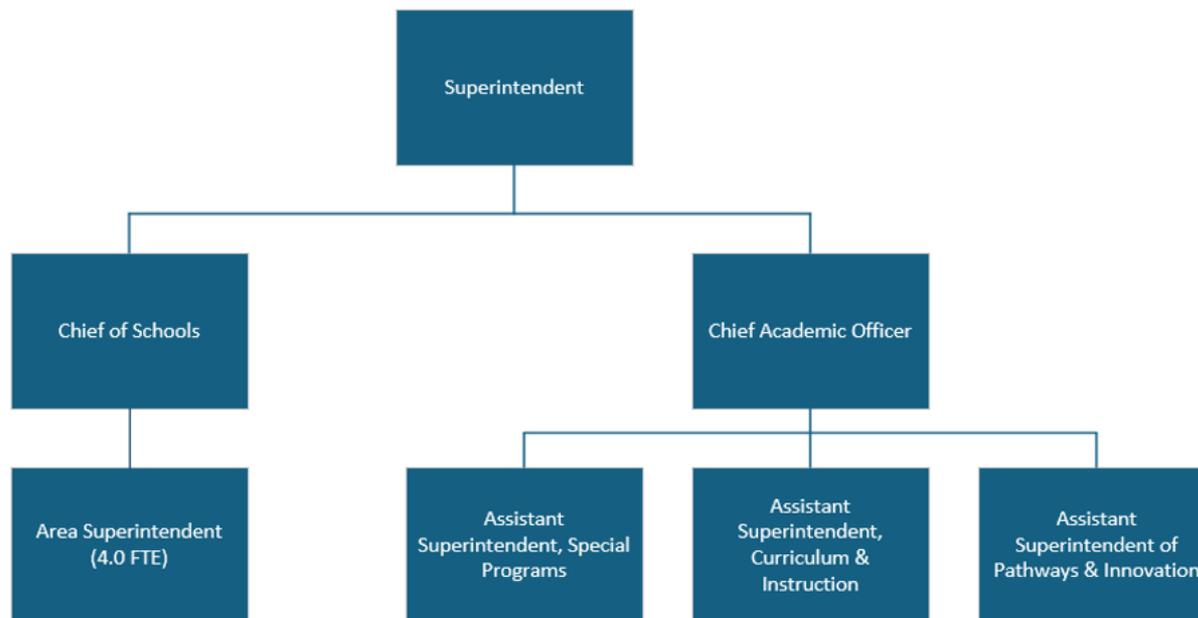
Change Management

- *Finding 1: LISD's approach to facilitating change has limited the effectiveness of district initiatives.*

Figure 35. ADKAR Change Management Model

Change Management

Current

- 47% of principals disagreed that "the district effectively communicates the rationale for new initiatives"

Transition

- "Paint Done"
- 77% of teachers disagreed that "the district takes something off my plate before adding responsibilities"

Future

- Curriculum training for new teachers
- 67% of principals report that the district fails to routinely evaluate the effectiveness of academic initiatives

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Change Management

- **Recommendation 1: Integrate change management practices for all major district initiatives.**

  - ▶ *Awareness:* Has there been clear and effective communication around why it is necessary to change?

  - ▶ *Desire:* Has the district involved employees early in the change process to increase ownership over the change?

  - ▶ *Knowledge:* Has the district created and provided the necessary documentation to support the change?

  - ▶ *Ability:* Have gaps and barriers to implementation been addressed? Do all stakeholders have the necessary resources (including time) to make the change?

  - ▶ *Reinforcement:* Is successful implementation recognized and rewarded? Are there mechanisms in place to support continued implementation?

Instructional Leadership

- *Finding 2: LISD's approach to staffing for district instructional leadership has strained support positions and limited their impact.*

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Figure 40. Instructional Leadership Expenditures (Function 21) per Student, Peer Comparison, 2023-24

Source. TEA TAPR, 2023-24

*TEA: Texas Education Association | *TAPR: Texas Academic Performance Report
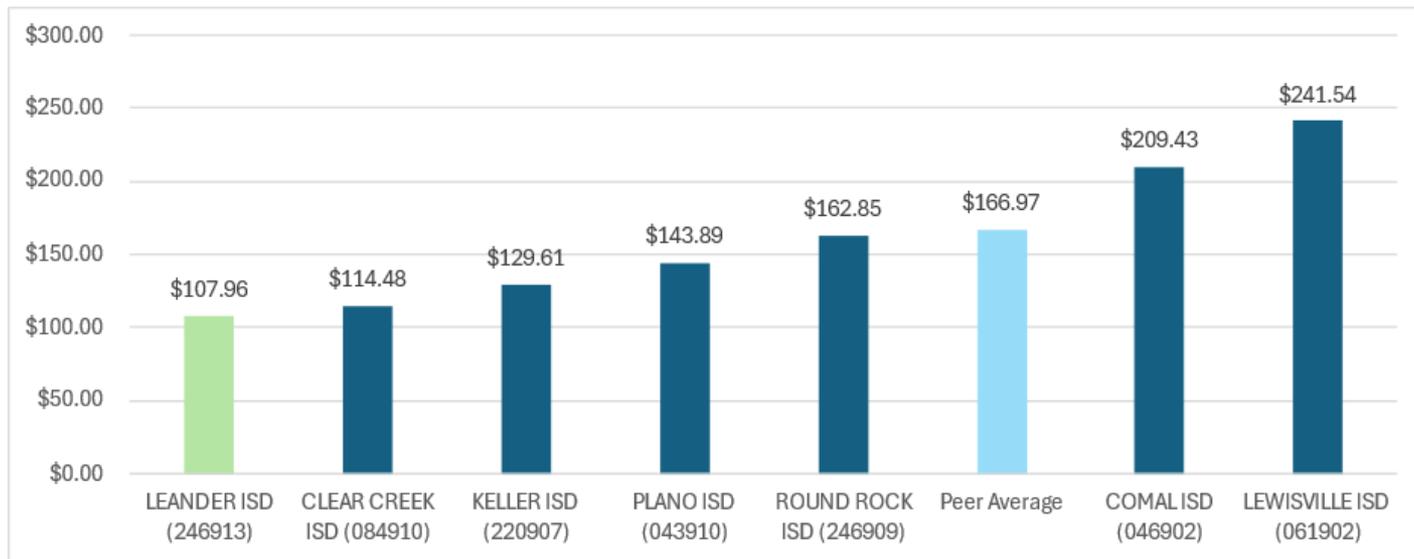
Instructional Leadership

- **Recommendation 2: Conduct a job analysis for the Office of Learning and Innovation.**

  - **Identify the purpose for the job analysis:** The purpose of this particular job analysis will be to ensure that the essential functions (as determined by the district Strategic Plan) of the Office of Learning and Innovation (OLI) are assigned to the appropriate central office staff members and are of feasible scope given the current constraints of the district.

  - **Select the jobs to be analyzed:** All positions within the OLI should be analyzed.

  - **Gather information:** Information should be gathered from multiple sources, including via interviews and analysis of job descriptions.

  - **Analyze the information:** Review and organize the data to identify the essential tasks and responsibilities necessary for each central office position to help the district to meet its strategic goals.

  - **Document the job analysis:** Create a detailed job description based on the analyzed data.

  - **Review and update:** Review and update the job analysis to ensure it remains relevant and accurate, particularly as the district context changes.

School Support and Accountability

- *Finding 3: LISD has a highly decentralized approach regarding instructional practices that is adversely affecting implementation fidelity across the district.*

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- ▶ Campus-based support positions

- ▶ Instructional materials

- ▶ Planning

- ▶ Curriculum

School Support and Accountability

- **Recommendation 3: Create and implement a decision-making framework.**

Table 8. Suggested Decision-Making Framework for Instructional Decisions

Sample Decisions	Principal Decision	Principal Selection	District Approval	District Decision
Curriculum/Curriculum Guides				
Instructional Frameworks				
Instructional Models				
Unit Plans				
Lesson Plans				
Assessments				

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Data-Driven Decision Making

- *Finding 4: The district inadequately uses data to assess progress, which limits its ability to close performance gaps between student groups.*

  - ▶ *Data Accessibility*

  - ▶ *Data Literacy*

  - ▶ *Data Protocols*

Figure 43. Instructional Leader Survey – Assessment Analysis

Survey Item	Disagree	Agree	Not applicable/Don't know
The district provides clear expectations for analysis and action planning based on the results of NWEA MAP assessments (K-12). (n=45)	67%	29%	
The district provides clear expectations for analysis and action planning based on the results of District Assessments. (n=45)	64%	36%	
My teachers know how to interpret data from NWEA Map Assessments to set individual student growth targets. (n=45)	56%	42%	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Disagree ■ Agree ■ Not applicable/Don't know

*NWEA: Northwest Evaluation Association
*MAP: Measures of Academic Progress

Data-Driven Decision Making

Figure 46. LISD STAAR Reading Test Performance, Grade 3, Student Group Comparison, 2023-24
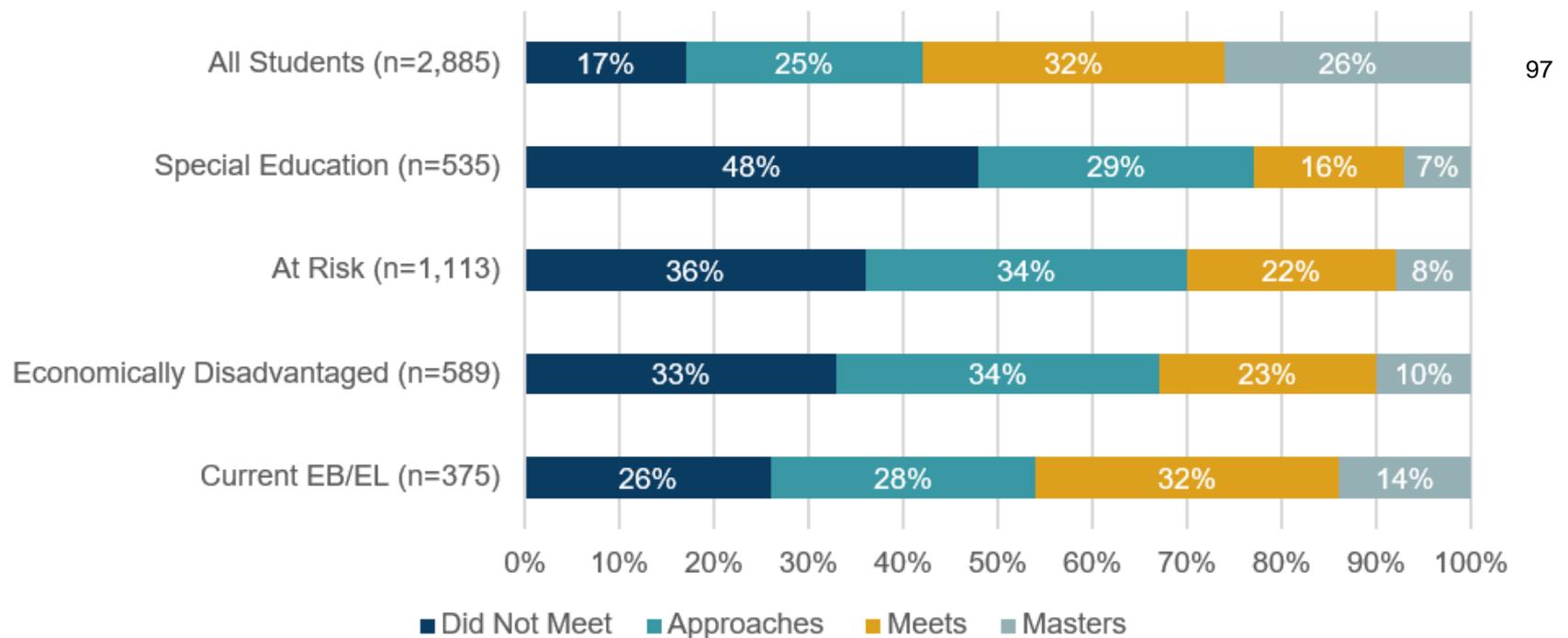
Source. Texas Assessment Research Portal

Data-Driven Decision Making

- **Recommendation 4: Promote data ownership across the district.**

  - ▶ **Integrate the Office of Educational Access (OEA) dashboard** into strategy conversations via PLCs, campus staff meetings, and district leader meetings.

  - ▶ Once funds are available, the district should **pursue a central data warehouse.** Considering current budget constraints, the district should continue to utilize its data dashboard, but efforts should be made to train stakeholders in their use and maintenance.

  - ▶ Structures and systems, such as **data protocols for district assessments, should be put into place to reinforce rich data use.** Analyzing data should be incorporated into PL opportunities, Area Superintendent campus visits, and mentor/mentee check-ins to build the capacity of staff.

Curriculum Management

Curriculum Accessibility

- *Finding 5: The curriculum is difficult to navigate, which decreases teachers' inclination to use it.*

100

- ▶ Difficult to navigate

- ▶ Too much content

- ▶ Difficult to access some resources

- ▶ Bypassing essential components of the curriculum

Curriculum Accessibility

Figure 57. Teacher Survey: *"When planning the delivery of instruction, how often do you use the following components of the District Curriculum?"*

	Never	Rarely	Sometimes	Always	N/A
Content Area Models of Instruction	6.7%	10.5%	32.4%	30.3%	20.1%
Embedded Lessons	6.2%	12.6%	34.7%	27.8%	18.6%
Curriculum-based Assessments	4.1%	6.7%	28.7%	41.3%	19.2%
Year At A Glance (YAG)	4.1%	10.7%	33.7%	36.5%	15.1%
Links to Instructional Resources	3.7%	8.8%	36.4%	38.8%	12.2%
Essential Units of Study	2.0%	4.4%	18.6%	60.5%	14.5%
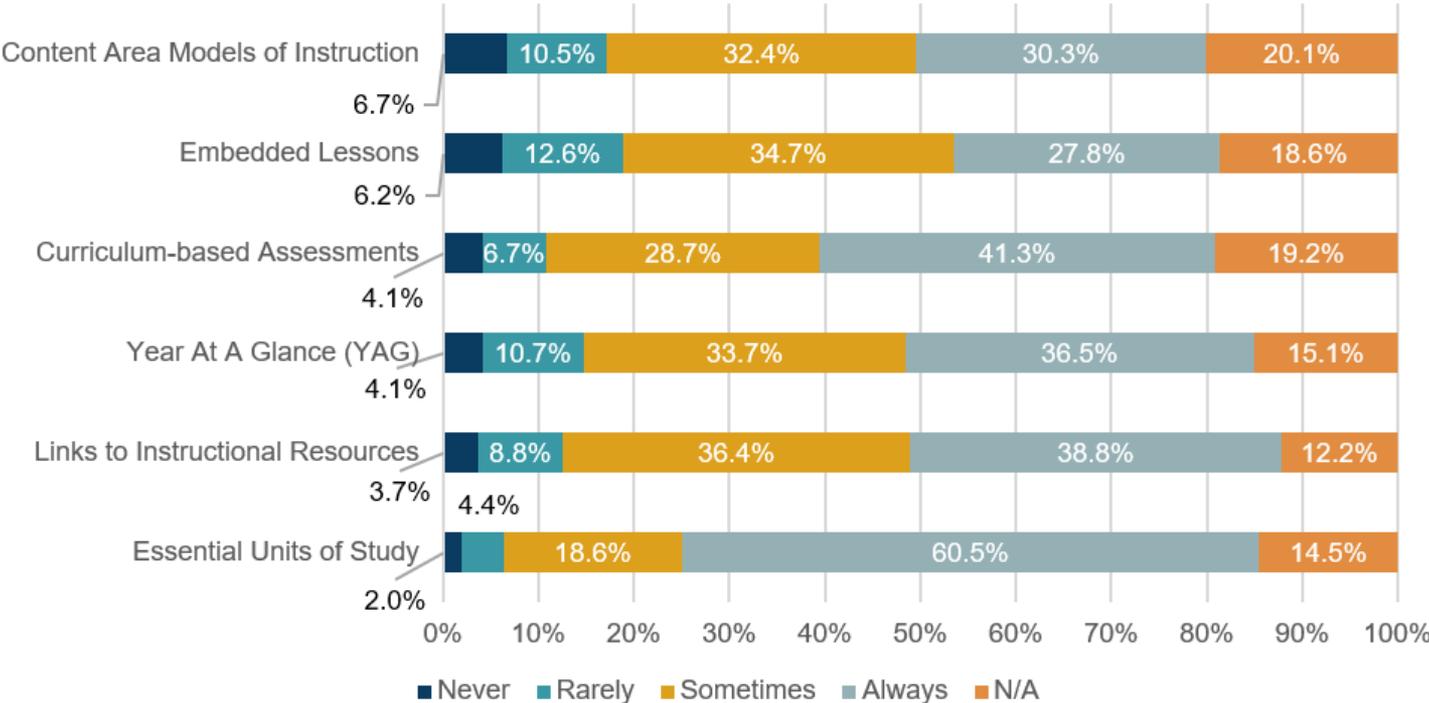
Source. Gibson Teacher Survey

Curriculum Accessibility

- **Recommendation 5: Redesign the LISD curriculum system.**

  - ▶ **Create a unified design for all core content areas.** This is especially important for elementary teachers who plan instruction in multiple content areas and must navigate different layouts and designs.

  - ▶ **Minimize the number of "clicks"** it takes teachers to access the documents they need to begin their planning process.

  - ▶ **Reduce the "noise"** by only including essential documents and resources.

  - ▶ **Poll teachers** about the features they want to keep and the ones they want to eliminate.

Differentiation

- *Finding 6: LISD's curriculum system lacks requisite components to support teachers in differentiating instruction.*

  ▶ **Foundational Execution Level** defines, at a minimum, what a district must have in place both in terms of curriculum components and design strategy to support standards-based instruction.

  ▶ **Core Execution Level** builds on the foundation by adding additional curriculum components such as aligned instructional resources and units of instruction based on a solid design, such as backwards planning, differentiation strategies, sample formative assessments, and exemplars of student work.

  ▶ **Deep Execution Level** is more difficult to achieve and is reflective of an advanced district response to providing teachers with a rigorous curriculum with all the resources necessary to plan and deliver high-quality instruction.

Differentiation

Figure 60. Teacher Survey: *"I often use resources outside of the district curriculum."*
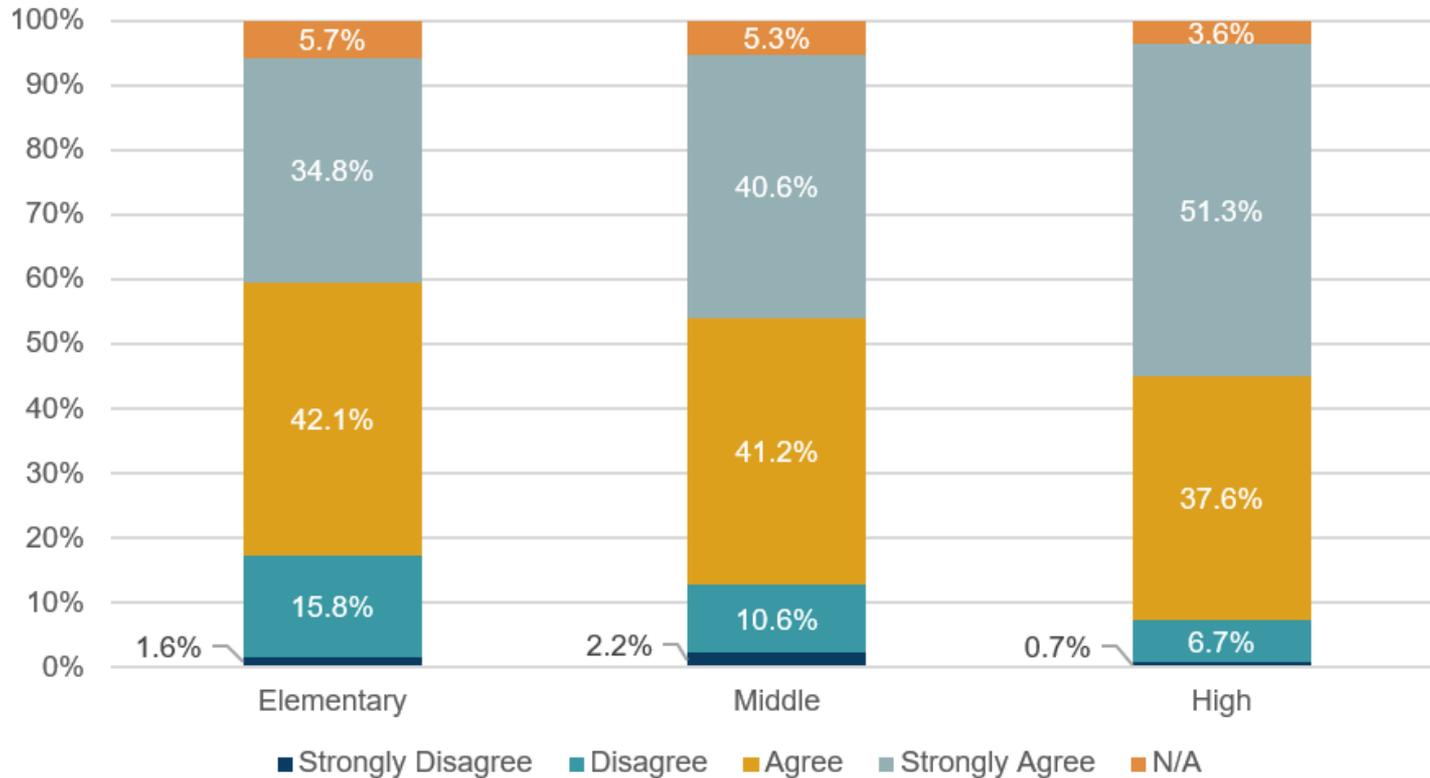
Source. Gibson Teacher Survey

Differentiation

- **Recommendation 6: Revise the curriculum documents to address the diverse needs of all LISD learners.**

  - ▶ **Audit existing curriculum** to identify gaps in differentiation opportunities.

  - ▶ **Collect data on the district's learner diversity,** including second language proficiency levels, to help inform targeted strategies.

  - ▶ **Develop a framework** to address differentiation in content, process, product, and learning environment, with specific pathways designed for second language learners and advanced students.

Feedback on Curriculum

- *Finding 7: Updates to the district's curriculum have not improved teachers' perceptions, impacting the extent to which it is implemented.*

▶ Curriculum Design Team (CDT)

   – Not staffed appropriately

▶ Community Curriculum Advisory Committee (CCAC)

   – Meetings largely spent on "information sharing"

▶ An online Google Form linked on the district's curriculum website

   – Lack of staff engagement

Feedback on Curriculum

- **Recommendation 7: Modify the teacher feedback approach to improve the breadth and usefulness of the input.**

  - ▶ Multiple input channels
    - – Digital surveys, focus groups, observations

  - ▶ Systematic review process
    - – Evaluation protocols, prioritized recommendations

  - ▶ Technology support
    - – Centralized data management, platform integration

  - ▶ Continuous Communication
    - – Regular updates, recognitions

  - ▶ Inclusive Accessibility Features
    - – Time-flexibility, multilingual options

Learning Model

- *Commendation 2: The Leander ISD Learning Model provides a vision for the district's commitment to student learning.*

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- ▶ *Design:* We believe that student learning is optimized when teachers purposefully create learning experiences aligned with the written curriculum, starting with desired outcomes.

- ▶ *Implement:* We believe that student learning is maximized when the LISD curriculum is delivered through high-quality instruction.

- ▶ *Assess:* We believe student learning is enhanced when assessment informs future learning by providing continuous feedback and measuring growth.

Curriculum Training

- *Finding 8: Teachers new to the district are not provided with a sufficient orientation to the curriculum, contributing to inconsistencies in implementation.*

109

Figure 67. Teacher Survey: *"Leander ISD provides me with adequate training on the district curriculum."*
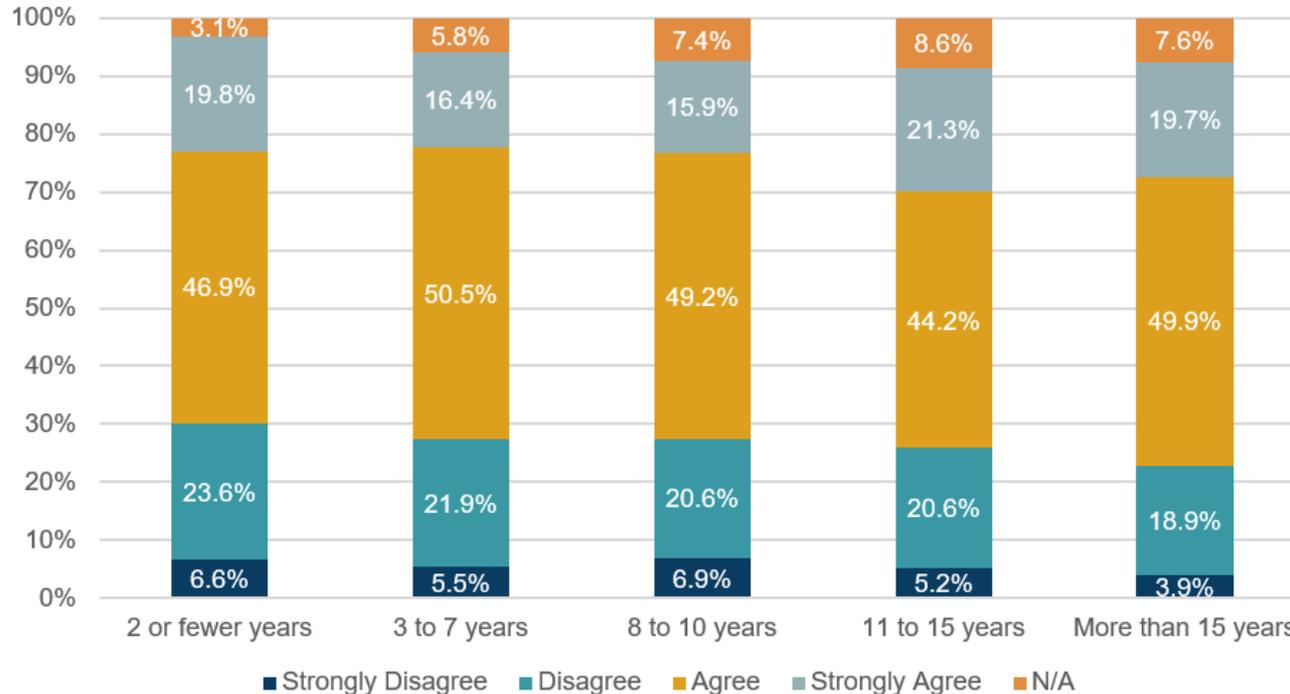
Curriculum Training

- **Recommendation 8: Redesign the current teacher induction program to enhance its focus on effective use of the district's curriculum system.**

110

- ▶ Progressive performance tasks

- ▶ Application of learning

- ▶ Additional data collection

Assessment System

- *Commendation 3: LISD has a comprehensive assessment system that includes diagnostic, formative, interim, and state/national assessments.*

111
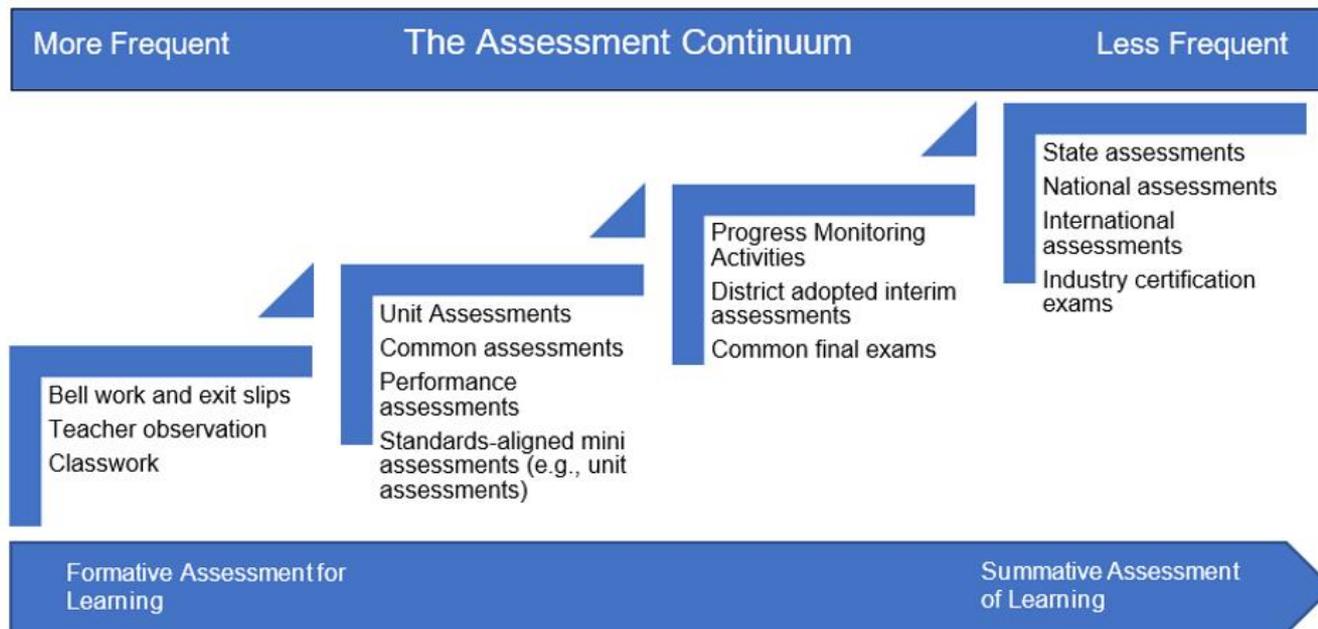
NWEA MAP

- *Finding 9: LISD is not fully capitalizing on its investment in the NWEA MAP assessments.*

  ▶ Valuable tool to assess growth

  ▶ Supports the district's vision for "Student Ownership of Learning"

Figure 72. Instructional Leader Survey: *"My teachers know how to interpret data from NWEA MAP assessments to set individual student growth targets."*

Pie chart values:
- 5.1%
- 32.5%
- 47.0%
- 7.7%
- 7.7%

Legend:
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A
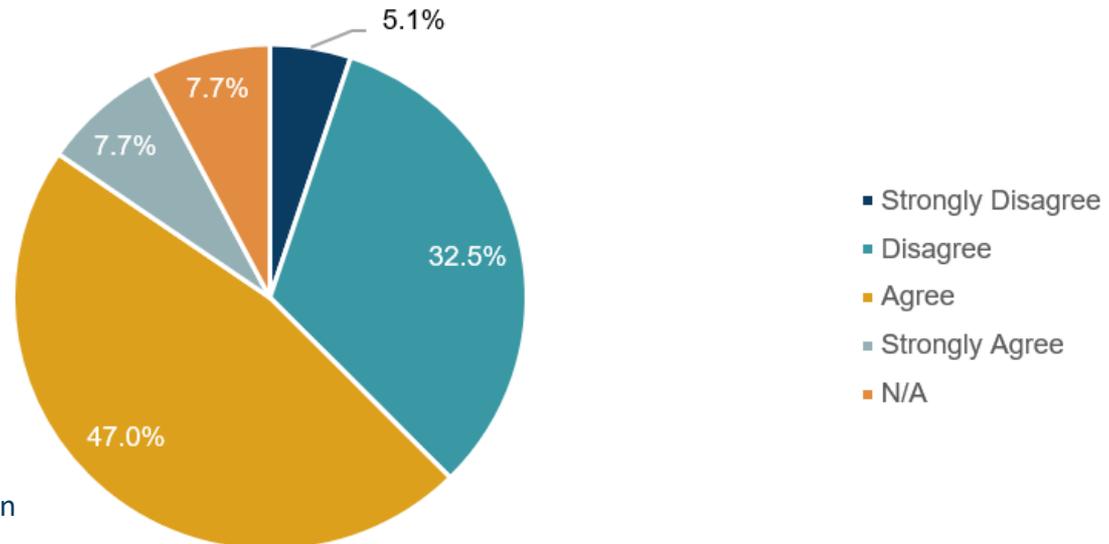
*NWEA: Northwest Evaluation Association
*MAP: Measures of Academic Progress

NWEA MAP

- **Recommendation 9: Upgrade MAP training for principals.**

  - ▶ Create an orientation-level required course for onboarding new principals and teachers.

  - ▶ Use principal meetings to break MAP into small learning segments by demonstrating one report and its actionable insights.

  - ▶ Guide principals in facilitating a post-assessment analysis and action planning meeting with their teachers.

  - ▶ Create a cadre of MAP assessment champions.

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*MAP: Measures of Academic Progress

Professional Learning and Instructional Supports

Professional Learning Department

- *Finding 10: LISD is underutilizing its centrally based Professional Learning Department.*

115

- ▶ No active PL Plan to guide the strategy and vision of PL at the district.

- ▶ No central PL tracking; district lacks a holistic picture of what is being taught, who received the learning, and whether it was effective.

- ▶ There are multiple "institutes" and "academies" administered by various departments, but they are disjointed and sporadically attended.

Professional Learning Department

- **Recommendation 10: Centralize PL planning and strategy in LISD's Professional Learning Department.**

  - ▶ Begin tracking PL sessions, attendance, and feedback across the district.

    - – LISD implemented *MobileMind* in July 2025, which is a software tool for PL planning and facilitation.

  - ▶ Finalize and publish the district's PL Plan. This document should provide a central vision for PL at the district.

Data-Driven PL

- *Finding 11: District PL is insufficiently data driven.*

  ▶ Sessions are created using perception data rather than "skills" data.

  ▶ The district does not have a formal expectation that attendance and feedback is tracked for all PL sessions.

  117

  ▶ PL is not connected to measurable outcomes.

Figure 75. Teacher Survey: *"The district-provided professional development offered by LISD meets my learning needs."*

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
More than 15 years	6.8%	25.8%	53.0%	14.0%	0.3%
11 to 15 years	9.1%	26.6%	45.6%	17.1%	1.5%
8 to 10 years	8.5%	21.2%	53.4%	15.9%	1.1%
3 to 7 years	9.4%	26.7%	50.5%	12.8%	0.6%
2 or fewer years	6.6%	20.2%	56.0%	16.3%	0.8%
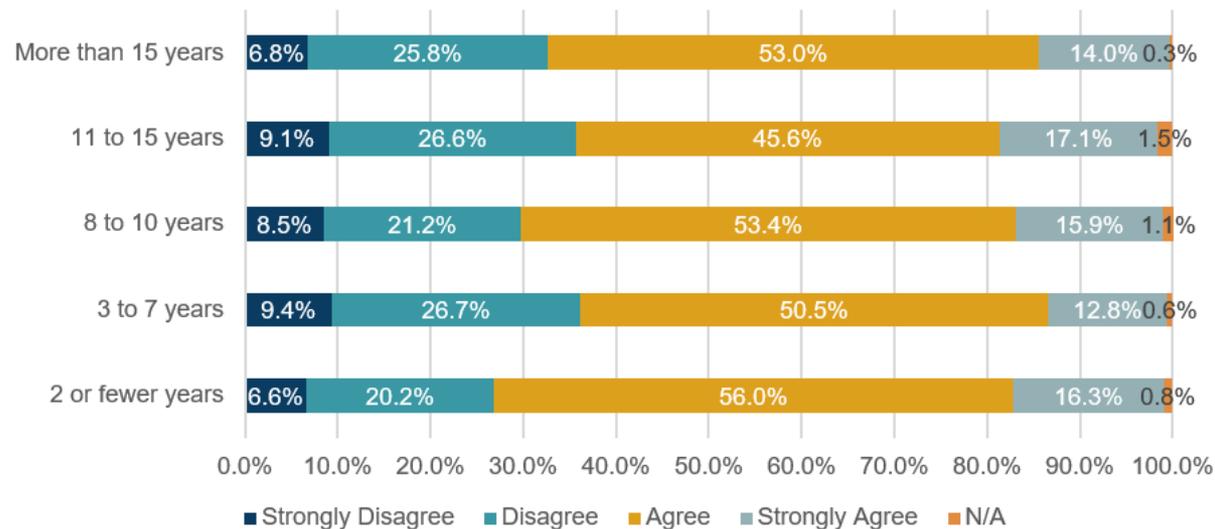
Data-Driven PL

- **Recommendation 11: Use data to inform professional learning.**

  - **Determine meaningful inputs** – There are many possible data sources related to PL (e.g., LEADS results, session feedback, assessment scores, classroom observations).

  - **Differentiate learning based on data trends** – Using these inputs, the district should segment learners. This could be based on factors as straightforward as experience, school type, or content, or as involved as proficiency with specific instructional strategies.

  - **Implement feedback loops** – The district should establish pre- and post-session feedback loops to better evaluate the impact of learning. LISD should be able to answer, "Has anything demonstrably changed as a result of this session?"

*LEADS: Learning, Evaluation, And Development System

PLCs

- *Commendation 4: LISD has prioritized PLCs and meaningfully incorporated them into the culture of the district.*

  ▶ Widespread investment in the value of PLCs

  ▶ PLCs are active on all LISD campuses

  ▶ Plentiful district resources

Figure 77. Instructional Leader Survey – Questions Related to PLC Effectiveness

Question	N/A	Combined Disagree	Combined Agree
I require teacher PLCs to maintain evidence of their work (e.g., formal agendas, meeting minutes, assessment results).	3%	11%	86%
I set clear expectations for the work to be accomplished during teacher PLC meetings.	3%	7%	91%
I and/or other school leaders routinely participate in teacher PLC meetings.	3%	5%	92%
My principal PLC supports my own professional growth and development.	23%	10%	67%
I expect teachers to plan delivery of the Essential Units of Study with their PLC.	1%	1%	98%

■ N/A   ■ Combined Disagree   ■ Combined Agree

Instructional Coaching

- *Finding 12: An inconsistent approach to instructional feedback limits LISD's ability to drive sustained improvements in pedagogy.*

120

- ▶ No observed campuses used a rubric, asked the teacher to reflect on their lesson, included practice, or planned for how to put the feedback into practice.

- ▶ Minimal alignment with the best practices outlined in the "Learning in LISD Language Arts" and "Learning in LISD Math" instructional plans.

Instructional Coaching

- **Recommendation 12: Adopt a district-wide protocol for informal classroom observations.**

Table 14. Bambrick-Santoyo's Six Steps for Effective Feedback

Steps	Example
Praise	We set a goal last week of _____ and I noticed this week how [you met the goal] by [state concrete positive actions teacher took.] What made you successful? How did it feel?
Probe	What is the purpose of _____ [certain area of instruction]? What was your objective/goal for this lesson?
Identify Problem and Action Plan	Level 1 (Teacher-driven) Teacher self-identifies the problem: "Yes. What, then, would be the best action step to address that problem?" Level 2 (More support) Ask scaffolded questions: "How did your lesson try to meet this goal/objective?"
Practice	Let's try that. [Immediately jump into role play.] Let's re-play your lesson and try to apply this.
Plan	Where would be a good place to implement this in your upcoming lessons?
Follow-Up	When would be best to observe your implementation of this?

Source. Paul Bambrick-Santoyo's Six Steps for Effective Feedback, adapted from *Leverage Leadership*

Mentoring

- *Finding 13: Ineffective controls over LISD's mentoring program hinder support for new teachers.*

  ▶ Data is not used to monitor the effectiveness of the mentor programs.

  ▶ There is no formal application process for becoming a mentor.

  ▶ The process for tracking staff who are eligible for a mentor is highly manual and prone to error.

122

Figure 80. Instructional Leader Survey – Mentor Program Effectiveness

51
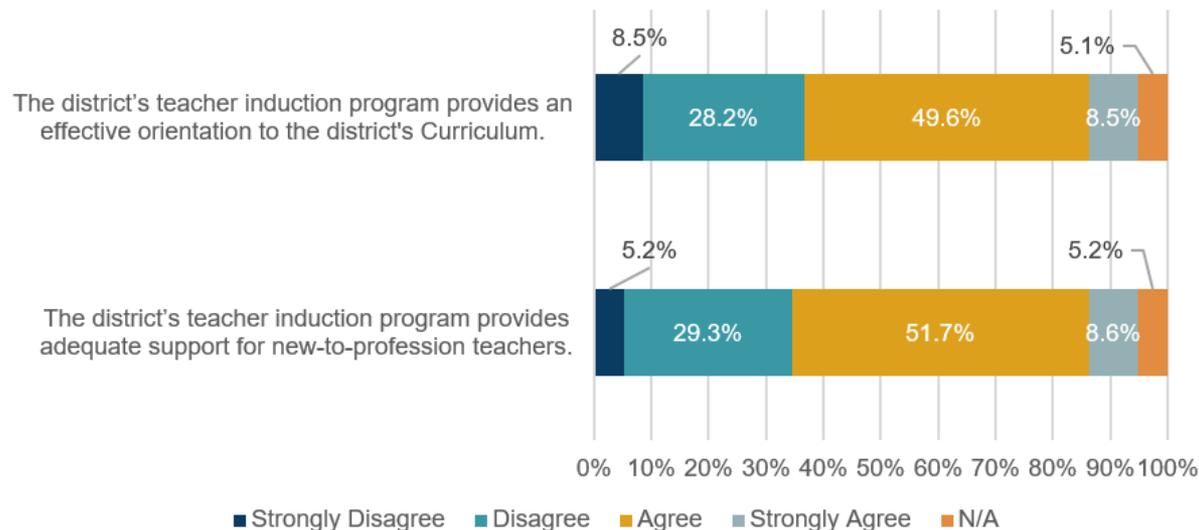
Mentoring

- **Recommendation 13: Monitor and evaluate the effectiveness of the district's mentoring programs.**

123

- ▶ Training Requirements

  - – Mandated training for mentors and campus leaders: effective partnerships, recruitment, data-driven instruction.

- ▶ Evidence of Impact

  - – Average appraisal before and after program; retention rates; program implementation; surveys.

Questions

September 4, 2025

Discussion of Gibson Consulting Group Academic Program Management Internal Audit

Purpose

The purpose of this portion of the presentation is to inform the Board of Trustees of the **previous and current** work, as well as **next steps** [126] toward improvement identified in the audit recommendations focused on Leander ISD's academic programs.

Commendations

Commendation 1: The district's recent reorganization has increased collaboration between curriculum staff and Area Superintendents and established singular accountability over teaching and learning.
Commendation 2: The Leander ISD Learning Model provides a vision for the district's commitment to student learning.
Commendation 3: LISD has a comprehensive assessment system that includes diagnostic, formative, interim, and state/national assessments.
Commendation 4: LISD has prioritized Professional Learning Communities (PLCs) and meaningfully incorporated them into the culture of the district.

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Instructional Leadership and Accountability

Integrate change management practices for all major district initiatives. (High Priority)

Previous/Current Work

- Balanced Leadership
- Plan-Do-Study-Act (PDSA) cycles
- Performance Improvement Plans (PIPs)
- Committees

Next Steps

- PDSA around Change Management
  - Finalize and begin implementation

128
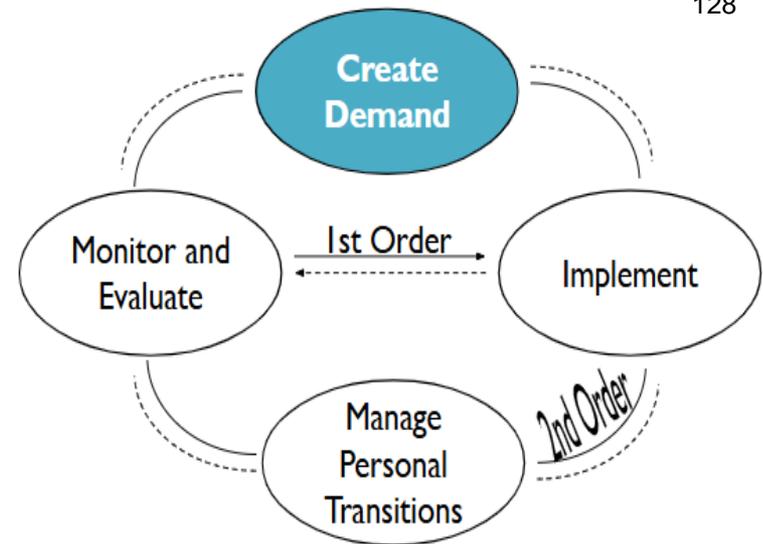
Instructional Leadership and Accountability

Conduct a job analysis for the Office of Learning & Innovation. (High Priority)

Previous/ Current Work

129

- Reorganization of the Area & Assistant Superintendents in one department: Learning & Innovation (L&I)
- Aligning the L&I structure to ensure sufficient capacity for curriculum oversight, data use, principal coaching, and resource management.
  - Specialists/Coordinators (core) assigned to campuses aligned to area superintendents for greater consistency
- Texas Association of School Boards (TASB) Staffing Review - in progress

Next Steps

- Utilize our change management process to work with stakeholders to re-evaluate how L&I staff are organized and utilized to maximize impact

Instructional Leadership and Accountability

Create and implement a decision-making framework. (Medium Priority)

Previous/ Current Work

- Centralized approach of providing Full Time Equivalent (FTEs) according to staffing guidelines.
- Decentralized approach allows for principals to use support staff in ways that meets the needs of individual campus needs.

Next Steps

- Establish, Document, and Implement Tight/Loose guidelines for campuses utilizing the change management process.
  - This aligns well with the PLC processes we are already establishing.

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Instructional Leadership and Accountability

Promote data ownership across the district. (High Priority)

Previous/Current Work

- Current data protocols, support data analysis and reporting
- Use of data dashboard after key assessments
- Campuses use KidWatch to support teachers as they analyze student progress
- Foundation of Assessment Framework & Literacy
- PLC process - using common assessment and standardized assessment student data

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Next Steps

- Building **data literacy capacity** at all levels - Done through Professional Learning at leadership, team, and department meetings.
- Aligned with our PLC Focus - Built into the LISD PLC Implementation Guide
- Possible alignment with a data warehouse

Curriculum Management

Redesign the curriculum system. (High Priority)

Previous/Current Work

- Through listening sessions and FlashVote, extensive feedback has been gathered from[132] campus staff regarding barriers to the utilization of the LISD curriculum documents.
- Intro videos, pacing guides, and resource alignment have been added to current documents to enhance usefulness.

Next Steps

- Engage key stakeholders in a collaborative process improvement initiative to reimagine curriculum design, ensuring alignment around essential outcomes, clarity in navigation, meaningful feedback loops, and supports for differentiated learning.

Curriculum Management

Revise curriculum documents to address diverse needs. (Medium Priority)

Previous/Current Work

- Revisions to curriculum documents are underway - feedback is being gathered from campus staff around ease of use, accessibility, and additions for differentiation (i.e., Instructional strategies to best support emergent bilingual learners, resources for support and enrichment, etc.).
- Leveraging technology tools to enhance differentiation and adaptability within curriculum documents.

Next Steps

- Engage key stakeholders in a collaborative process improvement initiative to reimagine curriculum design, ensuring alignment around essential outcomes, clarity in navigation, meaningful feedback loops, and supports for differentiated learning.

Curriculum Management

Modify the teacher feedback approach to improve the breadth and usefulness of the input. (Low Priority)

Previous/Current Work

134

- There are opportunities for teachers to provide feedback through a link within some of the curriculum documents, mainly at the elementary level.
- Curriculum coordinators and specialists meet with teachers to gain insight into teacher needs.

Next Steps

- Specifically target staff feedback loops as an area of focus throughout the previously mentioned process improvement initiative.
- Add a link in all curriculum documents for teachers to provide feedback on curriculum as necessary (something we can do right now).

Curriculum Management

Redesign the current teacher induction program to enhance its focus on effective use of the district's curriculum system. (Medium Priority)

135

Previous/Current Work

- Prior to school: 1 full day during New Teacher Orientation + 1 day during returning teachers encompasses curriculum
- Coaching/Guidance:
  - Assigned a mentor to coach/guide new teachers (Year 1)
  - PLC collaborative team, campus leadership and curriculum specialists
  - LISD induction specialist (1 for all new teachers)

Next Steps

- 2025-26: Learning Excursions for new-to-profession teachers will enlist the help of content specialists and coordinators to help facilitate peer learning.

Curriculum Management

Upgrade Measures of Academic Progress (MAP) training for principals. (High Priority)

Previous/Current Work

- We currently have a comprehensive assessment system that includes diagnostic, formative, interim, and state/national assessments.
- MAP training is currently provided to campus principals, typically as an option.
- Various data analysis protocols and resources are available to support leaders in maximizing MAP data.

Next Steps

- Collect feedback from principals to measure current levels of MAP awareness and perceived usefulness.
- Work with MAP support staff to develop a differentiated training plan for district and campus leaders.
- Elicit feedback from principals after training sessions to identify potential next steps for continued support.

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Professional Learning and Instructional Supports

Centralize Professional Learning planning and strategy in the LISD Professional Learning Department. (High Priority)

Previous/Current Work

- **Professional Learning (PL) Opportunities**   137
    - Departments and/or campuses identify needs or opportunities and secure the learning
    - System-wide professional learning opportunities (via workshop offerings; PLC focus; etc.)
    - Academies and institutes (small component)
    - Continuous Improvement Conference (choice learning)
- **Monitoring/Accountability of Professional Learning:**
    - Prior to 25-26: Eduphoria Strive with data stored or transferred from other sites (such as Sched, Safeschools)
    - 2025-26: Implemented MobileMind in July 2025 (software tool for PL planning and facilitation)
        - Attendance: Digital check-in process within MobileMind
        - PLC collaborative team sharing of learning/ design of learning experiences
        - Classroom observation/walkthroughs

Next Steps: Design a process by which Professional Learning needs/desires are submitted to determine a comprehensive system-wide PL plan.

Professional Learning and Instructional Supports

Use data to inform professional learning. (Low Priority)

Previous/Current Work

- *Pre Professional Learning:* Needs assessments/forms
- *Post Professional Learning:* Feedback forms/loops - Principal PLCs; Department district wide data; Instructional Coach feedback; etc.
- Campus and district wide data (quantitative and qualitative) specifically aligned to identified needs to differentiate learning

Next Steps

- Extend the planning, feedback, and analysis loop to address:
    - Due to this learning, what impact are we desiring or expecting to see?
    - How is the learning being implemented?
    - What evidence do we see/possess as a result of the professional learning?
- Design continued coaching cycles based on the professional learning

Professional Learning and Instructional Supports

Adopt a district-wide protocol for informal classroom observations. (High Priority)

Previous/Current Work

139

- Learning, Evaluation, And Development System (LEADS) Informal Walkthrough forms in Frontline
- Campus Specific Walkthrough forms based on campus Campus Improvement Plans (CIP) focus
- District Developed Deeper Learning Walkthrough form

Next Steps

- Working with curriculum and campus leaders to revise and implement Deeper Learning Walkthrough form
- Work with campus principals to develop a standardized feedback cycle process that allows for adaptations to specific campus focus

Professional Learning and Instructional Supports

Monitor and evaluate the effectiveness of the district's mentoring program. (Medium Priority)

Previous/Current Work

- Utilize mentee/mentor feedback to adjust the mentor program - feedback collected mid and end of year
- All mentors are selected by the campus leader and trained by the LISD Induction specialist. (TEA guidelines)
- The mentor program roles and responsibilities help define the support provided by the mentor and campus leadership (years 1 and 2)
- The following assist in providing clarity for the New to Profession (NtP) program:
  - Mentor Responsibilities by Month (lead mentor and mentee)
  - Mentor Capacity Matrix (self-assessment)
  - New to Professional Learning Community website
  - Beginning Of Year (BOY) Digital Notebook and Checklist

Next Steps

- Deep dive into the mentor program effectiveness vs. new to profession induction program effectiveness. (rubric development, coaching cycle feedback, etc.)

DISCUSSION

Academic Program Management Internal Audit Final Report

Prepared for:
Leander Independent School District

May 2025

Submitted By:
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Table of Contents

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Chapter 1: Introduction

This report presents the results of the Academic Program Management Audit, as part of the internal audit program for the Leander Independent School District (Leander ISD, LISD) to support continuous improvement. This audit began in October 2024 and was completed in May 2025. This introductory Chapter provides an executive summary of audit findings and recommendations, describes the audit objectives and scope, and presents an overview of Gibson Consulting Group's (Gibson's) approach and methodology.

The audit team wishes to thank the LISD leadership and staff for their assistance in conducting this audit, the Board Audit Committee (BAC) for overseeing this important work, and Dr. Chris Clark for serving as project liaison.

Executive Summary

Leander ISD has experienced tremendous enrollment growth over the last 20 years. With an enrollment of 18,116 in 2003-04, LISD grew by 135% to 42,511 in 2024-25. Additionally, the demographics of its student population have shifted (i.e., an increase in students who are identified as emergent bilingual [EB] or required special education [SPED] services). Rapid change such as this causes strain to a school district – its systems, processes, and protocols. Many of this audit's findings are symptomatic of LISD's need to re-evaluate its systems with respect to the expansion and evolution of the district.

LISD is a high-performing district with a dedicated workforce. This was evident throughout Gibson's audit, and particularly its survey results. Figure 1 shows teacher responses to workplace satisfaction statements from Gibson's survey. The vast majority (upwards of 90%) of LISD teachers would recommend their schools *and* the district as a good place to work. These are extraordinarily high rates, and LISD should be commended for creating the conditions that evoke such perceptions.

Figure 1. Teacher Responses – Workplace Satisfaction
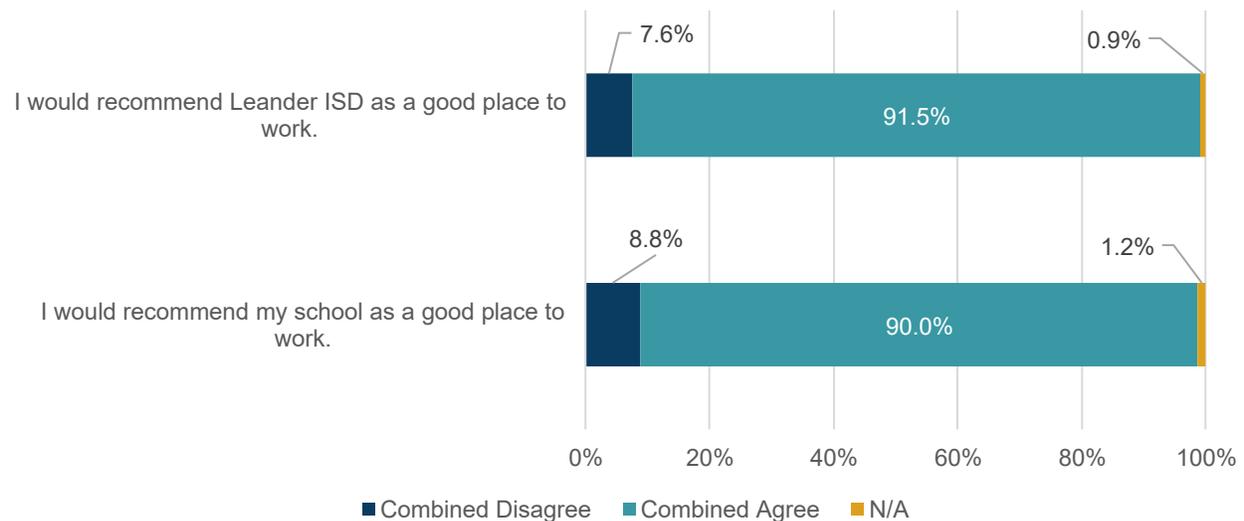
Source. Gibson Teacher Survey

The major themes of this audit are the following:

- Many of the district's recent academic initiatives (e.g., student portfolios) have failed to gain traction. This is in large part due to district officials not employing change management principles to educate, invest, and prepare LISD staff.

- As reflected in its state-reported staffing and expenditure data, LISD's central office instructional leadership is operating with minimal resources. This strains the administrators (e.g., coordinators and specialists) in the Office of Learning and Innovation (OLI) and impacts their ability to manage the district's academic programs. Given current budgetary limitations, we recommend implementing a comprehensive job analysis to optimize the efficiency and effectiveness of each position rather than pursuing additional headcount.

- The district does not adequately rely on data to drive decision making. The audit team identified examples of this related to student outcomes and professional learning (PL). Data proficiency is particularly important in a district like Leander ISD because the competitive averages (State of Texas Assessments of Academic Readiness [STAAR] passing rates, SAT/ACT scores) obscure vast discrepancies between student groups (i.e., SPED, EB, race/ethnicity).

- LISD has robust curriculum documents, developed internally, that guide instruction at the district. However, the curriculum is cumbersome to navigate and is not sufficiently differentiated for all learners. As a result, many (over 80%) of LISD's teachers supplement their instruction with strategies/resources outside of the district curriculum or do not use it at all. Further, the district has not developed a way to effectively capture feedback as it relates to its curriculum.

- Nearly one third of LISD's teacher workforce has zero to five years of experience. This fact magnifies the importance of effective professional learning. PL efforts should be driven by LISD's Professional Learning Department, but the department is largely used for logistical support. As a result, the district lacks core strategy documents (e.g., a Professional Learning Plan), does not centrally track which PL sessions are offered and whether they are impactful, and operates disjointed "institutes" and "academies" without a clear plan for differentiation.

This audit identified 13 recommendations to improve the management of academic programs in LISD. These recommendations are listed in Table 1, along with the priority assigned by the audit team. The audit team assigned a priority level to each recommendation based on perceived risk and/or impact to the organization. Recommendations are not listed in order of priority but rather the order in which they appear in the report.

Table 1. Summary of Audit Recommendations

No.	Priority	Recommendation	Page
1	High	Integrate change management practices for all major district initiatives.	42
2	High	Conduct a job analysis for the Office of Learning and Innovation.	47
3	Medium	Create and implement a decision-making framework.	49
4	High	Promote data ownership across the district.	58

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No.	Priority	Recommendation	Page
5	High	Redesign the LISD curriculum system.	71
6	Medium	Revise the curriculum documents to address the diverse needs of all LISD learners.	76
7	Low	Modify the teacher feedback approach to improve the breadth and usefulness of the input.	80
8	Medium	Redesign the current teacher induction program to enhance its focus on effective use of the district's curriculum system.	88
9	Medium	Upgrade Measures of Academic Progress (MAP) training for principals.	94
10	High	Centralize PL planning and strategy in LISD's Professional Learning Department.	98
11	Low	Use data to inform professional learning.	101
12	High	Adopt a district-wide protocol for informal classroom observations.	106
13	Medium	Monitor and evaluate the effectiveness of the district's mentoring programs.	110

Objectives and Scope

The objective of this Academic Program Management Audit was to assess how LISD organizes its resources, systems, and processes to support the implementation of effective instructional practices and student learning across the district. The scope of this audit primarily focused on the responsibilities under the OLI, and it included relevant input from other departments as it relates to accountability systems and processes, technology and information systems, and PL activities. Key questions that define the scope of this audit are listed below.

District Profile

- How has the district's portfolio of schools changed over the past five years?

- What changes in enrollment has the district experienced with regard to student demographics and special populations (e.g., students with disabilities, English language learners, students who are at risk of academic failure, and students who are economically disadvantaged)?

- How are the district and schools performing according to the Texas Education Agency's (TEA's) academic accountability ratings?

- How are students performing on the STAAR assessments and other performance indicators?

- What is the current profile of the district's teacher workforce with regard to their certification program, highest degree earned, and average years of teaching experience? What is the teacher turnover rate, and how do these metrics compare to benchmark districts?

- What is the current profile of the district's principals with regard to their years in the principalship and turnover rates?

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Instructional Leadership and Accountability

- Does the district have a comprehensive policy framework that clearly communicates the board's educational philosophy and expectations for curriculum and instruction?

- Is there a clear vision and strategy for achieving the board's academic goals and objectives? Do strategic planning documents include defined metrics and milestones aligned to the board's academic goals and objectives?

- Does the central office organization and staffing enable effective oversight and management of all academic programs and resources?

- In what ways does the district support school leaders and hold them accountable for student performance? What degree of autonomy do principals have regarding implementation of the district's curriculum?

Curriculum Management

- Is there a curriculum management plan that communicates the intentions of the district in the areas of curriculum, instruction, and assessment?

- Is there a well-defined and cyclical process for developing, reviewing, and revising the district's curriculum? Are decisions about improvements and updates to the curriculum guided by feedback from stakeholders?

- Does the district have a comprehensive and coherent curriculum to support teachers in planning and delivering high-quality instruction?

- Is there consistency in the organization of the curriculum components in the district's learning management system (LMS) and alignment across grade levels and content areas?

- Has the district identified a preferred instructional model (or models) to support the delivery of instruction in each content area?

- Do teachers routinely develop unit and/or lesson plans that outline their objectives for what students will accomplish during a unit of instruction or lesson? Do campus administrators periodically review them and provide feedback?

- Are there well-defined processes for requesting, approving, procuring, and retiring instructional materials and supplemental resources to support the district's curriculum?

- Does the district have an assessment strategy that includes short-cycle formative assessments, interim assessments, and a system for progress monitoring?

- What systems and processes are in place to ensure that the written, taught, and tested curricula are aligned? What processes and tools are used to monitor the fidelity of implementation?

Professional Learning and Instructional Supports

- Does the district have an effective program for supporting new and beginning teachers through induction and mentoring?

- Does the district have a comprehensive Professional Learning Plan that aligns resources and guides the PL for all administrators, teachers, and instructional support staff?

- Are district-led PL opportunities meeting the diverse needs of the district's teacher workforce?

- What campus-based instructional support models (i.e., coaching model) are used to build the capacity of teachers to implement the curriculum using research-based, data-driven instruction?

- Are teacher professional learning communities (PLCs) widely implemented across the district? Are the conditions for highly effective PLCs in place?

- Does the district have established career pathways or leadership development (LD) programs to identify and prepare aspiring school or district-level leaders?

- Do principals have the opportunity to routinely collaborate with their peers to improve their leadership and learning skills?

Approach and Methodology

The findings and recommendations included in this report were informed by the following data collection and analytical activities.

Extant Data Analysis and Benchmarking

Gibson collected and analyzed current year and historical data provided by LISD, which included student enrollment and performance data, position data, budget and expenditure data, and other program-specific information. To provide additional context, Gibson also benchmarked LISD to six peer districts, which were selected by the audit team with input from LISD based on similarity to LISD in size, demographics, district type, and overall performance. Gibson also compared LISD's performance to state and regional averages, where applicable. Throughout this report, Gibson used the most current data publicly available from the Texas Education Agency (TEA). Table 2 presents a profile of the benchmark districts and LISD.

Table 2. Profile of Benchmark Districts, 2023-24

District	Region	Enrollment	% Economically Disadvantaged	% SPED	% At-Risk	21-22 Performance Alpha (Scale)
Plano ISD	10	47,753	38.4%	14.0%	39.3%	B (89)
Round Rock ISD	13	46,042	27.3%	13.2%	39.7%	B (89)
Lewisville ISD	11	48,356	37.6%	19.0%	46.2%	B (89)
Leander ISD	13	42,511	20.1%	14.8%	36.2%	B (89)
Comal ISD	20	29,168	31.4%	16.5%	40.3%	A (93)
Clear Creek ISD	4	39,960	37.4%	15.2%	46.6%	B (89)
Keller ISD	11	33,169	34.5%	15.4%	35.2%	B (88)

Source. TEA Texas Academic Performance Report (TAPR), 2023-24

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Interviews and Focus Groups

In November 2024, the audit team conducted 31 interviews with district leaders, including the Superintendent, central office administrators, and department staff. Additionally, the audit team conducted group interview sessions with principals, teachers, curriculum specialists, senior coordinators, and instructional coaches. The objective of the interviews was to gather information about LISD's academic programs and to assess stakeholder perceptions regarding areas of strength and opportunities for improvement.

A complete list of interviewees and group interviews can be found in *Appendix A: Interviews and School Visits.*

School Visits and Classroom Observations

School visits and classroom observations were an important component of this evaluation, as they enabled the review team to evaluate school-based practices related to teaching, learning, and teacher PLCs, as well as to observe firsthand the delivery of instruction. In February 2025, the review team observed 52 classrooms at seven elementary schools, three middle schools, and three high schools. Schools visited were selected by the audit team with input from LISD, and were chosen based on their geographic location, student demographics, and school performance.

The list of schools visited can be found in *Appendix A: Interviews and School Visits.*

Campus Administrator and Teacher Surveys

Gibson developed two online surveys and administered them to all campus-based instructional leaders (i.e., principals, assistant principals, deans of instruction) and teachers to solicit feedback related to the district's current instructional approach and perceptions regarding district successes and systemic barriers to effective instruction. In total, 1,693 teachers responded to Gibson's survey (a 53.7% response rate) and 117 instructional leaders responded to Gibson's survey (a 79.1% response rate). Further, 97.8% of principals responded to the Instructional Leader Survey. Full survey results can be found in *Appendix B: Instructional Leader Survey Results* and *Appendix C: Teacher Survey Results.*

*****

The remainder of this report is organized into the following chapters and appendices:

- Chapter 2: District Profile

- Chapter 3: Instructional Leadership and Accountability

- Chapter 4: Curriculum Management

- Chapter 5: Professional Learning and Instructional Supports

- Appendices

  - Appendix A: Interviews and School Visits

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- Appendix B: Instructional Leader Survey Results

- Appendix C: Teacher Survey Results

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Chapter 2: District Profile

This Chapter provides a data overview of LISD's student population, overall academic performance, academic expenditures, and instructional staffing. The intent is to provide context for the findings and recommendations contained in subsequent chapters of this report.

There are several key takeaways from the data presented in this Chapter:

- LISD's student enrollment has more than doubled in size in the last 20 years. This growth was accompanied by significant shifts in student demographics, namely a sharp drop in White student enrollment. Additionally, the percentages of EB and SPED students have increased at a striking rate in the last 10 years.

- Leander ISD's standardized test performance (i.e., STAAR, end-of-course [EOC] exams, SAT, and ACT) show high levels of proficiency in reading/English language arts (ELA), science, and social studies when compared to state and regional averages, but math scores are consistently lower.

- LISD's student attendance rate has not returned to pre-pandemic levels and ranks second to last in a peer comparison.

- In 2023-24, 31.9% of LISD teachers had between zero to five years of experience. This makes them one of the least experienced teacher workforces compared to peer districts.

- LISD's instructional spending is largely in line with that of its peers, excluding "Instructional Leadership" expenditures, which are used for managing, directing, supervising, and providing leadership for staff who provide either instructional or instruction-related services. At $108 per student, LISD ranks last among its peers in this category.

Student Enrollment and Demographics

The City of Leander has experienced rapid population growth in the last 20 years, expanding from over 14,000 residents in 2003 to over 80,000 in 2023.[1] As a result, Leander ISD's student enrollment shows a steep growth trajectory (Figure 2). Over the last 20 years, LISD's student enrollment has increased from 18,116 to 42,511. Most of that growth occurred between 2003-04 and 2013-14 (95% increase in enrollment), but 2013-14 to 2023-24 has seen continued growth of 20%.

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[1] U.S. Census Bureau.

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Figure 2. LISD Student Enrollment, 2003-04 to 2023-24
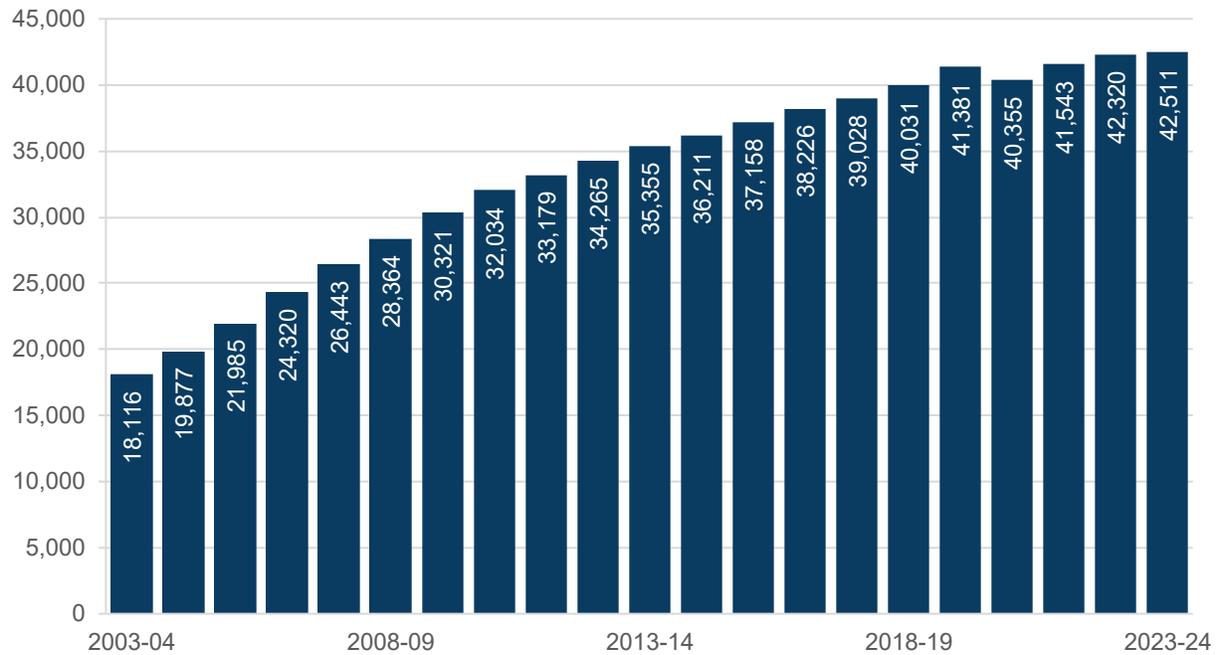
Source. TEA TAPR, 2003-04 to 2023-24

LISD's student population has changed not only in numbers, but in demographics as well. Figure 3 presents student percentages by ethnicity in 2003-04, 2013-14, and 2023-24. In 2003-04, 74.0% of the student population identified as White. Hispanic students were the second largest group, at 17.2% of the overall student population. In 2023-24, the percentage of White students was 45.6%, a 28.4 percentage point decrease. Excluding African Americans, the percentage enrollment of all other non-White student groups increased during this period: Hispanic students increased by 8.9 percentage points, Asian students increased by 13.5 percentage points, and all other ethnicities (i.e., American Indian, Pacific Islander, two or more races) increased by 6.1 percentage points.

Figure 3. Student Percentages by Ethnicity, 2003-04, 2013-14, and 2023-24
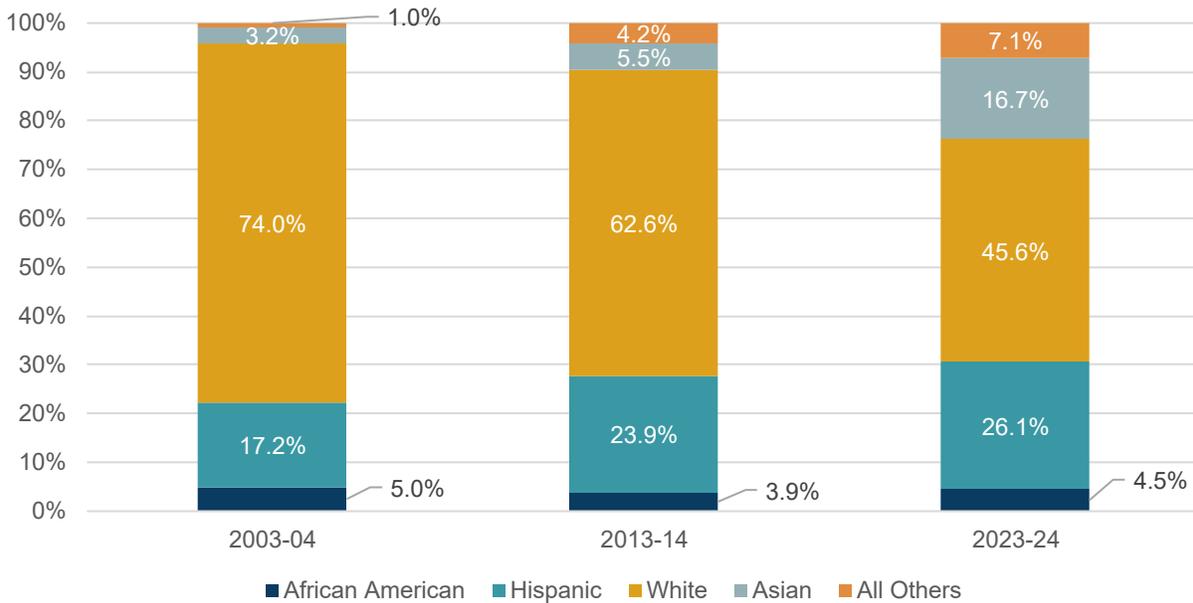
Source. TEA TAPR, 2003-04, 2013-14, 2023-24

LISD's special populations (i.e., economically disadvantaged students, EB students, students enrolled in SPED, and gifted and talented [G/T] students) have also seen significant percentage shifts in the last 20 years (Figure 4). In the last 10 years, LISD's EB student population has increased from 4.8% to 13.8%. Additionally, LISD's SPED population has increased from 9.2% in 2013-14 to 14.8% in 2023-24.

Figure 4. Percentages by Special Population, 2003-04, 2013-14, and 2023-24

Source. TEA TAPR, 2003-04, 2013-14, 2023-24

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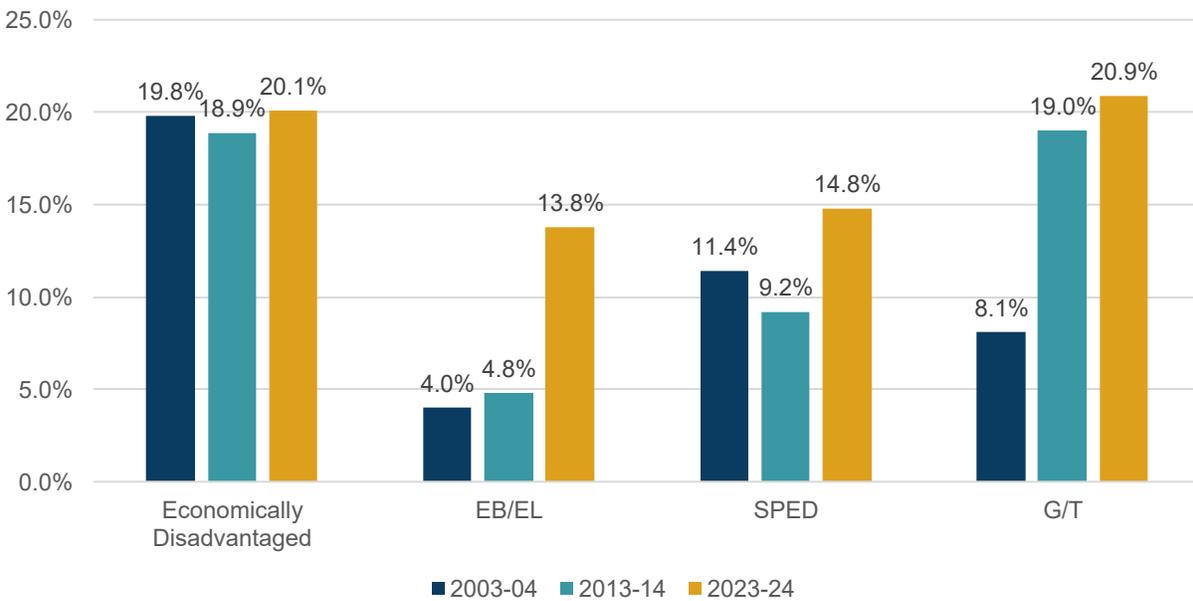
Student Performance and Outcomes

Set by the State Board of Education, the Texas Essential Knowledge and Skills (TEKS) are the statewide curriculum standards that outline what students should know and be able to do at every grade level and in each subject of the required curriculum. Beginning in third grade, STAAR provides information on how students are performing against the TEKS at the end of the school year. Students meeting grade-level expectations on the STAAR are likely to succeed in the next school year.

Figure 5 shows the percentage of LISD students at "Meets Grade Level" or above on the STAAR test from 2021-22 to 2023-24. All contents showed meaningful growth between 2021-22 and 2022-23; however, scores on the STAAR Mathematics, Science, and Social Studies tests either plateaued or declined in 2023-24. Reading/ELA was the only exception, showing an increase of one percentage point year-over-year.

Figure 5. LISD STAAR Percentage of Students at "Meets Grade Level" or Above, All Grades, 2021-22 to 2023-24
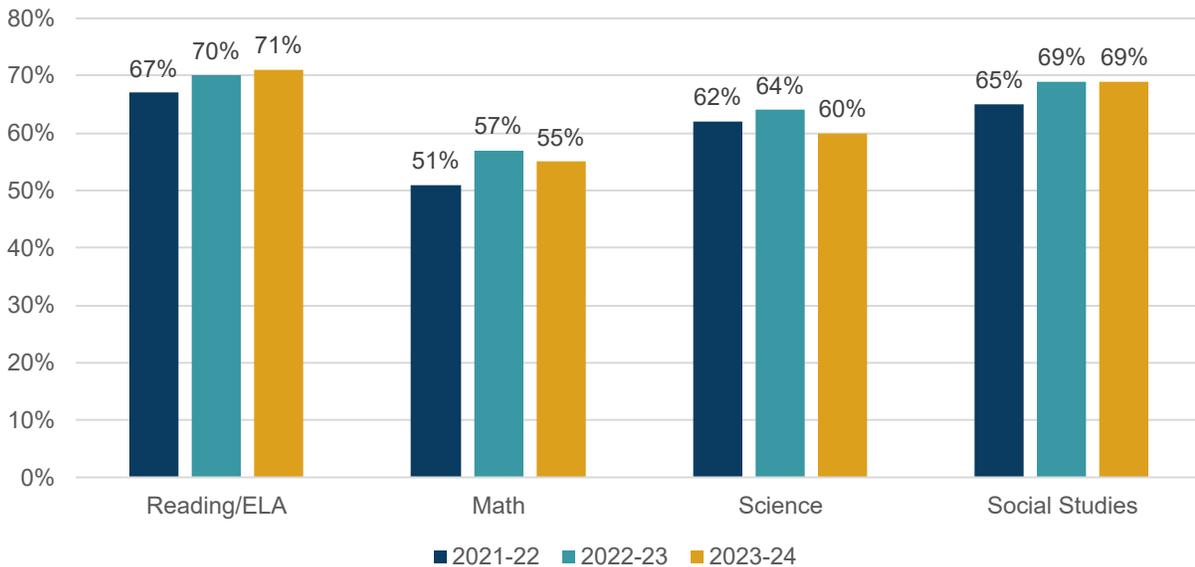
Source. TEA TAPR, 2021-22 to 2023-24

LISD student performance on the STAAR compared favorably to peers in Reading/ELA, Science, and Social Studies, ranking first, third, and second, respectively. Mathematics, however, was tied for sixth (Table 3).

Table 3. STAAR All Grades: Percentage of Students at "Meets Grade Level" or Above, 2023-24

District	Reading/ELA	Mathematics	Science	Social Studies
Leander ISD	**71%**	**55%**	**60%**	**69%**
Plano ISD	67%	58%	55%	66%
Round Rock ISD	70%	62%	63%	71%
Lewisville ISD	66%	52%	54%	62%

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District	Reading/ELA	Mathematics	Science	Social Studies
Comal ISD	69%	60%	61%	60%
Clear Creek ISD	66%	55%	55%	63%
Keller ISD	68%	55%	53%	66%
Leander ISD Rank	**1st**	**T-6th**	**3rd**	**2nd**

Source. TEA TAPR, 2023-24

A peer comparison of EOC performance reflects a similar theme (Table 4). LISD ranks first in English I, English II, Biology, and U.S. History, but fourth in Algebra I.

Table 4. EOC All Grades: Percentage of Students at "Meets Grade Level" or Above, 2023-24

District	English I	English II	Algebra I	Biology	U.S. History
Leander ISD	**74%**	**77%**	**56%**	**78%**	**86%**
Plano ISD	62%	68%	53%	67%	80%
Round Rock ISD	68%	72%	58%	75%	83%
Lewisville ISD	66%	70%	54%	71%	79%
Comal ISD	69%	74%	59%	75%	82%
Clear Creek ISD	67%	71%	59%	77%	80%
Keller ISD	73%	76%	53%	75%	83%
Leander ISD Rank	**1st**	**1st**	**4th**	**1st**	**1st**

Source. TEA TAPR, 2023-24

Figure 6 presents the average SAT score of LISD students compared to the Region 13 and state averages in 2022-23. LISD students outperformed the regional and state averages in both Reading/Writing and Math.

Figure 6. Average SAT Score, LISD, Region 13, and State, 2022-23

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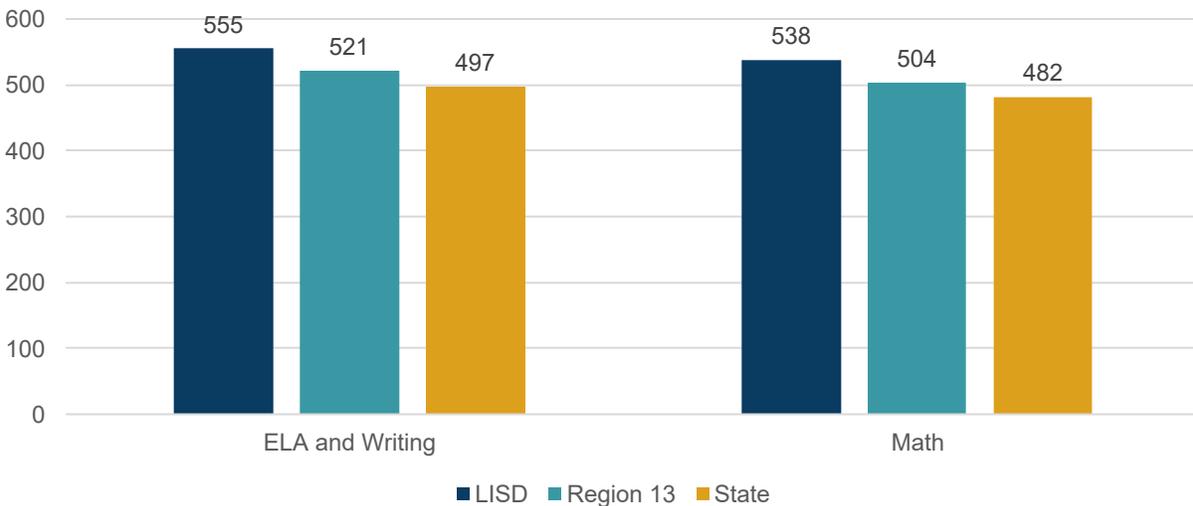
Source. TEA TAPR, 2023-24

Figure 7 presents the average ACT score of LISD students compared to the Region 13 and state averages in 2022-23. Consistent with SAT performance, LISD students scored higher than the regional and state averages in ELA, Mathematics, and Science.

Figure 7. Average ACT Score, LISD, Region 13, and State, 2022-23
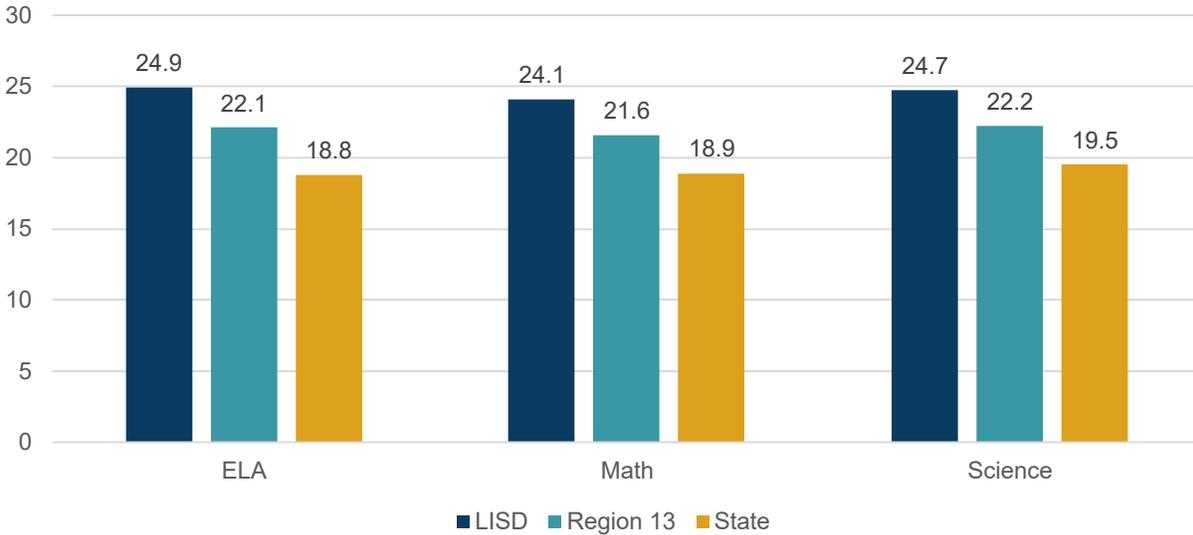
Source. TEA TAPR, 2023-24

The College, Career, and Military Readiness (CCMR) component of the student achievement domain measures graduates' preparedness for college, the workforce, or the military. There are several ways a student can demonstrate college, career, or military readiness: earning minimum scores on national college entrance exams, completing college-level classes in high school, or earning a qualifying industry credential. Table 5 shows the percentage of students in LISD, Region 13, and the state who met one of these criteria to demonstrate they were ready for one of those paths. The percentage of LISD graduates identified as college ready (75.2%) was higher than regional and state averages. The percentage of LISD graduates identified as career or military ready (30.5%) was lower than regional and state averages.

Table 5. CCMR Indicators, 2022-23

Indicator	LISD	Region 13	State
College Ready Graduates	**75.2%**	**62.7%**	**57.8%**
Texas Success Initiative (TSI) Criteria Graduates (English Language Arts Reading [ELAR] and Mathematics)	72.6%	57.3%	48.4%
Dual Credit	19.7%	20.8%	23.6%
College Credit on Advanced Placement (AP)/International Baccalaureate (IB) Exams	44.1%	29.2%	20.4%
Associate Degree	0.0%	1.3%	2.5%

Indicator	LISD	Region 13	State
OnRamps Course Credits	12.3%	12.1%	4.8%
SPED Students Under Advanced Diploma Plan	7.8%	6.2%	5.6%
Career or Military Ready Graduates	**30.5%**	**32.0%**	**39.5%**
Approved Industry-Based Certification	22.3%	25.3%	33.4%
Completed Individualized Education Program (IEP)/ Workforce Readiness	4.5%	2.6%	2.7%
Level I or Level II Certificate	0.0%	0.3%	0.8%

Source. TEA TAPR, 2023-24

Figure 8 presents the attendance rate for LISD, Region 13, and the state between 2019-20 and 2022-23. LISD's attendance rate is higher than Region 13 and state averages in all four years; however, the district has not yet returned to pre-pandemic attendance levels.

Figure 8. Attendance Rate, LISD, Region 13, and State, 2019-20 to 2022-23
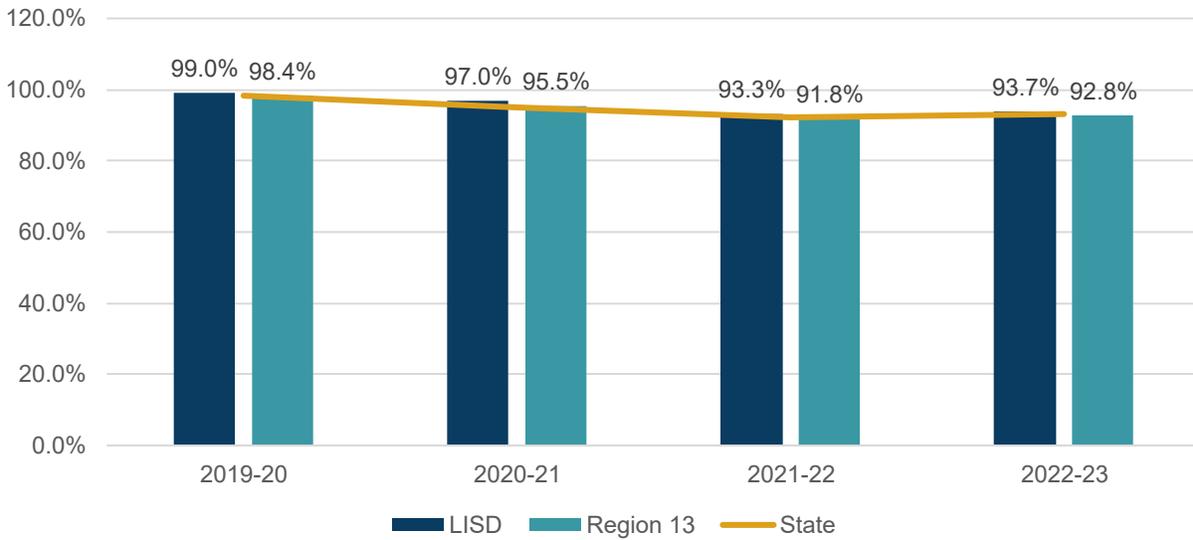
Source. TEA TAPR, 2019-20 to 2022-23

At 93.7%, LISD's attendance rate ranked in the bottom two of a peer comparison (Figure 9).

Figure 9. Attendance Rate, LISD and Peers, 2022-23

District	Attendance Rate
Lewisville ISD	95.3%
Comal ISD	94.2%
Plano ISD	94.1%
Clear Creek ISD	94.0%
Round Rock ISD	94.0%
Leander ISD	93.7%
Keller ISD	93.5%
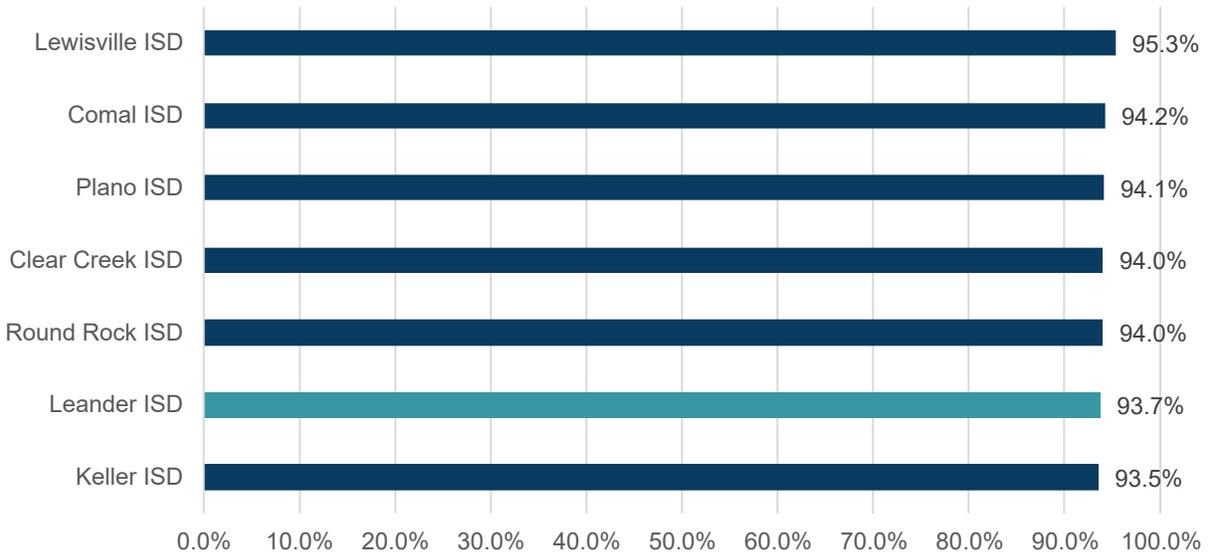
Source. TEA TAPR, 2022-23

Figure 10 presents a peer comparison of dropout rates in 2022-23. Leander ISD had the second highest annual dropout rate (tied with Plano ISD) behind Lewisville ISD.

Figure 10. Annual Dropout Rate (9-12), LISD and Peers, 2022-23

District	Annual Dropout Rate
Lewisville ISD	0.6%
Leander ISD	0.3%
Plano ISD	0.3%
Keller ISD	0.1%
Round Rock ISD	0.1%
Comal ISD	0.1%
Clear Creek ISD	0.0%
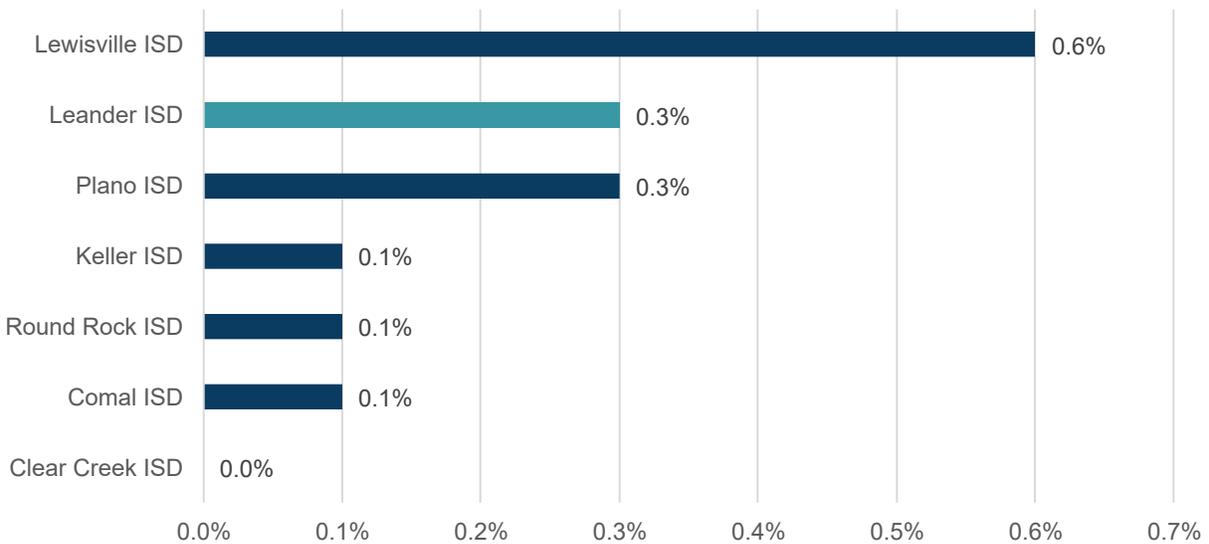
Source. TEA TAPR, 2022-23

As shown in Figure 11, LISD's four-year longitudinal graduation rate has been consistently higher than both the Region 13 and state averages since 2019-20.

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Figure 11. Four-Year Longitudinal Graduation Rate, LISD, Region 13, and State, 2019-20 to 2023-24
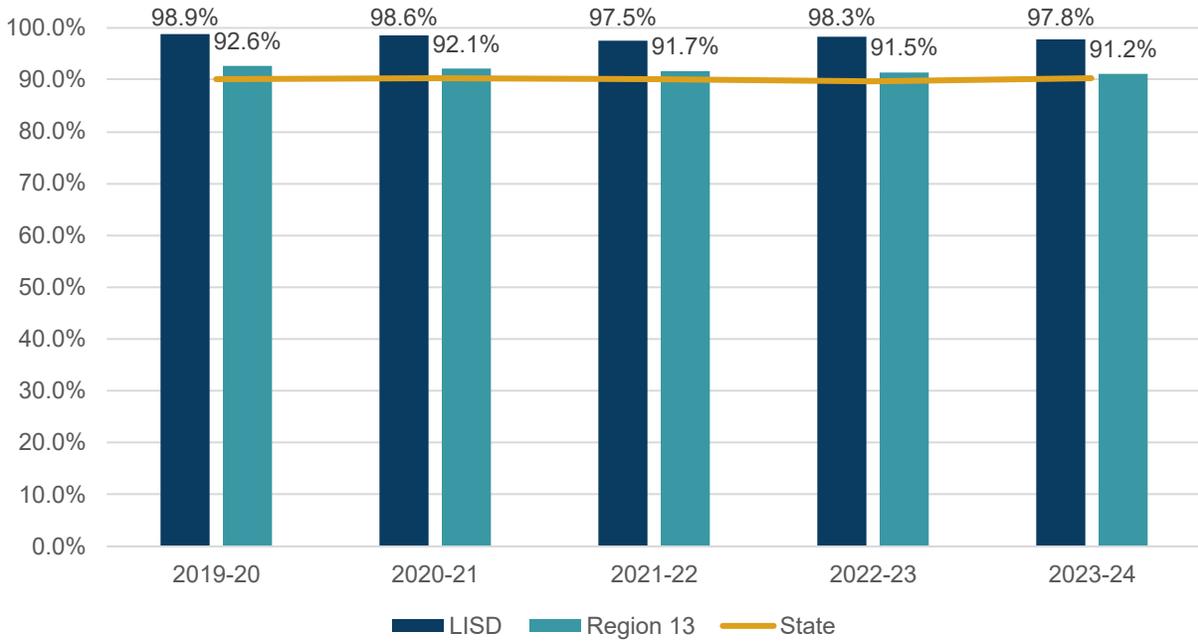
Source. TEA TAPR, 2019-20 to 2023-24

Leander ISD's graduation rate of 97.8% is third highest among its peers, presented in Figure 12.

Figure 12. Four-Year Longitudinal Graduation Rate (Class of 2023), LISD and Peers

Source. TEA TAPR, 2023-24

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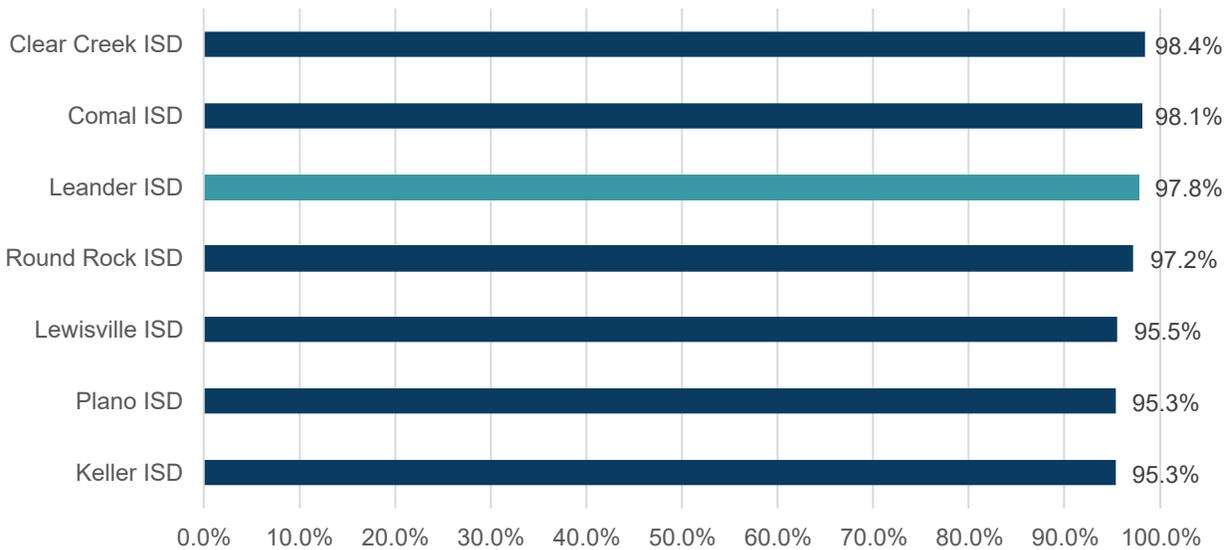
Staff Profile

The following charts present a high-level profile of LISD's instructional workforce (i.e., teachers, assistant principals, and principals) based on state-reported data. It includes analyses based on district trend data as well as peer comparisons.

Figure 13 presents the percentage of LISD teachers by years of experience compared to the state average. In 2023-24, 31.9% of LISD teachers had fewer than six years of experience. This is 4.2 percentage points less than the state average of 36.1%.

Figure 13. Percentage of Teachers by Years of Experience, LISD and State, 2023-24
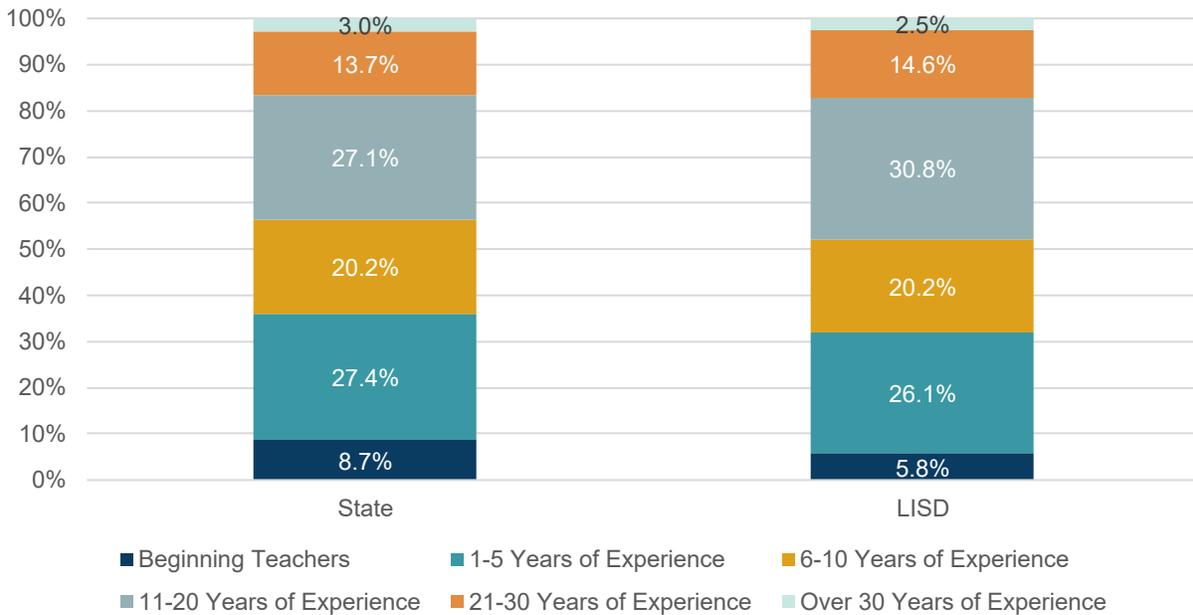
Source. TEA TAPR, 2023-24

Figure 14 presents the percentage of LISD teachers by years of experience compared to peer averages. In 2023-24, 31.9% of LISD's teachers had fewer than six years of experience.

Figure 14. Percentage of Teachers by Years of Experience, LISD and Peers, 2023-24
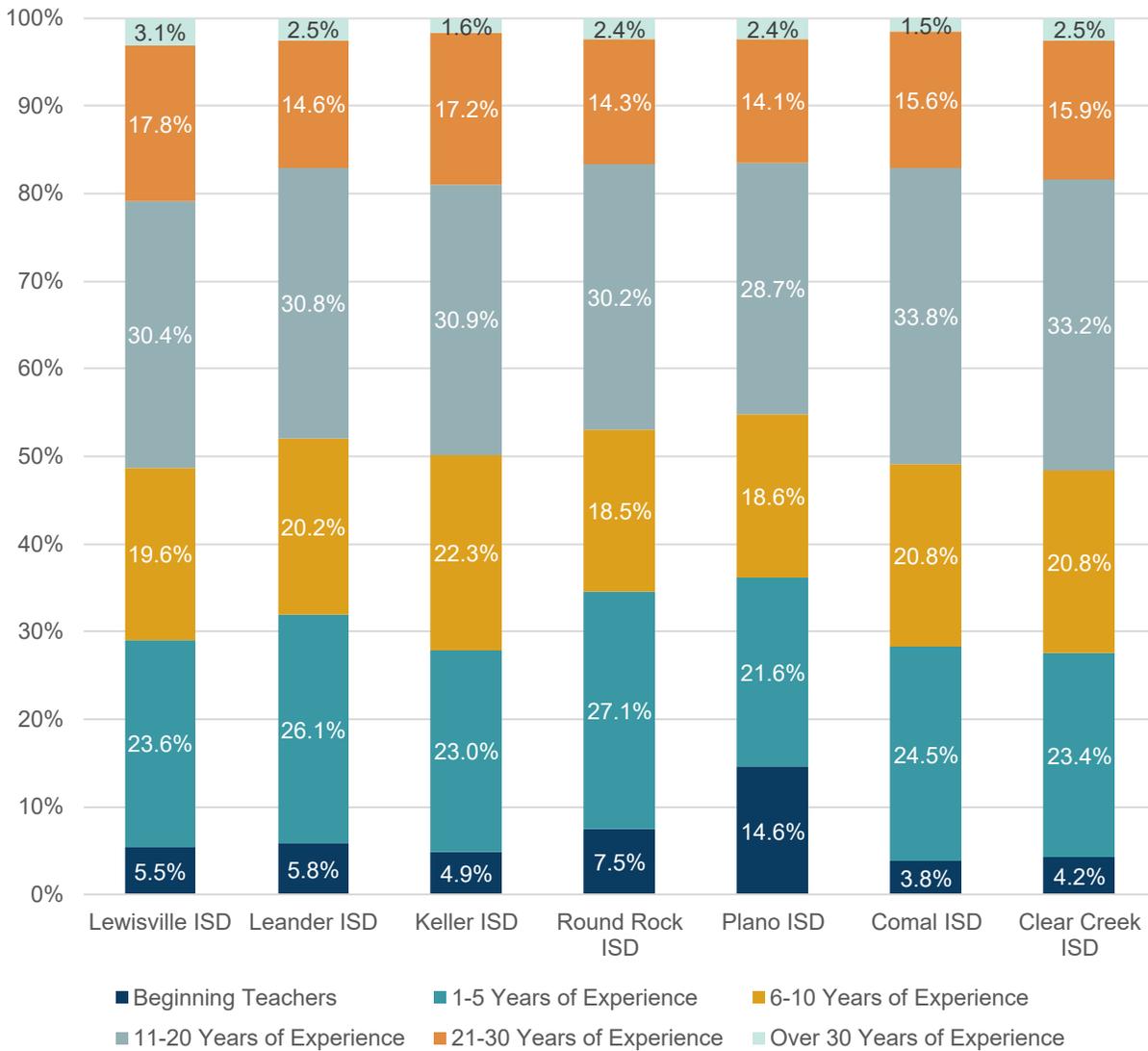
Source. TEA TAPR, 2023-24

Figure 15 presents the percentage of LISD teachers by highest degree earned compared to the state average. A higher percentage of LISD's teachers hold a master's degree than at the average Texas district; this accounts for the slightly lower percentages in all other degree categories.

Figure 15. Percentage of Teachers by Highest Degree Earned, 2023-24
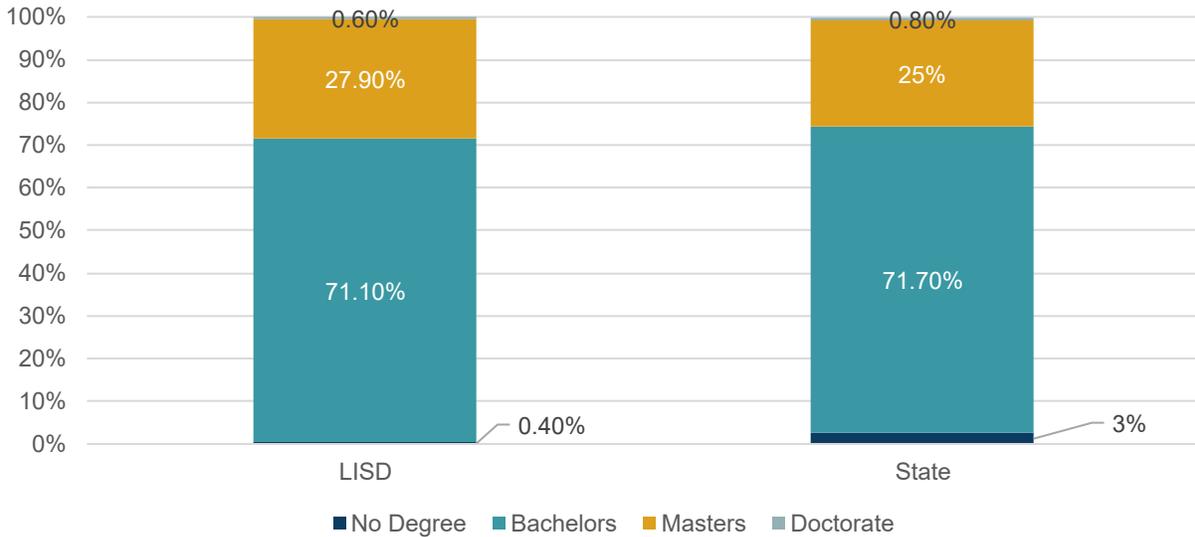
Source. TEA TAPR, 2023-24

LISD's teacher turnover rate has fluctuated over the past five years and has largely mirrored state trends. In 2023-24, LISD's teacher turnover rate was 17.5%, which was 1.6 percentage points below the state average (Figure 16).

Figure 16. Teacher Turnover Rate, LISD and State, 2019-20 to 2023-24
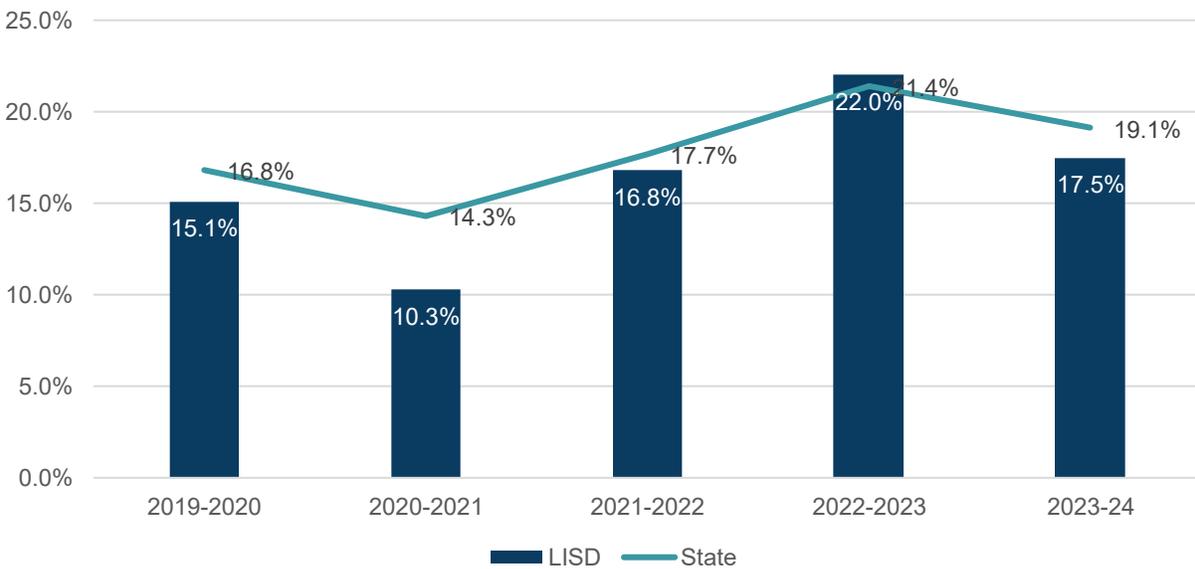
Source. TEA TAPR, 2023-24

Figure 17 presents 2023-24 teacher turnover rates for LISD and its peer districts. At 17.5%, LISD's teacher turnover rate was lower than most of its peers', which had an overall average rate of 18.2%.

Figure 17. Teacher Turnover Rate, LISD and Peers, 2023-24
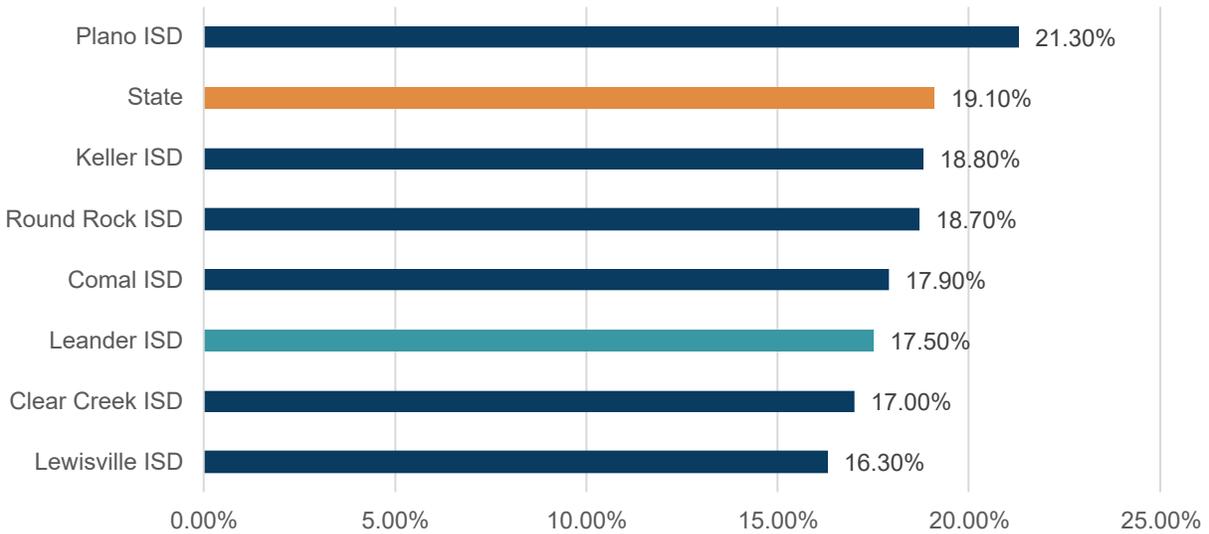
Source. TEA TAPR, 2023-24

Figure 18 presents the average actual salary for LISD teachers and their peers in 2023-24. At $60,564, LISD is below the state average and in the bottom three of its peers.

Figure 18. Average Actual Teacher Salaries, LISD and Peers, 2023-24
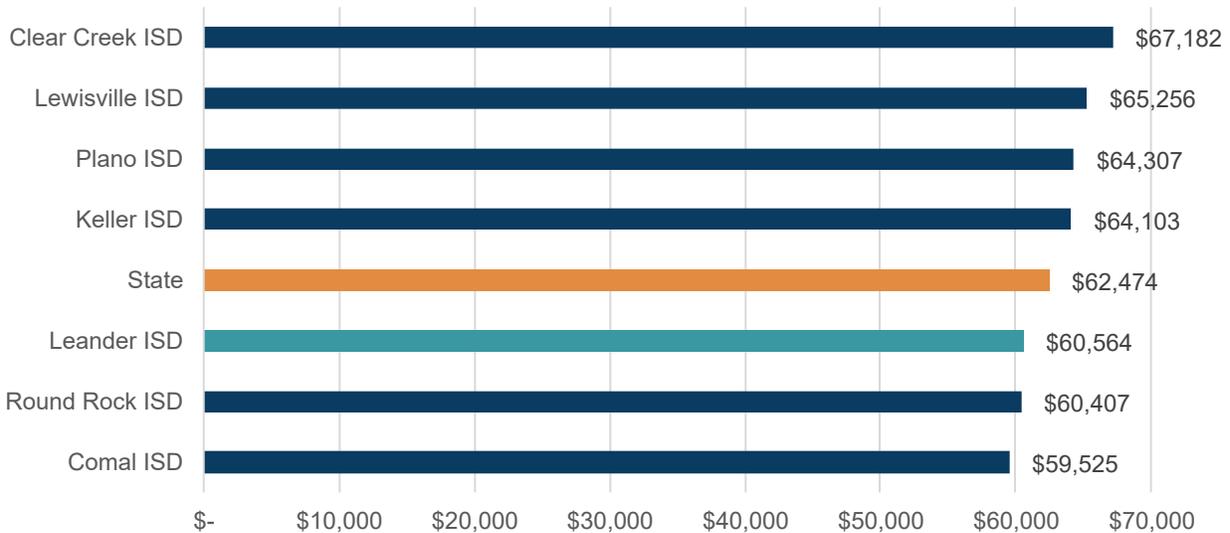
Source. TEA TAPR, 2023-24

Figure 19 presents the average years of experience (YOE) of LISD assistant principals between 2019-20 and 2023-24, compared to state averages. Assistant principal experience levels fluctuated over this period and were consistently below the state average.

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Figure 19. Assistant Principal Average Experience, LISD and State, 2019-20 to 2023-24
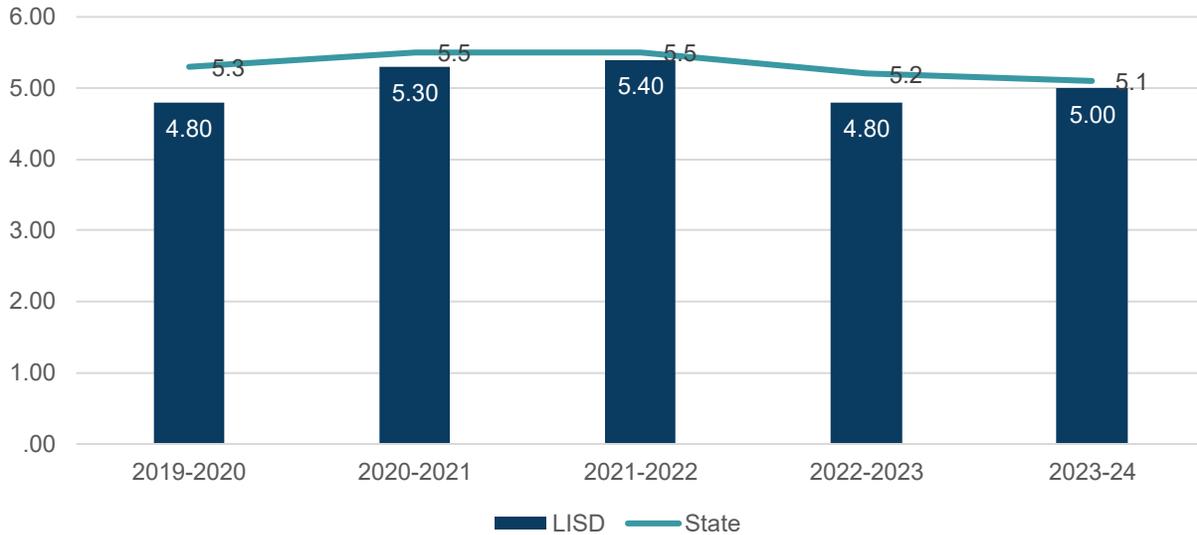
Source. TEA TAPR, 2019-20 to 2023-24

Figure 20 presents the average years of experience of LISD and peer district assistant principals in 2023-24. In 2023-24, LISD assistant principals had less experience, on average, than most of their peer district counterparts.

Figure 20. Assistant Principal Average Experience, LISD and Peers, 2023-24
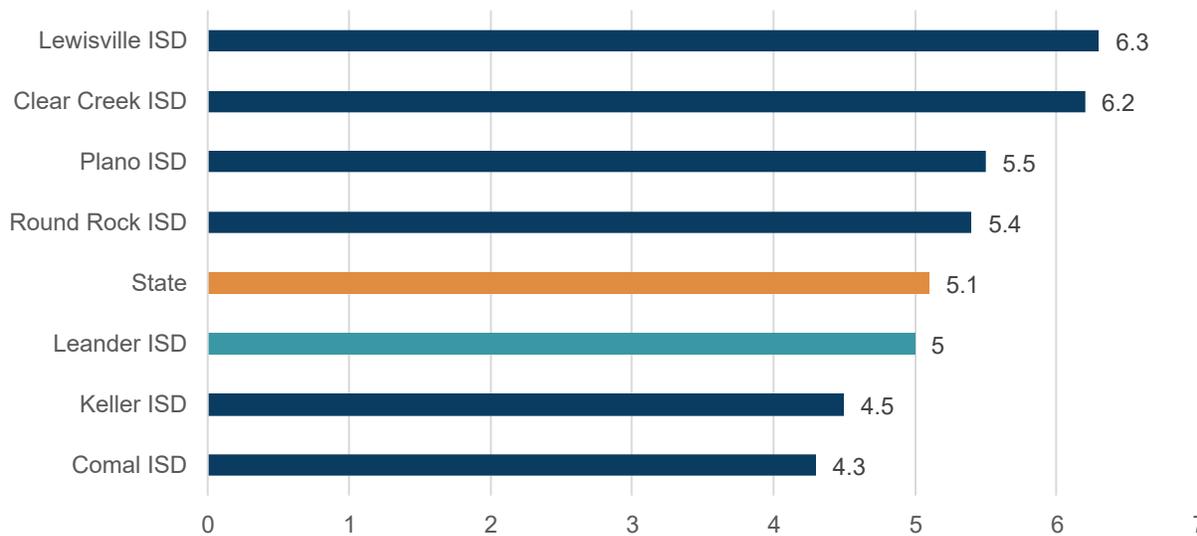
Source. TEA TAPR, 2023-24

Figure 21 presents the average years of experience of LISD principals between 2019-20 and 2023-24. Principal YOE has declined since 2019-20 but is consistently higher than the state average.

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Figure 21. Principal Average Experience, LISD and State, 2019-20 to 2023-24
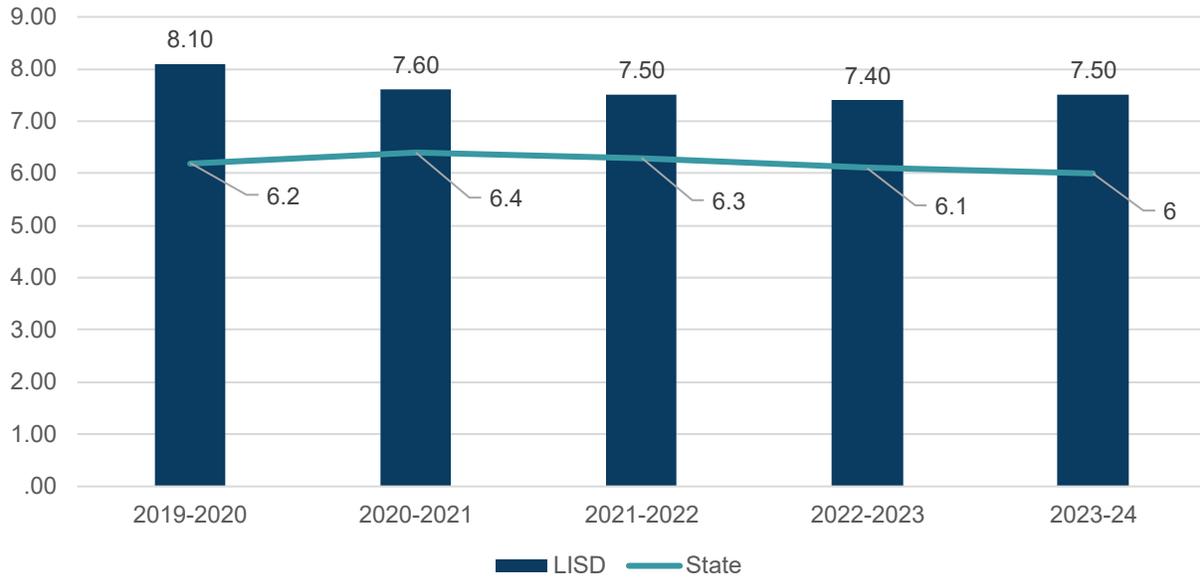
Source. TEA TAPR, 2019-20 to 2023-24

Figure 22 presents the average YOE of LISD and peer district principals in 2023-24. With an average YOE of 7.5, LISD principals were the second most experienced cohort among their peers in 2023-24.

Figure 22. Principal Average Experience, LISD and Peers, 2023-24
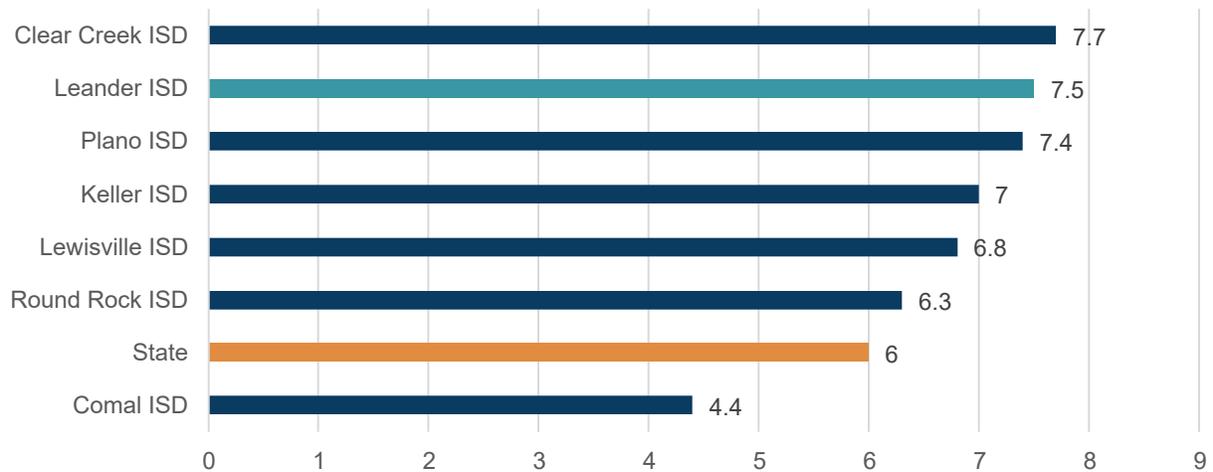
Source. TEA TAPR, 2023-24

Instructional Resource Allocations

Instructional Expenditures

Instructional expenditures represent the largest investment of district annual operating funds. In 2023-24 LISD's total operating expenditures were $449.1 million (All Funds), and total expenditures on Instruction (Functions 11 and 95) accounted for 60.1%, or $281.9 million. Instructional Leadership (Function 21) accounted for 1.0% ($4.6 million), and Curriculum Development and Instructional Staff Development (Function 13) accounted for 2.6% ($12.2 million). The following charts illustrate how these expenditures have changed over the past five years relative to the number of students and/or teachers, and how LISD's instructional expenditures compare to peer districts.

Instruction

Instruction (Functions 11 and 95) captures expenditures relating directly to the interaction between teachers and students. On a per-student basis, total Instruction expenditures (All Funds) increased 32.0% from 2019-20 to 2023-24 (Figure 23).

Figure 23. LISD Instruction Expenditures per Student, Functions 11 and 95, All Funds, 2019-20 to 2023-24
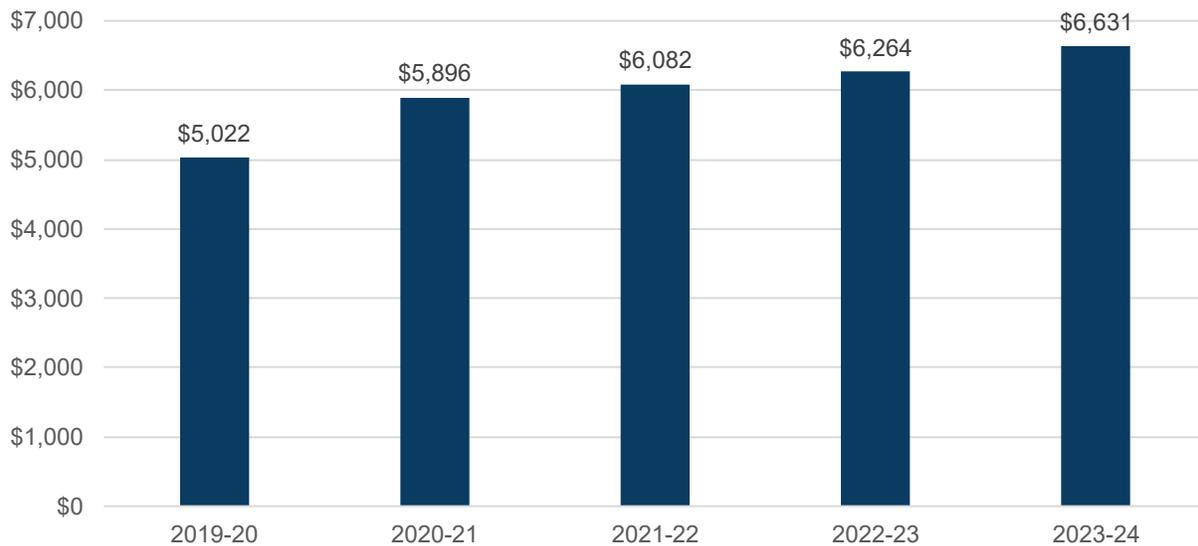
Source. TEA Public Education Information Management System (PEIMS) District Financial Actual Report

In 2023-24, LISD's Instruction expenditures per student were the third highest among all peer districts, and very close to the peer average (denoted by the yellow line), as shown in Figure 24.

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Figure 24. Instruction Expenditures per Student, Functions 11 and 95, All Funds, Peer Comparison, 2023-24
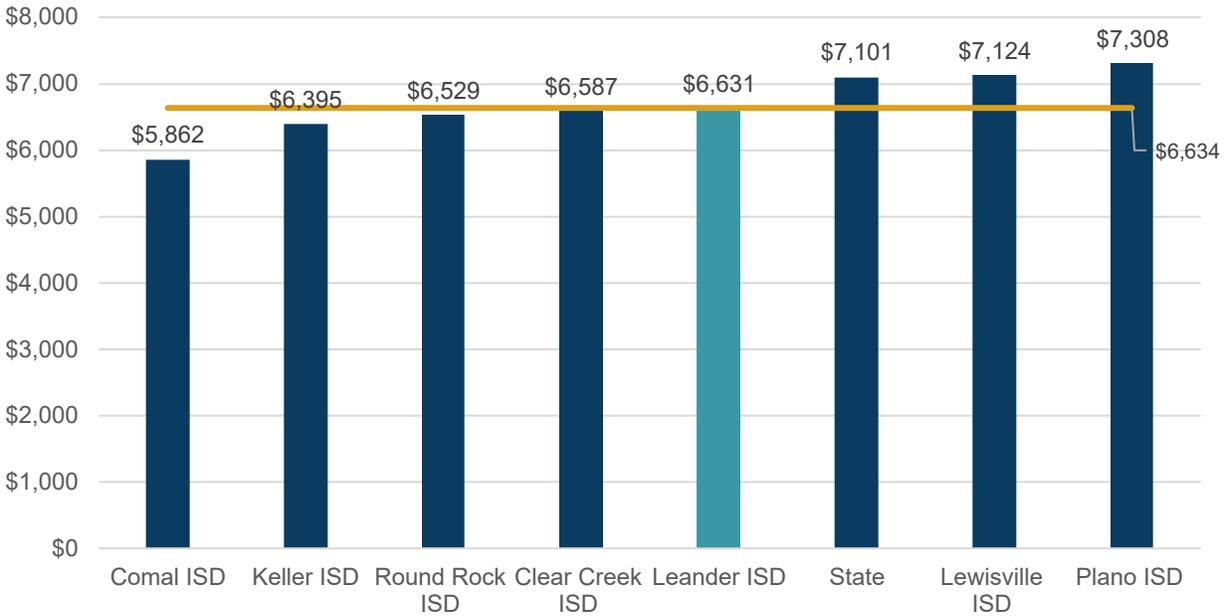
Source. TEA PEIMS District Financial Actual Report

Table 6 compares LISD's percentage of General Fund to All Other Funds Instruction expenditures per student. General Fund expenditures account for a slightly higher percentage of LISD's expenditures on Instruction than in benchmark districts.

Table 6. General Fund and Other Funds Instruction Expenditures per Student, LISD and Peer Average, 2023-24

Fund	Leander ISD	Peer Average	Δ
199 General Fund	$6,201	$6,152	$49
All Other Funds	$430	$482	$(52)
Total Instruction	**$6,631**	**$6,634**	**$(-3)**
Percentage General Fund	93.5%	92.7%	0.8%

Source. TEA PEIMS District Financial Actual Report

Instructional Leadership

Instructional Leadership (Function 21) is used to classify expenditures that are used for managing, directing, supervising, and providing leadership for staff who provide either instructional or instruction-related services (e.g., instructional supervisors, program coordinators and directors, and assistant superintendents).

In 2023-24, LISD's expenditures on Instructional Leadership totaled $4.6 million (All Funds). Instructional Leadership expenditures per student increased 45.9% ($34 per student) over the past five years (Figure 25).

Figure 25. LISD Instructional Leadership Expenditures (All Funds; Function 21) per Student, 2019-20 to 2023-24
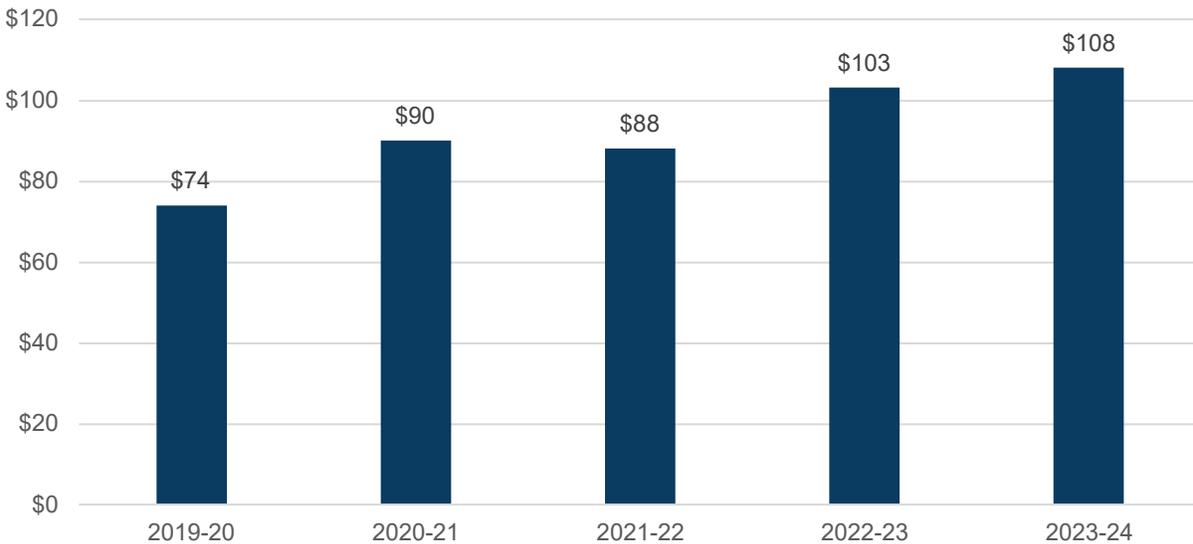
Source. TEA PEIMS District Financial Actual Report

Curriculum Development and Instructional Staff Development

Curriculum Development and Instructional Staff Development (Function 13) is used to classify expenditures that are directly and exclusively used to aid instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. This includes in-service training and other staff development for instructional or instruction-related personnel of the school district. This function also includes expenditures related to research and development activities that investigate, experiment, and/or follow through with the development of new or modified instructional methods, techniques, procedures, and services.[2]

In 2023-24, LISD's Curriculum Development and Instructional Staff Development expenditures totaled $12.2 million (All Funds). As depicted in Figure 26, over the past five years, total expenditures per student increased 62.1% ($110 per student).

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[2] TEA Financial Accountability System Resource Guide.

Figure 26. LISD Curriculum Development and Instructional Staff Development Expenditures (Function 13; All Funds), 2019-20 to 2023-24
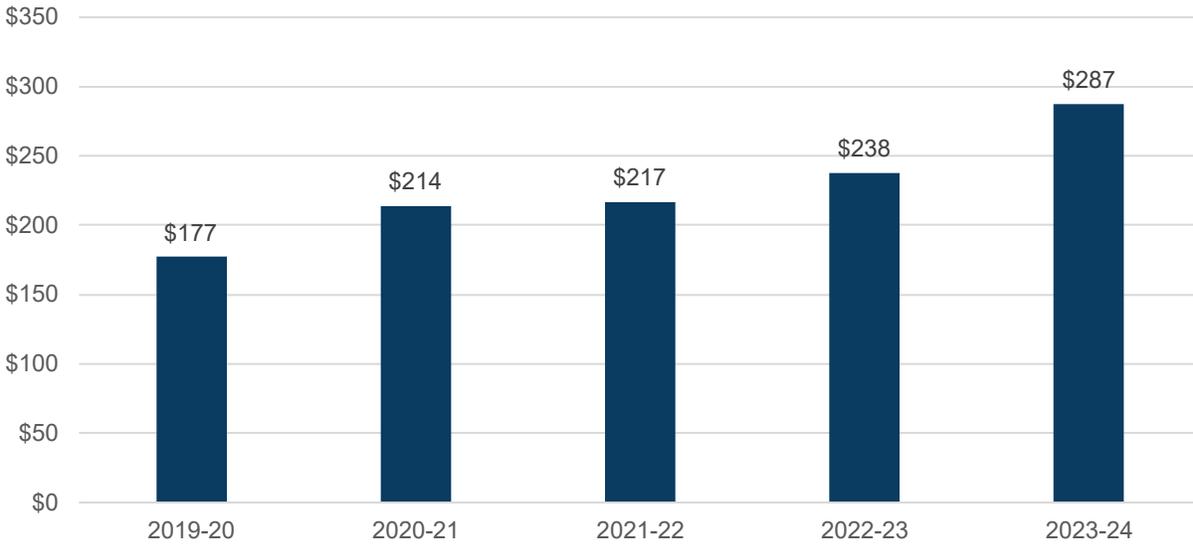
Source. TEA PEIMS District Financial Actual Report

In 2023-24, LISD's total Curriculum and Instructional Staff Development expenditures per student were slightly above the peer district average. Expenditures per student varied across districts, ranging from $81 per student in Lewisville ISD to $482 per student in Round Rock ISD (Figure 27).

Figure 27. Curriculum Development and Instructional Staff Development Expenditures (Function 13; All Funds) per Student, Peer Comparison, 2023-24
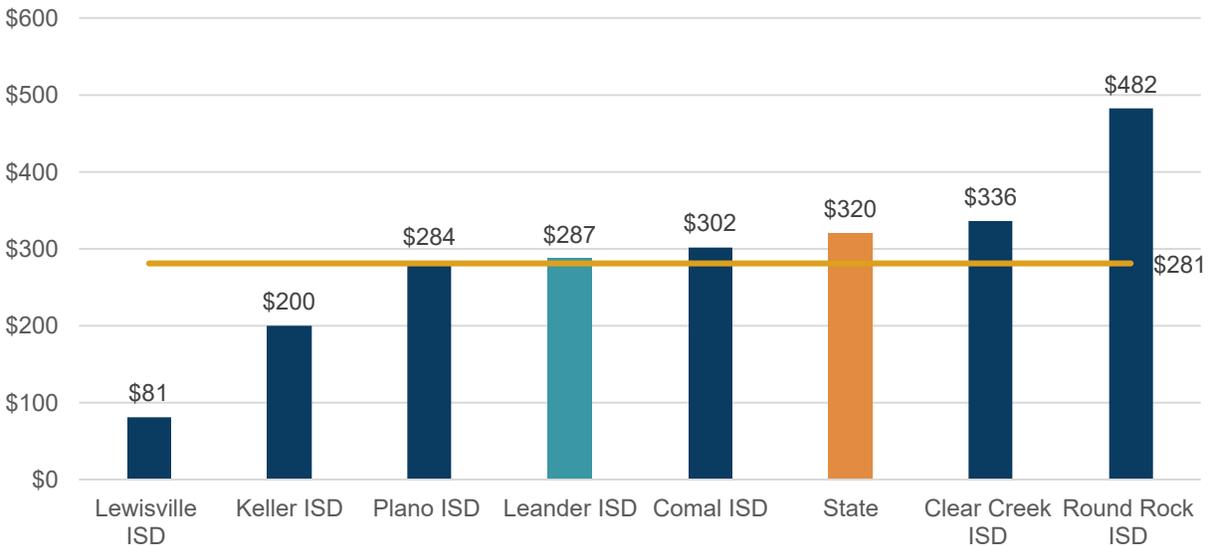
Source. TEA PEIMS District Financial Actual Report

LISD's Curriculum and Instructional Staff Development expenditures per teacher were also in the middle of all peer districts. Total expenditures per teacher varied widely across the comparison districts, ranging from

a low of $1,057 per teacher in Lewisville ISD to a high of $6,748 per teacher in Round Rock ISD (Figure 28).

Figure 28. LISD Curriculum and Instructional Staff Development Expenditures (Function 13; All Funds), per Teacher, Peer Comparison, 2023-24
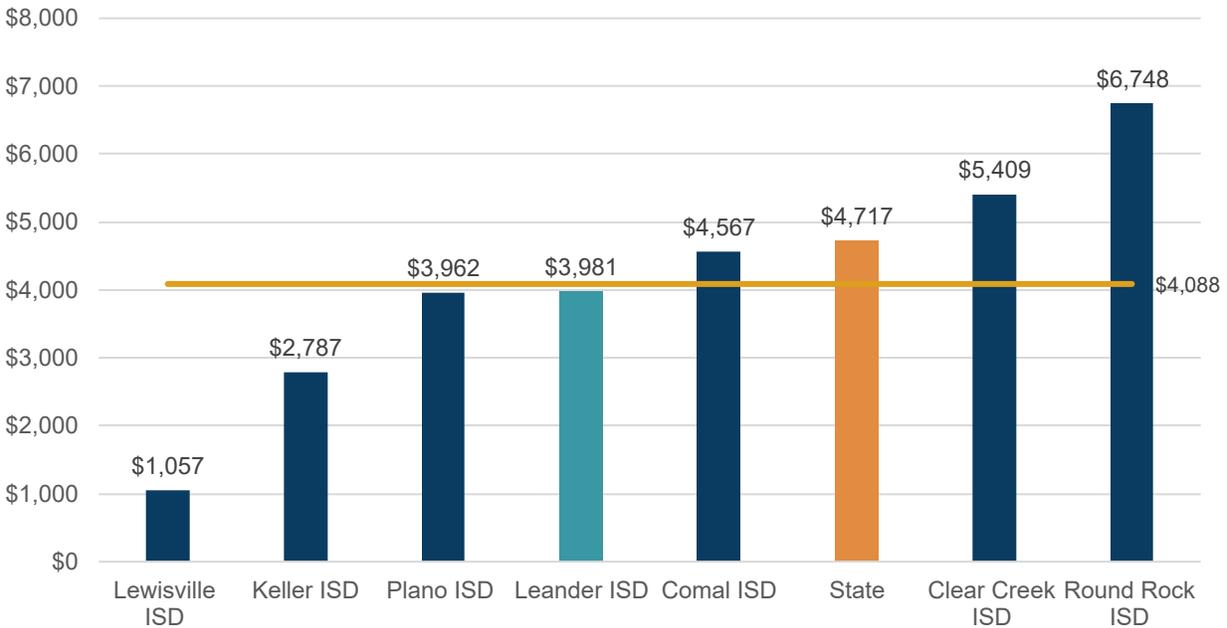
Source. TEA PEIMS District Financial Actual Report and TEA TAPR, 2023-24

Instructional Staffing

The audit team's analysis of staffing "sufficiency" and "efficiency" involved a comparison of LISD's staffing levels over time and relative to peer districts. Since teachers comprise the largest employee group of any district, it is important to first examine changes in LISD's staffing levels and trends. From 2019-20 to 2023-24, the total number of teachers in LISD increased from 2,989 to 3,063 (2.5%). During this same period, the total number of students increased from 42,320 to 42,511 (0.5%). These trends are reflected in Figure 29, which illustrates a 7.3% decrease in LISD's student-teacher ratio over the past five years, indicating more teachers relative to the student population.

Figure 29. Students per Teacher, LISD and State, 2019-20 to 2023-24
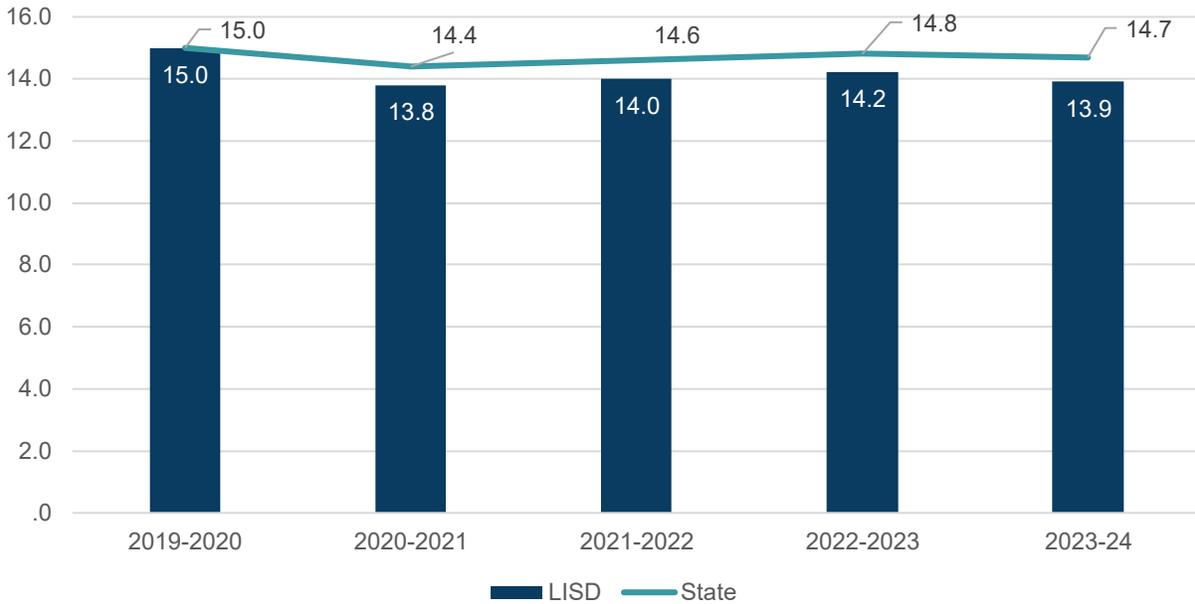
Source. TEA TAPR, 2019-20 to 2023-24

Figure 30 shows that the 2023-24 student-teacher ratio in LISD (13.9) is the second lowest among peer districts (tied with Keller ISD).

Figure 30. Students per Teacher, LISD and Peers, 2023-24
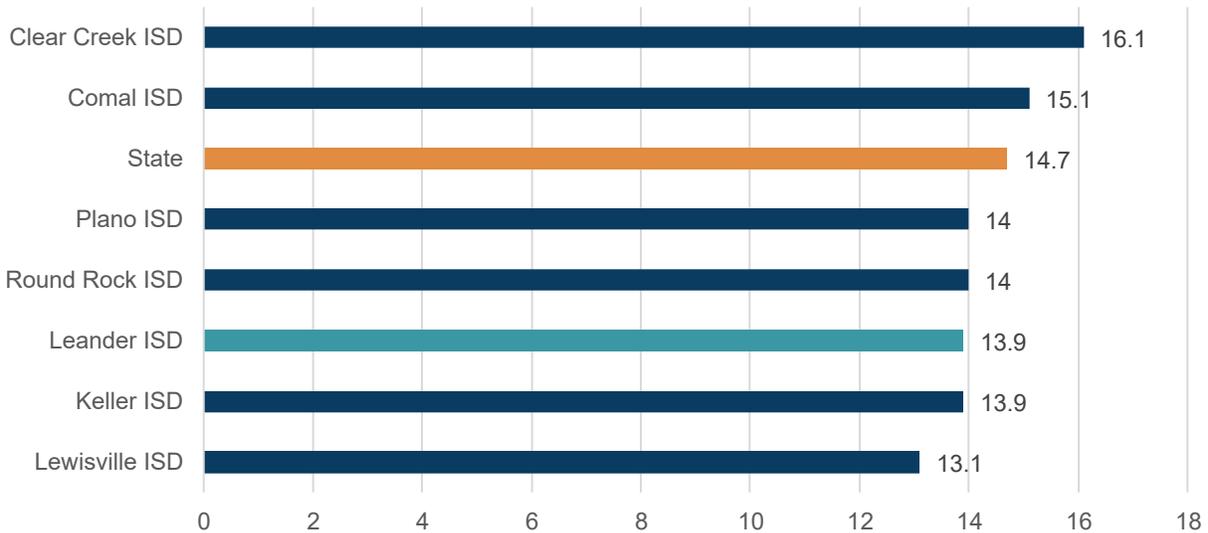
Source. TEA TAPR, 2023-24

Average class size is another indicator of staffing efficiency. Table 7 shows that average class sizes in LISD are lower than the state average in the elementary grades and higher than the state average at the secondary level.

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Table 7. LISD Class Size Averages by Grade and Subject, 2023-24

Grade/Subject Area	Leander ISD	State Average	Δ
Kindergarten	17.3	18.4	-1.1
Grade 1	17.5	18.8	-1.3
Grade 2	18.2	19.1	-0.9
Grade 3	18.2	19.4	-1.2
Grade 4	19.2	19.4	-0.2
Grade 5	19.5	20.9	-1.4
Grade 6	19.5	19.2	0.3
ELA	18.6	16.3	2.3
Foreign Language	20.5	18.8	1.7
Math	19.7	17.5	2.2
Science	21.7	18.5	3.2
Social Studies	21.2	18.8	2.4

Source. TEA TAPR, 2023-24

Chapter 3: Instructional Leadership and Accountability

This Chapter describes the policy framework outlining the board's educational philosophy and expectations for curriculum and instruction, the central office organization that supports teaching and learning, and the planning and accountability systems related to school and student performance.

Policy Framework for Academic Program Management

Board policies are statements which set forth the purpose and describe in general terms the organization and programs of a school district; they create a framework within which the Superintendent and his or her staff can implement their assigned duties with positive direction.

LISD subscribes to the Texas Association of School Board's (TASB's) Policy On-Line (POL), an internet-based tool for publishing board policies. All board policies can be located through a link on the district's website. "LEGAL" policies contain compilations of federal law, state law, and court decisions as statutory context in which all other policies are to be read. "LOCAL" policies reflect policies adopted by the board specific to LISD. Below are excerpts of the major LEGAL and LOCAL policies relevant to the district's educational philosophy, planning and decision making, instructional goals and objectives, curriculum design, and staff development.

Section A – Basic District Foundations

- *Policy AE (LEGAL) Educational Philosophy* requires the board to adopt a vision statement and comprehensive goals for the district and the superintendent. This policy also outlines the state's mission, goals, and objectives for public education.

  - *Policy AE (LOCAL) Educational Philosophy* communicates the district's philosophy, vision, mission, and core beliefs. The district's philosophy is to provide a learning environment that will encourage students to become thinking, feeling, creative, healthy, and contributing members of society. The district's vision is to cultivate each student individually to produce the most sought-after creators of our future world. The district's core beliefs place students at the heart of every decision and empower every staff member so they can inspire students to their own learning. The policy also articulates the graduate profile, strategic objectives, and guiding documents for the district. The graduate profile serves as the student embodiment of the district's vision and mission. The district's strategic objectives are 1) empowered student learning, 2) empowered staff, 3) impactful family engagement, 4) equitable access, and 5) safe and innovative learning environments. The district's guiding documents are available on the district's website and include the Strategic Plan, Graduate Profile, 10 Ethical Principles, Learning Model, and the Leander Way. This policy was last updated in February 2023.

Section B – Local Governance

- *Policy BQ (LEGAL) Planning and Decision-Making Process* requires that boards ensure that a district improvement plan (DIP) and campus improvement plans (CIP) are developed, reviewed, and revised annually for the purpose of improving the performance of all students. This policy also outlines the required components of both the DIP and the CIP.

  – *Policy BQ (LOCAL) Planning and Decision-Making Process* requires the board to approve and periodically review the district's purpose, vision, graduate profile, and goals to improve student performance. The policy outlines that the district's planning process to improve student performance includes the development of district educational goals, the legal requirements of the DIP and CIP, all pertinent federal planning requirements, and administrative procedures. This policy also ensures that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization, and that data are gathered and criteria are developed to evaluate that these are effectively structured to positively impact student performance. This policy was issued in July 2016.

- *Policy BQA (LEGAL) Planning and Decision-Making Process: District Level* requires that a district's policies and procedures establish a district-level planning and decision-making committee. It also specifies requirements regarding representation of professional staff, parents, business representatives, and community members on the committees and requirements for regular meetings, communications, and responsibilities.

  – *Policy BQA (LOCAL) Planning and Decision-Making Process: District Level* expands on legal policy to include the requirement that the Districtwide Educational Improvement Council (committee) also advise the board on establishing and reviewing the district's educational goals, objectives, and major district-wide classroom instructional programs. This policy was issued in March 2023.

- *Policy BQB (LEGAL) Planning and Decision-Making Process: Campus Level* requires that the district maintain policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students.

  – *Policy BQB (LOCAL) Planning and Decision-Making Process: Campus Level* expands on legal policy and requires a campus site-based planning committee to assist the principal. The committee shall meet for the purpose of assisting in the planning processes in accordance with board policy and administrative procedures. This policy was issued in July 2000.

Section D – Personnel

- *Policy DMA (LEGAL) Professional Development: Required Staff Development* documents the standards for providing staff development to teachers and principals and specifies that staff development for teachers should be predominantly campus based, related to achieving campus performance objectives, and developed and approved by the campus-level committee. District-wide staff development that has been developed and approved through the district-level decision process can also be delivered.

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- *Policy DMA (LOCAL) Professional Development: Required Staff Development* requires that the superintendent recommend the district's professional development plan for all employees and that the board annually review and approve the plan. It specifies that the plan must be guided by the State Board for Educator Certification (SBEC) clearinghouse training recommendations and include a schedule of required professional development for all district employees. This policy was last updated in June 2022.

Section E – Instruction

- *Policy EA (LEGAL) Instructional Goals and Objectives* documents the district's expectations for literacy, math, and CCMR plans, including the establishment of annual goals, targeted professional development, district-coordinated implementation of the plan, annual reporting to the board, and website posting requirements.

- *Policy EFA (LEGAL) Instructional Resources: Instructional Materials* defines the state's role in the selection, review, and assistance with instructional resources; specifies the right of parents to review instructional materials and observe virtual instruction; requires districts to provide instructional materials to students at no cost; and defines the right of the board to select instructional materials in an open meeting.

  - *Policy EFA (LOCAL) Instructional Resources: Instructional Materials* outlines the board's expectations that the district provides instructional materials that appropriately address and are aligned with the TEKS and further the district's educational mission. This policy also outlines criteria for selecting instructional resources, expectations that gifts of instructional material are evaluated, and describes the process for parents or staff to formally challenge the use of an instructional resource. This policy was adopted August 8, 2024.

- *Policy EH (LOCAL) Curriculum Design* states that the board directs the design, development, implementation, and review of a systematic, ongoing program of curriculum to ensure every student is prepared to excel in a modern global society. It also states that the curriculum shall be designed and implemented based on the belief that all students are capable of high achievement given the appropriate instruction, resources, and support. Teachers shall teach the aligned written curriculum of the district as directed and shall be responsible for assessing their teaching and student learning through a variety of assessment tools. Principals and campus administrators shall ensure the implementation of the curriculum in every classroom. The policy also defines the expectations around the written, taught, and assessed curriculum. This policy was last updated in August 2018.

- *Policy EK (LEGAL) Testing Programs* allows districts to adopt and administer criterion-referenced or norm-referenced assessment instruments and limits the amount of time students can spend each year taking assessments.

LISD has a strong policy framework to effectively guide instruction. Most notably, it articulates the district's vision for student learning and establishes clear expectations regarding the use of the district's curriculum.

Central Office Organization and Staffing

This Academic Program Management Audit is primarily focused on the work of the OLI. OLI houses Curriculum and Instruction; Empowered Learning; Special Programs and Services; State and Federal

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Programs; Advanced Academics and Pathways; and Area Superintendents. The following sections describe the organizational structure and positions that were in place during the 2024-25 school year, when this audit was conducted.

The Office of Learning and Innovation

The OLI is led by a Deputy Superintendent who reports to the Superintendent. The primary purpose of this position is to provide strategic leadership in administering the programs of curriculum, instruction, empowered learning, and school leadership, and supporting functions through goal setting, planning, organizing, coordinating, decision making, communicating, and evaluating with a focus on continuous improvement. Other relevant responsibilities and duties include: [3]

- Developing and coordinating a systematic empowered learning plan to ensure all educators receive PL/training on effective instructional practice relative to empowered student learning and PLCs;

- Advocating, facilitating, and monitoring the alignment of curriculum, instruction, assessment, and improvement in achieving district goals;

- Assisting school staff in analyzing data for continuous improvement of student achievement;

- Establishing and overseeing annual budgets for federal, state, and district funding allocations;

- Advocating, facilitating, and monitoring instructional accountability for the highest student achievement;

- Advocating, facilitating, and monitoring the development, deployment, and results of curriculum-related school improvement initiatives; and

- Leading and supporting the Area Superintendent team to coach principals in improving student learning experiences through instructional practice and empowered learning.

Figure 31 presents the organizational structure of the OLI for the 2024-25 school year. Descriptions of the roles and responsibilities of key positions are described below.

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[3] LISD Deputy Superintendent of Learning and Innovation job description (last revised July 2024).

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Figure 31. LISD Office of Learning and Innovation, 2024-25
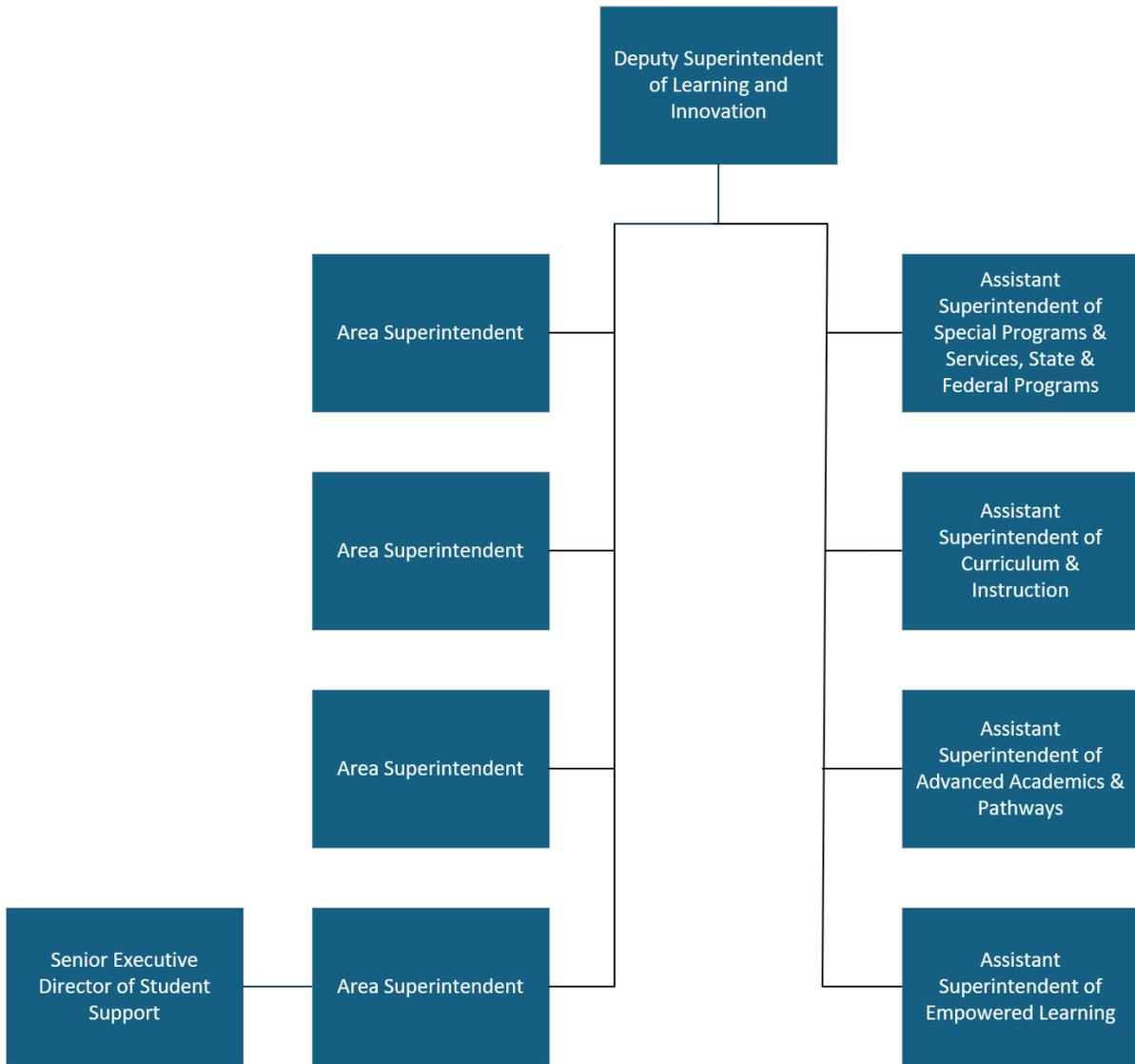
Source. LISD organizational chart

Five positions report directly to the Deputy Superintendent of Learning and Innovation. A brief description of their scope of responsibilities is presented below:

- The **Area Superintendents** support, develop, challenge, and grow principal leadership through coaching, professional learning, collaboration, and supervision. Each Area Superintendent supervises principals assigned to elementary, middle, and high school campuses. One of the Area Superintendents supervises the Senior Executive Director of Student Support.

- The **Assistant Superintendent of Special Programs & Services, State & Federal Programs** supervises 10 positions and provides leadership in the development, implementation, and coordination of special programs and services including special education, child find, administration

of Americans with Disabilities Act and Section 504, homebound services, response to intervention, dyslexia, and state and federal programs.

- The **Assistant Superintendent of Curriculum and Instruction** supervises four positions and provides instructional leadership and oversight for the development, implementation, evaluation, and continuous improvement of the early childhood to Grade 12 core instructional programs. This position ensures that the written, taught, and assessed curriculum is aligned to the TEKS, the district's guiding documents, and the principles of deep learning.

- The **Assistant Superintendent of Advanced Academics and Pathways** supervises three positions and designs, plans, and supports a vision and system of pathways of student learning opportunities to ensure post-secondary success.

- The **Assistant Superintendent of Empowered Learning** supervises five positions and oversees PL, research and evaluation, digital learning, library and information services, and assessment and accountability. This position is responsible for designing, planning, and supporting a vision and system of innovation that supports empowered learning.

Commendation 1: The district's recent reorganization has increased collaboration between curriculum staff and Area Superintendents and established singular accountability over teaching and learning.

As shown in Figure 32, prior to the 2024-25 school year, Area Superintendents and district curriculum staff reported to two separate chiefs: the Chief of Schools and Chief Academic Officer, respectively. According to Gibson's interviews, this structure contributed to a lack of consistent communication between curriculum staff and Area Superintendents, and mixed messaging around district academic priorities.

Figure 32. Previous LISD Organizational Chart
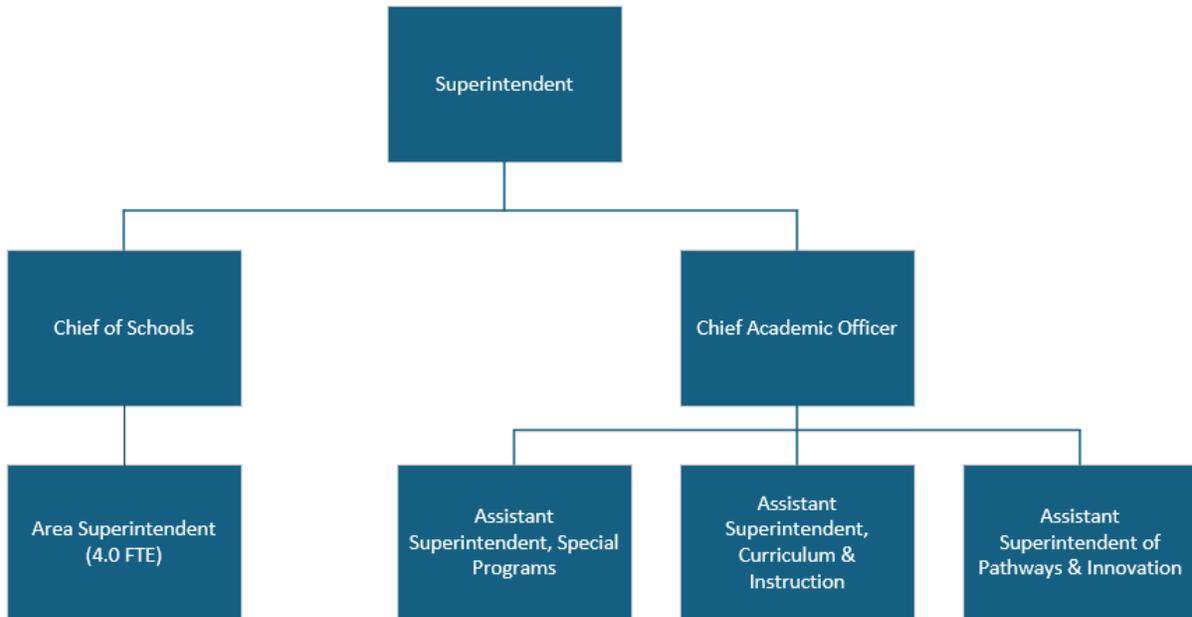
Source. LISD organizational chart

At the beginning of the 2024-25 school year, the district was reorganized to reflect an alignment of academics and school leadership under the Deputy Superintendent of Learning and Innovation, as depicted in Figure 33.

Figure 33. LISD Office of Learning and Innovation, 2024-25 Reorganization
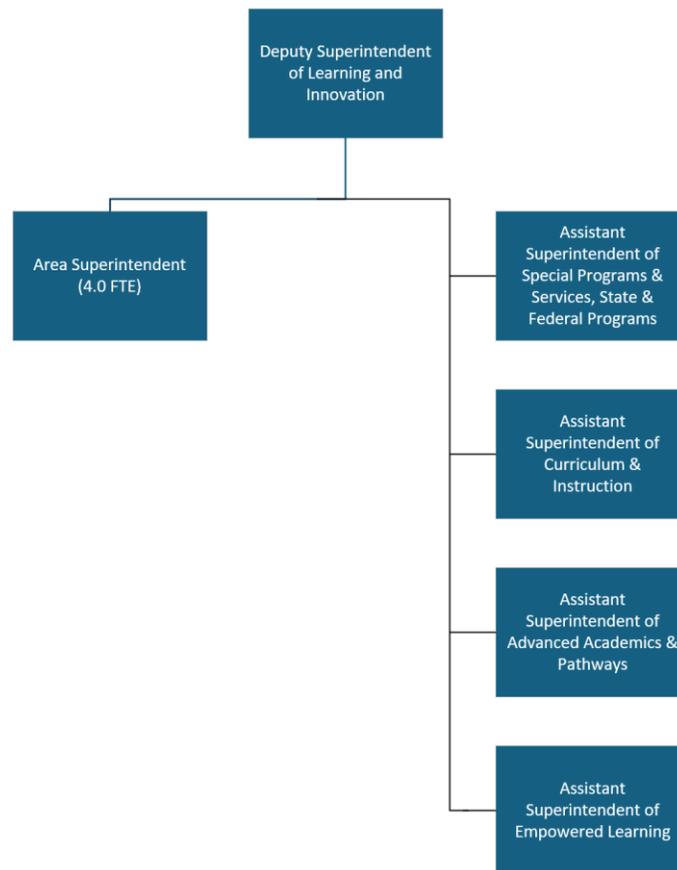
Source. LISD organizational chart

District staff identified this reorganization as a positive change that helped the district shift to a more consistent, singular academic direction and accountability. The audit team concurs. The organizational consolidation of leadership and academics provides consistent direction regarding instructional programming. District staff shared that Assistant Superintendents and Area Superintendents began meeting regularly in the 2024-25 schools year to ensure consistency of messaging to campuses and share knowledge of department-specific initiatives. Staff were able to share tangible examples of how this has improved communications with campuses.

The district's efforts to increase collaboration between curriculum staff and Area Superintendents were also evident in Gibson's campus interviews and instructional leader survey; 75% of respondents agreed or strongly agreed that expectations communicated by the Curriculum and Instruction Team and Area Superintendents are consistent (Figure 34).

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Figure 34. Instructional Leader Survey: "*The expectations communicated to me by the Curriculum and Instruction Team are consistent with the expectations communicated to me by my Area Superintendent.*"
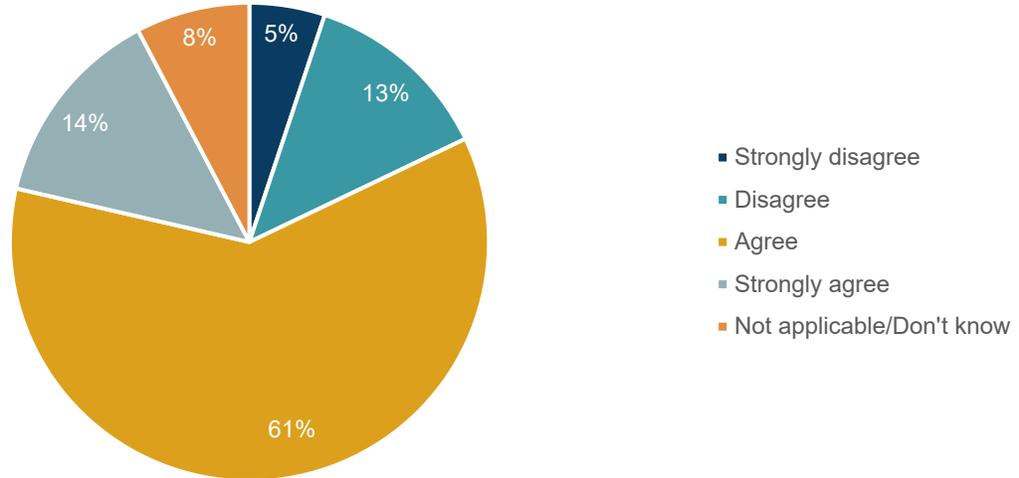
Source. Gibson Instructional Leader Survey

Change Management

The success of many of the district's initiatives will depend on its ability to effectively absorb and manage change. Change management is defined as the process, tools, and techniques to manage the people side of change in order to achieve a desired business outcome. Change management incorporates the organizational tools that can be utilized to help individuals make successful personal transitions resulting in the adoption and realization of change.

The Awareness, Desire, Knowledge, Ability, Reinforcement (ADKAR) model was founded by Jeff Hiatt after studying change patterns of more than 700 organizations and is used by thousands of change leaders around the world.[4] This model depicts five key stages in successful change management, from current to future domains (see Figure 35).

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[4] https://www.prosci.com/methodology/adkar.

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Figure 35. ADKAR Change Management Model
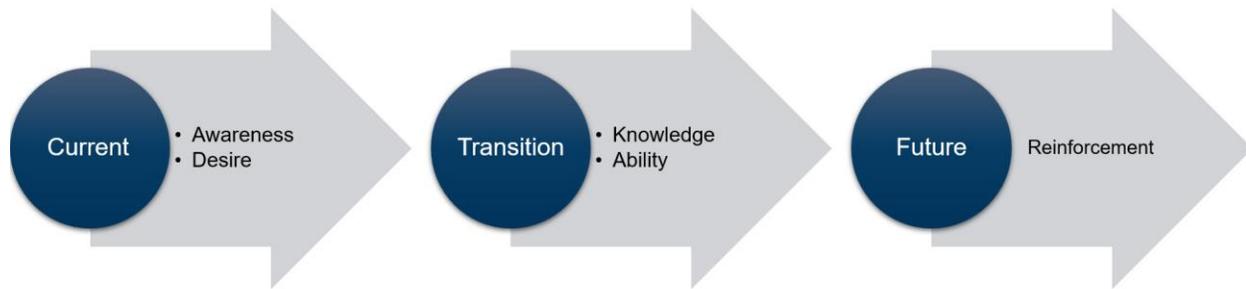
Source. ADKAR model, adapted by Gibson

Before the change happens, individuals in the organization should be made ***aware*** of the need for change, and a ***desire*** for the change should be cultivated as they understand the rationale behind the change. To make the successful transition, individuals in the organization must be given the ***knowledge*** of how to make the change and the ***ability*** to make the change in their environments, including the building of skills and removal of barriers. Finally, for the change to be lasting, the change must be ***reinforced*** through recognition and continuous monitoring.

Finding 1: LISD's approach to facilitating change has limited the effectiveness of district initiatives.

The district has struggled to make meaningful and lasting instructional changes due to a misalignment with the principles of change management, as defined by the ADKAR model. On the Instructional Leader Survey, 64% of principals did not believe that the district had an effective process for managing the introduction of new initiatives. The audit team found multiple examples – organized below using the three ADKAR model domains (current, transition, and future) – of ways the district's approach to change management has hindered the impact and staying power of its initiatives.

Current (Awareness and Desire)

To successfully facilitate change, stakeholders (or those affected by the change) need to be informed of the need for the change. Based on survey results, nearly half of all principals (47%) and 34% of teacher respondents did not believe that the district effectively communicates the rationale for new initiatives (Figure 36).

Figure 36. Teacher and Instructional Leader Surveys: "*The district effectively communicates the rationale for new initiatives.*"
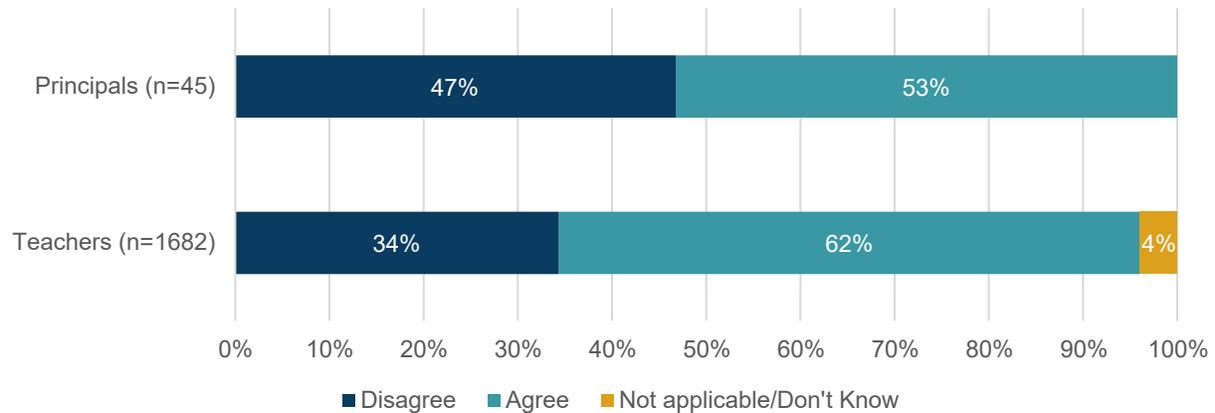
Note. The audit team collapsed the response scale from *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree.*

Source. Gibson Teacher Survey and Instructional Leader Survey

During interviews, campus administrators shared examples of not being made aware of the need for change. For example, the district published new data protocols for campuses to follow, but administrators were not made aware of the purpose of the additional data analysis. Because of this, administrators felt like this task was an additional 'to do.'

Before the change happens, districts must also foster a desire for change. One way this can be achieved is by gathering input from stakeholders. However, over one third (36%) of surveyed instructional leaders disagreed with the statement, "I provide input during the planning phase of new district initiatives" (Figure 37), suggesting that not all stakeholders may be given opportunities to provide input when changes are being proposed.

Figure 37. Instructional Leader Survey: *"I provide input during the planning phase for new district initiatives."*

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Not applicable/Don't know
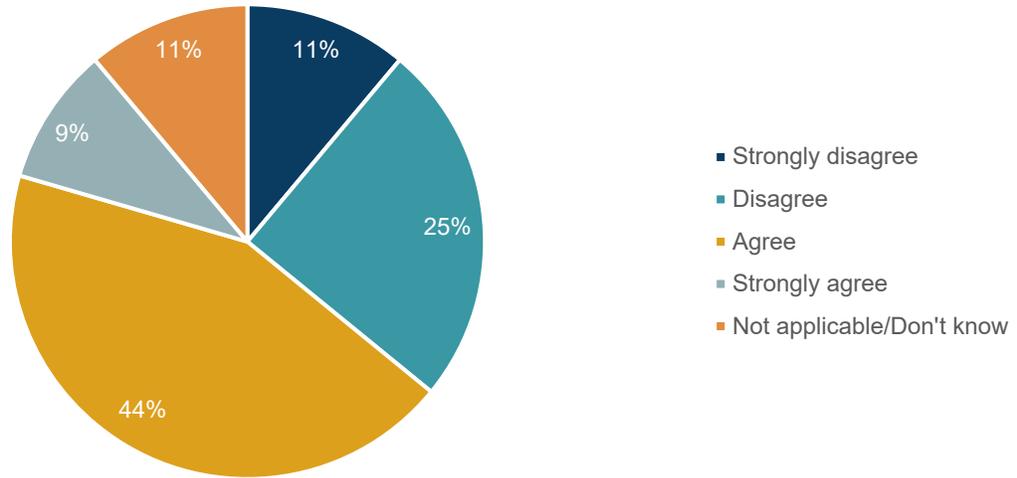
Source. Gibson Instructional Leader Survey

During Gibson's interviews, many instructional leaders expressed frustration regarding their lack of involvement in the selection and implementation of recent curriculum changes. As a result, principals were less likely to adopt district curriculum materials. Further, they reported a sense of mistrust stemming from the district's perceived doubt of instructional leaders knowing what is best for their campuses.

Transition (Knowledge and Ability)

Meaningful and lasting change is not spontaneous; stakeholders need to be provided with the necessary knowledge and information to facilitate the change. On the Instructional Leader Survey, 42% of principal respondents did not agree with the statement, "The district builds my capacity (for example, through professional learning) when we implement changes so that I have the tools to contribute." Specific to curriculum changes, 30% of all teacher respondents disagreed with the statement, "The district builds my capacity (for example, through professional learning) when the curriculum is changed so I feel prepared to enact the changes."

Ensuring that staff have the necessary resources to implement the change initiative was noted as an area of improvement for the district. On the Teacher Survey, 77% of teacher respondents disagreed that the district takes something off their plate before adding expectations/responsibilities, and 79% of instructional leader respondents disagreed that the district takes something off their plate before adding expectations implicated by the change (Figure 38).

Figure 38. Teacher and Instructional Leader Surveys – Resource Management Items
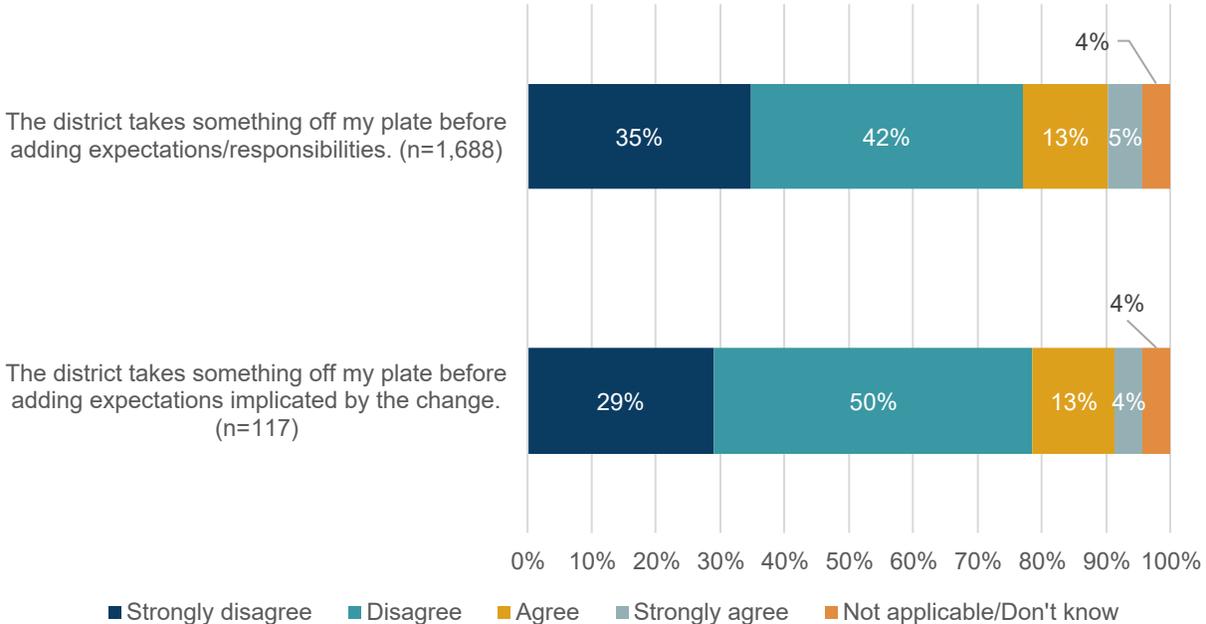
Source. Gibson Teacher Survey and Instructional Leader Survey

During interviews, principals and teachers described a disconnect between the vision and plans developed at the district level and the realities of what they can accomplish on their campuses. They agreed in theory with district plans but did not know how to execute them.

Many cited LISD's Strategic Plan and, more specifically, student portfolios as an example. LISD's current Strategic Plan spans 2022 to 2026. One objective included in the Strategic Plan is the development of student portfolios, which are intended to enhance student ownership of learning. In 2024-25, district leaders realized that inadequate progress had been made towards the goals in the Strategic Plan. After internal discussions, leaders identified that a primary issue was the fact that campus leaders did not understand how to implement the strategies described in the Strategic Plan. The audit team heard similar frustrations from campus leaders during interviews. Many felt that they were held accountable to unclear expectations and hadn't been given proper training or guidance to implement the changes described in the Strategic Plan.

This lack of clarity necessitated a new document, "Paint Done," which acts as supporting documentation to the Strategic Plan and clarifies owners, timelines, metrics and other accountability measures related to the goals in the Strategic Plan.

Future (Reinforcement)

Reinforcement through continuous monitoring is essential to change management. However, a significant challenge exists, as 67% of LISD principals report that the district fails to routinely evaluate the effectiveness of academic initiatives. This is particularly relevant when the district makes changes to its curriculum. While new teachers receive initial curriculum training, this support does not extend throughout the school year.

Without ongoing reinforcement, these teachers are more likely to default to the practices of their campuses, which may or may not align with district expectations.

Recommendation 1: Integrate change management practices for all major district initiatives.

When thinking about launching a new initiative or making a change in the district, the district should consider each of the components of the ADKAR model to ensure the district is well-positioned to implement the change.

- *Awareness:* Has there been clear and effective communication around why it is necessary to change?

- *Desire:* Has the district involved employees early in the change process to increase ownership over the change? Has the district communicated risks of inaction if the district does not make this change? Has the impact of the change been shared with all stakeholders?

- *Knowledge:* Has the district created and provided the necessary documentation to support the change? Has sufficient training been provided?

- *Ability:* Have gaps and barriers to implementation been addressed? Do all stakeholders have the necessary resources (including time) to make the change? Are district staff provided with feedback and coaching to ensure successful implementation?

- *Reinforcement:* Is successful implementation recognized and rewarded? Are there mechanisms in place to support continued implementation? Is the district collecting and addressing feedback provided about implementation?

LISD's rollout of the new science curriculum displayed many of the key principles of change management. The district spent one year preparing for the change, including understanding and communicating what makes a science curriculum effective. This helped to foster awareness around the need to change the curriculum and a desire for the change. Additionally, teachers were provided with extensive professional development around the new curriculum, including time to practice successful implementation of the curriculum. As the district continues its implementation of the new curriculum, they will need to reinforce the change through continued training and support, recognize the success of those who have implemented the change, and address any barriers to implementation that staff experience.

District Staffing

District central office staff play an essential role in the implementation of academic programming, including goal setting, execution support, and accountability for progress. These professionals provide critical infrastructure that enables schools to focus on their core mission of educating students. Central office staff develop district-wide policies that ensure consistency across campuses; offer specialized expertise in areas such as curriculum development, special education, and data analysis; and provide economies of scale for administrative functions like human resources, finance, and technology support. They also serve as crucial connectors between individual schools and broader educational stakeholders, including school boards and community partners.

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Finding 2: LISD's approach to staffing for district instructional leadership has strained support positions and limited their impact.

How a school district staffs its campuses and central office is entirely the prerogative of its superintendent and should support the strategic priorities of the organization. Since 2017-18, LISD has prioritized spending on campus-based positions, resulting in a "leaner" central office. This is reflected in Figure 39, which shows LISD's and peers' staff composition by position group in 2023-24. At 0.6% of its total staff, LISD has the second smallest central office on a percentage basis. Central administration captures more than instructional leadership; however, these percentages act as a relative metric for comparison.

Figure 39. Staff Composition by Position Group, LISD and Peers, 2023-24
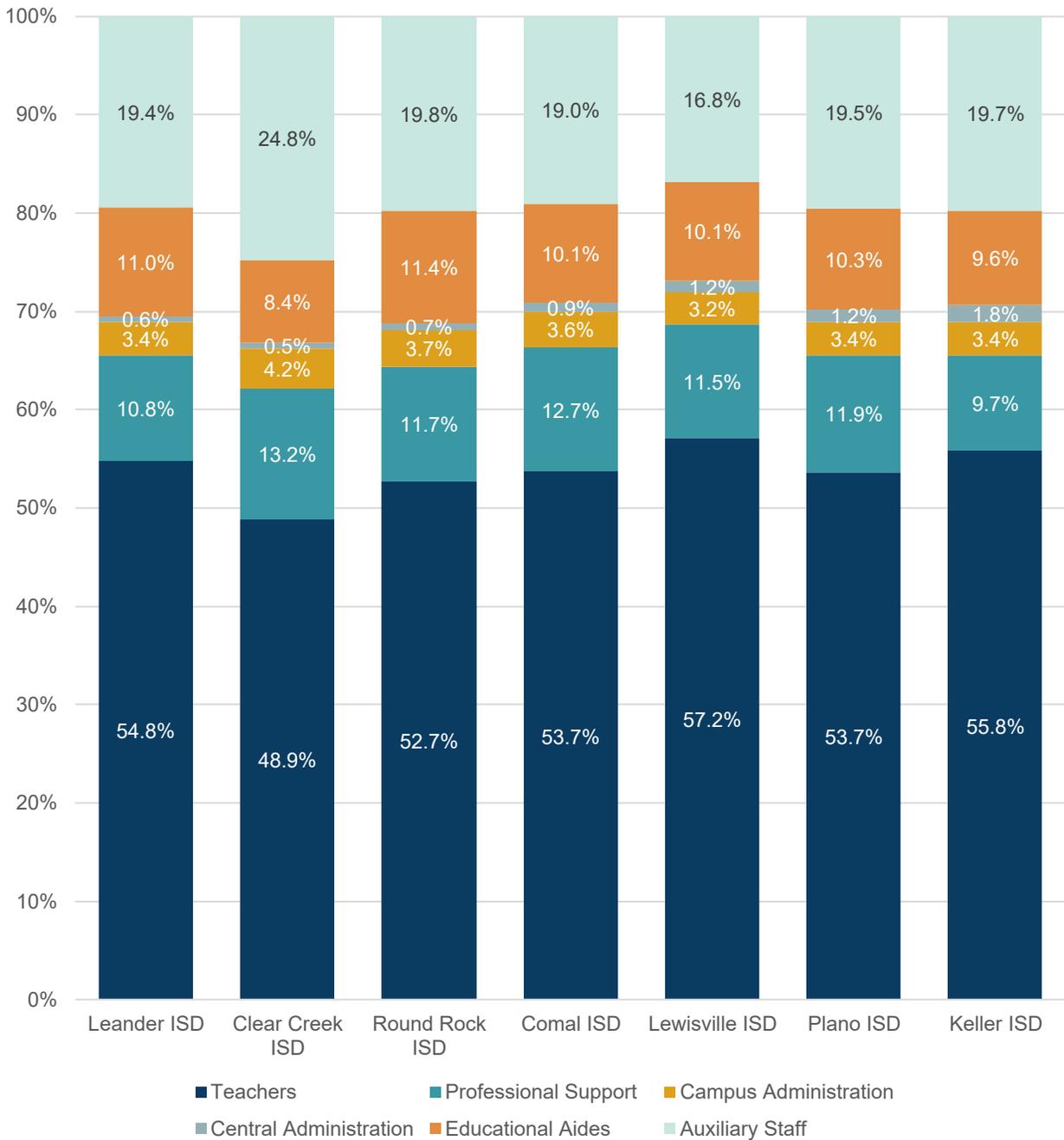
Source. TEA TAPR, 2023-24

Consistent with staffing data, LISD's expenditure data shows that the district is spending less on central office instructional leadership. Function Code 21 (Instructional Leadership) includes the following:

▪ Salaries for instructional supervisors, coordinators or directors for special populations/educational programs, assistant/deputy superintendents for instruction, instructional supervisors/program directors;

- Upkeep of and repairs to materials and equipment related to instructional leadership;

- Physicals or drug testing for personnel classified with Function Code 21; and

- Purchase of vehicles for instructional leadership purposes.

Nearly all of Function Code 21 (Instructional Leadership), for LISD and its peers, is comprised of the first bullet point – payroll costs. Figure 40 shows "21 – Instructional Leadership" expenditures per student for LISD and its peers in 2023-24. At $107.96 per student, LISD spends less than all of its peers on Instructional Leadership.

Figure 40. Instructional Leadership Expenditures (Function 21) per Student, Peer Comparison, 2023-24
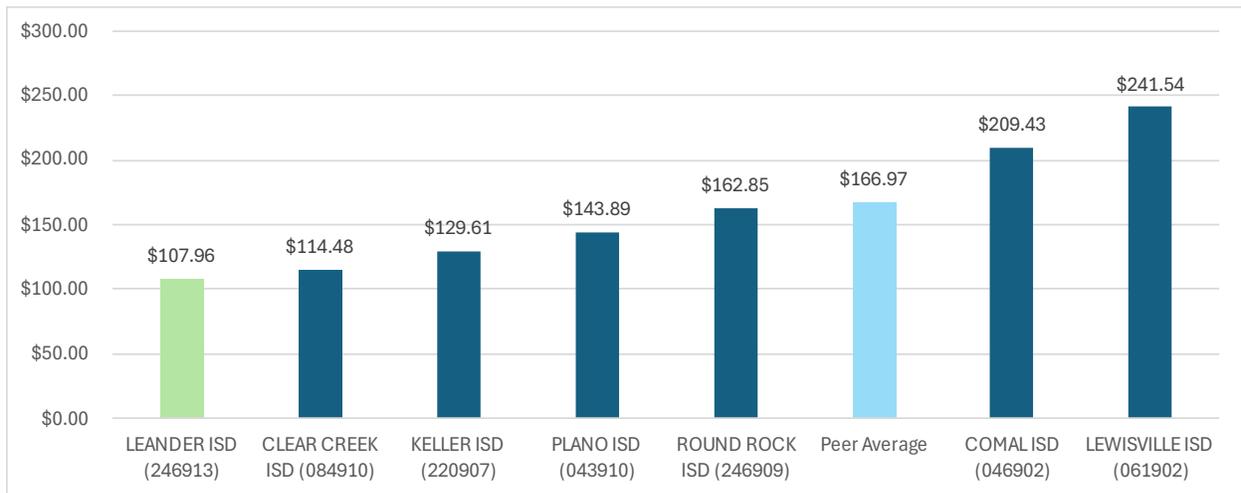
Source. TEA TAPR, 2023-24

Figure 41 shows that this is a continuation of a trend. Since 2019-20, LISD has spent less per student on Instructional Leadership than all of its peers.

Figure 41. Instructional Leadership Expenditures (Function 21) per Student, Peer Comparison, 2019-20 to 2023-24
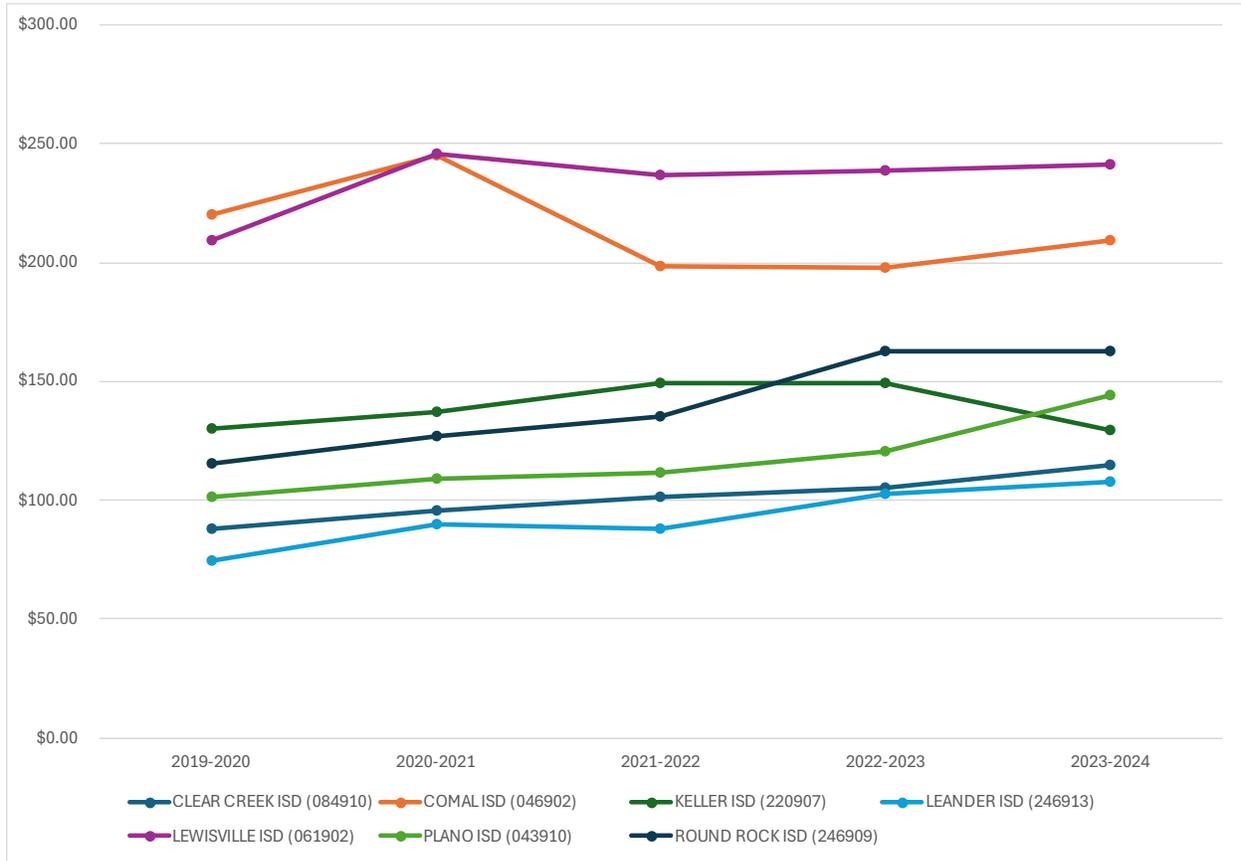
Source. TEA TAPRs, 2019-20 to 2023-24

There is nothing inherently wrong about a "leaner" central office and less Instructional Leadership expenditures. The issue, which was clear throughout Gibson's interviews and analysis, is that LISD's central office instructional leaders are still tasked with providing leadership, support, and accountability to campuses in the same way that they were when the district had half of its current enrollment. Job descriptions have not been updated to reflect the realities of instructional leaders' workloads.

For example, the district staffs two Elementary ELA Curriculum Specialist positions. The primary purpose of this role is to "develop, support, and continuously improve the elementary language arts curriculum program and support teachers and campus leaders in their understanding and implementation of the elementary language arts curriculum."[5] Each specialist position provides direct support to 13 campuses (four are supported by a coordinator), meaning on average they are supporting 650 teachers and classrooms. This type of ratio, for a position with individualized teacher support responsibilities, is unsustainable.

In the absence of discretionary funds to hire additional staff, the district needs to be highly efficient with every position. The foundation of positional efficiency is a clear job description that is aligned with strategic

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[5] LISD job descriptions.

priorities. However, LISD central office instructional staff job descriptions lack that clarity. For example, a major responsibility of all central curriculum positions is to provide instructional leadership and support to administrators and teachers regarding the alignment and implementation of LISD's curricula. The audit team heard different interpretations of what this leadership and support should look like, resulting in some curriculum staff spending 25% of their time on curriculum development/revision, with the remaining balance of time spent in classrooms or facilitating professional development.

During interviews, central office staff expressed concerns about their ability to perform their job duties and meet the instructional needs of the district, particularly with imminent staffing reductions.

Recommendation 2: Conduct a job analysis for the Office of Learning and Innovation.

In the context of the district's budget constraints and workforce reduction, the district should conduct a job analysis of all positions in the OLI. A job analysis examines the essential tasks, responsibilities, and qualifications associated with a job to ensure that the office is aligned with the district's strategic goals and is operating as efficiently as possible within the given context. Conducting a job analysis will also help to articulate what instructional responsibilities reside with the central office and which are the responsibilities of the campuses.

The steps of a job analysis, as defined by the Society for Human Resources Management (SHRM), are as follows:[6]

1. **Identify the purpose for the job analysis:** The purpose of this particular job analysis will be to ensure that the essential functions (as determined by the district Strategic Plan) of the OLI are assigned to the appropriate central office staff members and are of feasible scope given the current constraints of the district.

2. **Select the jobs to be analyzed:** All positions within the OLI should be analyzed.

3. **Gather information:** Information should be gathered from multiple sources, including via interviews and analysis of job descriptions. This process should include multiple stakeholders, including human resources staff and representatives from the OLI.

4. **Analyze the information:** Review and organize the data to identify the essential tasks and responsibilities necessary for each central office position to help the district to meet its strategic goals.

5. **Document the job analysis:** Create a detailed job description based on the analyzed data. The job description should clearly outline the duties, responsibilities, required skills, and qualifications for the job.

6. **Review and update:** Review and update the job analysis to ensure it remains relevant and accurate, particularly as the district context changes.

The results of the job analysis will clarify the appropriate staffing approach for the OLI (i.e., answer the question, "Do we have sufficient full-time equivalents [FTEs] to execute our responsibilities?"). Additionally,

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[6] Society for Human Resources Management (SHRM). *Job Analysis 101: Essential Steps to Define and Evaluate Roles.* Retrieved from https://www.shrm.org/topics-tools/tools/toolkits/performing-job-analysis.

conducting a job analysis of the OLI will ensure that the tasks aligned with the district's strategic goals are prioritized and assigned to the available positions in the OLI. It will also reduce strain on staff, as it will eliminate roles and responsibilities that are not prioritized or feasible for a position to manage during this period of workforce reduction.

Systems of School Support and Accountability

In the publication *District Leadership That Works: Striking the Right Balance* (Marzano & Waters, 2009), the authors identified the concept of "defined autonomy" as a critical success factor in a study of thriving districts. Unlike "earned autonomy," which is often based on the academic performance of a school, defined autonomy empowers leaders in the school organization to take ownership of their department/school/project and use their judgment to follow through on the vision and goals established by the superintendent and board. One of the hallmarks of this approach is a pervasive sense of accountability throughout the organization. District leaders are clear in their expectations and hold organizational members to a high standard in exchange for the freedom that comes with autonomy.

In districts with strong systems that support and guide the work of school principals, district leaders define autonomy for school principals in a way that empowers principals to drive improvement in their schools, while also balancing the bounds of the district's structures and expectations defined in board policy. For example, a district expectation might be that all schools implement PLCs. The autonomy is in "how" principals implement PLCs to address the unique context of their schools. There may be flexibility in how often PLCs meet, the work that takes place in the PLC, or the documents the PLCs are expected to keep. Without clearly defined expectations, it is difficult to support fidelity of implementation of the district's most important practices.

Finding 3: LISD has a highly decentralized approach regarding instructional practices that is adversely affecting implementation fidelity across the district.

In addition to claims made by central office staff, campus staff, and principals themselves, the audit team identified multiple examples of the decentralized approach to instructional practices.

- **Campus-based support positions** – LISD provides campuses with multiple support positions (e.g., reading specialists, math specialists, special programs coordinators), and the audit team witnessed a wide variance between campuses in how these positions are utilized. While some level of variance across campuses is necessary to meet the instructional needs on a campus, because of the level of autonomy, these positions are at times inappropriately utilized to perform administrative duties or work that is not specified on their job descriptions. The deployment of these positions on campuses is not led by a district-shared strategy of how these positions can most effectively work together to support high-quality instruction on a campus.

  – In particular, the district's instructional coach position has been negatively impacted by an inconsistent approach to staffing. According to district staffing formulas, all campuses are assigned one instructional coach regardless of enrollment. So, for example, an instructional coach may be responsible for supporting a campus with 400 students and 25 teachers, while another instructional coach may be responsible for supporting a campus with 2,600 students and 90 teachers. The district has not articulated how the major responsibilities and duties of

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the instructional coach should change on smaller or larger campuses; this task has been left to principal discretion. Because of this, instructional coaches at larger campuses tend to be more reactive in their work by supporting teachers in need of interventions, instead of providing proactive supports or active observation/feedback cycles to all teachers to improve instruction for all students. District staff reported that instructional coaches are turning over at high rates due to the complexities of the position, the inconsistent use of their position, and a lack of clear expectations. These high rates of turnover make it difficult to recruit for the position. Once able to make a new hire, these new instructional coaches required intensive training and support. The lack of district expectations for this position, and accountability to those expectations, is hindering the district from retaining qualified staff in this role.

- **Instructional resources and materials** – The district developed a list of approved instructional resources in 2024-25 as well as a formal procurement process for principals to follow. However, inadequate controls over the process have allowed principals and teachers to continue buying resources without the consent or knowledge of central administrators. Many campuses rely on their Parent Teacher Association (PTA) to fund instructional resource purchases, which are rarely reported to district officials.

- **Planning –** Principals have full discretion over how their teachers prepare for instruction. This includes the templates used for lesson planning, the process/timeline for submitting plans, and whether feedback is provided on the plans.

- **Curriculum –** Although the district has a formal written curriculum and adopted instructional resources, campuses judgmentally select what they use. One example is phonics instruction. LISD's official phonics curriculum is Fountas and Pinnell, but the audit team observed two other curricula being used during observations and, anecdotally, heard that there are more that are active across the district.

The decentralized approach described above is additionally problematic because principals are not held formally accountable to standardized performance indicators throughout the course of the year. In interviews with Area Superintendents and principals, the audit team heard multiple data points described (e.g., assessment scores, discipline numbers, etc.) as items that were monitored, but they were discussed on an "as-needed" basis (i.e., once something is a problem), and the frequency/content of these discussions varied widely across campuses.

Recommendation 3: Create and implement a decision-making framework.

To better hold instructional leaders accountable for district expectations and ensure consistency is used in instructional support staff, the district should create and implement a decision-making framework, guided by defined autonomy principles. This framework requires a clear definition of what decision making is centralized versus decentralized in delivering the district's instructional programs. Documentation of a single decision-making framework will help ensure that all district administrators understand the criteria for making certain decisions. Defining autonomy is particularly important when working with principals who are new to the profession or may need additional support and accountability. By defining autonomy, the district clearly delineates what the district expects of principals and what principals have the autonomy to decide for their campuses. At a minimum, decisions should be identified in the following four categories:

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- **Site-based decisions not requiring district administration approval**. These are decisions that can be made or approved independently by principals or their designees without intervention or approval by the district administration. These decisions might include teaching strategies used and assignments of special projects to staff.

- **Site-based selection from a list of district-provided options.** An example of a selection list is instructional software. Schools can be provided pre-approved choices of instructional software. Purchasing items that are not on the approved list could result in the inability of the district to effectively support software training and updates. Selecting from a list provides decision making flexibility within a framework that helps ensure districtwide efficiency and effectiveness.

- **Site-based decisions requiring district office approval.** Certain decisions, such as hiring or terminating school staff, require the approval of district administration to ensure compliance with state and federal laws and district policy.

- **District decisions.** There are certain decisions that should be made by the board or district administration and enforced at all schools. The requirements to use a district-wide curriculum and student assessments are examples of decisions that should be established through board policy (as the curriculum currently is) or through an administrative regulation (adopted by the Superintendent).

Lower-level instructional decisions, such as lesson plans, unit plans, instructional models, and PLCs, should be evaluated and placed on this framework to clearly identify decision-making authority and where flexibility is provided.

LISD should inventory the instructional decisions that need to be included in the scope of a decision-making framework. The process for determining decision rules should consider the following elements:

- Does state or federal law dictate the decision?

- Does board policy prescribe a decision?

- Do administrative regulations prescribe a decision?

- Does the decision affect the flexibility schools need to meet individual student needs?

- Who is technically capable of making the decision?

- Does the decision affect the district's immediate or long-term cost?

- What are the risks of making the wrong decision?

- Does the decision affect the ability of the central office to provide ongoing support?

- Could the decision have a ripple effect on other areas in the school system?

Some decisions, such as those relating to teacher professional development, may be assigned to more than one decision maker based on the type of training. The district may require certain professional development and leave other training to the discretion of the principal.

The audit team recommends the following framework (Table 8) as a starting point for instructional decision making. This template could easily be expanded to include other areas of decision making within LISD.

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Table 8. Suggested Decision-Making Framework for Instructional Decisions

Sample Decisions	Principal Decision	Principal Selection	District Approval	District Decision
Curriculum/Curriculum Guides				
Instructional Frameworks				
Instructional Models				
Unit Plans				
Lesson Plans				
Assessments				
Instructional Professional Development				
Professional Learning Communities (PLCs) - Use - Frequency/Length - Content				
Master Schedule				
Class Size				
Course Offerings (Secondary)				
Instructional Software				
Student Computer Devices				
Re-Assignment of Instructional Staff				
Hiring Instructional Staff (e.g., Teachers, Aides)				

Source. Gibson Consulting Group

Data-Driven Decision Making

Data analysis plays an important role in instruction by providing teachers and administrators with the information necessary to improve student outcomes and enhance teaching strategies. By analyzing student-level data, schools can identify achievement gaps, assess the effectiveness of educational programs, and respond to emerging student needs. The lack of adequate data analysis limits the ability of teachers and administrators to respond appropriately to challenges and barriers. Data helps ensure that district leaders have the information they need to make informed decisions regarding instructional strategies and student needs. As education continues to evolve, leveraging data analysis helps create more equitable and efficient learning environments that support student success.

Finding 4: The district inadequately uses data to assess progress, which limits its ability to close performance gaps between student groups.

One of LISD's goals, as stated in its Strategic Plan, is to "empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile." In order to empower

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students, educators must understand where their students are as learners. The first step in doing so is accessing learning data. LISD codified this relationship between empowered student learning and data in the district improvement plan (DIP). According to the DIP, the district was to identify and select a comprehensive data warehouse tool in the 2024-25 school year.

Due to budget constraints, the data warehouse strategy has been put on hold indefinitely. In lieu of a data warehouse, the district has attempted to address this strategy by finding ways to better utilize systems or creating manually updated dashboards. These efforts, however, have not fully addressed the issues that teachers, campus administrators, and district administrators experience in utilizing student academic performance data. Several of those issues are detailed below.

Data Accessibility

Nearly all the district staff that the audit team spoke to described difficulty navigating the numerous software platforms in use at LISD. In particular, they highlighted how it impeded their ability to gain a holistic view of student academic performance. Based on an analysis conducted by the district, in order to gain a comprehensive understanding of a student through their stored data, staff would need to access up to 10 different platforms. Another document provided by the district, entitled *Where Do I Find That Data? 2024-25*, lists all the platforms one must access and the number of personnel one must contact to locate specific data. Table 9 presents a summary of that document.

Table 9. Summary of LISD's *Where Do I Find That Data, 2024-25?* Document

Type of Data	Number of Platforms to Access	Number of District Contacts for Assistance
Universal Screeners	4	4
State and Other Local/National Assessments	7	6
Other Student Information	4	2
Other Campus Information	3	4

Source. Leander ISD *Where Do I Find That Data? 2024-25*

Teachers and campus support staff, in particular, noted how the cumbersome nature of this process impacted their ability to effectively do their jobs. For example, instructional coordinators reported not having access to the data they needed to best support the teachers on their campus.

Data Literacy

Gaps in data literacy were also identified as a barrier. On Gibson's surveys, 85% of teacher respondents believed that they used student-level data to guide their instruction, but a lower percentage of principals (64%) believed that teachers had the knowledge and skills to be effective in using data to inform instruction (Figure 42). This indicates there is some disconnect between teacher and principal perceptions about teachers' ability to use data.

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Figure 42. Teacher and Instructional Leader Surveys – Use of Data to Guide Instruction
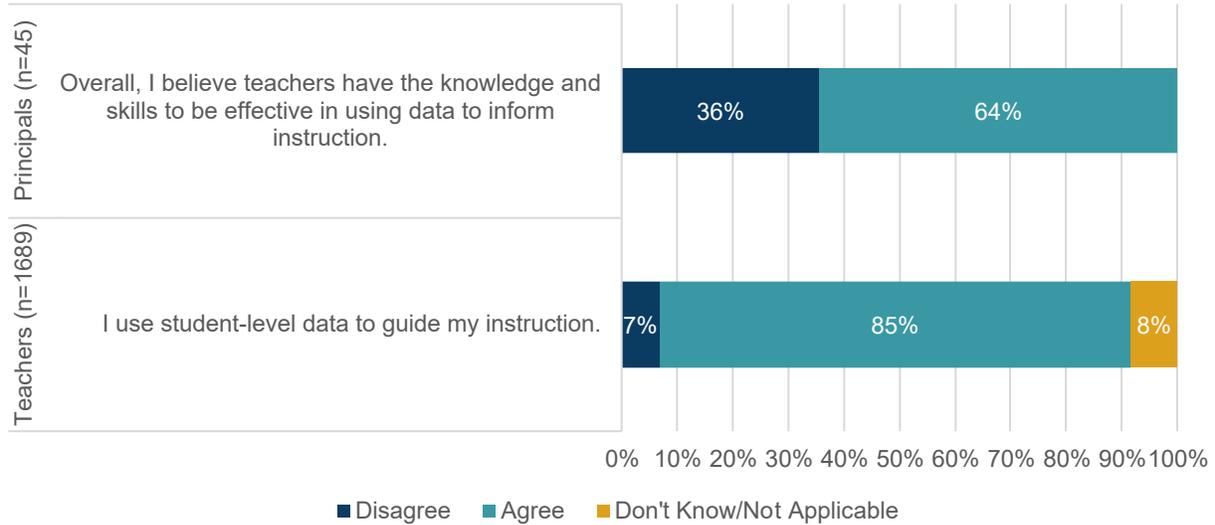
Note. The audit team collapsed the response scale from *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree*.

Source. Gibson Teacher Survey and Instructional Leader Survey

As a possible result of these data literacy gaps, much of the district's data analysis is conducted by one position: the Senior Coordinator of K-12 Measures. In Gibson's interviews, this position was consistently named as the sole source of meaningful data analysis at the district. Many LISD instructional leaders have data analysis activities listed in their job descriptions, but the Senior Coordinator of K-12 Measures is relied on as the primary source of data analysis. This does not promote shared data ownership and risks system sustainability if the individual in this position were to leave.

Data Protocols

On Gibson's Instructional Leader Survey, district principals reported not receiving clear expectations from the district around data analysis expectations for key district assessments. Over two thirds (67%) of principal respondents did not believe the district provided clear expectations for analysis and action planning based on the results of the Northwest Evaluation Association (NWEA) MAP assessment (K-12), and 64% of principal respondents did not believe the district provided clear expectations for the analysis and action planning based on the results of district assessments. Over half of principal respondents (56%) did not believe that teachers knew how to interpret data from the NWEA MAP assessment to set individual student growth targets (Figure 43).

Figure 43. Instructional Leader Survey – Assessment Analysis
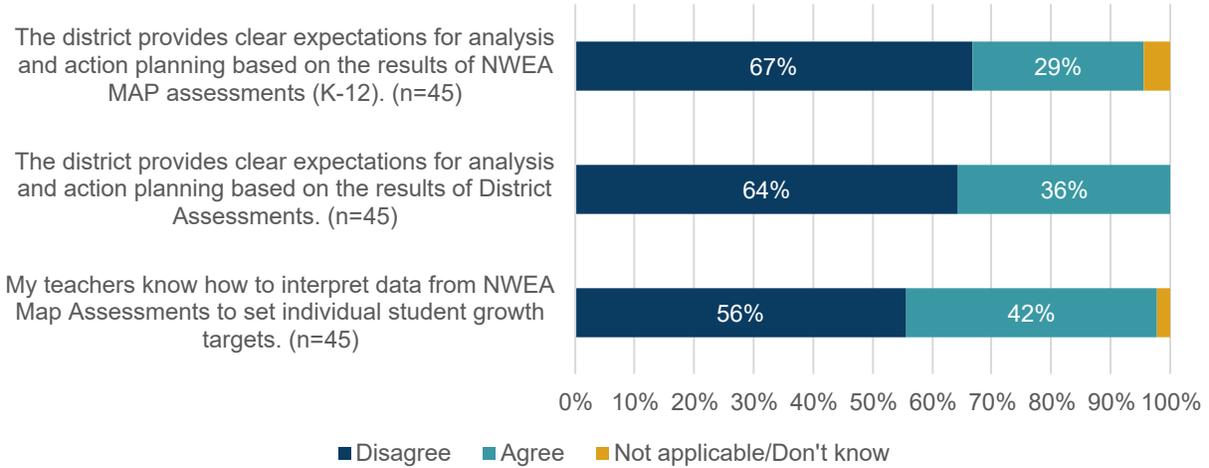
Question	Disagree	Agree	Not applicable/Don't know
The district provides clear expectations for analysis and action planning based on the results of NWEA MAP assessments (K-12). (n=45)	67%	29%	
The district provides clear expectations for analysis and action planning based on the results of District Assessments. (n=45)	64%	36%	
My teachers know how to interpret data from NWEA Map Assessments to set individual student growth targets. (n=45)	56%	42%	

■Disagree ■Agree ■Not applicable/Don't know

Note. The audit team collapsed the response scale from *Strongly agree*, *Agree*, *Disagree*, and *Strongly disagree*.

Source. Gibson Instructional Leader Survey

Consistent data analysis practices also do not seem to be regularly integrated into PLCs. The audit team observed multiple PLC meetings, none of which meaningfully unpacked student data. Additionally, based on Gibson's Teacher Survey, a little under one third (30%) of all respondents (n=1,679) disagreed or strongly disagreed that their PLC includes a weekly data review (Figure 44).

Figure 44. Teacher Survey: *"My PLC includes a weekly data review."*

- Strongly disagree (5%)
- Disagree (25%)
- Agree (36%)
- Strongly agree (17%)
- Don't know/Not applicable (17%)
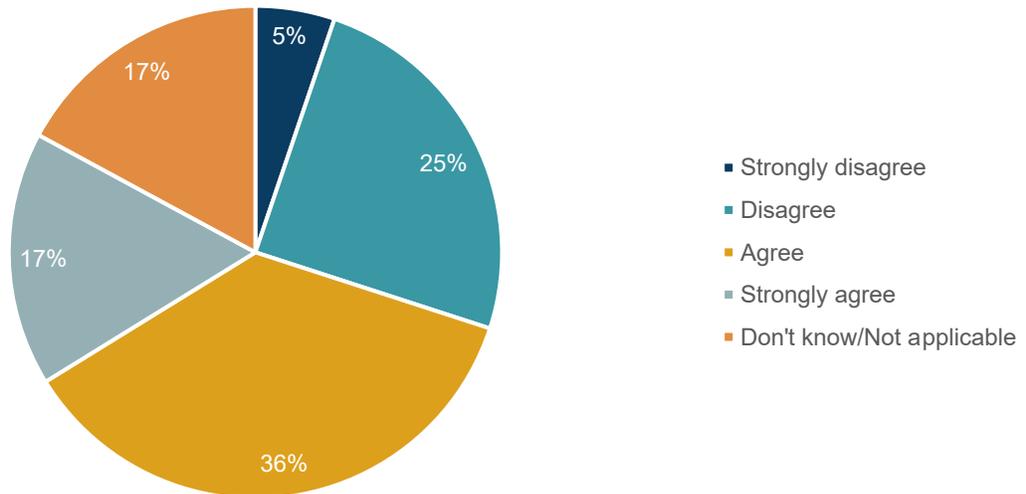
Source. Gibson Teacher Survey

Data is a vital resource for identifying, understanding, and remediating gaps in student learning. The data issues described above limit LISD's ability to identify and address achievement gaps between its campuses

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and student groups. Figure 45 presents LISD campuses on a scatterplot, positioned by the percentage of their students who scored "Meets" across all grades and subjects on the 2023-24 STAAR exam (x-axis) and their percentage of economically disadvantaged students. The dotted blue line shows a distinct relationship: LISD campuses with higher economically disadvantaged percentages have more students who did not meet grade-level academic standards.

Figure 45. Percentage of "Meets Grade Level" on STAAR and Percentage Economically Disadvantaged, LISD Campuses, 2023-24
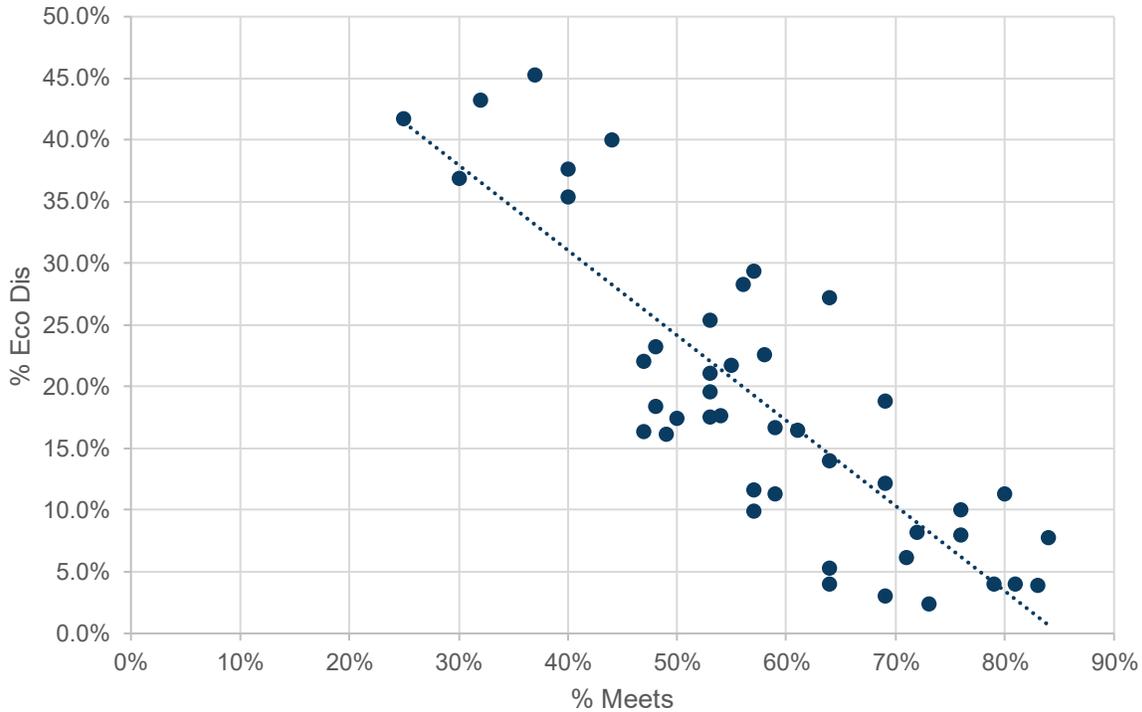
Source. District-provided economically disadvantaged percentage; TEA TAPR 2023-24

The relationship depicted above is not unique to Leander ISD. However, it is potentially more challenging to address in LISD for the reasons listed above, as well as the fact that LISD is a high-performing district (80% of its campuses were A or B schools in 2023).

A similar relationship exists at the student level. Figure 46 presents STAAR Reading performance scores for LISD third graders in 2023-24, disaggregated by select student groups (third grade reading scores are cited in many research studies as strong predictors of future academic success, including high school graduation and college enrollment). Seventeen percent of LISD third graders did not meet grade-level standards in 2023-24. In comparison, nearly half (48%) of students receiving SPED services, 36% of at-risk students, 33% of economically disadvantaged students, and 26% of EB students did not meet grade-level standards (Figure 46).

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Figure 46. LISD STAAR Reading Test Performance, Grade 3, Student Group Comparison, 2023-24

Student Group	Did Not Meet	Approaches	Meets	Masters
All Students (n=2,885)	17%	25%	32%	26%
Special Education (n=535)	48%	29%	16%	7%
At Risk (n=1,113)	36%	34%	22%	8%
Economically Disadvantaged (n=589)	33%	34%	23%	10%
Current EB/EL (n=375)	26%	28%	32%	14%
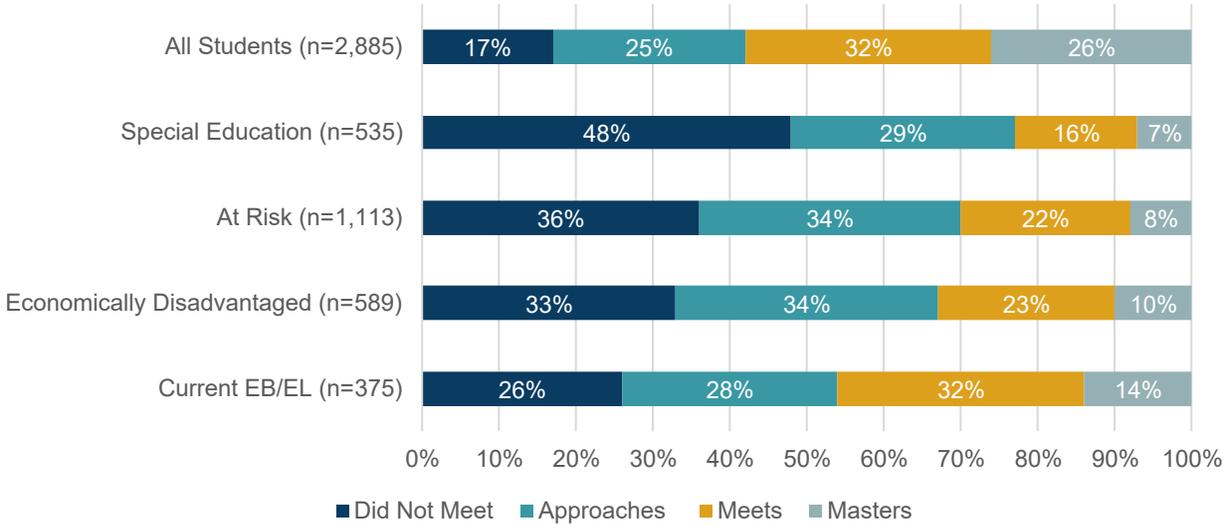
Source. Texas Assessment Research Portal

Gaps in academic performance results between student groups have persisted and, in some cases, increased in recent years. Figure 47 presents STAAR Reading Grade 3 results for all LISD students, special education students, and students identified as economically disadvantaged from 2021-22 to 2023-24. Forty-eight percent of special education students did not meet grade-level standards in 2021-22. This percentage decreased in 2022-23 but returned to 48% in 2023-24. Twenty-six percent of economically disadvantaged students did not meet grade-level standards in 2021-22; 32% scored "Did Not Meet" in 2022-23, and the percentage increased further – to 33% – in 2023-24. The audit team identified similar trends for at-risk and EB/EL students.

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Figure 47. LISD STAAR Reading Test Performance, Grade 3, Student Group Comparison, 2021-22 to 2023-24
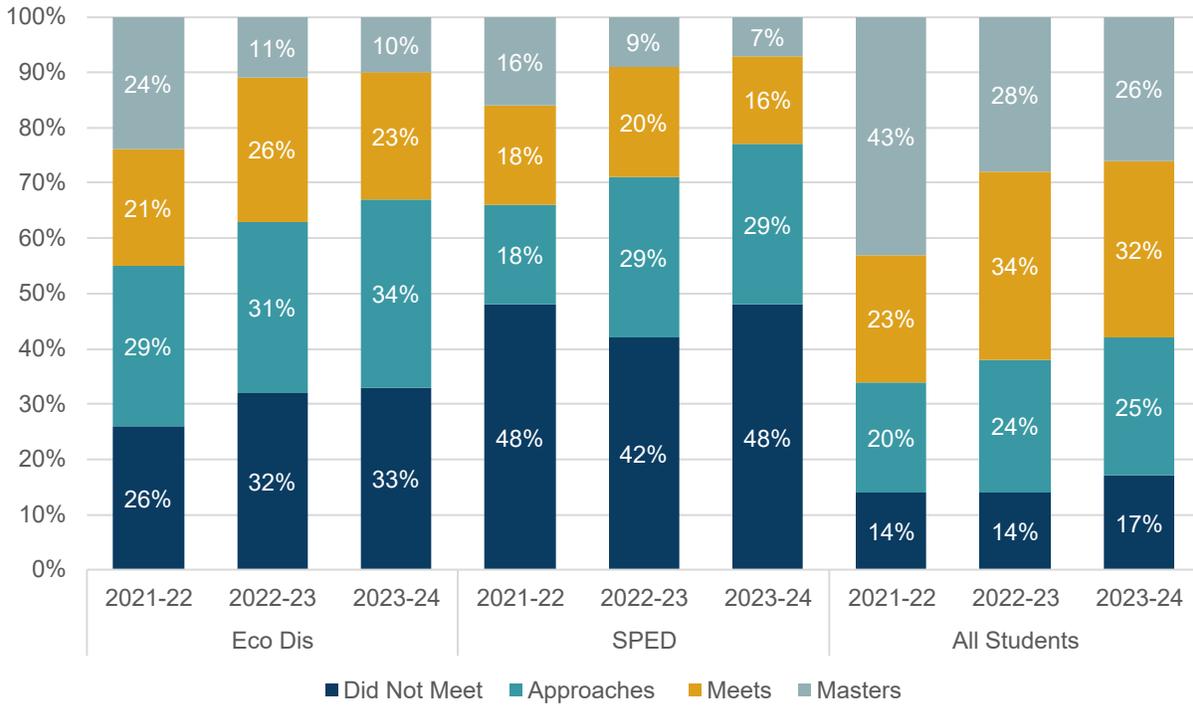
Source. Texas Assessment Research Portal

TEA's Result's Driven Accountability (RDA) system is a framework used to monitor and evaluate programs such as bilingual education, special education, and other programs serving special populations. Performance levels (PLs) on the RDA range from 0 to 4, with 0 being the highest PL and 4 being the lowest. Figure 48 presents LISD's Special Education, Other Special Populations (OSP; e.g., students in foster care, experiencing homelessness, and military-connected), and Emergent Bilingual PL counts from 2021 to 2024. Total PL counts have increased since 2021, and PL 3 indicators were rendered in 2024, suggesting that performance gaps have increased in recent years.

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Figure 48. LISD SPED, OSP, and EB Performance Level Counts, 2021-2024
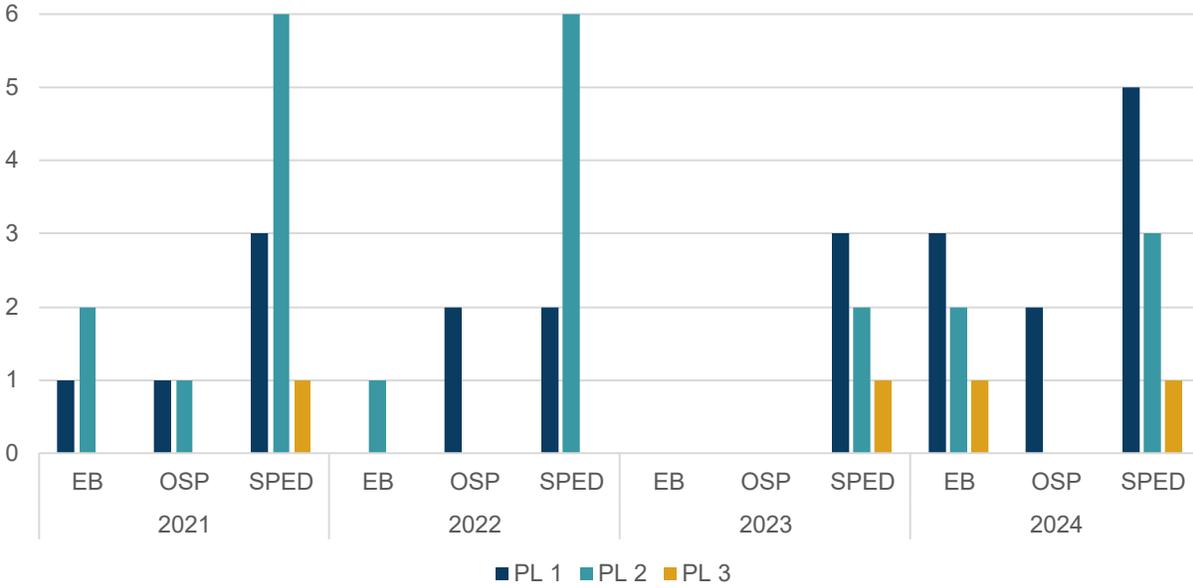
Source. TEA RDA

LISD's Office of Educational Access (OEA) maintains a dashboard that reflects many of the data elements discussed above (assessment data, discipline data, and attendance data, all disaggregated by race/ethnicity, economically disadvantaged percentage, or feeder pattern). In interviews with Gibson, LISD campus/central office administrators shared that they were aware of the dashboard but were not able to articulate how it drives decision making.

Recommendation 4: Promote data ownership across the district.

Without concerted efforts to analyze, understand, and act upon data, the data disparities shown above are likely to continue. By promoting data ownership, the district can make significant progress in closing performance gaps.

- Integrate the OEA dashboard into strategy conversations via PLCs, campus staff meetings, and district leader meetings.

- Accessible data is necessary to promote ownership over data. Considering current budget constraints, the district should continue to utilize its data dashboard, but efforts should be made to train stakeholders in their use and maintenance. Once funds are available, the district should pursue a central data warehouse.

- Increasing the data literacy of staff will also promote their ownership over district data. Structures and systems, such as data protocols for district assessments, should be put into place to reinforce rich data use. Analyzing student, class, school, and district data should be incorporated into PL opportunities, Area Superintendent campus visits, and mentor/mentee check-ins to build the capacity of staff. Additionally, a data review should be integrated into every PLC meeting to ensure instructional decisions are guided by student-level data.

Chapter 4: Curriculum Management

Curriculum management refers to the structured activities used to assess and adjust a district's curriculum. This Chapter addresses the district's written curriculum, taught curriculum, assessed curriculum, and monitoring of curriculum implementation.

Leander ISD Curriculum Philosophy

Curriculum philosophy is a set of values and principles that shape curriculum development. *Policy EH (LOCAL)* establishes that the LISD curriculum is designed with the belief that all students can achieve at high levels when provided with appropriate instruction, resources, and support. The district promotes a culture of innovation through its curriculum and instructional practices. It expects every educator to contribute to curriculum development through systematic, intentional processes, ensuring all students are prepared to excel in today's global society.

While board policy guides the global approach to teaching and learning, there are more granular levels of guidance that affect classroom instruction:

- **Instructional Model –** An instructional model identifies elements in exemplary teaching and provides teachers, school administrators, and district staff with a common language to recognize and communicate those elements.

- **Instructional Frameworks –** Frameworks of instruction, such as a literacy or math framework, are guidelines or sets of strategies based on teaching approaches. They organize strategies into a suggested and specific sequence of activities and provide a framework for how a teacher plans a lesson, identifying methods teachers and students use to achieve the learning target.

- **Year-At-A-Glance (YAG) –** A "YAG" in curriculum documents provides an overview of the academic year's key topics, themes, and objectives. It is a planning tool for educators that outlines what students will learn and when, including essential concepts, important dates, assessment timelines, and key events.

- **Unit Plans –** A unit plan consists of concepts and learning goals taught over a longer time; a unit plan can include several lessons, and a well-developed unit plan supports the transition into a weekly/daily lesson plan. Unit plans typically cover multiple weeks of instruction.

- **Lesson Plans –** A lesson plan is a detailed guide that outlines the teacher's objectives for what students will accomplish during the lesson and how they will learn it. Creating a lesson plan involves setting goals, developing activities, and determining what resources will be used. Lesson plans are typically developed for a week at a time.

- **Transfer Goals** – A transfer goal in a curriculum refers to objectives aimed at helping students apply what they have learned in one context to new situations or settings, focusing on transferring knowledge, skills, and attitudes from the classroom to real-world scenarios, problem solving, or other learning environments. These goals are crucial, as they emphasize deep understanding and

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the ability to adapt and utilize knowledge across various circumstances, rather than merely recalling facts.

This Chapter is divided into three sections for organizational purposes: Written Curriculum, Taught Curriculum, and Tested Curriculum.

Written Curriculum

The written curriculum articulates 'what' to teach and outlines the standards, big ideas, essential questions, and learning progressions for each content area. The OLI is responsible for developing and managing the LISD curriculum, including writing the curriculum and overseeing the periodic review and revision process.

LISD develops its own curriculum. The district Curriculum Team within the OLI is responsible for writing, updating, and supporting its implementation. The team is co-led by a Senior Director of Math and Science and a Director of Humanities, who report to the Assistant Superintendent of Curriculum and Instruction (currently vacant). The Curriculum Team includes 26 FTEs.

Table 10 presents the primary responsibilities of each of the positions in the Curriculum Team.

Table 10. Curriculum Team Positional Responsibilities

Position	Primary Responsibilities
Assistant Superintendent of Curriculum and Instruction (Vacant)	Provide instructional leadership and oversight for the development, implementation, evaluation, and continuous improvement of the EC-12 core instructional programs. Ensure that the written, taught, and assessed curriculum is aligned to the TEKS, Leander ISD's guiding documents, and principles of deeper learning.
Senior Director Math & Science, Humanities Curriculum* (1 FTE)	Plan and coordinate science, math, and humanities programs that are consistent in philosophy and instructional approach throughout Grades K-12. To facilitate and ensure the complete alignment of the written, taught, and assessed curriculum for K-12 science, math, and humanities. *Note: This job description is being updated to remove the reference to humanities.*
Senior Coordinators, Secondary and Elementary Math Curriculum (2 FTEs)	Provide district-wide leadership and coordination for all aspects of curriculum, instruction, assessment, professional learning, and materials support in the area of secondary/elementary math to enhance and maximize the learning opportunities for students.
Senior Coordinators, Secondary and Elementary Science Curriculum (2 FTEs)	Provide district-wide leadership and coordination for all aspects of curriculum, instruction, assessment, professional learning, and materials support in the area of secondary and elementary science to enhance and maximize the learning opportunities for students.
Specialists, Secondary and Elementary Math Curriculum (4 FTEs)	Develop, support, and continuously improve the secondary science curriculum program and support teachers and campus leaders in their understanding and implementation of secondary and elementary math curriculum.
Specialists, Secondary and Elementary Science Curriculum (4 FTEs)	Develop, support, and continuously improve the secondary science curriculum program and support teachers and campus leaders in their understanding and implementation of secondary and elementary science curriculum.

Position	Primary Responsibilities
Sr. Specialist, Science Materials Center (1 FTE)	Develop, establish, and manage the processes and systems involved in building, refurbishing, and distributing elementary science modules.
Director of Humanities Curriculum (1 FTE)	Plan and coordinate humanities programs that are consistent in philosophy and instructional approach throughout Grades K-12. To facilitate and ensure the complete alignment of the written, taught, and assessed curriculum for K-12 language arts and social studies.
Sr. Coordinators, Secondary and Elementary Social Studies Curriculum (2 FTEs)	Provide district-wide leadership and coordination for all aspects of curriculum, instruction, assessment, professional learning, and materials support in the area of social studies to enhance and maximize the learning opportunities for students.
Specialist, Social Studies Curriculum (1 FTE)	Develop, support, and continuously improve the secondary social studies curriculum program and support teachers and campus leaders in their understanding and implementation of secondary social studies curriculum.
Sr. Coordinators, Secondary and Elementary Language Arts Curriculum (2 FTEs)	Coordinate curriculum, instruction, assessment, professional development, and material support in the area of elementary language arts to enhance and maximize the learning opportunities for students.
Specialists, Secondary and Elementary Language Arts Curriculum (4 FTEs)	Develop, support, and continuously improve the secondary and elementary language arts curriculum program and support teachers and campus leaders in their understanding and implementation of secondary and elementary language arts curriculum.
Specialist, Elementary Literacy Support (1 FTE)	Support evidence-based literacy instruction through training and coaching around the science of teaching reading. Serve as blended facilitator, leading participants through the blended Texas Reading Academy model and establishing a virtual literacy community of educators that extends to campus PLCs.

Source. LISD job descriptions

Curriculum documents are housed digitally in Google Drive and can be accessed through the LISD elementary, middle, and high school curriculum websites.

LISD has a clear process for creating and revising the curriculum, as described in the LISD Curriculum Management Plan document. Revisions are typically made when there are changes to the content area TEKS or instructional resources, such as the recent adoption of the science curriculum resource. To enhance the Curriculum Team's efforts and incorporate a broader perspective, the team engages district teachers and instructional coaches to participate in summer work sessions as needed.

Figure 49 illustrates the steps involved in creating and maintaining the curriculum.

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Figure 49. LISD Curriculum Development Process

Curriculum staff and design teams analyze TEKS and other related content standards, define expectations, and group standards.	Design and develop a coherent Scope and Sequence to ensure vertical alignment of standards.
Design aligned assessments with connections to transfer goals.	Organize learning experiences that enable students to achieve desired results.
Create the curriculum template, which contains the essentials of the curriclum, needed for educators to design learning.	Identify and align resources to selected standards.

Source. LISD Curriculum Management Plan

The Curriculum Management Plan details a 10-year cycle for curriculum development and review that is based on the revised content standards from the TEA.

All grade levels and courses in LISD include a specific subject-area curriculum. The audit team was granted access to the district curriculum. To assess the scope and quality of the district's written curriculum, the audit team examined the curriculum components housed in the LISD curriculum and documents and resources accessible via links to the various curriculum components.

The LISD curriculum splash page is divided into three main categories: Curriculum, Instruction, and Assessment. Each category has hyperlinks for elementary, middle, and high school. To access the curriculum documents, teachers first select one of the three levels (elementary, middle, or high), then choose their specific grade level, and then select the content area they are interested in.

Figure 50 is an example of curriculum access for elementary teachers.

Figure 50. Elementary Curriculum Dashboard

Source. LISD Curriculum

The LISD Curriculum Management Plan describes a comprehensive process to ensure alignment with state content standards. Additionally, district instructional planning documents include multiple references to support alignment.

The following content areas are represented in the district's curriculum documents:

- Language Arts, Math, Science, Social Studies, and Work Languages/LOTE PreK-12;

- Electives;

- Fine Arts, Career and Technical Education (CTE);

- Health/Physical Education; and

- Advanced Pathways (including AP and IB).

There are two main curriculum documents: the higher-level YAG and the more detailed Essential Units of Study (EUS). Each content area is supported with a Vertical Alignment Document, Standards Clarification Document, additional resources and materials, and, for elementary reading/ELA and math, a suggested master schedule.

The following section provides an overview of each of these curriculum components.

Year-At-A-Glance

The YAG provides the "big picture" overview of the units of instruction to be covered over the academic year. Figure 51 shows the third-grade humanities YAG for the first nine weeks. The YAG establishes the

pacing of instruction and serves as the district's primary curriculum scope and sequence. Teachers link from the YAG into the more detailed EUS.

Figure 51. Social Studies Grade 3 YAG

	FIRST NINE WEEKS		SECOND NINE WEEKS		THIRD NINE WEEKS	FOURTH NINE WEEKS
TIMEFRAME	3 Weeks	1 Week	2.5 Weeks	2.5 Weeks	4.5 Weeks (21 Days)	7 weeks
ESSENTIAL UNIT OF STUDY	Government in our Communities	Celebrate Freedom Week (Must be taught the week of Sept. 17)	Entrepreneurs in a Free	Personal Economics (Integrated Math/SS unit. This unit must be taught in the 1st, 2nd or 3rd nine weeks.)	Heroic Figures Who Made Our Community What is is Today (Includes Harriet Tubman DBQ, which lasts 10 of the 22 days)	Earth's Interaction
CONTENT TOPICS	State and Federal laws require the celebration of Freedom week dedicated to the study of our country's Founding documents, to include the Declaration of Independence and the U.S. Constitution, including the Bill of Rights. Students will understand the basic structures and functions of the various levels of government and their role as a citizen.		Students will learn about specific individuals that created innovations that run our economy and scientists' influence on society. In this unit, students will learn about money and budgets. They will understand the purpose of earning, spending, saving and donating money and how a personal budget is created and used.		During this unit, students will learn and understand what characteristics of good citizenship are exemplified by heroic figures and organizations and how these figures contributed to the community we are a part of today. Students will also learn about how celebrating different cultures impacts our community.	Students will build on their knowledge of how people adapt, modify and use the physical environment in which they live and how that physical environment may change, including natural resources. They will investigate the impact of people, organisms, and events on the physical environment. Students will explore, investigate, and compare landforms found on Earth and the rapid changes landforms undergo.
TEKS	Social Studies TEKS 3.1A 3.2AB 3.7ABC 3.9ACD	Social Studies TEKS 3.1A 3.8AB	Social Studies TEKS 3.1A 3.6D 3.13AB	Social Studies TEKS 3.1A 3.5AB 3.6ABC **Math TEKS** 3.9ABCDEF	Social Studies TEKS 3.1 ABC 3.9 ABCDE 3.10 AB 3.11AB 3.12A	Social Studies TEKS 3.3 ABC 3.4 ABC 3.6 AB **Science TEKS** 3.7 ABC
ONGOING TEKS	3.14 ABCDEF 3.15 ABCDEF 3.16 AB		3.14 ABCDEF 3.15 ABCDEF 3.16 AB		3.14 ABCDEF 3.15 ABCDEF 3.16 AB	3.14 ABCDEF 3.15 ABCDEF 3.16 AB
RESOURCES	Studies Weekly: 1, 5, 7, 8, 9, 10, 11, 13 DBQ: "What Types of Citizen does a Democracy Need?"	DBQ - "Which Founding Document Should We Celebrate More: The One That Gave Us Our Freedom OR The One That Protects Our Freedom?"	Studies Weekly: 27, 28, 30, 31 DBQ - "Which Entrepreneur Made the Biggest Contribution to	Studies Weekly: 24, 25, 26, 27 Choose Your Own Adventure Template, Fitness for Life Income	Studies Weekly: 4, 12, 21, 23, 29 DBQ: "What Was Harriet Tubman's Greatest Achievement?" Kagan Structures, EduProtocols, Gale Library (password: leanderisd) Studies Weekly Resource Page:	Studies Weekly: Weeks 14, 15, 16, 17, 18, 19

(table header: 3rd Grade Social Studies YEAR AT A GLANCE)

Source. LISD Curriculum

Essential Units of Study

The curriculum for each content area is anchored in the EUS, based on the Understanding by Design (UbD) model. The UbD model is a framework for designing curricula and lessons, focusing on deep understanding and long-term learning. It is sometimes called "backward design" because it starts with the end goal in mind, rather than beginning with activities or content.

Three stages of UbD are explicit in the EUS's design:

- Stage 1. *Identify Desired Results* – This unit stage describes the Understandings, Essential Questions, and the Knowledge and Skills statements.

- Stage 2. *Determine Acceptable Evidence* – This unit stage provides various methods of assessing student learning, including demonstrations of learning.

- Stage 3. *Plan Learning Experiences and Instruction* – This unit stage includes suggested teaching activities, which vary in detail based on the content area, with reading/ELA being the densest.

The EUS, organized by week, acts as the unit plan for teachers, enabling them to create lesson plans that turn the units of study into daily instructional objectives. The district does not provide an "official" template for lesson planning, so each campus develops its template and expectations based on teacher input and

guidance from campus leadership. Each unit includes common misconceptions, academic vocabulary, and instructional resources that inform the daily lesson plan.

Figure 52 depicts the first page of a Grade 3 reading/ELA EUS.

Figure 52. Grade 3 Reading/ELA Essential Unit of Study

Source. LISD Curriculum

Vertical Alignment Document

The Vertical Alignment Document outlines how standards and learning objectives are interconnected across different grade levels or course sequences. It ensures a coherent progression of knowledge and skills from one grade or level to the next, helping teachers understand what students should learn at each stage and how those concepts build on each other over time.

Standards Clarification Document

The Standards Clarification Document provides detailed explanations and examples of specific educational standards. Its purpose is to help teachers understand the intent of each standard, clarify the skills and concepts that students are expected to master, and provide guidance on effective instructional strategies.

Elementary Master Schedule

The Master Schedule for elementary provides guidance for teachers regarding the time to spend in a given content area to maintain the pacing of the units of study. This is particularly relevant for the literacy and math instructional frameworks.

Additional Materials

Additional resources, including textbooks, software, and other supplementary materials that align with the district's curriculum objectives and priorities are integrated into the written curriculum.

Finding 5: The curriculum is difficult to navigate, which decreases teachers' inclination to use it.

A well-designed curriculum serves as the foundation for effective teaching and learning. It provides a clear roadmap that aligns educational goals with instructional activities and assessments, ensuring students develop knowledge and skills in a coherent, sequential manner. When thoughtfully structured, the curriculum helps teachers efficiently allocate time and resources while adapting instruction to diverse learning needs. A curriculum that is difficult to navigate or use can complicate instructional planning by causing teachers to spend excessive time decoding requirements rather than designing effective lessons. It can also create challenges in properly prioritizing content, adapting to student needs, and aligning assessments with instruction.

The audit team identified the following issues:

- *Difficult to navigate.* Once teachers locate their grade level and content area YAG on Google Drive, more navigation is needed to reach the curriculum document level that informs the weekly and daily teaching cycle. Some principals reported that teachers may have as many as 17 tabs open to plan a reading/ELA lesson. This is particularly challenging for K-2 elementary teachers who plan for all four content areas.

- *Too much content.* The density of the content makes it overwhelming to understand, and for the curriculum writers, difficult to maintain. This challenge was noted by multiple stakeholder groups who participated in Gibson's interviews.

- *Difficult to access some resources.* Based on input from interviews and focus groups, some links to digital resources are broken, subscription accounts have expired, or access to the resource requires password access that teachers do not have.

- *Bypassing essential components of the curriculum.* Deep execution of the district's curriculum includes teacher execution and reflection on the first two stages of the UbD model (Desired Results and Determining Acceptable Evidence). To expedite the planning process, teachers tend to spend little time at Stages 1 and 2 and instead move directly to Stage 3. This practice undermines the intentionality and coherence of instruction, making it less likely that students will achieve deep, meaningful learning and increasing the likelihood of unfocused and ineffective instruction.

During Gibson's interviews, LISD teachers voiced numerous concerns related to navigating the curriculum, particularly ELA curriculum documents. In the Teacher Survey, roughly 30% of elementary and high school teachers found navigating the district's curriculum challenging (Figure 53). This is particularly burdensome

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for elementary teachers, who have multiple subjects for which to prepare every day (i.e., teachers in Grades K-2 plan lessons in four content areas, and teachers in Grades 3-5 focus on two content areas).

Figure 53. Teacher Survey: *"The district curriculum is easy to navigate."*
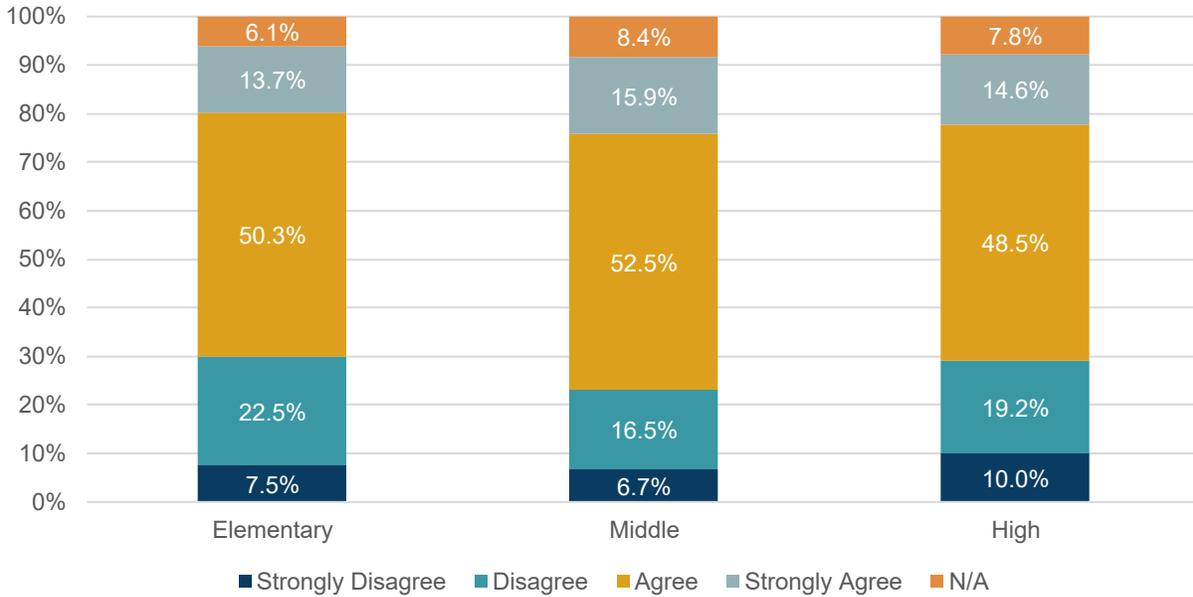
Source. Gibson Teacher Survey

Efforts have been made in the secondary math content area to simplify the curriculum documents while keeping essential components intact. Principals recognized this as a step in the right direction and indicated a desire to see other content areas follow. Figure 54 depicts the landing page for secondary math, which, with its straightforward design and minimal text, stands in contrast to the elementary pages for ELA and math (Figures 55 and 56).

Figure 54. Secondary Math Login Page
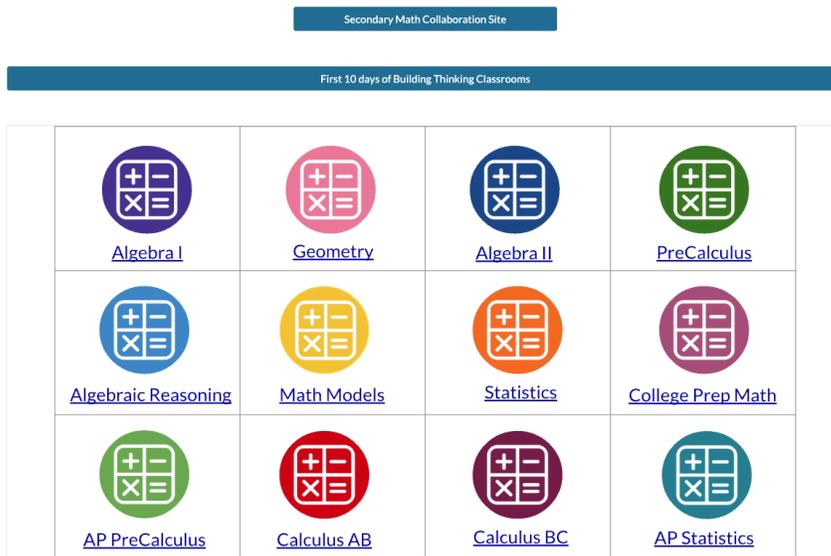
Source. LISD Curriculum

Figure 55. Elementary Math Login Page

Source. LISD Curriculum

Figure 56. Elementary ELA Login Page

Source. LISD Curriculum

Inconsistencies in design elements across content areas can lead to several negative consequences. These design inconsistencies not only hinder efficiency and accessibility, but also impact professional development, collaboration, and district identity. For example:

- *Inefficiency for Teachers* – Teachers who teach multiple subjects (e.g., elementary or cross-disciplinary teachers) may need to adjust to different formats, increasing preparation time.

- *Inconsistencies in Accessibility* – Different visual styles might lead to accessibility issues if some designs are less readable or inclusive (e.g., color contrast, font choices, layout variations).

- *Professional Development & Collaboration Issues* – Training and cross-subject collaboration might be less effective if teachers work with different visual designs, even if the structure is aligned.

- *Branding & District Identity* – A lack of a unified look may create inconsistencies in how the district presents itself to students, parents, and stakeholders.

The curriculum design and navigation issues described above appear to be contributing to low usage levels as a guide for planning and delivering instruction in LISD. This may also encourage teachers to access resources outside of the curriculum that may or may not align with the standards or the level of rigor expected by the standards.

Figure 57 illustrates the extent to which teachers use the various curriculum documents when planning instruction. The curriculum component with the highest use is the EUS, with 60.5% of teachers stating that they always use the EUS when planning instruction. The component with the lowest reported usage was embedded lessons, with 18.8% of teachers stating they rarely or never use this component.

Excluding the EUS, this survey data suggests underutilization of most of the district's core curriculum documents. According to the Teacher Survey, 48.5% of teachers do not routinely use the YAG, 49.6% do not regularly utilize instructional models, 48.9% do not consistently access instructional resource links, 39.5% do not frequently use curriculum-based assessments, and 53.5% do not routinely engage with embedded lessons. Gibson's survey data, in conjunction with the information gained via interviews, signals a need for further evaluation of the curriculum to ensure that it meets the needs of teachers and enhances their instructional practices.

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Figure 57. Teacher Survey: *"When planning the delivery of instruction, how often do you use the following components of the District Curriculum?"*

Component	Never	Rarely	Sometimes	Always	N/A
Content Area Models of Instruction	6.7%	10.5%	32.4%	30.3%	20.1%
Embedded Lessons	6.2%	12.6%	34.7%	27.8%	18.6%
Curriculum-based Assessments	4.1%	6.7%	28.7%	41.3%	19.2%
Year At A Glance (YAG)	4.1%	10.7%	33.7%	36.5%	15.1%
Links to Instructional Resources	3.7%	8.8%	36.4%	38.8%	12.2%
Essential Units of Study	2.0%	4.4%	18.6%	60.5%	14.5%
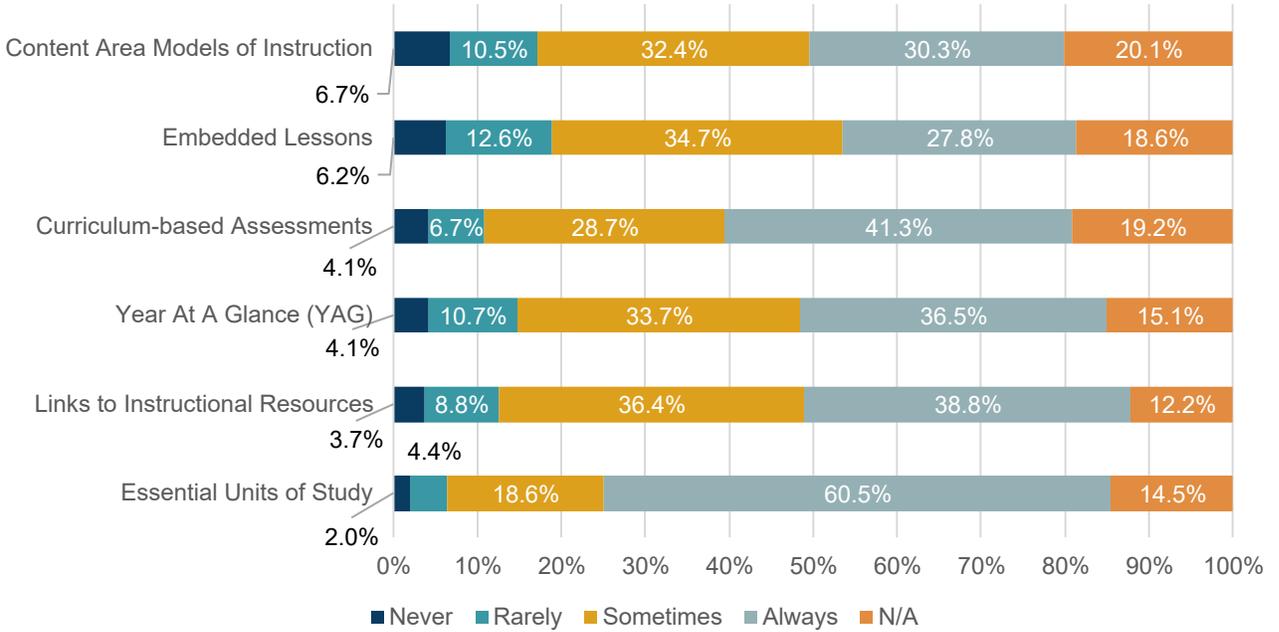
Source. Gibson Teacher Survey

Recommendation 5: Redesign the LISD curriculum system.

To address these challenges and improve overall usability, the district should enhance its curriculum design by adopting a more unified and consistent approach across all content areas. When redesigning the curriculum content interface, factors to consider include:

- Create a unified design for all core content areas. This is especially important for elementary teachers who plan instruction in multiple content areas and must navigate different layouts and designs;

- Minimize the number of "clicks" it takes teachers to access the documents they need to begin their planning process;

- Reduce the "noise" by only including essential documents and resources. This will address the issue of too much content that makes it hard to find what's most important; and

- Poll teachers about the features they want to keep and the ones they want to eliminate.

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Finding 6: LISD's curriculum documents lack requisite components to support teachers in differentiating instruction.

According to research conducted at the University of Virgina,[7] there are three distinct levels embedded in a district's curriculum, all of which build on each other:

- **Foundational Execution Level** defines, at a minimum, what a district must have in place both in terms of curriculum components and design strategy to support standards-based instruction. With a solid foundation in place, the district can enhance and improve the curriculum over time.

- **Core Execution Level** builds on the foundation by adding additional curriculum components such as aligned instructional resources and units of instruction based on a solid design, such as backwards planning, differentiation strategies, sample formative assessments, and exemplars of student work.

- **Deep Execution Level** is more difficult to achieve and is reflective of an advanced district response to providing teachers with a rigorous curriculum with all of the resources necessary to plan and deliver high-quality instruction. This level includes components such as cross-curricular connections, technology integration, enrichment and re-teaching strategies, and a design process that provides for a structured annual review that includes opportunities for stakeholder input.

To assess the scope and quality of the district's written curriculum, the audit team examined the curriculum components using criteria for each execution level. Table 11 shows the rubric used by the audit team. The results indicate that LISD's written curriculum meets the standards of Foundational Execution Level requirements, but it lacks a number of essential elements at the Core and Deep Execution Levels.

Table 11. Assessment of LISD K-12 Curriculum Components Identified at Foundational, Core, and Deep Execution Levels

Execution Level	Reading/ ELA	Math	Science	Social Studies
Foundational Execution				
Curriculum team with specific meeting dates	√	√	√	√
Curriculum rationale developed and communicated to stakeholders	√	√	√	√
Clear expectations for implementation that have been communicated and monitored	√	√	√	√
State standards arranged in sequential order indicating suggested time for teaching, assessing, analyzing results, and re-teaching	√	√	√	√
Vertical alignment documents at least one grade level above and below	√	√	√	√

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[7] The University of Virginia has a nationally renowned school turnaround program that partners with school district leadership teams to address the district conditions, systems, and processes essential for schools to thrive and improve.

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Execution Level	Reading/ELA	Math	Science	Social Studies
Standards grouped, classified, and bundled conceptually	√	√	√	√
Priority content, process, and if included, value standards identified	√	√	√	√
Gap analysis protocol competed to ensure all standards are included	√	√	√	√
Documents are accessible and user-friendly	√	√	√	√
Core Execution				
Grade-level text resources are identified and include suggestions for differentiated needs	√	√	√	√
Essential questions/understandings identified	√	√	√	√
Academic vocabulary included	√	√	√	√
Common error and misconceptions identified	√	√	√	√
Sample formative assessment questions, performance tasks, and grading rubrics	√	√	√	√
Internal and external resources aligned to district curriculum and state standards identified	√	√	√	√
Strategies for ELL, advanced, and special needs students included	x	x	x	x
Exemplar lessons and student work	x	x	x	x
Appropriate text level resources identified	√	√	√	√
Deep Execution				
Technology integration lessons/activities included or linked to each standard	√	√	√	√
Enrichment and re-teaching resources identified and updated regularly	x	x	x	x
Suggested instructional strategies for differentiation identified for each standard	x	x	x	x
Cross-curricular connections and suggestions for implementing included	√	x	x	√
Exemplars, or ideal student responses to performance tasks, included	x	x	x	x
Strategies and suggested resources that support culturally responsive pedagogy	x	x	x	x
Written protocol for annual review and update that includes data-based feedback and opportunities for stakeholder input	x	x	x	x

Note: *√ indicates that the component is addressed; "X" indicates that the component is missing or not fully developed.

Source. University of Virginia School Transformation Program, 2019

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At the Core Execution Level, a curriculum should identify differentiation strategies for special populations, such as EB/EL students, G/T students, and students with an IEP. During interviews and focus groups, the audit team heard several concerns regarding the lack of explicit strategies to address the needs of EB/EL or SPED students as well as students in need of more challenging work. Teachers indicated that it was up to them to find and make any necessary modifications. This information was corroborated in Gibson's survey and the audit team's examination of curriculum documents. As shown in Figure 58, 38.7% of teachers disagreed or strongly disagreed that the district curriculum system includes adequate resources to help them differentiate instruction according to student needs.

Figure 58. Teacher Survey: *"The district curriculum system includes adequate resources to help me differentiate instruction according to student needs."*
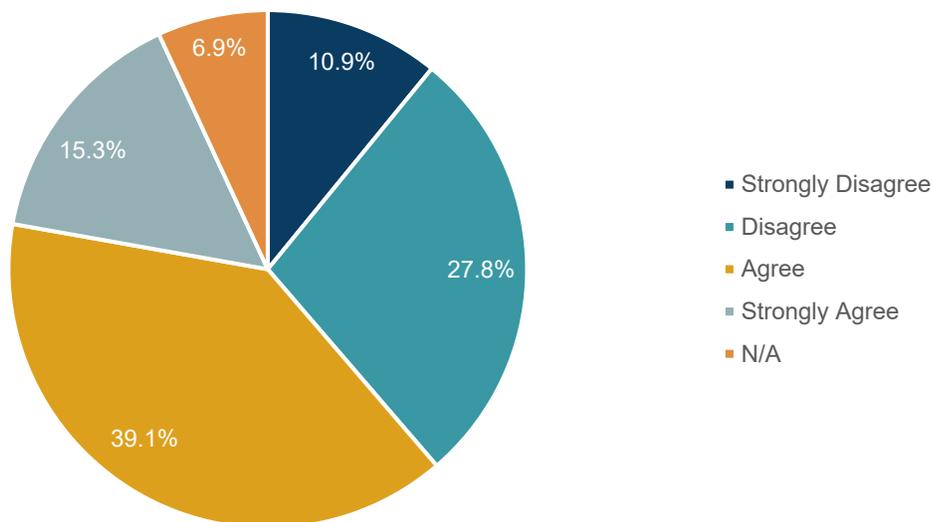
Source. Gibson Teacher Survey

In addition to the grade-level curriculum, teachers need access to adapted materials and strategies for curriculum areas that scaffold students from where they are into the grade-level standards. For example, for students who have difficulty reading grade-level written material, there might be one-page summaries or study guides that identify key ideas and terms in the reading assignments.

On the other hand, teachers require recommended extension strategies to provide more challenging learning experiences for students who have already mastered the standards. The audit team observed that, at one school, teachers were creating math curriculum workbooks because they felt the existing learning activities in the curriculum were not sufficiently challenging for their students.

When these elements are missing from the curriculum, teachers spend valuable time locating resources outside the curriculum system, developing lessons that may or may not align with the district's curriculum, or ineffectively differentiating instruction to meet the needs of all students they serve. Figure 59 shows that 80.8% of teachers responding to the survey indicated that they rely on something other than the district curriculum to guide their work.

Figure 59. Teacher Survey: *"I often use resources outside of the district curriculum."*

Legend:
- N/A
- Combined Disagree
- Combined Agree

Pie chart values: 5.4%, 13.8%, 80.8%
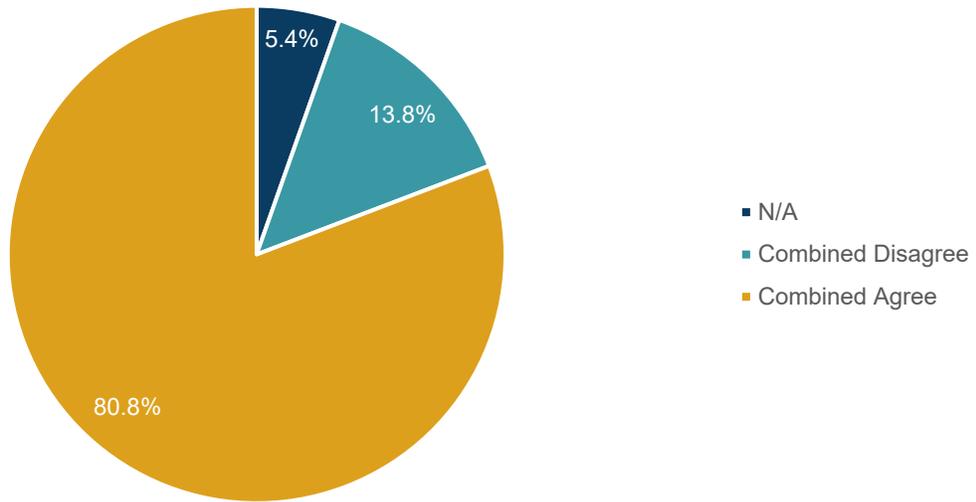
Source. Gibson Teacher Survey

There is some variation between school types, as shown in Figure 60. Of those responding to the Teacher Survey, 88.9% of high school teachers, 81.8% of middle school teachers, and 76.9% of elementary teachers reported using resources outside of the district curriculum.

Figure 60. Teacher Survey: *"I often use resources outside of the district curriculum."*

	Elementary	Middle	High
N/A	5.7%	5.3%	3.6%
Strongly Agree	34.8%	40.6%	51.3%
Agree	42.1%	41.2%	37.6%
Disagree	15.8%	10.6%	6.7%
Strongly Disagree	1.6%	2.2%	0.7%

Legend: Strongly Disagree, Disagree, Agree, Strongly Agree, N/A

Source. Gibson Teacher Survey
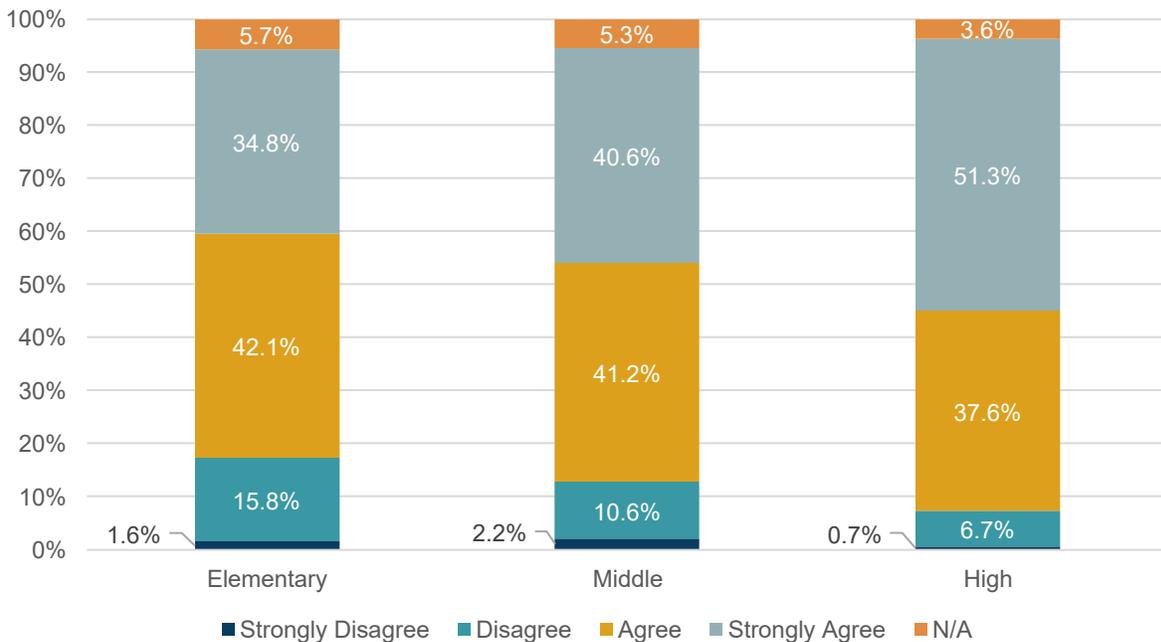
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Results from Gibson's survey suggest that, in addition to the curriculum documents not providing sufficient differentiation, a skill gap exists that prevents teachers from adapting their instruction. Of those responding to the Instructional Leader Survey, 41.9% of instructional leaders disagreed or strongly disagreed that their teachers can effectively adapt the curriculum to provide grade-level instruction to students performing below grade level (Figure 61).

Figure 61. Instructional Leader Survey: *"My teachers can effectively adapt the curriculum to provide grade-level instruction to students who are not on grade level."*
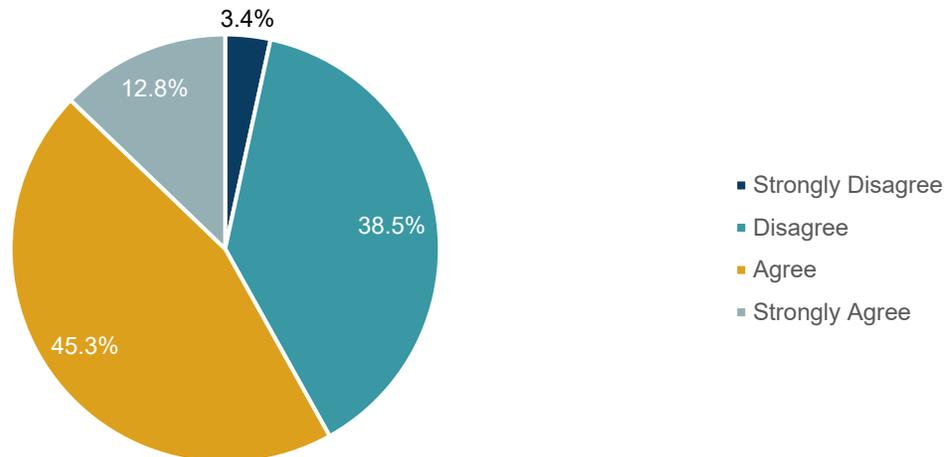
Source. Gibson Instructional Leader Survey

When the burden for differentiation is placed primarily on the teacher, there is an impact on teaching practices such as:

- *Time management challenges:* Teachers must design lessons with multiple entry points, varied activities, and flexible outcomes, requiring a deeper understanding of the content to present it in different ways and at varying levels.

- *Increased workload:* Teachers often create supplementary materials and modifications in their own time to address student needs, leading to burnout and unsustainable working conditions.

- *Loss of teaching efficacy:* Even skilled teachers may question their effectiveness when the curriculum does not support them in meeting students' needs.

- *Pressure to "teach to the middle":* Without support for differentiation, teachers may feel compelled to target instruction for an average student, which ultimately fails to serve any group optimally.

Recommendation 6: Revise the curriculum documents to address the diverse needs of all LISD learners.

LISD curriculum teams, in collaboration with campus leadership and teachers, should establish a structured process to address the need for enhanced differentiation and language support. The first step in this process should involve auditing the existing curriculum to identify gaps in differentiation opportunities,

extension activities, and language support. Collecting data on the district's learner diversity, including second language proficiency levels, will help inform targeted strategies. A comprehensive framework should then be developed to address differentiation in content, process, product, and learning environment, with specific pathways designed for second language learners and advanced students.

Practical differentiation tools such as choice boards, tiered assignments, and extension menus should be created with embedded language scaffolds to support implementation. Extension strategies should focus on fostering critical thinking, interdisciplinary connections, and student-directed inquiry. A well-organized resource bank should be established to provide advanced materials for extension and first-language resources for second language learners. Further language acquisition support should include visual aids, vocabulary previews, and opportunities for language practice. Additionally, professional development should be provided to ensure effective implementation, covering topics such as strategies for teaching English to speakers of other languages (TESOL) and extension design. Finally, a feedback system should be put in place to evaluate and refine differentiation strategies, assess the effectiveness of extension activities, and monitor language learners' progress.

Finding 7: Updates to the district's curriculum have not improved teachers' perceptions, impacting the extent to which it is implemented.

A feedback loop is essential for district curriculum development, as it enables continuous improvement by gathering insights from teachers, students, and administrators. It supports data-driven decision making to address learning gaps and performance trends while ensuring the curriculum remains responsive to evolving educational needs and technologies. Additionally, a well-structured feedback loop promotes equity by identifying and addressing potential disparities in learning materials, ensuring all students have access to high-quality resources. By valuing direct input from educators and students, it fosters a sense of empowerment and shared responsibility in the educational process. The key to an effective feedback loop lies in establishing a systematic approach to ongoing assessment and meaningful adjustments, ensuring the curriculum remains practical, relevant, and student centered.

LISD has three primary ways that it collects feedback from staff on its curriculum:

- Curriculum Design Team (CDT)
  - A CDT is a designated group of three to six individuals, representing a specific grade level or course, coming together to create and revise the district curriculum. A team is facilitated by the district Curriculum Specialist(s) and includes teachers and other district staff. A team may function horizontally or vertically depending on the curriculum development cycle. CDT work begins in spring/summer and may continue throughout the year.

- Community Curriculum Advisory Committee (CCAC)
  - The CCAC meets five to six times per year, with representation from the following stakeholder groups, all volunteers: parents/guardians, students, staff, representatives from institutions of higher learning, and community members.

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- An online Google Form linked on the district's curriculum website

  – On both the elementary and secondary curriculum pages, a "Feedback" link takes staff to a Google Form in which they can describe feedback they have on the curriculum. The form captures name, content area, grade level, and feedback.

Using feedback received via these three methods, the district Curriculum Team has made many updates to LISD curriculum documents in recent years. However, many LISD teachers still feel disconnected from the curriculum revision process. This was expressed to the audit team during interviews, and is also reflected in survey results. Figure 62 presents teacher responses to the statement, "I have the opportunity to provide input on proposed changes to the curriculum;" 30.2% of teachers disagreed or strongly disagreed.

Figure 62. Teacher Survey: *"I have the opportunity to provide input on proposed changes to the curriculum."*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A
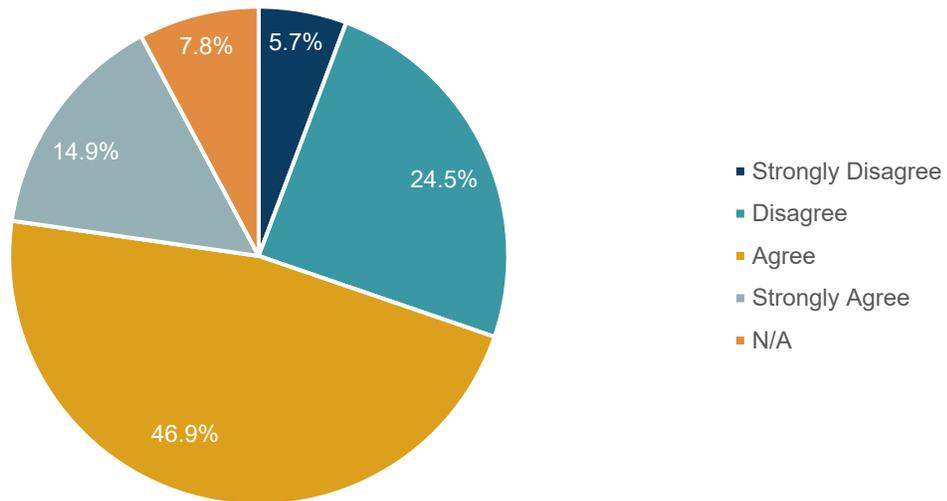
Source. Gibson Teacher Survey

Figure 63 presents teacher responses to the same statement, disaggregated by school type (elementary, middle, high) on the left side of the chart, and by years of experience on the right side of the chart. There is noticeable fluctuation across these variables: 33.1% of elementary teachers disagreed, while only 25.3% of high school teachers disagreed. Additionally, teachers with the least amount of experience (two or fewer years) are least likely to feel involved in the curriculum revision process (34.5% disagreement rate).

Figure 63. Teacher Survey: *"I have the opportunity to provide input on proposed changes to the curriculum."*
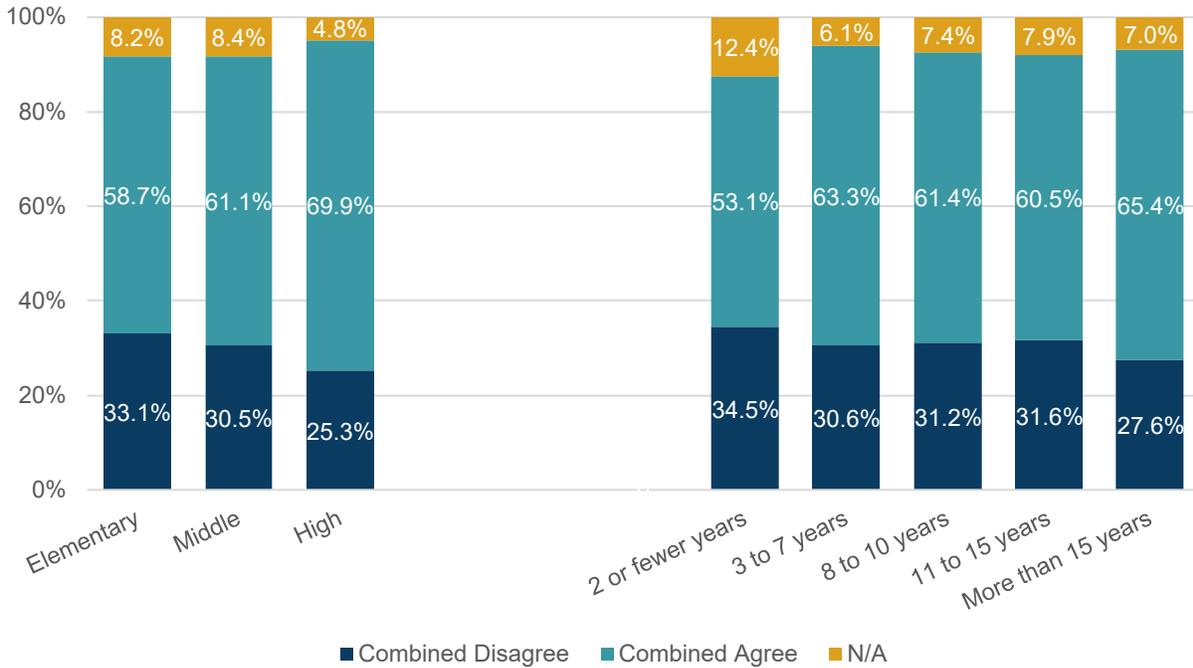
Source. Gibson Teacher Survey

The audit team identified several indicators suggesting that the methods the district currently uses to collect feedback on its curriculum are not working as intended:

- CDTs are not staffed appropriately.

  – In 2024-25, 90 teachers (out of roughly 3,000) applied for CDTs, the majority of whom had participated on CDTs in prior years. This reflects a small, passionate group that may or may not represent the interests of LISD's broader teacher workforce.

  – Because there is minimal participation on CDTs, the OLI blends groups across school types; elementary teachers are working on the secondary curriculum, and vice versa. Standards and strategies differ greatly between elementary and secondary, and it is unlikely that teachers have mastery of both.

  – Curriculum development experience is not required to participate on CDTs. Lesson design, standard unpacking, and related skills are challenging and complex, particularly at the district level. Any updates to LISD's curricula have implications in every classroom and should be made by those formally trained in those skill areas.

- Google Form feedback data suggests a lack of engagement from teachers.

  – Elementary feedback data shows 53 entries in 2022-23, 61 entries in 2023-24, and 131 entries in 2024-25 (as of May 2025). However, 60% of 2024-25 entries were submitted by 23 individuals.

  – There is one secondary entry since the 2021-22 school year.

- Based on a review of 2024-25 meeting notes and agendas, the CCAC is not truly providing feedback on the district's curriculum. Instead, the meetings are largely spent informing the committee on the current instructional practices of the district (e.g., universal screeners and early child education).

Put broadly, the feedback that the Curriculum Team receives is not representative of teacher sentiment and, therefore, any changes they make are not informed by sufficient feedback.

Recommendation 7: Modify the teacher feedback approach to improve the breadth and usefulness of the input.

To ensure that the district is receiving meaningful feedback, it should work to increase the breadth and depth of the curriculum feedback cycle. The following is a list of the necessary domains for a robust feedback system and suggested examples of activities to support each category. The district has piloted several of these in 2024-25 (e.g., the Humanities Curriculum Team conducted listening sessions with principals and instructional coaches). LISD should expand on some of those initiatives and consider the following implementation strategies.

- **Multiple Input Channels**

  – Digital surveys: Create anonymous, accessible surveys using tools like Google Forms or Qualtrics that can be completed during planning periods or from home.

  – Focus group discussions: Organize facilitated, small-group conversations with diverse representation across teaching experience, subject areas, and demographics to gather nuanced insights.

  – Performance data analysis: Review student achievement metrics across different student populations to identify where the curriculum may be serving some groups better than others.

  – Anonymous suggestion platforms: Implement physical suggestion boxes and digital platforms where staff can share candid thoughts without fear of identification.

  – Individual interviews: Conduct one-on-one conversations with staff who may feel uncomfortable speaking in groups or have unique perspectives to share.

  – Classroom observations: Implement peer and administrative observations focused specifically on curriculum implementation and effectiveness.

- **Systematic Review Process**

  – Quarterly committee meetings: Establish a diverse curriculum review committee that meets regularly with representation from different grade levels, subjects, and teaching backgrounds.

  – Clear evaluation protocols: Develop structured rubrics and assessment criteria for evaluating curriculum feedback that ensures all input is considered equally.

  – Transparent decision making: Document and share how decisions about curriculum changes are made, including which stakeholders are involved at each stage.

  – Prioritized change recommendations: Create a system for ranking potential curriculum adjustments based on impact, feasibility, and alignment with district goals.

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- Feedback validation process: Implement a method to cross-reference feedback across different sources to identify common themes and urgent needs.

- **Technology Support**

  - Centralized data management system: Implement a platform where all curriculum feedback is stored, categorized, and made searchable for curriculum leaders.

  - Easy feedback submission: Create user-friendly mobile apps or QR code access points that allow teachers to quickly provide input during their busy days.

  - Impact tracking dashboard: Develop visual representations of how curriculum changes are affecting student outcomes and teacher experiences over time.

  - Automated reminder system: Set up gentle prompts for staff to provide curriculum feedback at strategic points throughout the school year.

  - Integration with existing platforms: Embed feedback mechanisms within tools teachers already use daily (learning management systems, grade books, etc.).

- **Continuous Communication**

  - Regular stakeholder updates: Share monthly or quarterly summaries of feedback received and actions taken to demonstrate that input is valued and utilized.

  - Clear explanation of implemented changes: Provide detailed rationales for curriculum modifications that directly reference the feedback that inspired them.

  - Visible impact of feedback: Showcase specific examples of how teacher input led to measurable improvements in the curriculum and student outcomes.

  - Recognition of contributors: Acknowledge and appreciate those who participate in the feedback process while respecting anonymity when requested.

  - Feedback community: Create opportunities for staff to discuss curriculum experiences together, fostering a culture where curriculum reflection becomes normalized.

- **Inclusive Accessibility Features**

  - Multilingual options: Provide feedback mechanisms in languages that reflect the linguistic diversity of your staff.

  - Accommodation-friendly formats: Ensure all feedback channels are accessible to staff with disabilities through screen readers, dictation options, etc.

  - Time-flexible opportunities: Create asynchronous feedback options that accommodate different schedules and avoid adding to after-school commitments.

  - Cultural responsiveness training: Prepare those collecting feedback to recognize and value diverse perspectives shaped by different cultural experiences.

Taught Curriculum

The taught curriculum represents the content knowledge, skills, attitudes, and processes or strategies that a teacher uses to deliver instruction to students. It represents what teachers teach day by day. While the

written curriculum guides the taught curriculum, what teachers teach is also guided by textbooks, programs, assessments, and sometimes teacher preferences. This section focuses on the components of the curriculum that assist teachers in planning and delivering instruction.

Learning Model

A model for student learning provides a strategic framework that guides educational approaches and defines the expected high-quality learning experiences that should be delivered across the school district. Key benefits of an articulated model for student learning include:

- Creates a unified, district-wide vision for learning that ensures educational consistency across all schools;

- Establishes clear, measurable learning objectives that align with both local needs and broader educational standards;

- Provides a structured pathway for curriculum development, instruction, and assessment; and

- Serves as a comprehensive blueprint for academic excellence, student development, and district improvement.

Commendation 2: The Leander ISD Learning Model provides a vision for the district's commitment to student learning.[8]

The LISD website describes the LISD Learning Model as follows:

> *Leander ISD's Learning Model is a research-based model for instruction in LISD. It was implemented district-wide in 2006 as a tool to provide LISD with guidance on how classrooms and schools can effectively enhance student achievement. At the center and heart of the Learning Model is "Focus on Student Learning." This is the district's singular purpose for existing and is considered in every new opportunity and decision made throughout LISD.*

> *The result of three years of collaborative work by principals, instructional leaders and teachers at all levels across the district, the Leander ISD Student Learning Model is both a target and a guide as the district seeks to become the best in the world at guiding student learning.*

LISD's Learning Model outlines three key actions for effective instruction:

- *Design:* We believe that student learning is optimized when teachers purposefully create learning experiences aligned with the written curriculum, starting with desired outcomes.

- *Implement:* We believe that student learning is maximized when the LISD curriculum is delivered through high-quality instruction.

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[8] https://www.leanderisd.org/guidingdocuments/.

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- *Assess:* We believe student learning is enhanced when assessment informs future learning by providing continuous feedback and measuring growth.

In the graphic on LISD's website, three rings surround these actions. The first ring represents the Learning Environment and district practices such as PLCs. The outermost ring encompasses The Leander Way, the Graduate Profile, the Shared Vision and Goals, and the 10 Ethical Principles.

Figure 64 illustrates the District Model for Student Learning. The graphic is interactive; clicking on any component provides a detailed description of its contents.

Figure 64. Leander ISD Learning Model – A Framework for Student Learning

Source. Leander ISD

Instructional Frameworks

In addition to the Learning Model, each of the four content areas has an instructional framework defining best practices. For example, the Literacy Framework is based on the Workshop Model for elementary and the Reader/Writer Workshop for secondary. The elementary math framework is anchored in the Bridges curriculum resource, and the secondary is based on a four-phase lesson design (Bridge & Focus, Connect & Engage, Explore & Apply, Synthesize & Reflect) framework.

LISD instructional leaders indicated confidence in their teachers' compliance with the instructional frameworks for literacy and math (Figure 65). Of those who responded to the Instructional Leader Survey, 73.5% of instructional leaders agreed or strongly agreed that teachers consistently follow the district's model for literacy instruction, and 79.5% agreed or strongly agreed for math.

Figure 65. Instructional Leader Survey: *"Teachers at my school consistently follow the district's instructional model for [Literacy/Math] instruction."*
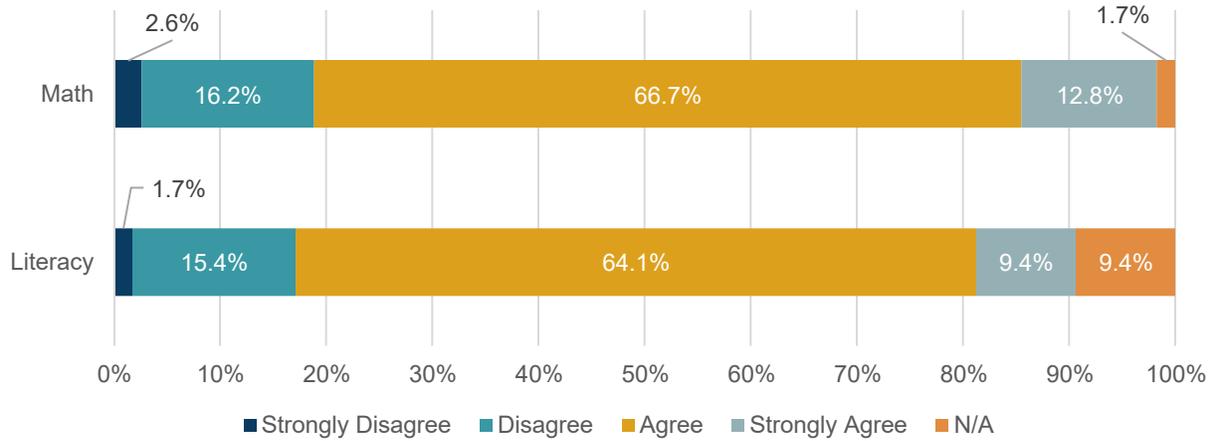
Source. Gibson Instructional Leader Survey

LISD is refining the district's instructional frameworks to reflect the evolving district philosophy of student ownership of learning. Each content area has a set of "look fors" that define the teaching practices that teachers should abandon (do less) and those that the district expects teachers to adopt (do more). Figure 66 is an example of the instructional practices for science.

Figure 66. LISD Science "Look Fors"

Learning in LISD Science

Learning in Science will Involve Less:	Learning in Science will Involve More:	Graduate Profile Connections
Rote memorization of facts and terminology	Students learn facts and terminology as needed while developing explanations and designing solutions supported by evidence-based arguments and reasoning.	
Teachers providing information to the whole class	Students conduct investigations, solve problems, and engage in discussions with teachers' guidance.	
Learning of ideas disconnected from questions about phenomena	Students use systems thinking and modeling to make sense of phenomena and to give a context for the ideas to be learned.	
Teachers posing questions with only one right answer	Students ask and discuss open-ended questions that focus on the strength of the evidence used to generate claims.	
Students reading textbooks and answering questions at the end of the chapter	Students read multiple sources, including science-related magazine and journal articles and web-based resources; students develop summaries of information.	
Pre-planned outcome for "cookbook" laboratories or hands-on activities	Students' questions drive multiple investigations with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas.	
Worksheets	Students write journal entries, reports, posters, and media presentations that explain and argue.	
Oversimplification of activities for students who are perceived to be less able to do science and engineering	Students have a provision of supports so that all students can engage in sophisticated science and engineering practices.	
Only identifying areas of strengths and weaknesses for students	Students know themselves as scientists: - Set goals and utilizing tools to monitor their progress - Curate a portfolio with evidence of their learning	

Source material: National Research Council. (2015). Guide to Implementing the Next Generation Science Standards (pp. 8-9). Washington, DC. National Academies Press

Graduate Profile Icon Key:

Critical and Creative Thinkers

Compassionate Community Contributors

Skilled Communicators and Collaborators

Adaptable and Reflective Individuals

Source. LISD

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Finding 8: Teachers new to the district are not provided with a sufficient orientation to the curriculum, contributing to inconsistencies in implementation.

High-quality professional learning for new teachers on a school district's curriculum is essential for ensuring student success and effective implementation. It improves instructional strategies, builds teacher confidence, and increases retention rates. When high-quality professional learning is not delivered effectively to new teachers, it can result in poor student outcomes caused by inadequate curriculum delivery and inconsistent instruction in the classroom. New teachers may feel frustrated and burned out due to feeling unprepared and unsupported, leading to higher turnover rates. Furthermore, a poorly designed professional learning program places more responsibility on individual campuses, increasing the workload for campus administrators and grade and department teams.

The current method for introducing teachers to the district's curriculum involves a half-day session held during the initial professional learning days of the school year. During this session, teachers are oriented to the curriculum system. However, this approach is inadequate, as it provides teachers with only a superficial understanding of how to effectively and efficiently utilize the curriculum for planning and delivering instruction. The audit team received feedback from a diverse group of interviewees – including principals, teachers, instructional coaches, and curriculum specialists – indicating that teachers primarily depend on the strengths of their campus teams to deepen their understanding and application of the curriculum system. This burdens the school site and leaves teachers' mastery of the system vulnerable to campus nuance.

Figure 67 shows teacher responses to the statement, "Leander ISD provides me with adequate training on the district curriculum," disaggregated by experience levels. Of those responding to the survey, 30.2% of teachers with two or fewer years of experience – the group with the greatest needed for effective curriculum guidance – disagreed or strongly disagreed with this statement.

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Figure 67. Teacher Survey: *"Leander ISD provides me with adequate training on the district curriculum."*

Source. Gibson Teacher Survey

LISD instructional leaders shared a similar perspective. Figure 68 shows their responses to the statement, "I know that teachers on my campus received adequate training for the effective use of the district's curriculum to plan instruction." Of those who responded to the survey, 30.8% of instructional leaders disagreed or strongly disagreed with this statement.

Figure 68. Instructional Leader Survey: *"I know that teachers on my campus received adequate training for the effective use of the district's curriculum to plan instruction."*

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- N/A
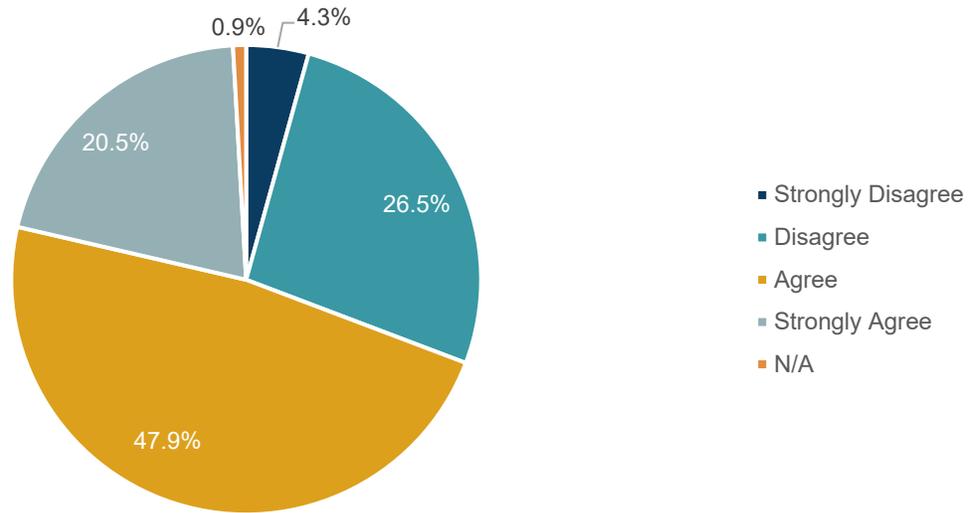
Source. Gibson Instructional Leader Survey

Recommendation 8: Redesign the current teacher induction program to enhance its focus on effective use of the district's curriculum system.

LISD should create a series of progressive performance tasks that require teachers to use different components of the curriculum system to demonstrate an acceptable level of proficiency. These tasks should be tailored to the appropriate experience level of teachers and include rubric-based proficiency standards. For instance, LISD could establish expectations for first-year teachers in their first semester when planning a unit of instruction and outline how those expectations may differ for teachers with two to five years of experience. Additionally, standards could be developed for instructional coaches and other teacher leaders expected to facilitate and support PLC meetings focused on instructional planning.

Creating opportunities for teachers to apply their learning with expectations for proficiency should enhance their understanding of the district's curriculum. This shift moves the impact of professional learning from "I showed them how" to "they demonstrated they can do it." Additionally, data gathered from these performance tasks can provide valuable insights for refining professional learning sessions, ensuring that the knowledge gained effectively translates into practice.

Assessed Curriculum

Assessments play a critical role in improving educational outcomes by measuring student learning, the quality of instruction, and the effectiveness of district, school, and classroom instructional programs and resources. The goal of an assessment strategy is to create a system that includes formal and informal assessments that provide stakeholders with the information they need at the time they need it to make informed decisions to improve student achievement. This requires a range of assessments, from daily, in-the-moment student checks for understanding to state- and federal-mandated assessments.

Current research and discussions of approaches to assessment distinguish between two purposes of an assessment system: (1) assessments "for learning" (Brookhart, 2007), which include assessment activities that assist teachers in improving instructional practice and student learning; and (2) assessments "of learning" to provide information for education accountability purposes. Formative assessments, such as daily checks for understanding and Short Cycle Assessments (SCAs), are examples of assessments *for* learning. In contrast, summative assessments like EOC and STAAR tests are examples of assessments *of* learning.

Many assessments serve both purposes, depending on the user and the timing of the assessment. Formative assessments *for* learning, such as unit assessments, can be used at the classroom level but can provide evaluative learning information when aggregated at the school and district levels. Interim assessments occupy the middle ground between SCAs and summative assessments. Well-designed interim assessments assist the district with a system-wide look at student achievement, including identifying patterns and trends across the district and providing an advance look at how well students are prepared for state summative assessments. With the timely turnaround of data, the right level of reporting, and a deep data analysis process, interim assessments can provide a robust assessment "for learning" and "of learning."

Figure 69 highlights the interrelationships between formative, interim, and annual assessments in a comprehensive, balanced assessment system. The learning targets assessed by frequent formative assessments in the classroom build toward the longer-term targets addressed by periodic interim assessments. Interim assessment data inform teaching and learning that occurs before the annual assessment, which in turn transfers into subsequent years of teaching, learning, and assessment.

Figure 69. Interrelationships Between Assessments
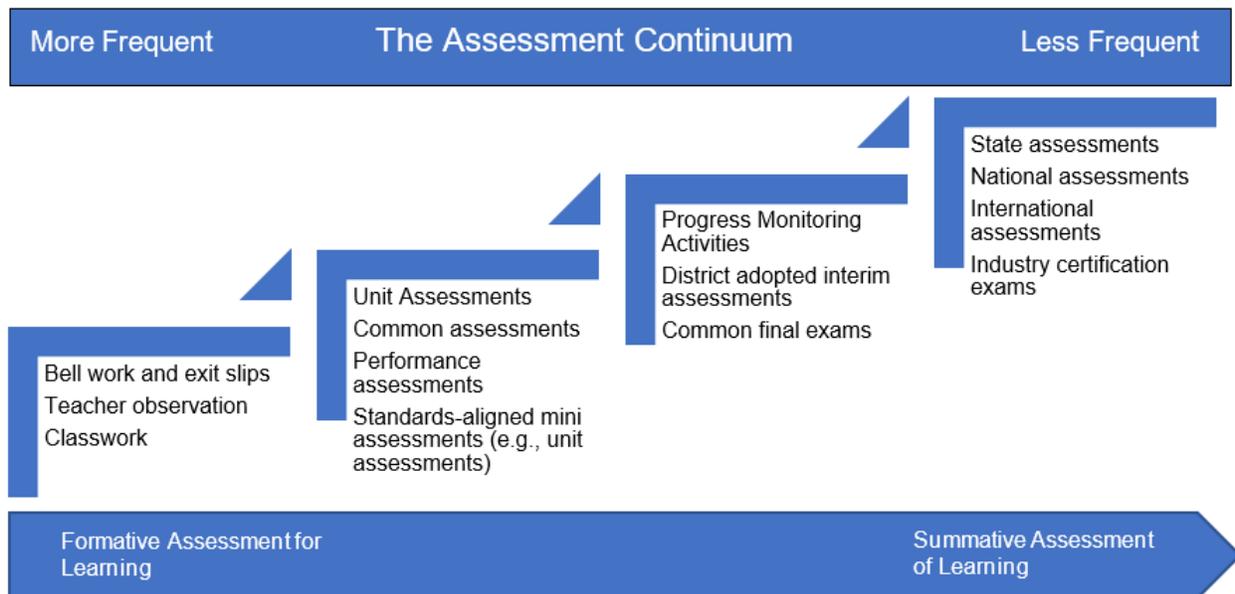
Source. Gibson

Commendation 3: LISD has a comprehensive assessment system that includes diagnostic, formative, interim, and state/national assessments.

LISD has representative assessments from each category of assessments supported by an assessment calendar that includes testing windows and, where appropriate, designated time for analysis and action planning. The district website includes an explanation of the assessment strategy: *The **LISD Assessment Framework***[9] visually represents and outlines how the varied assessments work together to inform and empower students, parents, teachers, administrators, and district leaders, as well as provides explanations of each type of assessment.

While diagnostic assessments are essential to identify students with specific learning needs, and state summative assessments report student proficiency against grade-level content standards, the discussion of the district's assessment strategy presented in this report is focused on the district's formative and interim assessments for learning. A brief overview of each type of these assessments in LISD follows:

Formative Assessments – Teachers in LISD utilize a variety of formative assessments to drive instruction and promote student growth. These include pre-assessments, teacher rubrics, student checklists, common formative assessments developed within their teacher PLC meetings, and unit assessments included in the district curriculum.

Interim Assessments – Typically administered three times per year at nine-week intervals, interim assessments help teachers and school leaders identify students on or off track for success on end-of-year

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[9] https://sites.google.com/leanderisd.org/assessment-internal/assessment-framework.

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summative assessments and where to provide extra support (if needed). LISD is currently using two different and unique interim assessments:

- *District Assessments (DAs).* During the 2024-25 school year, DAs were reintroduced after a pause during the COVID-19 pandemic. Tests are provided every nine weeks (with some exceptions) for Grades K-12 in reading/ELA, math, science, and US history. Each DA is designed to assess student mastery of student expectations (SEs) taught during the corresponding nine-week Essential Units. District-developed assessments are used to provide a snapshot of student mastery of standards. They provide program-level data to determine district trends, gaps, and excellence in the written and taught curriculum. They are a system check for pacing and identify areas where additional student learning and professional learning may be needed.

- *NWEA MAP.* MAP is a nationally normed, computer-adaptive assessment that measures student growth against state standards and helps teachers and school leaders set individual student growth targets. The district uses MAP to assess progress in reading in Grades 6-12, math in Grades K-12, and science in Grades 6-12. NWEA MAP 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.

In a computer-based adaptive test, every time the student answers an item, the computer re-estimates their ability based on all the previous answers and the difficulty of those items. The computer then selects the next item, which gives the student a 50% chance of answering correctly. As the student correctly answers, the questions become more difficult. Because the test is tailored to the student's current achievement level, it allows the student to show what they know and can do.

Finding 9: LISD is not fully capitalizing on its investment in the NWEA MAP assessments.

MAP assessments, used well, help teachers and school leaders better understand students' achievement levels. Understanding a student's current achievement level allows teachers and school leaders to set growth targets at the individual student level and monitor student academic progress. While often considered to provide more value at the school and district level than the classroom level, MAP growth can play a valuable role in planning for teaching and learning. For example, after developing the teaching plan for a unit of instruction, an awareness of student achievement levels can help teachers think about how to be more responsive to individual learner needs.

For a district like LISD, with a wide spectrum of performance across its schools, having a measure of growth is a high priority. Non-proficient students must grow more than one academic year to achieve proficiency against grade-level standards. Additionally, growth can more accurately report the impact of effective teaching and leadership practices across schools than a simple measure of correct items on the DA. Some schools and teachers may add value to student learning that is not reflected in the district or STAAR assessments but would be noted in MAP.

MAP assessments can be a valuable tool to support the district's vision for "Student Ownership of Learning." MAP data allows students to set and celebrate individual growth goals and feel a sense of efficacy over their learning. This can be especially empowering for students who score "Below Standard" or "Approaches" on STAAR.

Gibson's interviews and survey data indicate that LISD's instructional leaders are not fully invested in MAP data. Figure 70 indicates that 22.4% of instructional leaders do not perceive the MAP assessment as an accurate indicator of student growth. Belief in MAP data's validity is foundational to its value at LISD.

Figure 70. Instructional Leader Survey: *"The NWEA MAP assessments (K-12) provide an accurate indicator of student growth."*
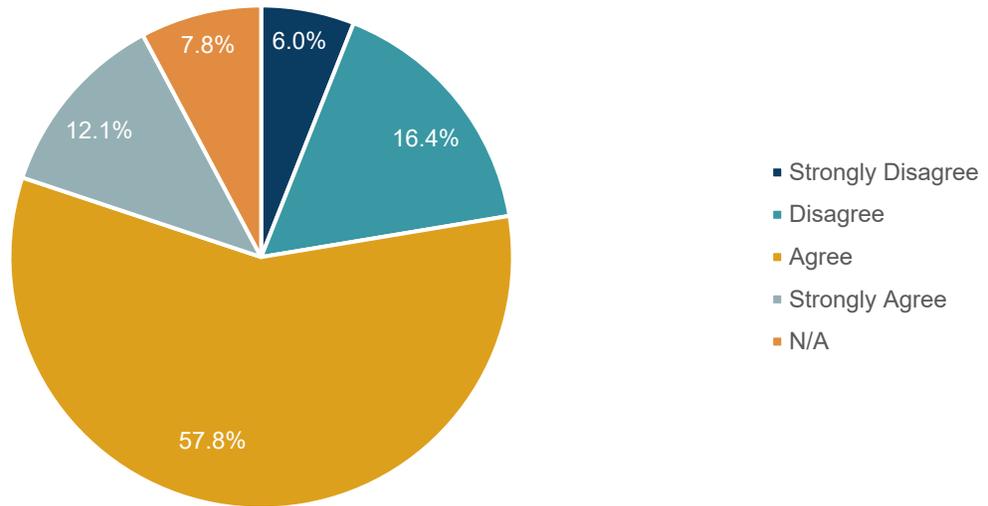
Source. Gibson Instructional Leader Survey

Additionally, 53.4% of instructional leaders disagreed or strongly disagreed with the statement, "The NWEA MAP assessments promote student ownership of learning" (Figure 71).

Figure 71. Instructional Leader Survey: *"The NWEA MAP assessments (K-12) promote student ownership of learning."*

Pie chart legend: Strongly disagree, Disagree, Agree, Strongly agree, N/A

- 14.7%
- 38.8%
- 33.6%
- 6.9%
- 6.0%
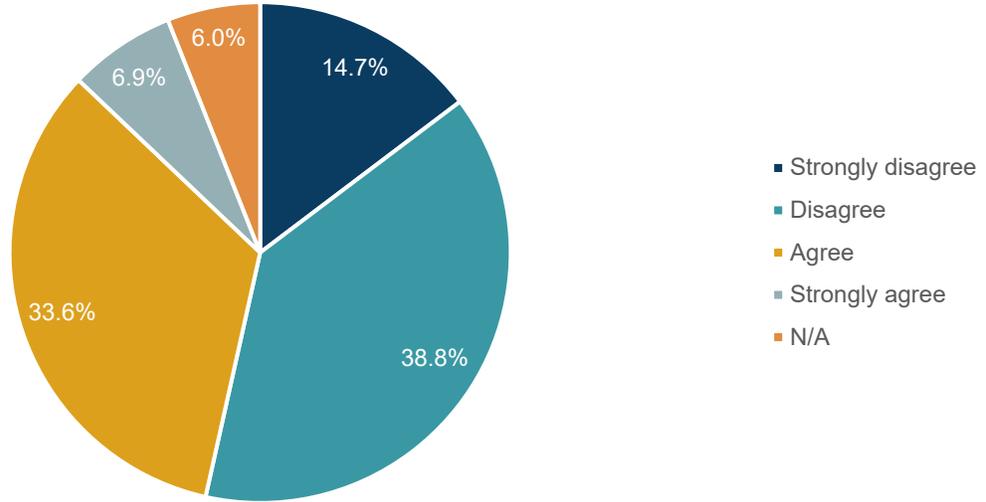
Source. Gibson Instructional Leader Survey

A further indication of the district's limited return from MAP data is illustrated by 37.6% of instructional leaders stating that their teachers do not know how to interpret data from NWEA MAP assessments (Figure 72).

Figure 72. Instructional Leader Survey: *"My teachers know how to interpret data from NWEA MAP assessments to set individual student growth targets."*

Pie chart legend: Strongly Disagree, Disagree, Agree, Strongly Agree, N/A

- 5.1%
- 32.5%
- 47.0%
- 7.7%
- 7.7%
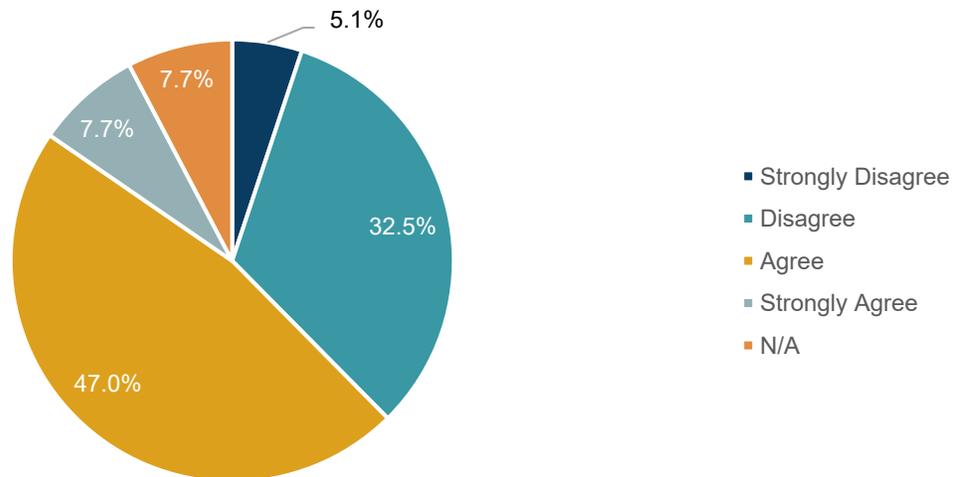
Source. Gibson Instructional Leader Survey

While the district does provide an implementation guide with recommendations for analysis and action planning following each of the three MAP assessment administrations (fall, winter, and spring), Figure 73 indicates that 46.2% of instructional leaders do not believe that the district provides clear expectations for analysis and action planning following MAP assessments.

Figure 73. Instructional Leader Survey: *"The district provides clear expectations for analysis and action planning based on the results of NWEA MAP assessments (K-12)."*
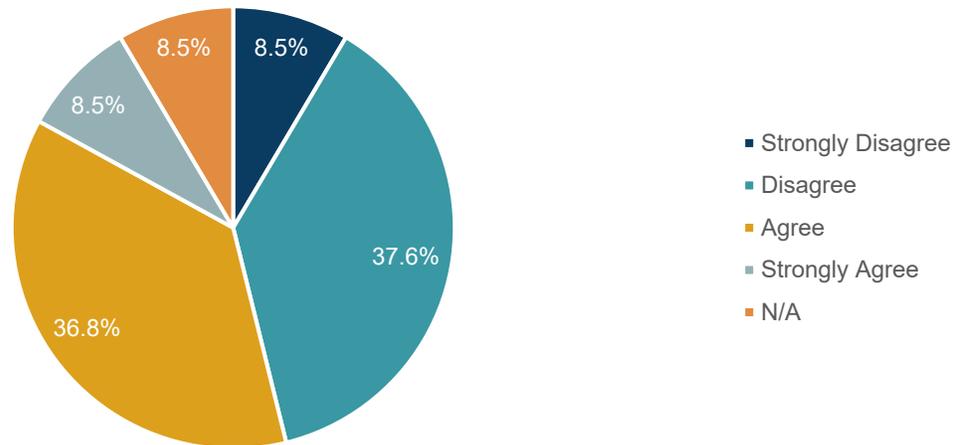
Source. Gibson Instructional Leader Survey

Recommendation 9: Upgrade MAP training for principals.

The school principal is crucial in maximizing the potential of MAP data. By analyzing this data, principals can monitor student progress, identify trends, and implement necessary interventions for struggling students. Additionally, they can use MAP data to evaluate teacher effectiveness and identify areas where professional development is needed. For the district to fully benefit from its investment in MAP assessments, principals must understand how to analyze the data and develop action plans based on their findings.

To ensure successful implementation of MAP, the district will need to deepen the principals' and teachers' understanding of MAP assessment data. Below are some suggested strategies:

- Create an orientation-level required course for onboarding new principals and teachers.

- Use principal meetings to break MAP into small learning segments by demonstrating one report and its actionable insights. When possible, use principals who can serve as exemplars. Provide opportunities for practice by including time for hands-on application.

- Guide principals in facilitating a post-assessment analysis and action planning meeting with their teachers. Include instructional coaches in the training.

- Create a cadre of MAP assessment champions by investing in PL for grade-level team leaders and department chairs to support effective facilitation within the PLC structure, including action planning following assessment administration.

Chapter 5: Professional Learning and Instructional Supports

This Chapter provides an overview of the policy framework that guides PL at the district, the various PL opportunities afforded to teachers and leaders, and other ways the district supports high-quality instruction. PL refers to the trainings and programs that employees participate in to build their own skills and competencies. Further, current research shows that ongoing, collaborative, and primarily job-embedded PL for administrators and teachers leads to an increase in student achievement.[10]

Organization and Management

There are multiple positions across several departments that are responsible for the learning and development of LISD's instructional leaders. Primarily, those positions are within the Empowered Learning Division of the Department of Learning and Innovation.

The Professional Learning Department within LISD's Empowered Learning Division is responsible for the creation and facilitation of the district's PL programming. The PL Department includes five FTEs and is led by the Director of Professional Learning, who reports to the Assistant Superintendent of Empowered Learning. Figure 74 presents the Professional Learning Department.

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[10] Learning Forward, the National Staff Development Council (NSDC), and the National Comprehensive Center for Teacher Quality.

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Figure 74. LISD Professional Learning Department Organizational Chart, 2024
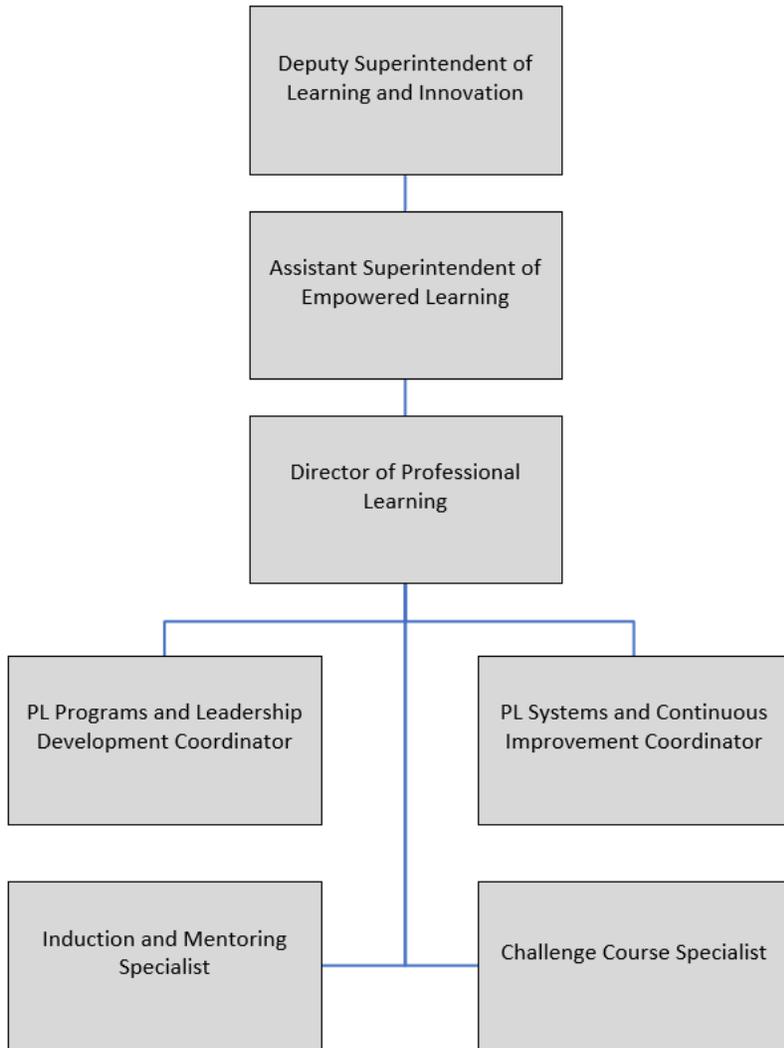
Source. LISD organizational chart, 2024-25

Table 12 presents the primary responsibilities of each of the positions in the Professional Learning Department, excluding the Challenge Course Specialist position, whose responsibilities are specific to the Reality-Oriented Physical Experiential Services (ROPES) course program.

Table 12. Professional Learning Department Positional Responsibilities

Position	Primary Responsibilities
Director of Professional Learning	To design, plan, and support the vision of high-quality professional learning in order to ensure a guaranteed and viable curriculum is realized throughout the district. In addition, this person will ensure the development of a systematic professional learning program that will support all staff in improving student outcomes.
PL Programs and Leadership Development Coordinator	To assist in designing, planning, and executing high-quality professional learning programs that build capacity in various employee groups, such as instructional coaches, new-to-profession teachers, mentors, and teacher leaders.

Position	Primary Responsibilities
PL Systems and Continuous Improvement Coordinator	To assist in designing, planning, and executing district-wide systems of professional learning and continuous improvement.
Induction and Mentoring Specialist	To manage, support, and continuously improve the induction and mentoring programs and other professional learning efforts.

Source. LISD job descriptions

Finding 10: LISD is underutilizing its centrally based Professional Learning Department.

Leander ISD has appropriately prioritized the growth and development of its employees through its investment in an in-house PL Department. According to job descriptions, the PL Department is responsible for developing, executing, and evaluating a high-quality PL program at LISD. Instead, the audit team found that the PL Department's work is largely focused on PL administration. Based on interviews, LISD's PL Department primarily handles logistics for PL sessions (i.e., booking space, uploading training videos, and facilitating communications), and the execution of other district leaders' plans (e.g., an Area Superintendent organizes the district's two leadership development programs, instead of the Leadership Development Coordinator).

Because the PL Department's time is consumed with lower-level tasks, the district's higher-level PL planning and strategy work – the official charge of that department – is not being completed. The audit team observed several direct impacts, listed below.

- LISD does not have an active Professional Learning Plan to guide the strategy and vision of PL at the district. A draft was developed prior to the COVID-19 pandemic, but it has not been revisited and was never formally published.

- There are multiple methods and technology tools used to track sessions, attendance, and feedback (e.g., *Eduphoria Strive, Google Classroom, Sched, SafeSchools*). The district does not have a process to aggregate this data and, as a result, lacks a holistic picture of what is being taught, who received the learning, and whether it was effective.

- There are multiple "institutes" and "academies" administered by various departments, but because there is no central PL strategy, they are disjointed and sporadically attended. It is not clear who is expected to attend these programs, how they are advertised, or their connection to the strategic priorities of the district. Several examples are below:

  - Empowered Learning Institute; Technology Institute; Continuous Improvement Institute; Inclusive Practices Academy

Recommendation 10: Centralize PL planning and strategy in LISD's Professional Learning Department.

LISD should empower its PL Department to lead the professional learning strategy work of the district. Facilitating the logistics of other departments' PL sessions is inconsistent with their job descriptions and is an inefficient use of resources.

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This will also allow the PL Department to focus on planning and strategy, which are fundamental to an environment of professional growth. LISD's PL Department has two immediate priorities:

- Begin tracking PL sessions, attendance, and feedback across the district. LISD implemented *MobileMind* in July 2025 which is a software tool for PL planning and facilitation. This is a significant first step in allowing the district to centrally track all data related to PL.

- Finalize and publish the district's PL Plan. This document should provide a central vision for PL at the district. Table 13 presents an index from an exemplar PL Plan. LISD should use this a guide to ensure that each topic is addressed.

Table 13. Exemplar PL Plan Index

Exemplar PL Guide	
Introduction (PL Definition, Mission, Vision, Theory of Change, Commitment)	Alignment of Other Systems
Definition of Effective PL	Job-Embedded Collaboration
Standards for PL	Dedicated Time for PL
Requirements for PL	Leadership for PL
Governance for PL	Evaluation of PL
Purpose for PL	Third-Party Providers
Short- and Long-Term PL	Implementation of the PL Plan
Appendix	
Alignment of Standards	Campus PL Checklist
Standards for PL with Core Attributes	PL Plan for a Teacher
Theory of Change	PL Plan for an Administrator
PL Initiative Planning Tool	PL Plan for Non-Instructional Staff
Example of a PL Plan Focus on District Initiative	Documents for Establishing and Monitoring Effectiveness of PLCs
Learning Assessment Data Protocol	
Example of Learning Designs	Example of an Evaluation Framework
Example of a Time Use Log	Estimated Percentage of Achievement of Various PL Outcomes Associated with PL Designs

Source. Fort Bend ISD Professional Learning Comprehensive Plan

Finding 11: District PL is insufficiently data driven.

One of the core tenets of an effective PLC is the incorporation of data. LISD's PLC guiding documents highlight multiple collaborative team commitments involving the use of data:

- "We will use multiple common assessments to monitor learning of each student;"

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- "We will analyze student performance results;" and

- "We will purposefully identify and support students who require intervention or enrichment."

The district made these commitments to promote student learning, but it has not fully made the same commitments to promote adult learning. The audit team identified the following key examples:

- PL sessions are largely created using perception data rather than "skills" data. District staff are provided multiple opportunities to share their preferences (i.e., what they'd like or believe they need to learn more about) – this perception data is predominately what guides PL planning instead of "skills" data (i.e., pedagogical gaps identified via LEADS, observations, etc.).

- The district does not have a formal expectation that attendance and feedback is tracked for all professional learning sessions. This, combined with the tracking issues described in Finding 10, undermines the quality of PL data and makes it challenging to conduct meaningful analysis.

- Other than intermittent feedback survey responses, district PL is not connected to measurable outcomes. Marked improvement in student learning, implementation, or behavioral/practice outcomes should be the fundamental intent of district PL – without outcome data, LISD must rely on perception data to measure effectiveness.

There is an array of PL offerings, but it is incumbent on the individual to identify what is relevant for him or her and how they will apply that learning in their classrooms. Additionally, limited data means that LISD cannot effectively differentiate its PL. Differentiation is the "matching of a required curriculum with the learning styles, expression styles, interests and abilities of [learners]. It is predicated on the simple belief that engaged and motivated [learners]…enjoy learning more."[11]

Gibson survey data indicates that LISD's approach to PL is not completely meeting the needs of a significant portion of its workforce. Figure 75 shows teachers' responses to the statement, "The district-provided professional development offered by LISD meets my learning needs," disaggregated by experience level. There is some variation in disagreement rates across experience, ranging from 26.8% (two or fewer years) to 36.1% (three to seven years).

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[11] "The Five Dimensions of Differentiation." Sally Reis and Joseph Renzulli. International Journal for Talent Development and Creativity – 6(1), August, 2018; and 6(2), December, 2018.

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Figure 75. Teacher Survey: *"The district-provided professional development offered by LISD meets my learning needs."*

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
More than 15 years	6.8%	25.8%	53.0%	14.0%	0.3%
11 to 15 years	9.1%	26.6%	45.6%	17.1%	1.5%
8 to 10 years	8.5%	21.2%	53.4%	15.9%	1.1%
3 to 7 years	9.4%	26.7%	50.5%	12.8%	0.6%
2 or fewer years	6.6%	20.2%	56.0%	16.3%	0.8%
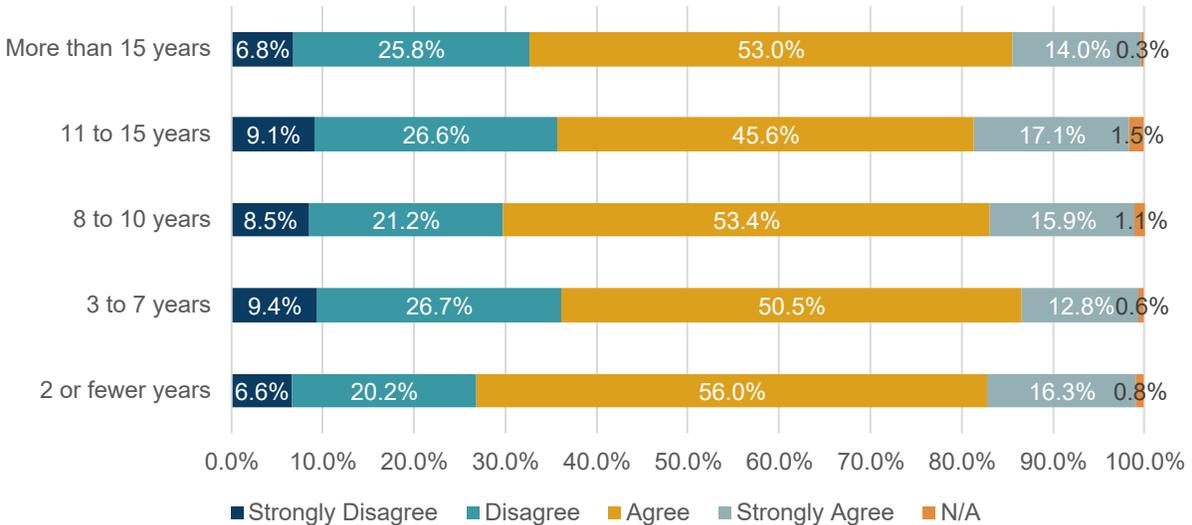
Source. Gibson Teacher Survey

Recommendation 11: Use data to inform professional learning.

To improve the quality of its PL, the district should prioritize the use of data. This can be achieved in multiple ways, several of which are listed below.

- **Determine meaningful inputs** – There are many possible data sources related to PL (e.g., LEADS results, session feedback, assessment scores, classroom observations). The district should decide which it believes are most reflective of the growth/effectiveness of its workforce.

- **Differentiate learning based on data trends** – Using these inputs, the district should segment learners. This could be based on factors as straightforward as experience, school type, or content, or as involved as proficiency with specific instructional strategies.

- **Implement feedback loops** – The district should establish pre- and post-session feedback loops to better evaluate the impact of learning. LISD should be able to answer, "Has anything demonstrably changed as a result of this session?"

Professional Learning Framework

As described earlier in this chapter, LISD does not have an active PL Plan. However, there are two pillars of PL at the district: PLCs and instructional coaches. Most educator growth and development at LISD occurs through PLCs and instructional coaches.

- **Professional Learning Communities (PLCs)** – The LISD website states that "Leander ISD will function as a Professional Learning Community, at all levels of the organization, through highly effective collaborative teams that center all work on improving student learning." The guiding principles of PLCs at LISD are:

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- Student learning as our primary purpose;

- Collaborative culture as our primary practice; and

- Performance results as our primary measure.

- **Instructional Coaches** – An instructional coach is a valuable resource for assisting teachers and administrators in enhancing instruction. They work with teachers to address individual classroom needs, identify resources for instructional planning and delivery, and facilitate the sharing of effective teaching practices. LISD funds one instructional coach at each campus. The Human Resources Department manages the Instructional Coach Program. Campus principals select, supervise, and assign tasks to their instructional coaches. There is flexibility in how instructional coaches are deployed based on the specific needs of each campus. For instance, if a campus has a significant number of new teachers, the instructional coach may concentrate exclusively on supporting them. Instructional coaches routinely participate in and facilitate PLC meetings.

Commendation 4: LISD has prioritized PLCs and meaningfully incorporated them into the culture of the district.

PLCs provide a systematic means of improving instruction and school culture. By design, PLCs overcome the isolated, fragmented cultures in which teachers usually work. Studies have found that schools adopting the PLC model made greater achievement gains in math, science, history, and reading than did their counterparts in other schools, and showed smaller achievement gaps among students from different social classes and racial/ethnic backgrounds. In these schools, teachers collaborate, take collective responsibility for student learning, and strive for continuous improvement in their practice.[12]

LISD leadership has identified the importance of PLCs and, in recent years, actively prioritized their success. The audit team identified three key examples of this:

- There is widespread investment among LISD staff members in the value of PLCs. Every staff member that the audit team interviewed spoke highly of their respective PLCs and of how central they were to their professional growth.

- Based on the audit team's analysis, PLCs are active on all LISD campuses. Additionally, the PLC meetings observed by the audit team were impactful, although there was room for improvement (see Finding 2).

- LISD has created and published an immense catalog of PLC resources on its website. Implementation guides, reflection guides, templates, and best practices are all readily available to teachers, instructional coaches, and campus administrators. These resources were referenced by campus staff throughout Gibson's interviews as being helpful.

Additionally, Gibson's surveys highlighted the impact of PLCs at the district. Figure 76 presents the results of seven statements from the Teacher Survey related to PLC effectiveness. All except one had an agreement rate of over 75%, showcasing the perceived value of PLCs for teachers.

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[12] Dufour, R., & Marzano, R. J. (2011). Leaders of learning: How district, school, and classroom leaders improve student achievement. Solution Tree Press

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Figure 76. Teacher Survey – Questions Related to PLC Effectiveness
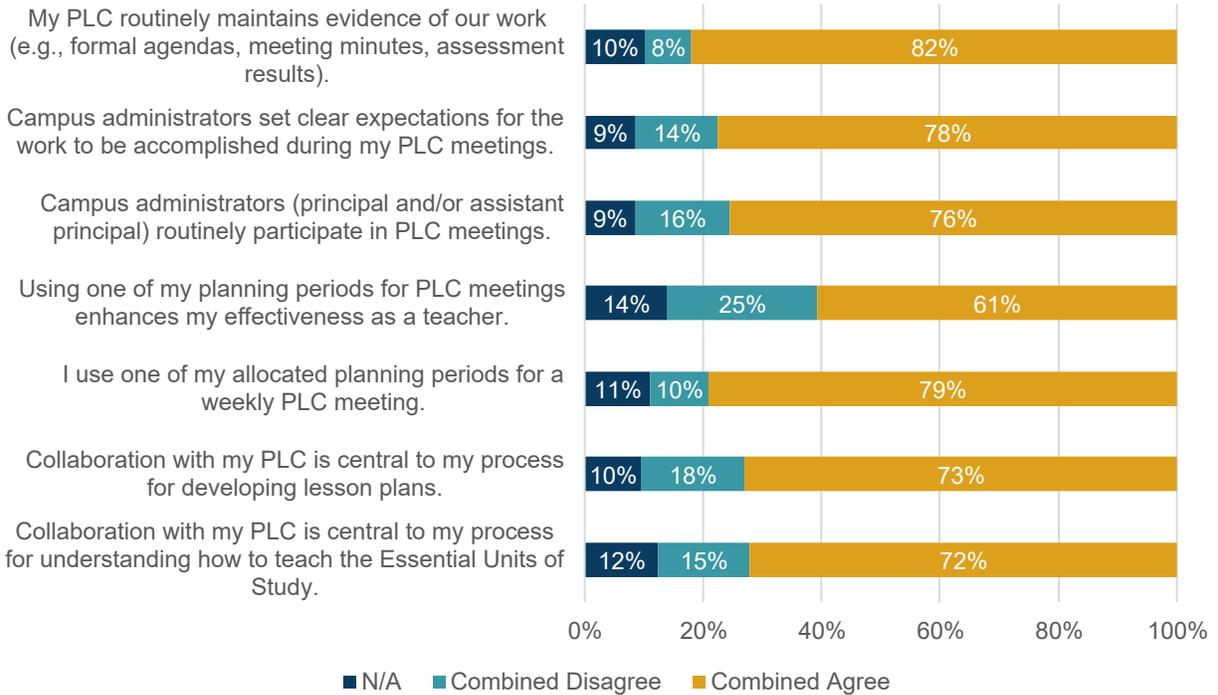
Source. Gibson Teacher Survey

Gibson's Instructional Leader Survey showed a similar trend. Figure 77 presents the results of five statements from the Instructional Leader Survey related to PLC effectiveness. The responses reflect campus administrators who are deeply invested in the success of PLCs on their campuses.

Figure 77. Instructional Leader Survey – Questions Related to PLC Effectiveness
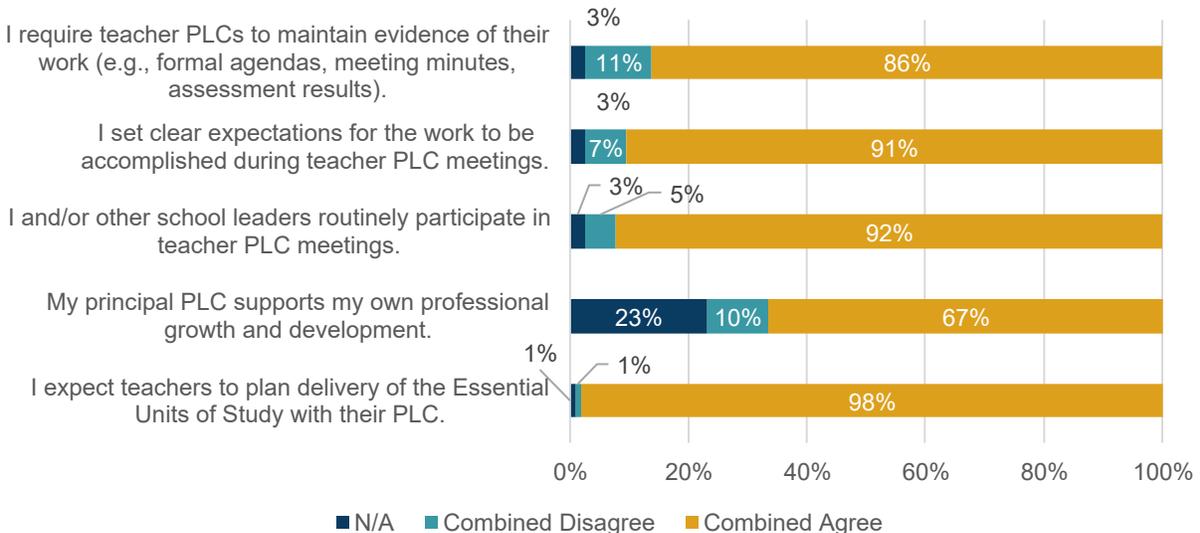
Source. Gibson Instructional Leader Survey

Finding 12: An inconsistent approach to instructional feedback limits LISD's ability to drive sustained improvements in pedagogy.

Multiple research studies have established a direct link between effective coaching and teacher effectiveness. Teachers who receive high-quality feedback develop faster, are more successful professionally, and are more likely to be happier in their work.[13]

Based on the audit team's interviews, LISD instructional leaders understand the value and importance of regular classroom observations and teacher feedback. Every principal that the audit team spoke with clearly described their cadence for regularly observing classrooms (each of them dedicated significant portions of their schedules), which was corroborated by Teacher Survey responses (Figure 78). Over 75% of teachers agreed or strongly agreed that their campus administrators routinely visit their classrooms and provide feedback when they do.

Figure 78. Teacher Survey – Campus Administrator Observation and Feedback
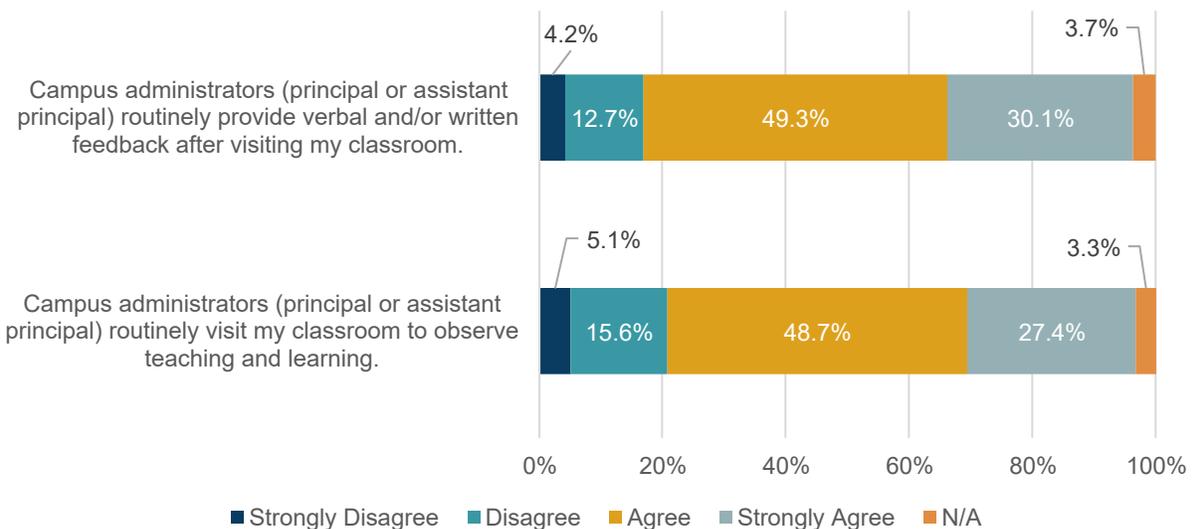
Source. Gibson Teacher Survey

Although administrators are investing significant time in classrooms, the audit team found that, because the quality of the feedback received by teachers is lacking, that time is not having the impact they expect. The audit team identified several methods across the district for how teachers receive feedback after an observation: sticky notes with positive remarks, verbal praise, and a "glow and a grow" in an email, among others. There were no consistent practices across campuses, and none of the methods described to the audit team used a rubric, asked the teacher to reflect on their lesson, included practice, or planned for how to put the feedback into practice, all of which are key steps in providing effective feedback.

The impact of this was clear during the audit team's classroom observations. In February 2025, the audit team visited 13 campuses and observed over 50 classrooms using two rubrics (reading/ELA and math) that

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[13] "The Impact of Providing Performance Feedback to Teachers and Principals" Michael Garet et. al. American Institutes of Research. 2017

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included 64 observable teacher/student actions. The audit team developed the observation rubric for reading/ELA using the elementary and secondary ELA Workshop Model, the district's recently created "Learning in LISD Language Arts," the Reading Implementation and Writing Workshop Implementation Guides, and research-based best practices. The audit team developed the observation rubric for math using the "Learning in LISD Math," the LISD Elementary Math Implementation Guide, research-based instructional implementation indicators for Bridges, the primary elementary instructional resource, and sample EUSs for secondary math. Below are several key takeaways from the audit team's classroom observations:

- Nearly all observed lessons aligned with the school's master schedule and the district's pacing guide (YAG).

- Technology was proficiently used across classrooms and campuses. Teachers seamlessly embedded smart boards, videos, and other technology tools throughout their lessons with minimal issues.

- Elementary small groups were often operating with minimal direction and oversight. As a result, many students were disengaged with the lesson. Students were not participating in meaningful discussions with one another about their learning and appeared not to understand the objective of various center activities. In some classes, adding an instructional assistant who circulated among the small groups helped address this shortcoming.

- Instructional rigor was regularly noted as below grade level, particularly during whole-group instruction. The audit team also observed minimal alignment with the best practices outlined in the "Learning in LISD Language Arts" and "Learning in LISD Math" instructional plans. This was evident at the elementary and secondary level. At the secondary level, there was a heavy reliance on teacher talk and traditional lecture-style lesson delivery, and a significant number of students disengaged from the lesson.

Recommendation 12: Adopt a district-wide protocol for informal classroom observations.

To increase the impact of administrator observations, LISD should adopt a district-wide protocol for informal classroom observations. These observations are distinct from the formal evaluation process (LEADS), which all district teachers participate in and for which two annual observations are mandatory. LEADS observations are evaluative in nature, while informal classroom observations represent the cornerstone of effective teacher coaching and growth.

There are many frameworks for providing coaching/feedback to teachers, one of the most prominent being Paul Bambrick-Santoyo's six steps from *Leverage Leadership: A Practical Guide to Building Exceptional Schools*.

Table 14. Bambrick-Santoyo's Six Steps for Effective Feedback

Steps	Example
Praise	We set a goal last week of _____ and I noticed this week how [you met the goal] by [state concrete positive actions teacher took.] What made you successful? How did it feel?

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Steps	Example
Probe	What is the purpose of _____ [certain area of instruction]? What was your objective/goal for this lesson?
Identify Problem and Action Plan	Level 1 (Teacher-driven) Teacher self-identifies the problem: "Yes. What, then, would be the best action step to address that problem?" Level 2 (More support) Ask scaffolded questions: "How did your lesson try to meet this goal/objective?"
Practice	Let's try that. [Immediately jump into role play.] Let's re-play your lesson and try to apply this.
Plan	Where would be a good place to implement this in your upcoming lessons?
Follow-Up	When would be best to observe your implementation of this?

Source. Paul Bambrick-Santoyo's Six Steps for Effective Feedback, adapted from *Leverage Leadership*

Mentoring and Leadership Development

In addition to the PL offered to all staff, LISD facilitates two Leadership Development (LD) programs intended to identify and develop future district leaders. Currently, the district only offers LD programs to staff members interested in becoming campus-based instructional leaders (i.e., principals and assistant principals). They are the following:

- **Prospective Principal Program (P3)** – P3 is designed to prepare a select cohort of experienced LISD campus and district administrators to successfully enter the principalship. The program provides cohort members the opportunity to gain targeted, timely, and personalized PL with a focus on the qualities and skills needed to lead an LISD campus. The program includes seven three-hour sessions throughout the year, an online learning component, and in-person PL with LISD leaders.

- **Aspiring Administrator Academy (A3) –** A3 prepares a select cohort of experienced LISD educators to become assistant principals. A3 provides cohort members the opportunity to gain targeted PL focused on the qualities and skills needed to be a successful assistant principal on a Leander ISD campus. The program includes seven three-hour sessions throughout the year, an online learning component, and in-person PL with LISD leaders.

Finding 13: Ineffective controls over LISD's mentoring program hinder support for new teachers.

Research shows that experienced teachers produce higher rates of student achievement. However, more than one third of teachers leave the profession within the first five years.[14] This poses a unique challenge at LISD, where nearly one third (31.9%) of the district's teacher workforce has five or fewer years of experience (Figure 79).

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[14] "Encouraging Retention of New Teachers Through Mentoring Strategies." Jamie Callahan. International Journal for Professional Educators.

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Figure 79. LISD Teacher Years of Experience, 2023-24
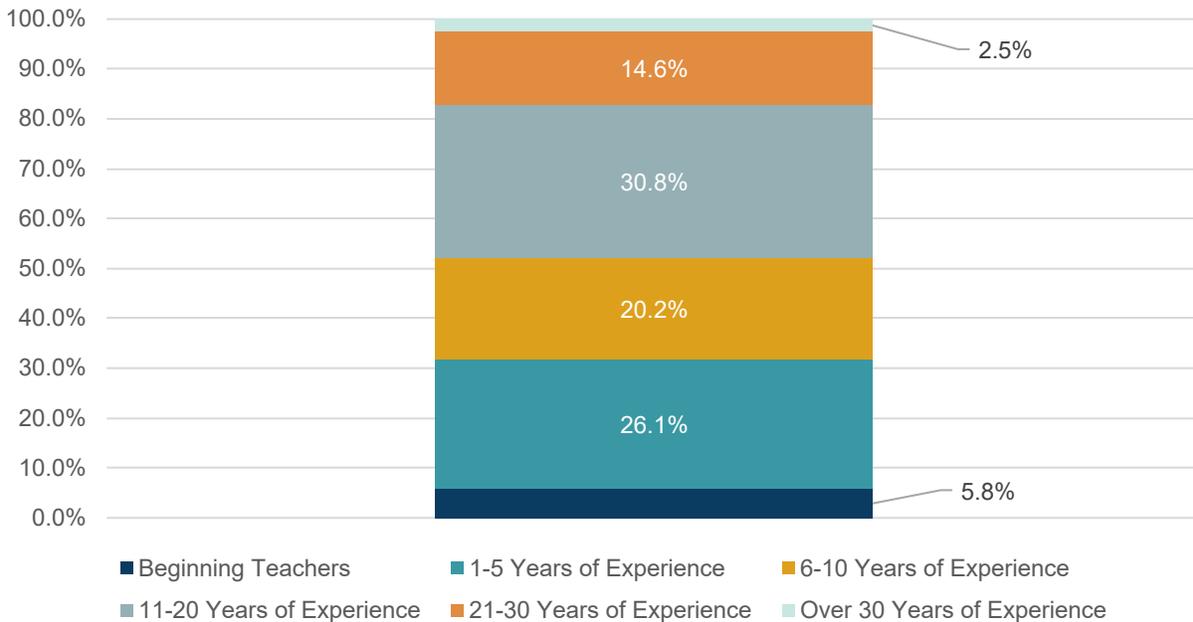
Source. TEA TAPR, 2023-24

Further, the majority of LISD's 2024-25 first-year teachers are not certified through a traditional program, meaning they are arriving on Leander ISD's campuses with less experience and an array of prior knowledge. The district's challenge, then, is to develop the supports that encourage the retention and efficacy of their new teachers. Studies suggest that a strong mentoring program is one of the most effective ways to do this. LISD maintains three mentor programs intended to support teachers:

- **New-to-Profession Learning Community (NTPLC)** is a component of LISD's teacher induction program and provides a peer, campus-based mentor to all novice teachers. The program involves three key roles: **the mentee,** a teacher in their first year of their teaching career who is paired with a mentor teacher to learn district and campus policies and procedures and enhance their teaching skills for the purpose of strengthening professional capacity; **the mentor,** a teacher or instructional coach with a minimum of three years of successful teaching experience; and **the lead mentor**, an instructional coach who oversees their campus's mentors and mentees. NTPLC mentors are paid $500 per year.

- **Returning-to-Classroom** supports teachers who have been out of the classroom for 10 or more years. Each of these teachers is paired with a campus-based mentor.

- **Spirit Cultural Exchange Program** facilitates teachers working internationally. LISD started participating in the program in 2021-22 with two international teachers, and in 2022-23 expanded to 14. Every international exchange teacher is paired with a campus-based mentor at LISD.

Through interviews and data analysis, the audit team found multiple control weaknesses over the district's mentor programs.

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- *Data is not used to monitor the effectiveness of the mentor programs.* The district does not use LEADS evaluations, student performance data, or any other metrics to formally evaluate whether the mentor programs are having an impact.

- *There is no formal application process for becoming a mentor.* There is not a formal application to become a mentor. The sole documented requirement is that the mentor has three years of teaching experience. Principals and instructional coaches have full discretion over mentor assignments which introduces potential bias and has resulted in multiple reassignments due to poor fit or general ineffectiveness of the relationship.

- *The process for tracking staff who are eligible for a mentor is highly manual and prone to error.* The district's Induction and Mentoring Specialist maintains a spreadsheet with all of LISD's new-to-profession teachers. This process requires the individual to filter new-to-profession teachers from all new hires and confirm the years of experience, which are often incorrectly stated on the teacher's application. This spreadsheet is shared with instructional coaches (lead mentors) and principals, who assign a mentor and are then expected to note that assignment on the spreadsheet. The process of maintaining this spreadsheet, confirming years of experience, and following up with campus leaders is highly burdensome for the Induction and Mentoring Specialist and, according to interviews, leads to some teachers who are eligible for a mentor "falling through the cracks."

Ultimately, these issues impact the quality of the mentor programs, a deficit which was described to the audit team during interviews and is reflected in survey responses (Figure 80). Of those who responded to the Instructional Leader Survey, 36.7% of LISD instructional leaders disagreed or strongly disagreed with the statement, "The district's teacher induction program provides an effective orientation to the district's curriculum." Additionally, 34.5% disagreed or strongly disagreed with the statement, "The district's teacher induction program provides adequate support for new-to-profession teachers."

Figure 80. Instructional Leader Survey – Mentor Program Effectiveness
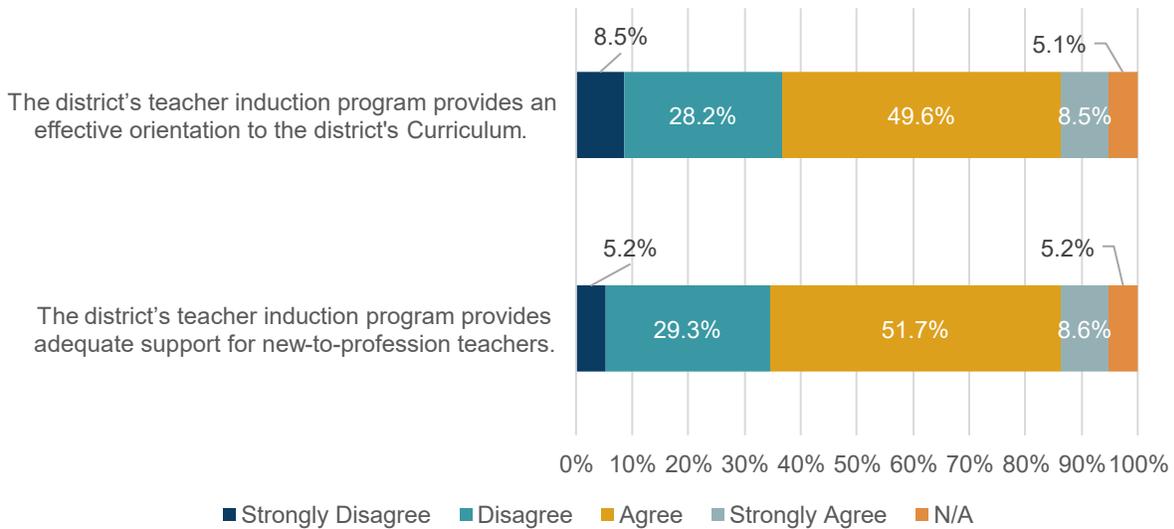
Source. Gibson Instructional Leader Survey

Recommendation 13: Monitor and evaluate the effectiveness of the district's mentoring programs.

LISD devotes significant time and resources to its mentor programs. To justify these expenses, and to better support its least experienced teachers, it is important that the district begins to formally evaluate the programs.

One way that the district can approach implementing this recommendation is via TEA's Mentor Program Allotment (MPA). House Bill 3 created the MPA in 2019, which is an optional program for Local Educational Agencies (LEAs) to build or sustain mentorship training programs. LEAs can apply to MPA and, if awarded, receive funds for stipends and other associated costs. Even if LISD does not choose to pursue a formal application to MPA, the guidelines for the application provide a useful starting point for how to strengthen the district's mentor program, which are described in broad terms below.[15]

- **Training Requirements**
  - Mentor training addresses five competencies: effective mentoring partnership, coaching cycles, data-driven instruction, lesson preparation, and learning environments.
  - District and campus leader training address five competencies: program vision setting, mentor recruitment, selection and assignment, mentor training and support, master schedule and release time, and program sustainability.

- **Evidence of Impact**
  - TEA developed goals in three areas to monitor the impact of mentor programs: beginning teacher effectiveness, beginning teacher retention, and mentor effectiveness.
  - There are four tiers of evidence that a LEA can use to demonstrate the impact of its programs:
    - Tier 1 (Beginning Teacher Effectiveness) – e.g., comparison data on the average appraisal score of first-year teachers before and after implementation.
    - Tier 2 (Beginning Teacher Retention) – e.g., comparison of baseline first-year teacher retention before and after implementation.
    - Tier 3 (Fidelity of Program Implementation) – e.g., evaluating the use of coaching tools and protocols with a standard rubric.
    - Tier 4 (Perceptions of Program Effectiveness) – e.g., regular surveys to mentors and mentees that capture perceptions on the training model or general program feedback.

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[15] TEA, Mentor Program Allotment Cycle 4 LEA Application Guidelines, 2024-25.

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Appendix A: Interviews and School Visits

Individual Interviews

The audit team conducted interviews with the following LISD administrators and staff:

- Rachel Mackey, Executive Director of Human Resources

- DeWayne Street, Chief of the Office of Educational Access

- Bryan Miller, Senior Executive Director of Student Support

- Dr. Bruce Gearing, Superintendent

- Camille Clay, Senior Director of College and Career Transition Programs

- Amy Rudd, Director of Special Education

- Dr. Chris Clark, Assistant Superintendent of Curriculum and Instruction

- Dr. Dustin Binnicker, Assistant Superintendent of Advanced Academics and Pathways

- Brenda Cruz, Assistant Superintendent of Empowered Learning

- April Chauvette, Director of Professional Learning

- Dillon Chevalier, Coordinator of Professional Learning Systems and Continuous Improvement

- Lacey Delgado, Coordinator of Professional Learning Programs and Leadership Development

- Amanda Hardwick, Director of Humanities Curriculum

- Lee Howell, Coordinator of Digital Learning

- Jan Masterson, Specialist of Induction and Mentoring

- Erin Garner, Director of Early Childhood

- Shirley Bachus, Director of Advanced Programs

- Tina Dozier, Director of Global Languages and Cultures

- Ashley Mezger, Director of Intervention Services and Special Programs

- Alicia Westcot, Senior Director of Math and Science Curriculum

- Angela Hodges, Area Superintendent

- Kristen Alex, Area Superintendent

- Kimberly Waltmon, Area Superintendent

- Paul Johnson, Area Superintendent

- Emily Gray, Senior Coordinator of K-12 Measures

- Sarah Martinez, Director of Research and Evaluation (Retired)

- Jennifer Anderson, Manager of Materials Management

- Brenda Howard, Manager of Science Materials Center
- John Sandobal, Technology Specialist
- Lisa Gibbs, Executive Director of Talent Acquisition and Elementary Support

Group Interviews

The audit team conducted group interviews with the following stakeholders:

- Principals, Elementary
- Principals, Secondary
- Teachers, Elementary
- Teachers, Secondary
- Curriculum Specialists (Math and Science)
- Curriculum Specialists (Language Arts)
- Instructional Coaches, Elementary
- Instructional Coaches, Secondary
- Senior Coordinators (Math and Science)
- Senior Coordinators (Language Arts and Social Studies)

School Visits

The audit team visited 13 campuses between March 3, 2025 and March 7, 2025. Each school visit lasted approximately two hours, during which time the audit team interviewed the campus administrator, conducted two to three classroom observations, and observed PLC meetings. The following schools were selected by the audit team, in collaboration with the Learning and Innovation Department, based on their demographic profile, geographic location, and academic performance:

- Hisle Elementary School
- Larkspur Elementary School
- Faubion Elementary School
- Reed Elementary School
- Bush Elementary School
- Steiner Ranch Elementary School
- Knowles Elementary School
- Four Points Middle School
- Henry Middle School
- Stiles Middle School

- Glenn High School

- Vandegrift High School

- Vista Ridge High School

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Appendix B: Instructional Leader Survey Results

Gibson developed and administered an online survey to all principals, assistant principals, and deans. The objective of the survey was to collect perception data related to how effectively the district organizes resources, systems, and processes to support the implementation of effective instructional practices. The survey was administered between January 13 and January 24, 2025. In total, 117 staff completed the survey for an overall response rate of 79.1%.

The survey was administered using Qualtrics, an online survey platform. In analyzing survey response data, the audit team recommends that the district explore areas where disagreement rates exceed 20% and consider addressing any areas where disagreement rates exceed 30% more urgently.

Table B.1 shows the percentage of staff who completed the survey, disaggregated by position.

Table B.1. Survey Completion Rate by School Level

School level	Percent Complete	n
Assistant Principal or Dean	70.5%	72
Principal	97.8%	45
Total	**79.1%**	**117**

Source. Gibson Consulting Group Instructional Leader Survey Data

Table B.2 shows the percentage of staff who agreed or disagreed with each survey question.

Table B.2. Instructional Leader Survey Results

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Campus Improvement Plans					
The goals and objectives outlined in the District Improvement Plan (DIP) are aligned with the goals and objectives in my Campus Improvement Plan (CIP).	0.9%	0.9%	46.6%	50.0%	1.7%
My supervisor supports me in developing my CIP.	0.9%	0.9%	39.1%	52.2%	7.0%
Many different stakeholders were involved in the development of my CIP.	0.9%	8.5%	46.2%	42.7%	1.7%
The annual goals in my school's CIP are achievable.	0.0%	0.9%	54.3%	44.8%	0.0%
The annual goals in my school's CIP are accompanied by actionable strategies to help me achieve them.	0.9%	0.0%	47.0%	52.1%	0.0%
I utilize the CIP regularly (4+ times) throughout the year to frame the work of the leadership team.	2.6%	4.3%	39.7%	49.1%	4.3%

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
My supervisor routinely monitors the implementation and progress towards goals in my CIP.	1.7%	7.8%	41.4%	46.6%	2.6%
Central Office Support					
The expectations communicated to me by the Curriculum and Instruction Team are consistent with the expectations communicated to me by my area superintendent.	5.1%	12.8%	60.7%	13.7%	7.7%
Interactions with my area superintendent focus on sharpening my instructional leadership.	2.6%	9.4%	43.6%	29.9%	14.5%
There is an effective process in place for requesting support from the Curriculum and Instruction Team.	3.4%	22.2%	52.1%	20.5%	1.7%
The support I receive from the Curriculum and Instruction Team is timely.	4.3%	18.1%	50.9%	24.1%	2.6%
The support I receive from the Curriculum and Instruction Team is effective.	5.1%	22.2%	48.7%	22.2%	1.7%
Central office administrators routinely conduct classroom walkthroughs at my campus.	13.7%	29.1%	44.4%	10.3%	2.6%
Timely follow-up support is provided based on the observations from central office campus visits.	9.5%	26.7%	43.1%	14.7%	6.0%
I receive the support I need from the central office to support the performance needs of struggling teachers.	11.1%	17.9%	53.8%	14.5%	2.6%
I receive the support I need from the Human Resources Department when I have a staff member I want to recommend for non-renewal.	0.9%	1.7%	38.5%	47.9%	11.1%
The Human Resources Department provides an adequate pool of qualified teacher candidates when we have vacancies.	5.1%	18.8%	53.8%	19.7%	2.6%
When I identify a teacher I want to hire, the Human Resources Department completes the hire process in a timely manner.	0.0%	1.7%	30.8%	63.2%	4.3%
Change Management					
Overall, the district has an effective process for managing the introduction of new initiatives.	9.5%	31.0%	49.1%	9.5%	0.9%
I provide input during the planning phase for new district initiatives.	11.1%	24.8%	43.6%	9.4%	11.1%
The district effectively communicates the rationale for new initiatives.	5.1%	28.2%	54.7%	10.3%	1.7%

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Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The district builds my capacity (for example, through professional learning) when we implement changes so that I have the tools to contribute.	6.8%	23.9%	51.3%	17.1%	0.9%
The district takes something off my plate before adding expectations implicated by the change.	29.1%	49.6%	12.8%	4.3%	4.3%
The district provides adequate support for the successful implementation of new academic initiatives.	11.1%	29.9%	50.4%	7.7%	0.9%
The district routinely conducts evaluations examining the effectiveness of academic initiatives.	11.1%	38.5%	35.9%	7.7%	6.8%
Planning and Delivering Instruction					
I understand how teachers should use the district's curriculum to guide their work.	0.0%	6.8%	53.8%	39.3%	0.0%
I have received adequate training on how to access and utilize the components of the district's curriculum.	4.3%	20.5%	53.8%	19.7%	1.7%
I expect teachers to use the district's curriculum to guide their work.	0.0%	2.6%	39.3%	57.3%	0.9%
I know that teachers on my campus received adequate training for the effective use of the of the district's curriculum to plan instruction.	4.3%	26.5%	47.9%	20.5%	0.9%
I expect teachers to plan delivery of the Essential Units of Study with their PLC.	0.0%	0.9%	38.5%	59.8%	0.9%
I believe all teachers in my school develop high quality lesson plans for each Essential Unit of Study.	1.7%	33.3%	49.6%	14.5%	0.9%
I believe all teachers on my campus can effectively adapt the curriculum to provide grade-level instruction to students who are not on grade level.	3.4%	38.5%	45.3%	12.8%	0.0%
Multi-tiered Systems of Support (MTSS) processes on my campus are effective in addressing the needs of students experiencing academic challenges.	1.7%	22.2%	59.0%	16.2%	0.9%
I have confidence that the District Curriculum-Based Assessments (District Assessments) provide an accurate indicator of student learning on a set of identified standards.	6.8%	29.1%	51.3%	7.7%	5.1%
The district provides clear expectations for analysis and action planning based on the results of District Assessments.	9.4%	38.5%	38.5%	8.5%	5.1%

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Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Curriculum Management					
The NWEA MAP Assessments (K-12) provide an accurate indicator of student growth.	6.0%	16.4%	57.8%	12.1%	7.8%
The NWEA Map Assessments (K-12) promote student ownership of learning.	14.7%	38.8%	33.6%	6.9%	6.0%
The district provides clear expectations for analysis and action planning based on the results of NWEA MAP assessments (K-12).	8.5%	37.6%	36.8%	8.5%	8.5%
My teachers know how to interpret data from NWEA Map Assessments to set individual student growth targets.	5.1%	32.5%	47.0%	7.7%	7.7%
My teachers understand how to use ISIP data (K-5) to address students' reading progress.	1.7%	6.8%	41.9%	8.5%	41.0%
My teachers routinely examine ISIP data (K-5) to address students' reading progress.	0.0%	2.6%	46.2%	9.4%	41.9%
ISIP provides an accurate indicator of students' reading proficiency.	1.7%	19.7%	39.3%	4.3%	35.0%
I have the knowledge and skills to be effective in leading data-driven instruction.	0.0%	3.4%	62.4%	32.5%	1.7%
Overall, I believe teachers have the knowledge and skills to be effective in using data to inform instruction.	2.6%	17.9%	68.4%	11.1%	0.0%
The district's pacing calendar (Year At A Glance) provides adequate time for analysis and action planning following District Short Cycle Assessments.	5.1%	23.9%	58.1%	9.4%	3.4%
The district's pacing calendar provides adequate time for analysis and action planning following NWEA MAP Assessments (K-12).	8.5%	24.8%	54.7%	4.3%	7.7%
Teachers at my school consistently follow the district's instructional model for literacy instruction.	1.7%	15.4%	64.1%	9.4%	9.4%
My school's Master Schedule provides the recommended minutes of instruction for the daily literacy block.	0.9%	1.7%	61.5%	24.8%	11.1%
Teachers at my school have a deep understanding of the district's model of instruction for Reading/ELA.	1.7%	23.1%	57.3%	13.7%	4.3%
Teachers at my school provide effective Tier 1, first-time literacy instruction.	0.0%	9.5%	72.4%	11.2%	6.9%
Teachers at my school provide effective literacy instruction to close student learning gaps.	0.9%	16.2%	70.9%	7.7%	4.3%

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Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Teachers at my school consistently follow the district's instructional model for math instruction.	2.6%	16.2%	66.7%	12.8%	1.7%
My school's Master Schedule provides the recommended minutes of instruction for the daily math block.	0.9%	1.7%	64.1%	28.2%	5.1%
Teachers at my school provide effective Tier 1, first-time math instruction.	0.9%	12.0%	70.9%	12.8%	3.4%
Teachers at my school provide effective math instruction to close student learning gaps.	1.7%	23.1%	60.7%	11.1%	3.4%
Professional Development and Instructional Supports					
Leander ISD's Aspiring Administrator Academy (A3) prepared me to be an effective instructional leader.	0.0%	0.0%	12.0%	13.7%	74.4%
Leander ISD's Prospective Principal Program (P3) prepared me to be an effective instructional leader.	0.0%	1.7%	25.0%	19.0%	54.3%
There are opportunities for me to grow as an instructional leader in the district.	4.3%	7.7%	53.8%	32.5%	1.7%
District-provided professional development is differentiated to meet my unique learning needs.	6.0%	18.8%	54.7%	19.7%	0.9%
I can access content-specific professional development when needed.	2.6%	17.9%	58.1%	20.5%	0.9%
The professional development I receive is of high quality.	2.6%	16.4%	58.6%	21.6%	0.9%
The district provides adequate support for struggling principals.	3.4%	12.1%	27.6%	12.1%	44.8%
My principal PLC supports my own professional growth and development.	3.4%	6.8%	45.3%	21.4%	23.1%
I and/or other school leaders routinely participate in teacher PLC meetings.	0.0%	5.1%	46.2%	46.2%	2.6%
I set clear expectations for the work to be accomplished during teacher PLC meetings.	0.0%	6.8%	55.6%	35.0%	2.6%
I require teacher PLCs to maintain evidence of their work (e.g., formal agendas, meeting minutes, assessment results).	0.9%	10.3%	47.9%	38.5%	2.6%
The district's teacher induction program provides adequate support for new-to-profession teachers.	5.2%	29.3%	51.7%	8.6%	5.2%
The district's teacher induction program provides an effective orientation to the district's Curriculum.	8.5%	28.2%	49.6%	8.5%	5.1%

Source. Gibson Consulting Group Instructional Leader Survey Results

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Table B.3. Instructional Leader Survey Results – *For teachers new to your school, do they participate in a formal teacher mentor program?*

Yes, for all teachers new to my school.	Yes, but only for some teachers.	No, there is no formal teacher mentoring program on my campus.
70.9%	26.5%	2.6%

Source. Gibson Consulting Group Instructional Leader Survey Results

Table B.4. Instructional Leader Survey Results – *To what extent is your school's capacity to provide effective instruction hindered by the following:*

Statement	Not at all	Very little	To some extent	A lot
Too few highly effective teachers.	10.3%	27.4%	50.4%	12.0%
Too few instructional support staff.	7.7%	20.5%	51.3%	20.5%
Too few administrative support staff.	31.6%	26.5%	29.1%	12.8%
High staff turnover.	18.8%	32.5%	30.8%	17.9%
Shortage and/or inadequacy of instructional materials (e.g., textbooks).	38.8%	44.8%	13.8%	2.6%
Shortage and/or inadequacy of technology resources (e.g., computers).	48.7%	40.2%	10.3%	0.9%
Insufficient support from the central office.	23.9%	42.7%	25.6%	7.7%

Source. Gibson Consulting Group Instructional Leader Survey Results

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Appendix C: Teacher Survey Results

Gibson developed and administered an online survey to all LISD teachers. The objective of the survey was to collect perception data related to how effectively the district organizes resources, systems, and processes to support the implementation of effective instructional practices. The survey was administered between January 13 and January 24, 2025. In total, 1,693 teachers completed the survey for an overall response rate of 53.7%.

The survey was administered using Qualtrics, an online survey platform. In analyzing survey response data, the review team recommends that the district explore areas where disagreement rates exceed 20% and consider addressing any areas where disagreement rates exceed 30% more urgently.

Table C.1 shows the percentage of staff who completed the survey, disaggregated by school level.

Table C.1. Survey Completion Rate by School Level

School level	Percent Complete	n
Elementary School	57.8%	894
Middle School	52.6%	358
High School	47.7%	416
Other	46.3%	25
Total	**53.7%**	**1,693**

Note. "Other" includes human resources, Leander Extended Opportunity Center, special srograms, and state and federal programs

Source. Gibson Consulting Group Teacher Survey Data

Table C.2. Survey Completion Rate by Instructional Setting

Statement	Percent Complete
I primarily teach students in a general education setting.	78.5%
I primarily teach students in a self-contained classroom setting (e.g., special education specialized program, an English Learner classroom).	21.5%
Total	**53.7%**

Source. Gibson Consulting Group Teacher Survey Data

Table C.3 shows the percentage of staff who agreed or disagreed with each survey question.

Table C.3. Teacher Survey Results

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
School Leadership and Culture					
My principal is an effective instructional leader.	2.1%	8.2%	36.9%	51.3%	1.5%
My principal sets clear expectations for teaching and learning.	1.7%	6.8%	38.3%	52.0%	1.1%
My principal clearly communicates the expectations of the central office for teaching and learning.	1.9%	6.6%	38.8%	51.2%	1.4%
I am included in discussions and activities related to my school's vision, mission, and/or core values.	2.1%	9.9%	42.8%	43.9%	1.2%
The annual goals set forth in my school's campus improvement plan (CIP) are achievable.	1.4%	4.2%	50.2%	40.3%	3.9%
There is strong teamwork among teachers across grades to identify problems and work on solutions.	3.0%	16.3%	42.1%	37.1%	1.5%
There are opportunities for me to grow as an instructional leader on my campus.	2.7%	11.0%	41.8%	42.1%	2.3%
Teachers at my school maintain high expectations for all students.	2.3%	9.8%	45.8%	41.3%	0.8%
I would recommend my school as a good place to work.	2.4%	6.5%	36.0%	53.9%	1.2%
I would recommend Leander ISD as a good place to work.	1.5%	6.1%	42.1%	49.4%	0.9%
Change Management					
Overall, the district has an effective process for managing changes to the curriculum.	6.4%	26.2%	47.0%	13.8%	6.6%
I have the opportunity to provide input on proposed changes to the curriculum.	5.7%	24.5%	46.9%	14.9%	7.8%
The district effectively communicates the rationale for new initiatives.	6.2%	28.1%	48.8%	13.0%	3.9%
The district builds my capacity (for example, through professional learning) when the curriculum is changed so that I feel prepared to enact the changes.	6.6%	23.0%	47.5%	17.6%	5.3%
The district takes something off my plate before adding expectations/responsibilities.	34.8%	42.2%	13.4%	5.2%	4.4%

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Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Planning and Delivering Instruction					
The District expects that I use the District Curriculum (e.g., Year at A Glance, Essential Units of Study, etc.) to guide my work.	0.9%	2.0%	43.5%	47.2%	6.4%
I rely heavily on the District Curriculum to guide my work.	4.5%	13.4%	41.7%	32.2%	8.2%
Leander ISD provides me with adequate training on the District Curriculum.	5.2%	20.7%	48.6%	18.9%	6.7%
The District Curriculum has all the components I need to deliver standards-aligned instruction.	9.8%	20.6%	42.6%	19.3%	7.8%
The District Curriculum includes adequate resources that help me differentiate instruction according to student needs.	10.9%	27.8%	39.1%	15.3%	6.9%
I often use resources and activities outside of the District Curriculum.	1.5%	12.4%	40.5%	40.3%	5.4%
The District Curriculum is easy to navigate.	7.8%	20.1%	50.2%	14.4%	7.6%
The district's pacing calendar (YAG) provides adequate time for analysis and action planning following interim progress monitoring assessment (NWEA MAP, K-12)	7.3%	20.8%	43.7%	12.5%	15.6%
My team uses district provided MAP Data Protocols to analyze and respond to MAP data.	4.4%	11.4%	35.7%	17.4%	31.1%
I understand how to use ISIP data (K-5) to address my student's reading progress.	2.0%	4.9%	26.0%	15.8%	51.3%
My team routinely examines ISIP data (K-5) to address student's reading progress.	2.4%	7.1%	24.0%	14.3%	52.2%
The district's pacing calendar (YAG) provides adequate time for analysis and action planning following District Assessments (K-12)	7.2%	22.6%	38.0%	11.4%	20.8%
Student-level data is easily accessible to me.	2.2%	10.2%	53.5%	26.2%	7.9%
I use student-level data to guide my instruction.	1.1%	5.7%	52.0%	32.8%	8.4%
I routinely rely on the Essential Units of Study when planning instruction.	2.2%	6.8%	44.2%	32.4%	14.4%
I routinely develop daily lesson plans from the Essential Units of Study.	3.0%	10.8%	41.6%	28.7%	15.8%
Collaboration with my PLC is central to my process for understanding how to teach the Essential Units of Study.	3.9%	11.5%	36.8%	35.4%	12.4%

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Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Collaboration with my PLC is central to my process for developing lesson plans.	4.7%	12.9%	35.9%	37.0%	9.5%
A campus administrator (e.g., principal, assistant principal) routinely provides feedback on my unit plans.	8.5%	26.9%	36.0%	13.3%	15.2%
A campus administrator (e.g., principal, assistant principal) routinely provides feedback on my lesson plans.	9.4%	28.0%	35.5%	12.5%	14.6%
I have adequate instructional resources (e.g., textbooks, materials) to support the curriculum.	6.2%	16.2%	47.5%	26.8%	3.4%
My students have adequate access to technology resources (e.g., Chromebooks, smartboards) in the classroom.	1.8%	4.5%	43.6%	47.2%	2.9%
LISD provides support to teachers in adapting the curriculum to provide grade-level instruction to students who are not on grade level.	9.4%	27.1%	40.8%	15.9%	6.8%
Multi-Tiered Systems of Support (MTSS) processes on my campus are effective in addressing the needs of students experiencing academic challenges.	4.7%	17.8%	48.3%	17.4%	11.8%
The district has a well-defined instructional model for literacy instruction.	4.9%	12.8%	38.9%	15.8%	27.7%
The district has a well-defined instructional model for math instruction.	3.8%	11.4%	38.5%	15.4%	31.0%
I have the planning time I need to effectively teach my content area.	18.7%	31.8%	34.2%	13.3%	2.1%
The amount of planning time I have negatively impacts my ability to deliver high-quality, standards-based instruction.	9.0%	35.2%	32.9%	19.0%	4.0%
I routinely bring work home in order to be prepared for the next day of instruction	6.9%	17.4%	30.1%	42.9%	2.7%
I use one of my allocated planning periods for a weekly PLC meeting.	2.8%	6.9%	30.2%	49.0%	11.1%
Using one of my planning periods for PLC meetings enhances my effectiveness as a teacher.	7.5%	17.7%	39.5%	21.2%	14.0%
Professional Development and Instructional Supports					
Professional learning is differentiated to meet my learning needs.	7.1%	22.9%	52.5%	16.3%	1.1%
The district-provided professional development offered by LISD meets my learning needs.	7.9%	24.7%	51.9%	14.8%	0.7%

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Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
The professional development I receive enhances my skills as a teacher.	5.7%	22.4%	55.3%	15.3%	1.2%
There is professional development available to enhance my career growth in the district.	4.9%	20.7%	54.6%	16.8%	3.0%
I have adequate access to instructional coaching to help me improve my instructional practice.	3.4%	10.8%	52.0%	29.7%	4.2%
The support provided by the instructional coach is of high-quality.	4.3%	10.8%	43.3%	33.1%	8.4%
My mentor teacher provides the support I need to be successful.	2.2%	3.2%	16.2%	15.8%	62.7%
Campus administrators (principal or assistant principal) routinely visit my classroom to observe teaching and learning.	5.1%	15.6%	48.7%	27.4%	3.3%
Campus administrators (principal or assistant principal) routinely provide verbal and/or written feedback after visiting my classroom.	4.2%	12.7%	49.3%	30.1%	3.7%
The verbal and/or written feedback from my campus administrators is actionable.	2.4%	9.3%	52.3%	27.3%	8.7%
When I receive feedback to enhance my instructional practices, my campus administrator returns to my classroom to observe the improvements.	5.7%	19.0%	41.2%	19.1%	15.0%
Campus administrators (principal and/or assistant principal) routinely participate in PLC meetings.	4.8%	11.1%	41.1%	34.5%	8.5%
Campus administrators set clear expectations for the work to be accomplished during my PLC meetings.	3.9%	10.0%	45.2%	32.3%	8.6%
My PLC routinely maintains evidence of our work (e.g., formal agendas, meeting minutes, assessment results).	2.0%	5.9%	43.2%	38.7%	10.1%
My PLC includes a weekly data review.	5.2%	24.8%	36.2%	16.7%	17.1%

Source. Gibson Consulting Group Teacher Survey Results

Table C.4. Teacher Survey Results – *When planning a unit of instruction, how often do you use the following components of the district curriculum system?*

Statement	Never	Rarely	Sometimes	Always	Not Applicable
Year At a Glance (YAG)	4.1%	10.7%	33.7%	36.5%	15.1%
Essential Units of Study	2.0%	4.4%	18.6%	60.5%	14.5%
Content Area Models of Instruction	6.7%	10.5%	32.4%	30.3%	20.1%

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Statement	Never	Rarely	Sometimes	Always	Not Applicable
Links to Instructional Resources	3.7%	8.8%	36.4%	38.8%	12.2%
Embedded Lessons	6.2%	12.6%	34.7%	27.8%	18.6%
Curriculum-based Assessments	4.1%	6.7%	28.7%	41.3%	19.2%

Source. Gibson Consulting Group Teacher Survey Results

Table C.5. Teacher Survey Results – *How would you rate the consistency of curriculum implementation in your content area/grade level on your campus?*

	Percent
High consistency (i.e., more than 75% of teachers)	51.9%
Moderate consistency (i.e., between 50% and 75% of teachers)	26.2%
Low consistency (i.e., less than half of teachers)	5.2%
Don't know/Not applicable to me	16.6%

Source. Gibson Consulting Group Teacher Survey Results

Table C.6. Teacher Survey Results – *What is your overall assessment of the quality of professional learning you have received this school year on the following topics:*

Statement	Weak	Adequate	Strong	Very Strong	Not Applicable
Understanding and using all components of the District Curriculum for my content area or grade level.	12.5%	32.6%	26.9%	14.8%	13.2%
Interpreting student assessment data.	11.6%	31.2%	31.7%	14.6%	10.9%
Integrating technology into the curriculum.	9.3%	30.7%	35.0%	17.7%	7.2%
Improving content area knowledge.	12.8%	31.3%	32.0%	17.0%	6.9%
Improving pedagogy.	11.3%	32.6%	33.1%	15.8%	7.2%

Source. Gibson Consulting Group Teacher Survey Results

Table C.7. Teacher Survey Results – *How many minutes per week, on average, do you meet with your PLC?*

Minutes per Week	%
Less than 30 minutes	8.5%
Between 30 and 60 minutes	38.5%
More than 60 minutes but less than 90 minutes	18.3%
90 minutes or more	23.9%
Not applicable to me in my role	10.8%

Source. Gibson Consulting Group Teacher Survey Results

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Discussion of Gibson Consulting Group

Academic Program Management Internal Audit

LISD: Commendations, Findings, and Recommendations

Commendations

1: The district's recent reorganization has increased collaboration between curriculum staff and Area Superintendents and established singular accountability over teaching and learning.

2: The Leander ISD Learning Model provides a vision for the district's commitment to student learning

3: LISD has a comprehensive assessment system that includes diagnostic, formative, interim, and state/national assessments.

4: LISD has prioritized Professional Learning Communities (PLCs) and meaningfully incorporated them into the culture of the district.

Findings	Recommendations
1: LISD's approach to facilitating change has limited the effectiveness of district initiatives.	*Integrate change management practices for all major district initiatives.*
2: LISD's approach to staffing for district instructional leadership has strained support positions and limited their impact.	*Conduct a job analysis for Learning and Innovation.*

3: LISD has a highly decentralized approach regarding instructional practices that is adversely affecting implementation fidelity across the district.	*Create and implement a decision-making framework.*
4: The district inadequately uses data to assess progress, which limits its ability to close performance gaps between student groups.	*Promote data ownership across the district.*
5: The curriculum is difficult to navigate, which decreases teachers' inclination to use it.	*Redesign the LISD curriculum system.*
6: LISD's curriculum system lacks requisite components to support teachers in differentiating instruction.	*Revise curriculum documents to address the diverse needs of all LISD learners.*
7: Updates to the district's curriculum have not improved teachers' perceptions, impacting the extent to which it is implemented.	*Modify teacher feedback approach to improve the breadth and usefulness of input.*
8: Teachers new to the district are not provided with a sufficient orientation to the curriculum, contributing to inconsistencies in implementation.	*Redesign teacher induction program to enhance focus on effective curriculum use.*
9: LISD is not fully capitalizing on its investment in the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments.	*Upgrade MAP training for principals.*

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10: LISD is underutilizing its centrally based Professional Learning (PL) Department.	*Centralize PL planning and strategy in LISD's Professional Learning Department.*
11: District PL is insufficiently data driven.	*Use data to inform professional learning.*
12: An inconsistent approach to instructional feedback limits LISD's ability to drive sustained improvements in pedagogy.	*Adopt a district-wide protocol for informal classroom observations.*
13: Ineffective controls over LISD's mentoring program hinder support for new teachers.	*Monitor and evaluate the effectiveness of the district's mentoring programs.*

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Discussion of a Resolution Nominating an Individual to the Travis Central Appraisal District (TCAD) and/or the Williamson Central Appraisal District (WCAD) Board of Directors
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Action Requested:	Thursday, October 9, 2025
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	N/A

Background Information:

The Travis Central Appraisal District (TCAD) and the Williamson Central Appraisal District (WCAD) will have an election this fall to select 2 members to serve 4-year terms on the TCAD and WCAD Boards. Any nominations for the TCAD and WCAD Boards must be made by resolution and submitted to their Chief Appraiser prior to October 15, 2025.

If the Board of Trustees desires to nominate a candidate(s), administration will develop a Resolution Nominating an Individual(s) to the Travis Central Appraisal District (TCAD) and/or Williamson Central Appraisal District (WCAD) Board of Directors for Board consideration during the September 18, 2025, or October 9, 2025, Regular Board Meeting.

The process is summarized below.

ACTION:	DUE DATE:
Chief Appraiser calculates the number of votes for each taxing unit	Central Appraisal District (CAD) members receive by September 1, 2025
Taxing units nominate by Resolution one candidate for each position to be filled	Adopt and submit by October 15, 2025
Chief Appraiser prepares a ballot from the candidates submitted	CAD members receive by October 30, 2025
Taxing units determine vote by Resolution and submit to Chief Appraiser	Leander ISD: No later than December 11, 2025

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Monthly Bond Status Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Bond Project Status Report- July 2025

Background Information:

The monthly report for July is included which reflects bond funds remaining from authorizations prior to 2017 and the full list of projects ongoing under the 2017 authorization. The report also includes a column reflecting funding sources from other areas (2007 bond funds, major maintenance, etc.) used to support bond projects. This report should reflect ALL sources of funds available, budgeted, and remaining related to construction/bond projects.

There is an additional page which now details 2021 bond funds.

The 2023 bond authorization is now a separate five-page report.

The report shows the original and current budgets for all projects and costs to date by fiscal year. The last column of the report shows the budget remaining for the specific project. As projects are finalized, the Board will be asked to reallocate any remaining balances to project savings and/or other projects allowable within the confines on the bond orders.

Administrative Recommendation:

N/A

Sample Motion:

N/A

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		PROJECT SOURCES :				PROJECT EXPENDITURES :											
		AUTHORIZATION	BUDGET TRANSFERS	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	TOTAL EXPENDITURES TO DATE	PROJECT ENCUMBRANCE	REMAINING BUDGET
Leander HS	CTE Classrooms and Black Box Renovations, Additions and Renovations to Existing Ag Barn, Softball Complex Improvements	$ -	$ 4,947,836	$ (105,871)	$ -	$ 4,841,965	1,590	$ 3,756,402	$ 972,608	$ 37,647	$ 73,719	$ -	$ -	$ -	$ 4,841,965	$ -	$ -
Cedar Park HS	Additions and Renovation, Softball Complex Improvements	-	11,150,507	(289,182)	-	10,861,325	505,712	6,109,691	3,161,020	383,351	725,406	(23,856)	-	-	10,861,325	-	(0)
Cedar Park HS	Board Approved: Major Maintenance: CPHS Renovations	-	-	-	9,855,820	9,855,820			7,279,652	2,576,168						9,855,820	-	-
Cedar Park HS	Flex Lab	3,100,000	-	(3,100,000)	-	-										-	-	-
Vista Ridge HS	JROTC Building Additions and Renovations, Incubator Renovations	-	2,665,503	(289,133)	-	2,376,370		1,677,160	426,247	1,692	255,004	16,267	(7,084.00)	-	-	2,369,286	-	7,084
Vandegrift HS	Ag Facility	-	3,768,160	(350,839)	-	3,417,321		294,468	1,735,381	1,387,472						3,417,321	-	-
Vandegrift HS	Classroom Additions, Incubator Renovation	-	31,245,385	(10,719,784)	-	20,525,601		4,618,833	11,021,376	4,564,706	123,386		16,959.00	174,196	-	20,519,456	3,869	2,276
Vandegrift HS	Emergency Access Improvements	-	3,000,000	-	-	3,000,000	26,883	39,722	45,474	6,252	128,850	119,107	2,122.00	-	-	368,409	156,591	2,475,000
Glenn HS	Remaining Construction Contract (Under 2007 Auth)	408,677	-	(381,253)	-	27,424				27,424						27,424	-	-
Glenn HS	Remaining GHS Template (Under 2007 Auth)	763,642	-	-	-	763,642				621	48,141					48,762	-	714,880
Glenn HS	Ag Facility	-	3,163,960	(492,004)	-	2,671,956	148,457	2,297,596	211,760	14,142						2,671,955	-	1
Various HS	Campus Security Upgrades (High School Sites)	-	3,625,020	188,469	-	3,813,489			1,136,909	2,673,060	3,520					3,813,489	-	(0)
Monroe/CPHS	Monroe Stadium Expansion and Cedar Park HS Grandstand Replacement	-	1,758,283	(99,821)	-	1,658,462	1,054,496	591,541	12,000	425						1,658,462	-	0
HS 7	New Construction (Design Only)	-	10,073,645	-	-	10,073,645										-	-	10,073,645
HS Land	Future HS #8	-	21,411,300	(21,411,300)	-	-										-	-	-
Leander HS	LHS Master Plan	-	-	100,000	-	100,000							97,000			97,000	-	3,000
Total HS Campus Improvements		$ 4,272,319	96,809,599	(36,950,718)	9,855,820	73,987,020	1,737,136	26,665,065	21,298,943	9,096,792	1,358,026	208,518	11,997	174,196	-	60,550,674	160,460	13,275,886
MS CAMPUS IMPROVEMENTS																	
Leander MS	HVAC Update, Classroom Addition	$ -	$ 21,516,101	$ (3,908,424)	$ -	$ 17,607,677	3,594,061	$ 11,265,274	$ 902,173	$ 1,426,631	$ 280,767	$ 138,770	$ -	$ -	$ -	$ 17,607,677	$ -	$ 0
Leander MS	HVAC Update: Under 2007 Auth	692	-	(606)	882,988	883,074		188,707	694,281	86						883,074	-	-
Cedar Park MS	HVAC Update	-	15,240,743	(2,073,215)	-	13,167,528		6,936,074	1,940,710	2,112,431	1,612,696	252,627		203,428		13,057,967	99,176	10,385
Danielson MS	MS New Construction	-	63,410,011	(3,731,073)	-	59,678,938	761,745	20,857,501	30,847,648	6,626,911	253,957	277,095	(39,942.00)	-	-	59,584,915	-	94,023
Danielson MS	MS Template (From 2007 Auth)	62,738	-	(6,952)	-	55,786				55,786						55,786	-	-
Various MS	Campus Security Upgrades (Middle School Sites)	-	7,250,040	(455,909)	-	6,794,131			1,406,210	5,029,283	358,638					6,794,130	-	0
MS Land	Future MS #11	-	10,018,850	-	-	10,018,850							10,018,850.00	-	-	10,018,850	-	-
Total MS Campus Improvements		$ 63,430	117,435,745	(10,176,178)	882,988	108,205,984	4,355,807	39,247,557	35,791,022	15,251,128	2,506,059	668,492	9,978,908.00	203,428	-	108,002,400	99,176	104,408
ES CAMPUS IMPROVEMENTS																	
Mason ES	Play Area Renovation and District Standard Traffic Gates	$ -	$ 603,560	$ (163,242)	$ -	$ 440,318	391,220	$ 49,098	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 440,317	$ -	$ 1
Giddens ES	HVAC Update and District Standard Traffic Gates	-	9,005,975	(1,696,318)	-	7,309,657	2,433,399	4,321,512	428,859	14,010	64,156	47,722				7,309,657	-	0
Steiner ES	HVAC Update	-	8,857,136	(246,468)	-	8,610,668			2,783,462	4,132,589	1,534,031	160,587				8,610,668	-	-
Akin ES	Remaining Construction Contract (Under 2007 Auth)	607,348	-	(562,024)	-	45,324				45,324						45,324	-	-
Larkspur ES 27	New construction	-	37,779,628	(24,805,180)	-	12,974,448	2,965,860	8,982,507	874,374	151,706						12,974,448	-	0
Larkspur ES 27	Board Approved: 2007 Funds: EL 27 Construction	-	-	-	18,639,920	18,639,920		18,168,836	471,084							18,639,920	-	0
Tarvin ES 28	ES New Construction	-	40,862,445	(3,415,928)	-	37,446,517		4,472,696.90	28,057,562.81	3,937,877.44	347,445.70	33,091.01	13,775			36,862,449	36,811	547,257
North ES 29	ES New Construction	-	42,496,943	-	-	42,496,943				1,256,605	31,019,546	6,352,020	613,565	239,453		39,481,190	84,646	2,931,107
Hisle ES 30	ES New Construction (Design Only)	-	2,181,032	59,394,319	-	61,575,351						5,919,208	43,806,361	8,146,726		57,872,295	2,231,890	1,471,166
Hisle ES 30	ES Template	-	-	1,726,649	(31,648)	1,695,001							397,662	955,660		1,353,322	93,984	247,695

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CAMPUS	PROJECT DESCRIPTION	2007 BOND AUTHORIZATION BUDGET	2017 BOND AUTHORIZATION BUDGET	BUDGET TRANSFERS	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	TOTAL EXPENDITURES TO DATE	PROJECT ENCUMBRANCE	REMAINING BUDGET
Various ES	District Standard Traffic Gates - Bagdad ES, Block House ES, Cox ES, Cypress ES, Faubion ES, Knowles ES, Naumann ES and Whitestone ES	-	245,700	(553)	-	245,147	-	245,147								245,147	-	0
ES Land	Future Elementary Sites	6,238,719.00	-	50,000	-	6,288,719			-	33,193	4,126,708	92,569	1,902,911	40,004	-	6,195,385	81,049	12,284
ES Land	Future ES (34, 35, 36, 37, 38, 39, 40)	-	30,504,236	(50,000)	-	30,454,236			-				11,003,567	5,531,002	-	16,534,569	14,939	13,904,728
	Total ES Campus Improvements	**$ 6,846,067**	**172,536,655**	**30,231,256**	**18,608,272**	**228,222,250**	**5,790,479**	**31,767,099**	**9,030,476**	**33,690,990**	**40,682,318**	**12,919,553**	**57,757,156.89**	**14,926,620**	**-**	**206,564,691**	**2,543,320**	**19,114,239**
	TECHNOLOGY PROJECTS																	
Technology	Device, Hardware, Infrastructure Replacement, Disaster Recovery Hot Site	$ -	$ 38,730,000	71,328	$ -	$ 38,801,328	3,391,432	$ 10,679,797	$ 4,391,158	$ 7,780,357	$ 2,464,107	$ 2,906,148	$ 3,490,294	$ 2,506,396	$ 3,446	$ 37,613,133	$ 870,557	317,638
Technology	IT Assessment	-	-	199,035	-	199,035			-	173,556	25,479	-	-	-	-	199,035	-	(0)
Vista Ridge HS	Disaster Recovery Site Improvements	465,062.00	-	(428,139)	-	36,923			-			36,923	-	-	-	36,923	-	0
Technology	2 New Trucks	-	-	192,098	-	192,098			-			-	-	192,049	-	192,049	-	49
	Total Technology Projects	**$ 465,062**	**38,730,000**	**34,322**	**-**	**39,229,384**	**$ 3,391,432**	**$ 10,679,797**	**$ 4,391,158**	**$ 7,953,913**	**$ 2,489,586**	**$ 2,943,070**	**3,490,293.57**	**2,698,445**	**3,446**	**38,041,140**	**870,557**	**317,687**
	SUPPORT SERVICES PROJECTS																	
Plant Services	Replacement Maintenance/Grounds Vans and Trucks	$ -	$ 893,000	$ -	$ -	$ 893,000	$ -	$ 100,136	$ 148,630	$ -	$ 146,975	$ 111,660	$ 385,599	$ -	$ -	$ 893,000	$ -	$ -
Plant Services	Water Bottle Refilling Stations	314,087.00	-	13,798	-	327,885			-	242,949	84,935	-	-	-	-	327,885	-	-
Transportation	88 Replacement Buses; A/C Retrofit	-	10,200,000	-	-	10,200,000		8,688,117	-	818,918	-	692,965	-	-	-	10,200,000	-	-
Transportation	Bus A/C Upgrades: 2007 Funded Portion	-	-	-	35,080	35,080		35,080	-		-	-	-	-	-	35,080	-	-
Transportation	North Satellite Transportation Center	-	17,800,000	(2,245,947)	-	15,554,053	773,943	14,232,376	436,119	111,614	-	-	-	-	-	15,554,052	-	1
Transportation	South Satellite Transportation Center	3,100,000	-	(3,100,000)	-	-			-		-	-	-	-	-	-	-	-
Land	Initial Land Costs: Warehouse/Science Material Center	100,000	-	1,973,668	-	2,073,668			-	2,072,178	1,489	-	-	-	-	2,073,668	-	-
Plant Services	Major Maintenance Funding	-	-	12,556,820	(54,452)	12,502,368			-		-	1,704,007	1,567,762	952,154	20,834	4,244,756	104,416	8,153,196
Plant Services	Major Maintenance Funding 2025	-	-	-	171,385	171,385			-		-	-	54,452	-	-	54,452	227,938	(111,005)
Plant Services	Portables	-	-	2,500,000	-	2,500,000			-		179,817	2,271,230	-	-	-	2,451,047	24,683	24,270
Plant Services	New Vehicles	-	-	144,000	-	144,000			-		-	-	144,000	-	-	144,000	-	-
District Wide	HVAC Design	-	-	2,200,000	-	2,200,000			-		-	2,182,000	-	-	-	2,182,000	-	18,000
District Wide	Traffic Signal	-	-	500,000	-	500,000			-		-	-	500,000.00	-	-	500,000	-	-
District Wide	Williamson County Road 175 Updates	-	-	2,000,000	-	2,000,000			-		-	-	-	-	-	-	-	2,000,000
	Total Support Service Projects	**$ 3,514,087**	**28,893,000**	**16,542,339**	**152,013**	**49,101,439**	**$ 773,943**	**$ 23,055,709**	**$ 584,749**	**$ 3,245,660**	**$ 413,217**	**$ 6,961,862**	**2,597,360.45**	**1,006,606**	**20,834**	**38,659,939**	**357,038**	**10,084,461**
	PROJECT MANAGEMENT																	
2007 Funds	Bond Interest/Other Rev	$ 1,839,002	$ -	$ (1,839,001)	$ 10,540	$ 10,540	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 10,540
2007 Funds	Bond Interest/Other Rev	1,558,683	-	(1,338,674)	(116,933)	103,077			-		-	-	-	-	-	-	-	103,077
2007 Funds	Project Management	-	-	1,839,002	7,419	1,846,421			-	613,920	575,077	442,857	214,566	-	-	1,846,421	-	-
2017 Funds	Bond Interest/Other Rev	-	-	-	15,270,214	15,270,214			-		-	-	-	-	-	-	-	15,270,214
2017 Funds	Project Savings	-	-	1,657,654	-	1,657,654			-		-	-	-	-	-	-	-	1,657,654
	Total Project Management	**3,397,685**	**-**	**318,981**	**15,171,240**	**18,887,906**	**$ -**	**$ -**	**$ -**	**$ 613,920**	**575,077**	**442,857**	**214,566**	**-**	**-**	**1,846,421**	**-**	**17,041,485**
	TOTALS	**$ 18,558,650**	**$ 454,404,999**	**$ (2)**	**$ 44,670,333**	**$ 517,633,982**	**$ 16,048,798**	**$ 131,415,228**	**$ 71,096,347**	**$ 69,852,403**	**$ 48,024,281**	**$ 24,144,352**	**$ 74,050,282**	**$ 19,009,294**	**$ 24,280**	**$ 453,665,266**	**$ 4,030,551**	**$ 59,938,166**

CAMPUS	PROJECT DESCRIPTION	PROJECT SOURCES :				PROJECT EXPENDITURES :							
		2021 BOND AUTHORIZATION BUDGET	BUDGET TRANSFERS	OTHER REVENUE SOURCES	TOTAL PROJECT BUDGET	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	TOTAL EXPENDITURES TO DATE	PROJECT ENCUMBRANCE	REMAINING BUDGET
TECHNOLOGY													
Technology	MS CTE Program Startup	$ 102,000	$ -	$ -	$ 102,000	$ -	$ -	$ -	$ 75,240.00	$ 26,760.00	$ 102,000.00	$ -	$ -
Technology	Document Camera Replacement	412,500	-	-	412,500	-	-	30,417	30,117	-	60,534	-	351,967
Technology	Elementary Device Replacement	6,703,057	-	-	6,703,057	144,359	448,968	1,756,981	1,034,829	-	3,385,136	662,022	2,655,898
Technology	Elementary Teacher Devices	460,000	-	-	460,000	-	407,866	7,546	3,430	-	418,842	180	40,978
Technology	Library Makerspaces	253,000	-	-	253,000	-	78,000	97,524	-	-	175,524	-	77,476
Technology	Non-Instructional Device Replacement	887,778	-	-	887,778	11,773	155,670	423,965	285,671	-	877,079	148	10,551
Technology	Interactive Panels	10,440,000	-	-	10,440,000		200,000	521,742	7,605,949	475,404	8,803,094	923,740	713,165
Technology	Printers	450,000	-	-	450,000	333	5,139	11,091	38,404	-	54,967	-	395,033
Technology	Secondary Device Replacement	13,589,742	-	-	13,589,742	460,510	2,000,641	4,635,965	4,066,719	1,826,603	12,990,438	280,611	318,693
Technology	Forklift Replacemet at IT Warehouse	-	65,000	-	65,000	-	-	-	-	-	-	-	65,000
PROJECT MANAGEMENT													
2021 Funds	Bond Interest/Other Rev	$ -	$ (65,000)	$ 1,918,324	1,853,324	$ -	$ -	$ -	$ -	$ -	-	$ -	$ 1,853,324
2021 Funds	Bond Savings	-	-	-	-	-	-	-	-	-	-	-	-
	TOTALS	$ 33,298,077	$ -	$ 1,918,324	$ 35,216,401	$ 616,975	$ 3,296,284	$ 7,485,229	$ 13,140,359	$ 2,328,767	$ 26,867,614	$ 1,866,701	$ 6,482,086

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Campus	Project Description	2023 Bond Authorization Amount	Budget Transfers	Other Revenue Sources	Total Project Budget		2022-2023	2023-2024	2024-2025	2025-2026	Total Expenditures to Date	Project Encumbrance	Remaining Budget
	Project Sources:						**Project Expenditures:**						
	HS Campus Improvements												
Vista Ridge HS	Modernization	$ 69,635,000	$ (7,803,499.00)	-	$ 61,831,501		$ 540,500	$ 9,307,808	$ 22,500,239	199,786.72	$ 32,548,333	$ 23,422,875	$ 5,860,293
Cedar Park HS	Modernization, Roof Repairs, & South PAC Modernization	51,571,651	6,714,974	-	58,286,625		-	2,815,311	26,054,795	33,854	28,903,959	23,543,532	5,839,134
ECHS & Transition	Early College HS and Transition Facilities for Growth - Design	6,991,130	4,022,814	-	11,013,944		-	2,777,324	5,329,691	-	8,107,014	743,727	2,163,203
ECHS FF&E	Early College HS FF&E	-	100,000	-	100,000		-	-	62,879	-	62,879	13	37,108
HS 7	Design Only	2,134,344	(25,612)	-	2,108,732		-	-	-	-	-	-	2,108,732
*Leander HS	Phase 1 and Design of Master Plan, Roof Repirs, Band Practice Field Fence/Bollards, & Don Tew Pac Modernization	37,460,920	31,931,125	-	69,392,045		-	3,772,151	23,116,334	51,014	26,939,499	29,695,578	12,756,968
Multi HS	Baseball & Softball Turf - Cedar Park, Leander, Rouse, Vandegrift, and Vista Ridge	27,601,380	(247,703)	-	27,353,677		-	2,047,719	9,749,547	-	11,797,266	1,843,753	13,712,658
Multi HS	Musical Instrument Replacement	3,762,500	(369,861)	-	3,392,639		-	1,622,504	1,379,687	56,772	3,058,964	316,688	16,987
Multi HS/MS	Remote Mgmt and Monitoring of Field Lights - Ftball fields at Canyon Ridge MS, Running Brushy MS; Baseball and Softball fields at Cedar Park HS and Vista Ridge HS	82,700	-	-	82,700		-	-	-	-	-	-	82,700
Sci Matl & 18+	Science Materials Center & Special Ed 18+ Transition Services Bldg	42,154,555	(406,464)	-	41,748,091		-	1,787,310	26,646,131	151,090	28,584,532	11,588,859	1,574,701
	Total HS Campus Improvements	$ 241,394,180	$ 33,915,774	-	$ 275,309,954		$ 540,500	$ 24,130,127	$ 114,839,302	$ 492,517	$ 140,002,446	$ 91,155,025	$ 44,152,483
	MS Campus Improvements												
Canyon Ridge MS	Heat Recovery Unit	$ 3,000,000	$ -	-	$ 3,000,000		$ -	$ 2,970,000	$ 30,000	$ -	$ 3,000,000	$ -	$ -
Henry MS	Modernization - Design Only	3,499,584	(41,995)	-	3,457,589		-	-	-	-	-	30,000	3,427,589
MS10	Design Only	6,500,000	(78,000)	-	6,422,000		-	-	-	-	-	-	6,422,000
Multi MS	Musical Instrument Replacement	2,508,200	369,861	-	2,878,061		-	1,750,052	937,448	31,546	2,719,046	101,115	57,900
Running Brushy MS	Modernization	31,898,758	(285,480)	-	31,613,278		280,000	6,919,658	14,003,395	8,690	21,211,743	7,468,129	2,933,406
Running Brushy MS	Turf Field	1,186,500	(14,238)	-	1,172,262		-	6,100	1,050,406	-	1,056,506	207,127	(91,370)
	Total MS Campus Improvements	$ 48,593,042	$ (49,852)	-	$ 48,543,190		$ 280,000	$ 11,645,811	$ 16,021,248	$ 40,236	$ 27,987,295	$ 7,806,370	$ 12,749,525
	ES Campus Improvements												

Campus	Project Description	2023 Bond Authorization Amount	Budget Transfers	Other Revenue Sources	Total Project Budget		2022-2023	2023-2024	2024-2025	2025-2026	Total Expenditures to Date	Project Encumbrance	Remaining Budget
Bagdad EL	Modernization	$ 21,259,009	$ (187,962)	-	$ 21,071,047		$ -	$ 3,627,136	$ 8,363,182	$ 47,487	$ 12,037,805	$ 5,016,799	$ 4,016,443
EL 30	Roads	14,000,000	(168,000)	-	13,832,000		-	-	-	-	-	-	13,832,000
EL 31	New Construction	71,432,375	(711,113)	-	70,721,262		-	2,229,709	280,466	-	2,510,175	1,114,373	67,096,714
EL 32	New Construction	79,944,260	(786,872)	-	79,157,388		-	-	222,283	9,476	231,759	3,286,221	75,639,408
Multi EL	Student Sinks - Bathrooms and in Cafeteria: Block House ES, Cypress ES, Faubion ES, Mason ES, Whitestone ES	1,356,360	(13,095)	-	1,343,265		-	881,946	-	-	881,946	-	461,319
Multi EL	Shade Structures	3,100,000	(28,392)	-	3,071,608		-	1,254,039	169,404	-	1,423,443	-	1,648,166
	Total ES Campus Improvements	$ 191,092,004	$ (1,895,434)	-	$ 189,196,570		$ -	$ 7,992,830	$ 9,035,335	$ 56,963	$ 17,085,128	$ 9,417,392	$ 162,694,050
	Support Services Projects												
Plant Services	Trucks	$ 700,000	$ -	-	$ 700,000		$ -	$ 700,852	$ 289,162	$ -	$ 990,014	$ -	$ (290,014)
Plant Services	Utility Vehicles, Tractors, Mowers	410,000	-	-	410,000		-	399,330	-	-	399,330	-	10,670
Plant Services	Vans	818,840	-	-	818,840		-	461,992	-	-	461,992	-	356,848
Plant Services	Mechanic Shop Update	10,842,838	(86,539)	-	10,756,299		-	445,520	4,858,225	7,321	5,311,066	4,224,548	1,220,685
Plant Services	Grandview Hills EL Building to Transportation Facility Renovation, Grandview Hills EL Ancillary Renovation, & Second Broadband Network Node	30,182,092	(184,492)	-	29,997,600		-	995,500	5,467,331	-	6,462,832	15,488,496	8,046,272
Transportation	Bus Replacement (134 Buses: 80 General Education and 45 Special Education Replacements, 9 Growth)	18,300,000	(800,000)	-	17,500,000		-	8,350,402	7,771,977	1,369,762	17,492,141	22,500	(14,641)
Transportation	New Fuel Tanks Central Transprotation - Board Approved		800,000	-	800,000		-	-	-	50,000	50,000	595,170	154,830
Transportation	Bus Cameras - Entire Transportation Fleet	1,200,000	(129,557)	-	1,070,443		-	1,070,443	-	-	1,070,443	-	-
	Total Support Services Projects	$ 62,453,770	$ (400,588)	-	$ 62,053,182		$ -	$ 12,424,040	$ 18,386,695	$ 1,427,083	$ 32,237,818	$ 20,330,714	$ 9,484,650
	Technology Projects												
Technology	Partial Fiber Replacement	$ 4,286,610	$ -	-	$ 4,286,610		$ -	$ -	$ 13,401	$ -	$ 13,401	$ 386,666	$ 3,886,543
Technology	WAN Refresh	3,086,390	1,179,649	-	4,266,039		-	-	2,856,701	-	2,856,701	71,632	1,337,706
Technology	Campus, District LAN Refresh - MDF/IDF Closet Improvements	1,452,000	595,179	-	2,047,179		-	865,607	746,390	-	1,611,997	36,940	398,242

Campus	Project Description	2023 Bond Authorization Amount	Budget Transfers	Other Revenue Sources	Total Project Budget		2022-2023	2023-2024	2024-2025	2025-2026	Total Expenditures to Date	Project Encumbrance	Remaining Budget
		Project Sources:					**Project Expenditures:**						
Technology	ES Cabling Replacement	2,880,000	-	-	2,880,000		-	-	-	-	-	-	2,880,000
Technology	MS Cabling Replacement	680,000	-	-	680,000		-	-	-	-	-	21,065	658,935
Technology	Wireless Connectivity Improvements	1,250,000	206,107	-	1,456,107		-	26,099	1,202,016	-	1,228,115	-	227,992
Technology	Storage/Server - Tech	1,200,000	-	-	1,200,000		-	-	136,787	-	136,787	-	1,063,213
Technology	Interactive Panel Installation	18,000,000	(12,831,000)	-	5,169,000		-	-	3,102,513	412,378	3,514,891	40,268	1,613,841
Technology	Interactive Panel and A/V for non classrooms	2,200,000	-	-	2,200,000		-	629,290	793,267	-	1,422,558	399,768	377,675
Technology	Student and Staff Device Refresh	7,864,000	-	-	7,864,000		-	-	4,300	-	4,300	-	7,859,700
Technology	2nd Grade Chromebooks	800,000	-	-	800,000		-	-	799,855	-	799,855	-	145
Technology	CTE Mobile Maker Labs	121,000	-	-	121,000		-	60,419	-	-	60,419	-	60,581
Technology	Firewall (Prop A)	2,000,000	-	-	2,000,000		-	-	1,952,387	-	1,952,387	-	47,613
Technology	Recovery Applicance (Prop A)	540,000	-	-	540,000		-	-	500,000	-	500,000	-	40,000
Technology	Content Filters (Prop A)	500,000	265,871	-	765,871		-	653,974	-	-	653,974	65,486	46,411
Technology	Second Broadband Network Node	See Plant Services GVH	-	-	-		-	-	-	-	-	-	-
Technology	Software as a Service		8,000,000		8,000,000		-	-	-	-	-	78,087	7,921,913
	Total Technology Projects	$ 46,860,000	$ (2,584,195)	$ -	$ 44,275,805	$ -	$ -	$ 2,235,390	$ 12,107,617	$ 412,378	$ 14,755,385	$ 1,099,910	$ 28,420,510

Campus	Project Description	2023 Bond Authorization Amount	Budget Transfers	Other Revenue Sources	Total Project Budget		2022-2023	2023-2024	2024-2025	2025-2026	Total Expenditures to Date	Project Encumbrance	Remaining Budget
Campus Security Projects													
Technology	Firewall (Prop A)	See Technology	$ -	-	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -
Technology	Recovery Applicance (Prop A)	See Technology	-	-	-		-	-	-	-	-	-	-
Technology	Content Filters (Prop A)	See Technology	-	-	-		-	-	-	-	-	-	-
District Wide Security	Exterior TEA Requirement - Exterior Door Numbering	152,000	-	-	152,000		-	-	-	-	-	-	152,000
District Wide Security	Exterior TEA Requirement - Fencing	160,000	-	-	160,000		-	-	-	-	-	-	160,000
District Wide Security	Exterior TEA Requirement - Forced Entry-Resistant Film	1,192,400	-	-	1,192,400		-	-	-	-	-	-	1,192,400
District Wide Security	Exterior TEA Requirement - Portable/Exterior Door Handle	200,000	-	-	200,000		-	-	-	-	-	-	200,000
District Wide Security	Exterior TEA Requirement - Exterior Lockboxes	150,000	-	-	150,000		-	-	-	-	-	-	150,000
District Wide Security	Interior TEA Requirement - Panic Alert System - Lockdown	87,000	-	-	87,000		-	-	-	-	-	-	87,000
District Wide Security	Interior TEA Requirement - Digital Mapping System	144,000	-	-	144,000		-	-	-	-	-	-	144,000
District Wide Security	Interior TEA Requirement - Alert Notification System	100,000	-	-	100,000		-	-	-	-	-	-	100,000
District Wide Security	Security Cameras - Replace Existing and Adding Cameras - Replace Camera Servers	5,235,000	-	-	5,235,000		-	430,606	217,733	-	648,339	4,094,238	492,423
District Wide Security	Interior Key Switching and Auto-Locking Hardware	200,000	-	-	200,000		-	-	-	-	-	-	200,000
District Wide Security	Interior Classroom Door Handles	2,700,000	-	-	2,700,000		-	-	-	-	-	156,571	2,543,429
District Wide Security	Energy Management - Outside Wall Packs and Canopy LED Lighting. Parking Lot Lights at SS, Central Trans, and indoor LED lighting at Central Trans	1,106,604	7,501	-	1,114,105		-	-	865,025	-	865,025	249,080	-
	Total Campus Security Projects	$ 11,427,004	$ 7,501	-	$ 11,434,505		$ -	$ 430,606	$ 1,082,758	$ -	$ 1,513,364	$ 4,499,889	$ 5,421,252
Campus Repurposing Projects													
Repurpose	Repurpose Elementary	$ 37,000,000	$ (337,681)	-	$ 36,662,319		$ -	$ -	$ -	$ -	$ -	$ -	$ 36,662,319
Repurpose	Repurpose Elementary	37,000,000	(37,000,000)	-	-		-	-	-	-	-	-	-
Repurpose	Repurpose Elementary	37,000,000	(23,337,681)	-	13,662,319		-	-	-	-	-	-	13,662,319

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Campus	Project Description	2023 Bond Authorization Amount	Budget Transfers	Other Revenue Sources	Total Project Budget		2022-2023	2023-2024	2024-2025	2025-2026	Total Expenditures to Date	Project Encumbrance	Remaining Budget
		Project Sources:					Project Expenditures:						
Repurpose	Repurpose LEO / NHHS	50,000,000	(4,752,202)	-	45,247,798		-	-	-	-	-	-	45,247,798
Repurpose	Early Childhood Center ECC		64,000,000	-	64,000,000		-	19,350	4,949,339	-	4,968,689	47,526,837	11,504,474
	Total Campus Repurposing Projects	$ 161,000,000	$ (1,427,564)	-	$ 159,572,436		$ -	$ 19,350	$ 4,949,339	$ -	$ 4,968,689	$ 47,526,837	$ 107,076,910
	Project Management												
2023 Funds	Project Management	$ -	$ 6,172,114.00	-	$ 6,172,114		$ -	$ 454,219	$ 833,402	$ 52,236	$ 1,339,857	$ 20,000	$ 4,812,257
2023 Funds	Bond Revenue (E-Rate Reimb)	-	(1,980,935)	1,980,935	(0)		-	-	-	-	-	-	(0)
2023 Funds	*Bond Interest	-	(36,451,508)	17,715,848	(18,735,660)		-	-	-	-	-	-	(18,735,660)
2023 Funds	Other Financing Source (SBITA)	-	(265,871)	1,211,238	945,367		-	-	-	-	-	-	945,367
2023 Funds	Project Savings	-	4,960,557	-	4,960,557		-	-	-	-	-	-	4,960,557
	Total Project Management	$ -	$ (27,565,643)	20,908,020	$ (6,657,623)		$ -	$ 454,219	$ 833,402	$ 52,236	$ 1,339,857	$ 20,000	$ (8,017,480)
	TOTALS	762,820,000	$ (0)	20,908,020	783,728,020		- $ 820,500	$ 59,332,373	$ 177,255,696	$ 2,481,413	$ 239,889,981	$ 181,856,138	$ 361,981,901

*Per Board Approval on February 1, 2024. An additional $32,300,000 will be funded towards the LHS Master Plan with current and future Bond Interest Earnings

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Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Monthly Financial Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape Ed.D., CPA, Chief Financial Officer
Attachments:	Monthly Financial Report – July 2025

Background Information:

The monthly financial reports provide a revenue and expenditure summary and compare current budget performance to the prior year through the same time period. This month, the reports reflect activity through the month of July 2025, the first month of the 2026 fiscal year.

These are <u>unaudited</u> figures, as the annual independent audit will be done following the closing of the books at the end of the fiscal year. All supporting documentation relative to the receipt and expenditure of funds is available in the Financial Services Office for inspection and review.

A supplemental report is also included detailing Technology and Instructional Materials Allotment (TIMA) disbursement and requisition requests.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
GENERAL FUND 181, 196-199
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE ONE MONTH ENDING JULY 31, 2025

	CURRENT YEAR 2025-2026					CURRENT YEAR 2024-2025			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget		Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:									
Local and Intermediate Sources	340,381,587	340,381,587	866,690	0.25%		346,031,030	346,031,030	1,236,907	0.36%
State Program Revenues	115,271,197	115,271,197	1,934,037	1.68%		96,578,545	96,578,545	2,606,232	2.70%
Federal Program Revenues	4,995,000	4,995,000	1,092	0.02%		5,890,000	5,890,000	59,865	1.02%
Other Financing Sources	350,000	350,000	554	0.16%		270,000	270,000	24,011	8.89%
Total Revenues	460,997,784	460,997,784	2,802,373	0.61%		448,769,575	448,769,575	3,927,015	0.88%
EXPENDITURE SUMMARY BY FUNCTION:									
11 - Instructional	286,510,381	286,794,580	2,290,610	0.80%		272,220,415	273,464,009	2,595,683	0.95%
12 - Instructional Resources and Media Services	5,043,033	5,057,072	42,447	0.84%		4,892,740	4,923,115	39,740	0.81%
13 - Curriculum and Instructional Staff Development	11,207,838	11,215,446	459,033	4.09%		11,031,670	11,166,459	443,645	3.97%
21 - Instructional Leadership	5,316,581	5,392,634	380,213	7.05%		5,057,353	5,057,353	359,306	7.10%
23 - School Leadership	26,248,027	26,250,337	617,972	2.35%		25,423,912	25,443,554	577,597	2.27%
31 - Guidance, Counseling and Evaluation	23,733,887	23,740,588	221,895	0.93%		22,435,390	22,438,203	300,277	1.34%
32 - Social Work Services	1,281,252	1,281,252	30,488	2.38%		1,678,114	1,678,873	34,619	2.06%
33 - Health Services	4,530,285	4,542,121	131,444	2.89%		4,363,260	4,363,945	116,866	2.68%
34 - Student (Pupil) Transportation	16,592,462	16,666,843	316,422	1.90%		14,176,050	14,176,050	274,133	1.93%
35 - Food Services	5,000	5,000	-	0.00%		11,800	60,745	11,449	18.85%
36 - Cocurricular/Extra Curricular Activities	14,384,737	14,442,554	709,514	4.91%		14,168,459	14,221,367	396,046	2.78%
41 - General Administration	11,611,729	11,746,355	857,953	7.30%		11,209,284	11,543,676	842,123	7.30%
51 - Plant Maintenance and Facility Services	42,210,405	44,027,234	1,855,884	4.22%		42,659,929	43,590,324	940,298	2.16%
52 - Security and Monitoring Services	7,392,949	8,601,237	262,398	3.05%		4,303,903	4,355,853	86,345	1.98%
53 - Data Processing Services	8,773,871	8,862,729	525,258	5.93%		9,549,638	9,855,495	549,564	5.58%
61 - Community Services	1,813,161	1,813,336	93,618	5.16%		2,214,218	2,214,218	161,353	7.29%
71 - Debt Administration - Principal	501,756	501,756	73,821	14.71%		537,869	537,869	42,675	7.93%
81 - Facilities and Acquisition & Construction	-	-	-	0.00%		-	8,400	3,263	38.84%
91- Recapture Payments	11,039,386	11,039,386	-	0.00%		11,484,229	11,484,229	-	-
95 - Payments to Juvenile Justice Alternative Program	286,070	286,070	-	0.00%		230,000	230,000	-	0.00%
99 - Other intergovernmental Charges	2,747,352	2,747,352	-	0.00%		2,713,944	2,713,944	-	-
Other Financing Uses	-	-	-	0.00%		1,500,000	1,500,000	-	0.00%
Total Expenditures	481,230,162	485,013,883	8,868,969	1.83%		461,862,177	465,027,680	7,774,981	1.67%
EXPENDITURE SUMMARY BY OBJECT:									
61XX - Payroll Costs	415,520,093	415,519,093	6,143,611	1.48%		393,084,037	393,022,099	6,028,093	1.53%
62XX - Professional and Contracted Services	37,517,807	39,562,783	1,737,064	4.39%		38,823,793	40,030,131	588,977	1.47%
63XX - Supplies and Materials	19,334,351	19,861,045	668,470	3.37%		20,568,749	22,149,408	861,004	3.89%
64XX - Other Operating Expenses	7,604,389	7,611,046	107,989	1.42%		7,215,413	7,176,578	179,577	2.50%
65XX - Debt Administration	501,756	501,756	73,821	14.71%		537,869	537,869	42,675	7.93%
66XX - Capital Outlay Expenses	751,766	1,958,161	138,014	7.05%		132,316	611,594	74,654	12.21%
89XX - Other Uses	-	-	-	-		1,500,000	1,500,000	-	0.00%
Total Expenditures	481,230,162	485,013,883	8,868,969	1.83%		461,862,177	465,027,680	7,774,981	1.67%
Excess (Deficiency) of Revenues Over Expenditures	(20,232,378)	(24,016,099)	(6,066,596)			(13,092,602)	(16,258,105)	(3,847,966)	

Fund Balance, July 1, beginning	184,890,435
Estimated Fund Balance, July 31, ending	178,823,839

Leander Independent School District
CHILD NUTRITION FUNDS 240 and 242
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE ONE MONTH ENDING JULY 31, 2025

	CURRENT YEAR 2025-2026					CURRENT YEAR 2024-2025			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget		Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:									
Local and Intermediate Sources	9,904,940	9,904,940	92,887	0.94%		8,038,396	8,038,396	86,962	1.08%
State Program Revenues	65,000	65,000	-	-		75,000	75,000	1,248	0.02
Federal Program Revenues	7,024,085	7,024,085	-	-		6,341,726	6,341,726	-	0.00%
Other Financing Sources	-	-	-	-		-	-	-	-
Total Revenues	16,994,025	16,994,025	92,887	0.55%		14,455,122	14,455,122	88,210	0.61%
EXPENDITURE SUMMARY BY FUNCTION:									
11 - Instructional				-					-
12 - Instructional Resources and Media Services				-					-
13 - Curriculum and Instructional Staff Development				-					-
21 - Instructional Leadership				-					-
23 - School Leadership				-					-
31 - Guidance, Counseling and Evaluation				-					-
32 - Social Work Services				-					-
33 - Health Services				-					-
34 - Student (Pupil) Transportation				-					-
35 - Food Services	19,103,855	19,906,822	793,447	3.99%		15,772,327	16,755,406	28,556	0.17%
36 - Cocurricular/Extra Curricular Activities				-					-
41 - General Administration				-					-
51 - Plant Maintenance and Facility Services				-					-
52 - Security and Monitoring Services				-					-
53 - Data Processing Services				-					-
61 - Community Services				-					-
71 - Debt Administration - Principal				-					-
81 - Facilities and Acquisition & Construction				-					-
91- Recapture Payments				-					-
95 - Payments to Juvenile Justice Alternative Program				-					-
99 - Other intergovernmental Charges				-					-
Other Financing Uses				-					-
Total Expenditures	19,103,855	19,906,822	793,447	3.99%		15,772,327	16,755,406	28,556	0.17%
EXPENDITURE SUMMARY BY OBJECT:									
61XX - Payroll Costs	6,263,791	6,263,791	36,434	0.58%		5,481,106	5,481,106	27,820	0.51%
62XX - Professional and Contracted Services	8,639,030	9,381,997	750,988	8.00%		6,276,708	6,298,627	-	0.00%
63XX - Supplies and Materials	1,734,564	1,734,564	6,025	0.35%		1,552,393	1,611,779	737	0.05%
64XX - Other Operating Expenses	33,500	33,500	-	0.00%		29,150	29,150	-	0.00%
65XX - Debt Administration	-	-	-	-		-	-	-	-
66XX - Capital Outlay Expenses	2,432,970	2,492,970	-	0.00%		2,432,970	3,334,744	-	-
89XX - Other Uses	-	-	-	-		-	-	-	-
Total Expenditures	19,103,855	19,906,822	793,447	3.99%		15,772,327	16,755,406	28,556	0.17%
Excess (Deficiency) of Revenues Over Expenditures	(2,109,830)	(2,912,797)	(700,560)			(1,317,205)	(2,300,284)	59,654	

Fund Balance, July 1, beginning 16,795,629
Estimated Fund Balance, July 31, ending 16,095,069

Leander Independent School District
DEBT SERVICE FUND 599
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE ONE MONTH ENDING JULY 31, 2025

	CURRENT YEAR 2025-2026					CURRENT YEAR 2024-2025			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget		Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:									
Local and Intermediate Sources	144,834,699	144,834,699	475,320	0.33%		147,222,823	147,222,823	670,827	0.46%
State Program Revenues	21,343,843	21,343,843	-	-		14,241,719	14,241,719	23,757	0.17%
Federal Program Revenues	-	-	-	-		-	-	-	-
Other Financing Sources	-	-	-	-		-	-	-	-
Total Revenues	166,178,542	166,178,542	475,320	0.29%		161,464,542	161,464,542	694,584	0.43%
EXPENDITURE SUMMARY BY FUNCTION:									
11 - Instructional	-	-	-	-		-	-	-	-
12 - Instructional Resources and Media Services	-	-	-	-		-	-	-	-
13 - Curriculum and Instructional Staff Development	-	-	-	-		-	-	-	-
21 - Instructional Leadership	-	-	-	-		-	-	-	-
23 - School Leadership	-	-	-	-		-	-	-	-
31 - Guidance, Counseling and Evaluation	-	-	-	-		-	-	-	-
32 - Social Work Services	-	-	-	-		-	-	-	-
33 - Health Services	-	-	-	-		-	-	-	-
34 - Student (Pupil) Transportation	-	-	-	-		-	-	-	-
35 - Food Services	-	-	-	-		-	-	-	-
36 - Cocurricular/Extra Curricular Activities	-	-	-	-		-	-	-	-
41 - General Administration	-	-	-	-		-	-	-	-
51 - Plant Maintenance and Facility Services	-	-	-	-		-	-	-	-
52 - Security and Monitoring Services	-	-	-	-		-	-	-	-
53 - Data Processing Services	-	-	-	-		-	-	-	-
61 - Community Services	-	-	-	-		-	-	-	-
71 - Debt Administration - Principal	166,178,542	166,179,342	1,600	0.00%		161,464,542	161,464,542	400	0.00%
81 - Facilities and Acquisition & Construction	-	-	-	-		-	-	-	-
91- Recapture Payments	-	-	-	-		-	-	-	-
95 - Payments to Juvenile Justice Alternative Program	-	-	-	-		-	-	-	-
99 - Other intergovernmental Charges	-	-	-	-		-	-	-	-
Other Financing Uses	-	-	-	-		-	-	-	-
Total Expenditures	166,178,542	166,179,342	1,600	0.00%		161,464,542	161,464,542	400	0.00%
EXPENDITURE SUMMARY BY OBJECT:									
61XX - Payroll Costs	-	-	-	-		-	-	-	-
62XX - Professional and Contracted Services	-	-	-	-		-	-	-	-
63XX - Supplies and Materials	-	-	-	-		-	-	-	-
64XX - Other Operating Expenses	-	-	-	-		-	-	-	-
65XX - Debt Administration	166,178,542	166,179,342	1,600	0.00%		161,464,542	161,464,542	400	0.00%
66XX - Capital Outlay Expenses	-	-	-	-		-	-	-	-
89XX - Other Uses	-	-	-	-		-	-	-	-
Total Expenditures	166,178,542	166,179,342	1,600	0.00%		161,464,542	161,464,542	400	0.00%
Excess (Deficiency) of Revenues Over Expenditures	-	(800)	473,720			-	-	694,184	

Fund Balance, July 1, beginning		135,656,445
Estimated Fund Balance, July 31, ending		136,130,165

Funding Report

LEANDER ISD

District / Charter: 246913
School Year : 2025-2026

Current Biennium includes SY 2024-2025 & SY 2025-2026

Instructional Materials and Technology Allotment

Transaction Type	Date	Transaction ID	Description	Amount
Carryover Funds	05/14/2025	0000270272	Prior Year Remaining Balance	$763,612.50
Total Allotment				**$763,612.50**
	07/16/2025	0000186817	Allotment-Component Requisition	($8,968.05)
Total Allotment Pending Requisitions				**($8,968.05)**
Remaining Allotment				**$754,644.45**

Funding Report

LEANDER ISD

District / Charter: 246913
School Year : 2025-2026

SBOE-Approved Instructional Materials Entitlement*

Transaction Type	Date	Transaction ID	Description	Amount
Adjustment40	06/25/2025	0000276132	Fiscal Year 2025 Adjustment	$170,960.00
Carryover Funds for $40 Entitl	05/14/2025	0000271483	Prior Year Remaining Balance	$3,237,080.00
Total Entitlement				**$3,408,040.00**

Remaining Entitlement   **$3,408,040.00**

Funding Report

LEANDER ISD

District / Charter: 246913
School Year : 2025-2026

State-Developed Open Education Resource Entitlement

Transaction Type	Date	Transaction ID	Description	Amount
Adjustment20	06/25/2025	0000274895	Fiscal Year 2025 Adjustment	$85,480.00
Carryover Funds for $20 Entitl	05/14/2025	0000272693	Prior Year Remaining Balance	$766,680.00
Total Entitlement				**$852,160.00**

Remaining Entitlement	**$852,160.00**

Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Monthly Investment Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Monthly Investment Report- July 2025

Background Information:

The monthly investment report reflects the District's investment activities and balances for all fund types and presents a picture of cash and investments by grouping into the categories of individually acquired securities and pooled investments. A comparison to market value is also presented in each report. Reports being presented at tonight's meeting are the District's investments as of July 2025.

Administrative Recommendation:

N/A

Sample Motion:

N/A

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Investment Portfolio Summary

For the Month Ended

July 31, 2025

For the Month Ended

July 31, 2025

This report is prepared for Leander ISD (the "Entity") in accordance with Chapter 2256 of the Texas Public Funds Investment Act ("PFIA"). Section 2256.023(a) of the PFIA states that: "Not less than quarterly, the investment officer shall prepare and submit to the governing body of the entity a written report of the investment transactions for all funds covered by this chapter for the preceding reporting period." This report is signed by the Entity's investment officers and includes the disclosures required in the PFIA. To the extent possible, market prices have been obtained from independent pricing sources.

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The investment portfolio compiled with the PFIA and the Entity's approved Investment Policy and Strategy throughout the period. All investment transactions made in the portfolio during this period were made on behalf of the Entity and were made in full compliance with the PFIA and the approved Investment Policy.

Officer Names and Titles:

Name: Pete Pape   Title: Chief Financial Officer

Name: Dana Paulson   Title: Sr. Director, Financial Services

Name: Connie Wheeler   Title: Controller

Name: Becky Garcia   Title: Director, Treasury & Debt Management

Name: Cassandra Hartmann   Title: Treasury Specialist

Account Summary

	Beginning Value as of 07/01/2025	Ending Value as of 07/31/2025
Par Value	718,953,448.23	661,521,152.55
Book Value	718,245,373.32	661,072,370.42
Market Value	718,212,640.31	661,097,731.19
Market Value %	**99.9954%**	**100.0038%**
Weighted Avg. DTM	18	13
Weighted Avg. YTM	4.416%	4.422%
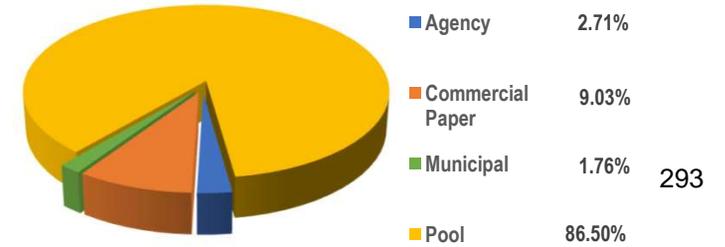
Allocation by Security Type

■ Agency	2.71%
■ Commercial Paper	9.03%
■ Municipal	1.76%
■ Pool	86.50%

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Allocation by Issuer

■ Logic	33.58%
■ Texas Class	16.13%
■ Texas Range	15.22%
■ LoneStar	10.02%
■ Texas FIT	25.05%

Maturity Distribution %

Overnight	2-90 Days	91-180 Days	180+ Days
81.76%	11.76%	4.69%	1.79%

Allocation by Broker

■ Wells Fargo	21.40%
■ Raymond James	39.49%
■ Hilltop Securities	39.11%
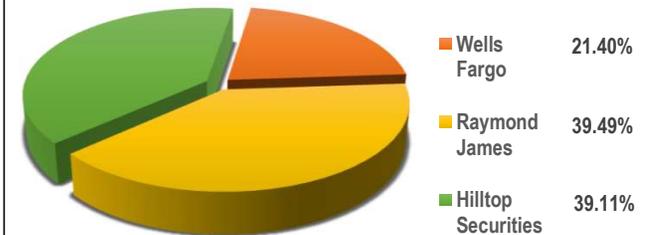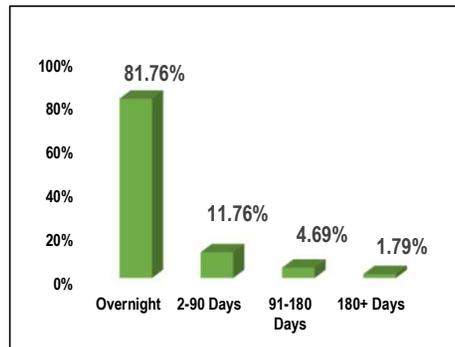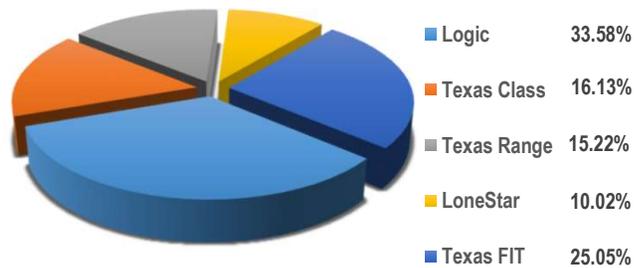
Benchmark Comparsion
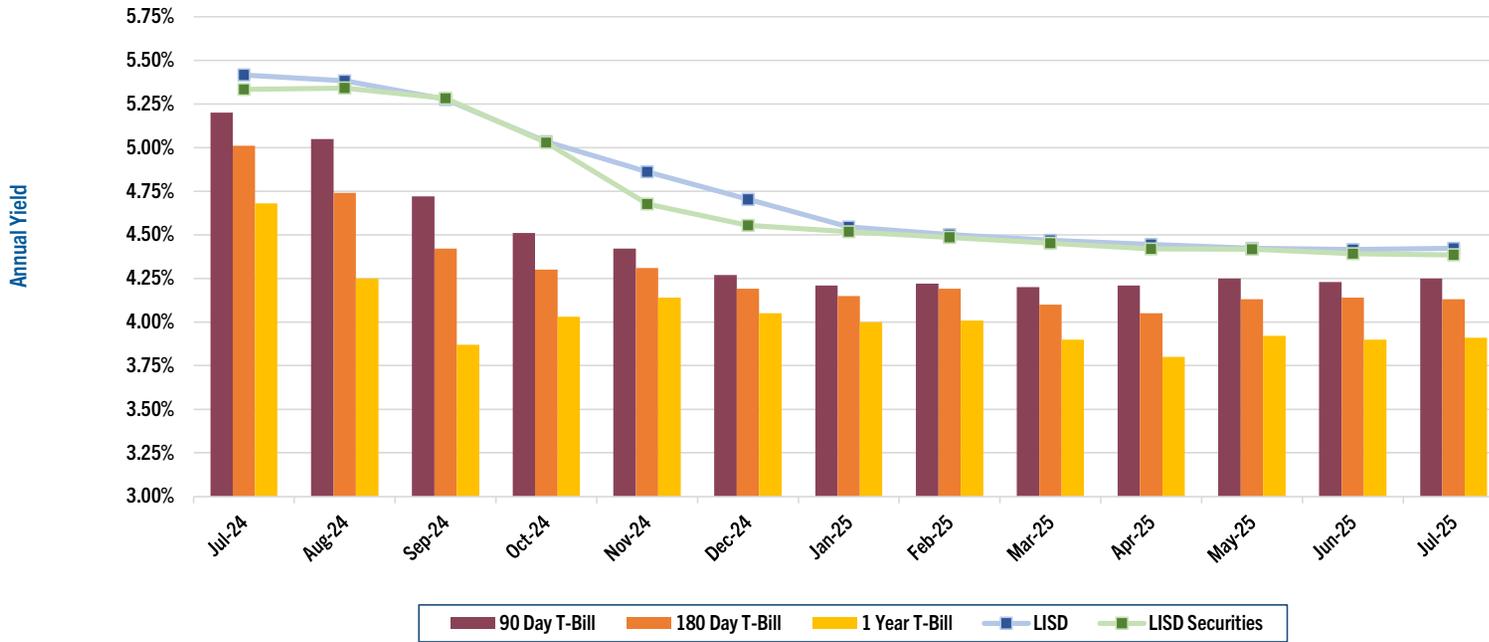
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| Acquisition Date	Security Type	Broker	CUSIP	Security Description	Rating Agency	Security Rating	Coupon	Callable	Par Value	Annualized Yield	Maturity Date	Days to Maturity	Beginning Book	Ending Book	Beginning Market	Ending Market	Additions & Changes in Market Value
General Operating - 199																	
1/28/2025	MUNI	WF	373385JD6	State of Georgia	S&P	AAA	0.640%			4.352%	7/1/2025		5,000,000	-	5,000,000	-	(5,000,000)
1/8/2025	CP	RJ	62479LU86	MUFG Bank Ltd NY	S&P	A-1	-			4.458%	7/8/2025		9,991,522	-	9,993,900	-	(9,993,900)
2/10/2025	CP	HS	62479LU86	MUFG Bank Ltd NY	S&P	A-1	-			4.419%	7/8/2025		4,995,781	-	4,995,000	-	(4,995,000)
1/28/2025	AGNC	WF	3130B4G21	Federal Home Loan Bank	S&P	AA+	4.400%	Y		4.402%	7/14/2025		4,999,822	-	4,997,150	-	(4,997,150)
11/8/2024	MUNI	WF	928172WE1	Virginia St Public Bldg	S&P	AA+	5.250%		3,715,000	4.757%	8/1/2025	0	3,716,481	3,715,000	3,716,152	3,715,000	(1,152)
5/23/2025	MUNI	WF	93974EYB6	State of Washington	S&P	AA+	3.350%		4,905,000	4.346%	8/1/2025	0	4,900,742	4,905,000	4,901,223	4,905,000	3,777
4/30/2025	CP	HS	07274LV46	Bayerische Landesbk Giro	Fitch	F1+	-		10,000,000	4.370%	8/4/2025	3	9,959,200	9,996,400	9,957,000	9,995,000	38,000
6/3/2025	MUNI	WF	79770TRH3	San Francisco PUB UTIL WATER	S&P	A-1	-		3,000,000	4.470%	8/6/2025	5	2,999,616	2,999,947	3,000,540	3,000,120	(420)
2/5/2025	CP	HS	07274LW86	Bayerische Landesbk Giro	Fitch	F1+	-		10,000,000	4.445%	9/8/2025	38	9,917,008	9,954,294	9,915,000	9,953,000	38,000
3/11/2025	CP	RJ	5006E0W85	Korea Development Bk NY	S&P	A-1+	-		10,000,000	4.343%	9/8/2025	38	9,918,542	9,955,139	9,918,600	9,952,900	34,300
5/23/2025	CP	HS	74457AWK2	Prudential INT TRSY LTD	S&P	A-1	-		5,000,000	4.434%	9/19/2025	49	4,951,444	4,970,260	4,944,000	4,965,500	21,500
4/11/2025	CP	HS	63873JX13	Natixis NY Branch	S&P	A-1	-		10,000,000	4.391%	10/1/2025	61	9,890,111	9,927,139	9,873,000	9,981,000	108,000
4/25/2025	CP	RJ	22533TXM3	Credit Agricole CIP NY	S&P	A-1	-		10,000,000	4.373%	10/21/2025	81	9,866,844	9,903,700	9,868,000	9,902,100	34,100
2/10/2025	AGNC	WF	31422XEP3	Farmer Mac	S&P	AA+	0.860%		6,124,000	4.330%	11/3/2025	94	6,052,918	6,070,546	6,050,328	6,068,027	17,699
3/7/2025	CP	RJ	62479LY33	MUFG Bank Ltd NY	S&P	A-1	-		5,000,000	4.322%	11/3/2025	94	4,927,083	4,945,167	4,924,650	4,941,550	16,900
3/12/2025	AGNC	RJ	3130B5HT8	Federal Home Loan Bank	S&P	AA+	4.150%	Y	5,000,000	4.220%	6/12/2026	315	4,997,009	4,997,277	4,992,000	4,985,350	(6,650)
2/13/2025	AGNC	WF	3130ANQD5	Federal Home Loan Bank	S&P	AA+	1.375%		1,450,000	4.377%	8/26/2026	390	1,401,800	1,405,349	1,408,066	1,407,776	(290)
4/2/2025	AGNC	RJ	3130B5CS5	Federal Home Loan Bank	S&P	AA+	4.375%	Y	5,450,000	4.357%	8/28/2026	392	5,450,000	5,450,000	5,448,583	5,448,256	(327)
	POOL		LOGIC	Logic					18,620,209	4.410%	8/1/2025	1	17,927,688	18,620,209	17,927,688	18,620,209	692,521
	POOL		LONESTAR	Lonestar					8,897,091	4.417%	8/1/2025	1	8,863,837	8,897,091	8,863,837	8,897,091	33,254
	POOL		TXCLASS	Texas Class					288,455	4.407%	8/1/2025	1	10,251,228	288,455	10,251,228	288,455	(9,962,773)
	POOL		TXRANGE	Texas Daily Select					4,521,115	4.430%	8/1/2025	1	4,504,174	4,521,115	4,504,174	4,521,115	16,940
1/8/2025	POOL		TXFIT	TX Choice - Fixed Term						4.430%	7/8/2025		10,000,000	-	10,000,000	-	(10,000,000)
3/13/2025	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	4.300%	8/15/2025	14	10,000,000	10,000,000	10,000,000	10,000,000	-
4/4/2025	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	4.370%	10/3/2025	63	10,000,000	10,000,000	10,000,000	10,000,000	-
2/12/2025	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	4.502%	11/6/2025	97	10,000,000	10,000,000	10,000,000	10,000,000	-
	POOL		TXFIT	Texas FIT					22,339,682	4.490%	8/1/2025	1	12,043,976	22,339,682	12,043,976	22,339,682	10,295,707
									174,310,551				**207,526,827**	**173,861,769**	**207,494,094**	**173,887,130**	**(33,606,964)**
Debt Service - 599																	
	POOL		LOGIC	Logic					39,407,784	4.410%	8/1/2025	1	39,112,164	39,407,784	39,112,164	39,407,784	295,620
	POOL		LONESTAR	Lonestar					20,506,799	4.417%	8/1/2025	1	20,430,151	20,506,799	20,430,151	20,506,799	76,647
	POOL		TXCLASS	Texas Class					20,861,577	4.407%	8/1/2025	1	20,783,659	20,861,577	20,783,659	20,861,577	77,918
	POOL		TXRANGE	Texas Daily Select					20,724,507	4.430%	8/1/2025	1	20,646,853	20,724,507	20,646,853	20,724,507	77,654
2/12/2025	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	4.502%	11/6/2025	97	10,000,000	10,000,000	10,000,000	10,000,000	-
	POOL		TXFIT	Texas FIT					19,136,255	4.490%	8/1/2025	1	19,063,606	19,136,255	19,063,606	19,136,255	72,649
									130,636,922				**130,036,433**	**130,636,922**	**130,036,433**	**130,636,922**	**600,488**
Child Nutrition - 240																	
	POOL		LOGIC	Logic					**15,351,089**	4.410%	8/1/2025	1	**16,031,139**	**15,351,089**	**16,031,139**	**15,351,089**	**(680,050)**
Capital Project - 640																	
	POOL		LOGIC	Logic					11,753,548	4.410%	8/1/2025	1	11,786,002	11,753,548	11,786,002	11,753,548	(32,454)
	POOL		LONESTAR	LoneStar					27,869,805	4.417%	8/1/2025	1	27,765,637	27,869,805	27,765,637	27,869,805	104,168
	POOL		TXRANGE	Texas Daily Select					7,405,723	4.430%	8/1/2025	1	7,377,975	7,405,723	7,377,975	7,405,723	27,749
	POOL		TXFIT	Texas FIT					11,464,027	4.490%	8/1/2025	1	11,420,505	11,464,027	11,420,505	11,464,027	43,522
									58,493,103				**58,350,118**	**58,493,103**	**58,350,118**	**58,493,103**	**142,985**
Capital Project - 642																	
	POOL		LOGIC	Logic					**5,437,756**	4.410%	8/1/2025	1	**6,037,248**	**5,437,756**	**6,037,248**	**5,437,756**	**(599,492)**
Capital Project - 643																	
	POOL		LOGIC	Logic					89,241,496	4.410%	8/1/2025	1	112,517,291	89,241,496	112,517,291	89,241,496	(23,275,796)
	POOL		TXCLASS	Texas Class					71,068,852	4.407%	8/1/2025	1	70,803,409	71,068,852	70,803,409	71,068,852	265,444
	POOL		TXRANGE	Texas Daily Select					54,408,017	4.430%	8/1/2025	1	54,204,153	54,408,017	54,204,153	54,408,017	203,864
	POOL		TXFIT	Texas FIT					50,313,479	4.490%	8/1/2025	1	50,122,469	50,313,479	50,122,469	50,313,479	191,010
									265,031,844				**287,647,322**	**265,031,844**	**287,647,322**	**265,031,844**	**(22,615,478)**
Workers Comp - 753																	
	POOL		LOGIC	Logic					**5,800,178**	4.410%	8/1/2025	1	**4,200,564**	**5,800,178**	**4,200,564**	**5,800,178**	**1,599,614**
Health Insurance - 771																	
	POOL		LOGIC	Logic					**6,459,711**	4.410%	8/1/2025	1	**8,415,724**	**6,459,711**	**8,415,724**	**6,459,711**	**(1,956,013)**
				GRAND TOTALS					**661,521,153**				**718,245,373**	**661,072,370**	**718,212,640**	**661,097,731**	**(57,114,909)**
				WEIGHTED AVERAGE YIELD & MATURITY						**4.422%**		**13**					

General Operating - 199

CUSIP	Security Type	Security Description	Maturity / Coupon Date	Interest	Principal	Total Amount
928172WE1	MUNI	Virginia St Public Bldg	8/1/2025	97,519	3,715,000	3,812,519
93974EYB6	MUNI	State of Washington	8/1/2025	82,159	4,905,000	4,987,159
07274LV46	CP	Bayerische Landesbk Giro	8/4/2025		10,000,000	10,000,000
79770TRH3	MUNI	San Francisco PUB UTIL WATER	8/6/2025	30,033	3,000,000	3,030,033
	POOL	TX CHOICE - Fixed Term	8/15/2025	182,603	10,000,000	10,182,603
3130ANQD5	AGNC	Federal Home Loan	8/26/2025	9,969		9,969
3130B5CS5	AGNC	Federal Home Loan	8/28/2025	119,219		119,219
07274LW86	CP	Bayerische Landesbk Giro	9/8/2025		10,000,000	10,000,000
5006E0W85	CP	Korea Development Bk NY	9/8/2025		10,000,000	10,000,000
74457AWK2	CP	Prudential INT TRSY LTD	9/19/2025		5,000,000	5,000,000
63873JX13	CP	Natixis NY Branch	10/1/2025		10,000,000	10,000,000
	POOL	TX CHOICE - Fixed Term	10/3/2025	217,901	10,000,000	10,217,901
22533TXM3	CP	Credit Agricole CIP NY	10/21/2025		10,000,000	10,000,000
31422XEP3	AGNC	Farmer Mac	11/3/2025	26,333	6,124,000	6,150,333
62479LY33	CP	MUFG Bank Ltd NY	11/3/2025		5,000,000	5,000,000
	POOL	TX CHOICE - Fixed Term	11/6/2025	329,310	10,000,000	10,329,310
3130B5HT8	AGNC	Federal Home Loan	12/12/2025	103,750		103,750
3130ANQD5	AGNC	Federal Home Loan	2/26/2026	9,969		9,969
3130B5CS5	AGNC	Federal Home Loan	2/28/2026	119,219		119,219
3130B5HT8	AGNC	Federal Home Loan	6/12/2026	103,750	5,000,000	5,103,750
				1,431,732	**112,744,000**	**114,175,732**

Debt Service - 599

CUSIP	Security Type	Security Description	Maturity / Coupon Date	Interest	Principal	Total Amount
	POOL	TX CHOICE - Fixed Term	11/6/2025	329,310	10,000,000	10,329,310
				329,310	**10,000,000**	**10,329,310**

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Total for all Portfolios

	Interest	Principal	Total
August 2025	521,501	31,620,000	32,141,501
September 2025	-	25,000,000	25,000,000
October 2025	217,901	30,000,000	30,217,901
November 2025	684,953	31,124,000	31,808,953
December 2025	103,750	-	103,750
January 2026	-	-	-
February 2026	129,188	-	129,188
March 2026	-	-	-
April 2026	-	-	-
May 2026	-	-	-
June 2026	103,750	5,000,000	5,103,750
July 2026	-	-	-
Total Projected Cash Flow from Investments	**1,761,042**	**122,744,000**	**124,505,042**

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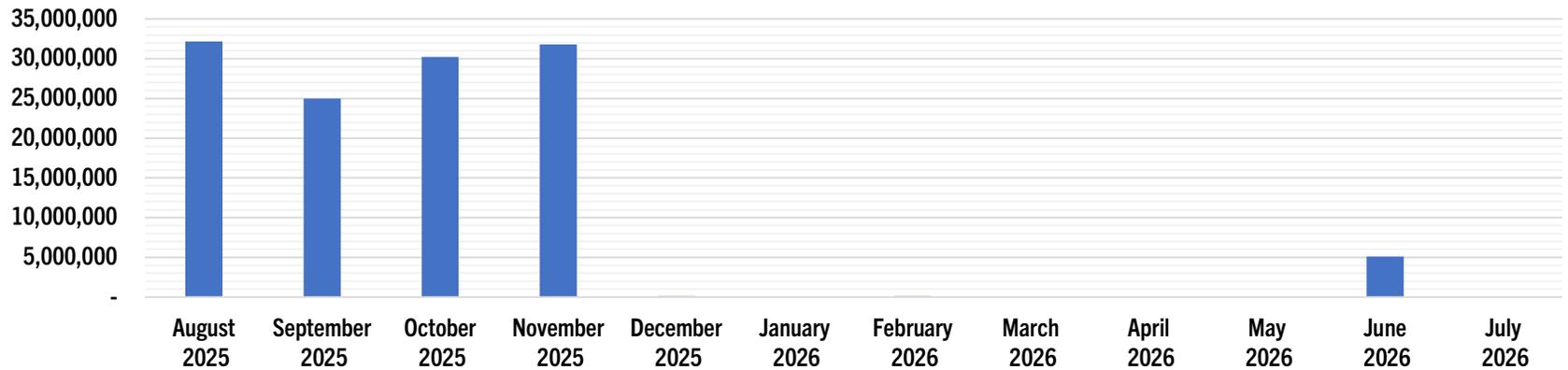
Fund	Securities		Pools		JPMorgan		Total Monthly Interest
	PAR	Mo Int Earnings	Balance	Mo Int Earnings	Balance	Mo Int Earnings	
(199) General Operating	89,644,000	470,569	84,666,551	255,014	6,366,780	15,146	740,729
(240) Child Nutrition			15,351,089	59,950	13,043		59,950
(599) Debt Service		38,234	130,636,922	451,629	39,559		489,863
(640) Capital Project 640			58,493,103	219,485	783		219,485
(642) Capital Project 642			5,437,756	21,008	135		21,008
(643) Capital Project 643			265,031,844	1,046,522	518		1,046,522
(753) Workers Compensation			5,800,178	20,792	517		20,792
(771) Health Insurance			6,459,711	28,987	2,073,185		28,987
Totals	**89,644,000**	**508,803**	**571,877,153**	**2,103,387**	**8,494,519**	**15,146**	**2,627,336**

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Monthly Interest Earnings
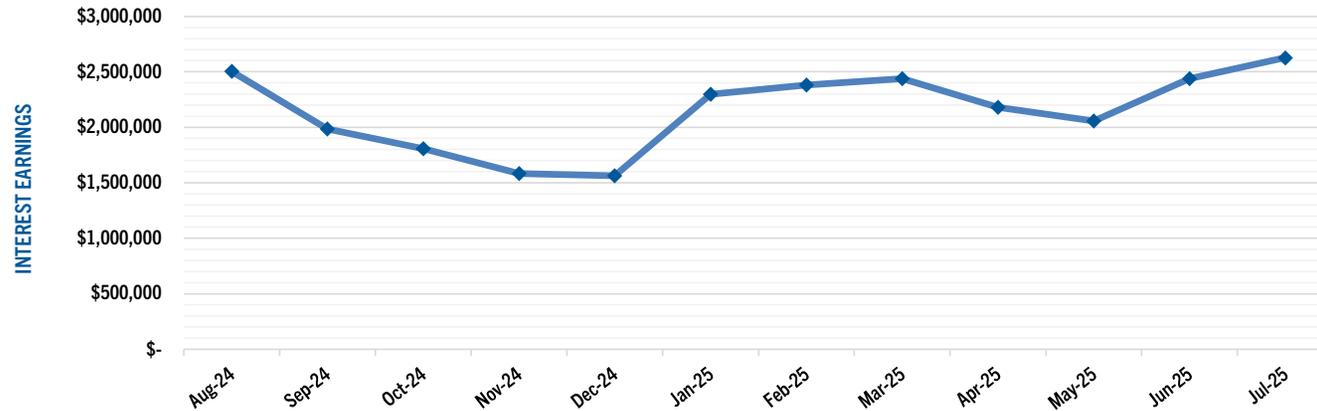
Leander ISD Board Meeting Agenda Item Information
Meeting Date: Thursday, September 4, 2025

Agenda Item:	Monthly Tax Collection Report
Purpose:	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Pete Pape, Ed.D., CPA, Chief Financial Officer
Attachments:	Monthly Tax Collection Report- July 2025

Background Information:

The tax collection report for July shows the actual collection of current and delinquent taxes at 99.16%, which is slightly below the rate achieved at the same time last year. At the end of July, the District has realized 99.24% of the supplemented current levy compared to 99.22% in the previous year.

Delinquent tax collections for the month and year to date are negative due to the settlement of lawsuits and refunds for retroactive homestead exemptions. Refunds that are processed for prior year collections often fully offset any delinquent collections for the month.

The administration will monitor collections in comparison to budgeted amounts throughout the year.

Administrative Recommendation:

N/A

Sample Motion:

N/A

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Leander Independent School District
Tax Collections Report
2024 Tax Year

As of July 31, 2025

M & O Collections	Collections to Date	Current Month	Total Collections
Current Year Collections	$ 326,508,468.81	$ 377,511.73	$ 326,885,980.54
Delinquent Collections	(754,582.25)	(551,240.52)	(1,305,822.77)
Rollbacks	949,326.73	49,855.59	999,182.32
Penalty & Interest	985,121.73	38,329.72	1,023,451.45
	$ 327,688,335.02	$ (85,543.48)	$ 327,602,791.54

I & S Collections			
Current Year Collections	$ 142,312,696.18	$ 165,126.71	$ 142,477,822.89
Delinquent Collections	(291,595.66)	(209,011.25)	(500,606.91)
Rollbacks	420,004.30	21,131.13	441,135.43
Penalty & Interest	417,213.56	16,763.40	433,976.96
	$ 142,858,318.38	$ (5,990.01)	$ 142,852,328.37

Total Collections			
Current Year Collections	$ 468,821,164.99	$ 542,638.44	$ 469,363,803.43
Delinquent Collections	(1,046,177.91)	(760,251.77)	(1,806,429.68)
Rollbacks	1,369,331.03	70,986.72	1,440,317.75
Penalty & Interest	1,402,335.29	55,093.12	1,457,428.41
	$ 470,546,653.40	$ (91,533.49)	$ 470,455,119.91

2024 Original Tax Levy	$	476,734,936.69
Adjustments to Date		(3,758,281.24)
2024 Adjusted Tax Levy	$	472,976,655.45

Current Levy Collection Rate	**99.24%**

Taxes Outstanding

Current Year Uncollected	$	3,618,806.92
Delinquent Taxes		3,826,689.45
Rollbacks		201,080.82
	$	7,646,577.19

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Leander Independent School District
Tax Collections Report
2024 Tax Year

12 Month Collection Comparison

Monthly Collections	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
CURRENT:						
October	4,996,661	7,645,966	6,828,098	2,023,418	1,962,507	5,220,429
November	15,365,390	16,131,367	23,233,518	14,907,988	15,245,349	13,379,676
December	208,405,529	204,795,089	223,308,803	280,700,737	220,840,322	231,248,943
January	118,038,446	124,213,650	132,069,128	143,676,816	164,068,894	181,239,193
February	26,750,027	36,968,124	36,891,384	64,040,389	38,112,026	31,567,418
March	3,031,131	4,050,915	4,810,773	3,968,053	3,811,398	3,151,887
April	928,488	1,264,134	978,072	1,279,570	1,241,374	1,443,935
May	1,575,273	874,578	1,137,872	999,547	834,120	1,200,397
June	708,691	920,000	474,660	523,795	372,778	369,288
July	645,083	788,999	409,717	570,001	365,910	542,638
August	285,364	442,470	387,067	609,998	278,600	-
September	116,523	149,360	52,068	(143,267)	310,115	-
TOTAL	380,846,606	398,244,652	430,581,160	513,157,045	447,443,393	469,363,803
Current Levy YTD -July	99.39%	99.49%	99.65%	99.48%	99.22%	99.24%
Current & Delinquent YTD-July	99.39%	99.83%	99.88%	99.58%	99.17%	99.16%
Current Levy - Full Tax Year	99.50%	99.64%	99.75%	99.57%	99.35%	*in process*
Current & Delinquent - Full Tax Year	99.66%	100.01%	100.03%	99.68%	99.27%	*in process*
Final Adjusted Tax Roll - 9/30	**382,765,184**	**399,679,970**	**431,647,750**	**515,395,952**	**450,376,428**	***472,976,655***

Historical Collection Comparison

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ILE -- LEANDER ISD											
YEAR	BEGINNING TAX BALANCE	TAX ADJ	BASE TAX COLLECTED	REVERSALS	NET BASE TAX COLLECTED	PERCENT COLLECTED	ENDING TAX BALANCE	P & I COLLECTED	P & I REVERSALS	LRP COLLECTED	OTHER PENALTY COLLECTED	TOTAL DISTRIBUTED
1982	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1983	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1984	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1985	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1986	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1987	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1988	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1989	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1990	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1991	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1992	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1993	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1994	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1995	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1996	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1997	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1998	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1999	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2000	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2001	3.30	.00	.00	.00	.00	.00 %	3.30	.00	.00	.00	.00	.00
2002	944.87	.00	.00	.00	.00	.00 %	944.87	.00	.00	.00	.00	.00
2003	3406.76	.00	.00	.00	.00	.00 %	3406.76	.00	.00	.00	.00	.00
2004	2747.07	.00	.00	.00	.00	.00 %	2747.07	.00	.00	.00	.00	.00
2005	3249.53	.00	.00	.00	.00	.00 %	3249.53	.00	.00	.00	.00	.00
2006	8572.51	.00	.00	.00	.00	.00 %	8572.51	.00	.00	.00	.00	.00
2007	7578.23	.00	.00	.00	.00	.00 %	7578.23	.00	.00	.00	.00	.00
2008	11690.09	.00	.00	.00	.00	.00 %	11690.09	.00	.00	.00	.00	.00
2009	13466.58	.00	.00	.00	.00	.00 %	13466.58	.00	.00	.00	.00	.00
2010	22682.59	.00	.00	.00	.00	.00 %	22682.59	.00	.00	.00	.00	.00
2011	32683.34	.00	.00	.00	.00	.00 %	32683.34	.00	.00	.00	.00	.00
2012	45648.55	.00	.00	.00	.00	.00 %	45648.55	.00	.00	.00	.00	.00
2013	39317.00	.00	.00	.00	.00	.00 %	39317.00	.00	.00	.00	.00	.00
2014	46213.71	597.79-	.00	.00	.00	.00 %	45615.92	.00	.00	.00	.00	.00
2015	53401.81	597.79-	.00	.00	.00	.00 %	52804.02	.00	.00	.00	.00	.00
2016	68816.67	597.79-	.00	.00	.00	.00 %	68218.88	.00	.00	.00	.00	.00
2017	84985.18	597.79-	.00	.00	.00	.00 %	84387.39	.00	.00	.00	.00	.00
2018	136288.49	597.05-	.00	.00	.00	.00 %	135691.44	.00	.00	.00	.00	.00
2019	169153.67	568.39-	68.83	.00	68.83	.04 %	168516.45	53.68	.00	11.64	.00	134.15
2020	207819.63	560.84-	.00	.00	.00	.00 %	207258.79	.00	.00	.00	.00	.00
2021	274268.65	862.90-	162.48	.00	162.48	.06 %	273243.27	28.43	.00	.00	.00	190.91
2022	511383.65	307458.86-	22217.26	310398.56	288181.30-	141.32-%	492106.09	7145.10	.00	.00	.00	281036.20-
2023	784237.34	193169.28-	29086.19	101752.94	72666.75-	12.29-%	663734.81	7759.72	299.35-	.00	.00	65206.38-

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   ILE     -- LEANDER ISD          ------------------------------------------------------------------------------
        BEGINNING        TAX      BASE TAX              NET BASE TAX   PERCENT      ENDING      P & I      P & I      LRP  OTHER PENALTY      TOTAL
  YEAR  TAX BALANCE       ADJ     COLLECTED   REVERSALS  COLLECTED   COLLECTED   TAX BALANCE  COLLECTED  REVERSALS  COLLECTED   COLLECTED    DISTRIBUTED
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  TOTL  2528559.22   505608.48-    51534.76   412151.50    360616.74- 17.83-%   2383567.48   14986.93     299.35-     11.64         .00      345917.52-

  2024  2375425.69   202220.34-   442299.09   209473.67    232825.42  10.71 %   1940379.93   51466.82     104.48-    115.49         .00      284303.25
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  ENTITY
  TOTL  4903984.91   707828.82-   493833.85   621625.17    127791.32-  3.05-%   4323947.41   66453.75     403.83-    127.13         .00       61614.27-
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Recap & Standings Report

Cycles: **All**   Taxing Units: **Leander ISD...**   Deposit Date Range: **07/01/2025 to 07/31/2025**   Sorted By: **By Year, Descending**   Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD)   **2024 Fiscal Year: 10/01/2024 - 09/30/2025**

IS

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2026	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	93,668,900.31	699,909.23	-101,703.42	598,205.81	94,437.24	17,917.23	15.59	19,726.80	-0.81	503,752.17	92,461,899.88
2023	86,636,108.37	110,632.35	-108,605.74	2,026.61	-78,413.50	-22,867.90	17.48	-20,426.71	0.00	80,422.63	-125,974.51
2022	86,353,297.56	69,076.99	-39,499.01	29,577.98	-38,923.76	121.46	19.55	38.20	0.00	68,482.19	-212,604.07
2021	94,332,048.48	55,339.45	-116.25	55,223.20	585.09	185.36	0.00	40.47	0.00	54,638.11	-7,049.44
2020	80,626,149.65	43,330.79	0.00	43,330.79	494.86	111.34	0.00	0.00	0.00	42,835.93	-1,063.48
2019	75,775,669.00	38,915.26	0.00	38,915.26	490.91	135.00	0.00	0.00	0.00	38,424.35	109.81
2018	68,954,540.92	28,354.84	0.00	28,354.84	474.65	157.03	0.00	1.37	0.00	27,880.19	-152.12
2017	62,290,320.36	26,472.76	0.00	26,472.76	471.12	176.67	0.00	0.00	0.00	26,001.64	1,880.34
2016	55,603,656.23	20,844.71	0.00	20,844.71	471.12	213.18	0.00	0.00	0.00	20,373.59	1,737.36
2015	49,093,370.76	17,999.17	0.00	17,999.17	471.12	250.87	0.00	0.00	0.00	17,528.05	1,459.65
2014	44,412,322.78	15,578.21	0.00	15,578.21	518.31	317.47	0.00	0.00	0.00	15,059.90	1,244.35
2013	38,869,330.27	9,510.38	0.00	9,510.38	510.41	353.46	0.00	0.00	0.00	8,999.97	7,920.20
2012	36,200,605.63	8,796.31	0.00	8,796.31	0.00	0.00	0.00	0.00	0.00	8,796.31	759.78
2011	34,042,595.83	5,903.71	0.00	5,903.71	0.00	0.00	0.00	0.00	0.00	5,903.71	713.12
2010	30,041,634.03	4,045.43	0.00	4,045.43	0.00	0.00	0.00	0.00	0.00	4,045.43	663.26
2009	27,944,427.52	3,328.59	0.00	3,328.59	0.00	0.00	0.00	0.00	0.00	3,328.59	473.82
2008	24,003,652.64	2,923.81	0.00	2,923.81	0.00	0.00	0.00	0.00	0.00	2,923.81	572.16
2007	0.00	1,924.36	0.00	1,924.36	0.00	0.00	0.00	0.00	0.00	1,924.36	571.52
2006 & prior	0.00	3,953.84	0.00	3,953.84	0.00	0.00	0.00	0.00	0.00	3,953.84	1,622.63
Summary											
Total Current	93,668,900.31	699,909.23	-101,703.42	598,205.81	94,437.24	17,917.23	15.59	19,726.80	-0.81	503,752.17	92,461,899.88
Total Delinquent	895,179,730.03	466,930.96	-148,221.00	318,709.96	-112,849.67	-20,846.06	37.03	-20,346.67	0.00	431,522.60	-327,115.62
Rollbacks		47,847.46	34,046.42	81,893.88	21,131.13	0.00	0.00	0.00	0.00	60,762.75	441,135.43
Fee Type Total	988,848,630.34	1,214,687.65	-215,878.00	998,809.65	2,718.70	-2,928.83	52.62	-619.87	-0.81	996,037.52	92,575,919.69

Combined Collections (Collections + P&I Collected) -- -210.13

Recap & Standings Report

WTAXSaaS

Cycles: **All**   Taxing Units: **Leander ISD...**   Deposit Date Range: **07/01/2025 to 07/31/2025**   Sorted By: **By Year, Descending**   Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD)   **2024 Fiscal Year: 10/01/2024 - 09/30/2025**

MO

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2026	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	214,842,396.45	1,605,336.36	-233,270.60	1,372,065.76	216,604.47	41,095.82	35.77	45,246.24	-1.70	1,155,423.82	212,073,976.69
2023	204,434,958.83	261,058.78	-256,276.56	4,782.22	-185,032.04	-53,961.28	41.26	-48,200.85	0.00	189,773.00	-297,261.69
2022	247,179,750.43	197,727.18	-113,062.92	84,664.26	-111,416.29	347.67	55.97	109.33	0.00	196,024.58	-608,562.92
2021	176,897,933.42	103,776.16	-218.00	103,558.16	1,097.20	347.58	0.00	75.90	0.00	102,460.96	-13,219.69
2020	165,309,606.89	88,841.91	0.00	88,841.91	1,014.62	228.29	0.00	0.00	0.00	87,827.29	-2,180.53
2019	157,224,379.73	80,743.94	0.00	80,743.94	1,018.57	280.11	0.00	0.00	0.00	79,725.37	227.87
2018	152,580,256.06	62,742.58	0.00	62,742.58	1,050.29	347.46	0.00	3.03	0.00	61,692.29	-336.58
2017	137,287,673.22	58,345.63	0.00	58,345.63	1,038.36	389.39	0.00	0.00	0.00	57,307.27	4,144.32
2016	122,550,282.37	45,941.33	0.00	45,941.33	1,038.36	469.86	0.00	0.00	0.00	44,902.97	3,829.16
2015	108,201,646.02	39,669.94	0.00	39,669.94	1,038.36	552.93	0.00	0.00	0.00	38,631.58	3,217.09
2014	97,884,620.94	34,334.22	0.00	34,334.22	1,142.36	699.70	0.00	0.00	0.00	33,191.86	2,742.54
2013	85,667,878.57	20,960.72	0.00	20,960.72	1,124.95	779.03	0.00	0.00	0.00	19,835.77	17,456.13
2012	79,786,018.87	19,386.97	0.00	19,386.97	0.00	0.00	0.00	0.00	0.00	19,386.97	1,674.53
2011	77,006,044.05	13,354.47	0.00	13,354.47	0.00	0.00	0.00	0.00	0.00	13,354.47	1,613.10
2010	75,321,364.08	10,142.92	0.00	10,142.92	0.00	0.00	0.00	0.00	0.00	10,142.92	1,662.96
2009	76,011,409.77	9,054.04	0.00	9,054.04	0.00	0.00	0.00	0.00	0.00	9,054.04	1,288.84
2008	73,587,435.47	8,963.32	0.00	8,963.32	0.00	0.00	0.00	0.00	0.00	8,963.32	1,754.06
2007	0.00	5,908.29	0.00	5,908.29	0.00	0.00	0.00	0.00	0.00	5,908.29	1,754.70
2006 & prior	0.00	17,749.96	0.00	17,749.96	0.00	0.00	0.00	0.00	0.00	17,749.96	7,232.87
Summary											
Total Current	214,842,396.45	1,605,336.36	-233,270.60	1,372,065.76	216,604.47	41,095.82	35.77	45,246.24	-1.70	1,155,423.82	212,073,976.69
Total Delinquent	2,036,931,258.72	1,078,702.36	-369,557.48	709,144.88	-286,885.26	-49,519.26	97.23	-48,012.59	0.00	995,932.91	-872,963.24
Rollbacks		109,402.43	80,771.23	190,173.66	49,855.59	0.00	0.00	0.00	0.00	140,318.07	999,182.32
Fee Type Total	2,251,773,655.17	2,793,441.15	-522,056.85	2,271,384.30	-20,425.20	-8,423.44	133.00	-2,766.35	-1.70	2,291,674.80	212,200,195.77

Combined Collections (Collections + P&I Collected) -- -28,848.64

Recap & Standings Report

Cycles: **All**   Taxing Units: **Leander ISD...**   Deposit Date Range: **07/01/2025 to 07/31/2025**   Sorted By: **By Year, Descending**   Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD)   **2024 Fiscal Year: 10/01/2024 - 09/30/2025**

SA

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2026	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	128,518.30	22,524.57	-4,497.38	18,027.19	-1,228.69	233.96	4.88	654.89	0.00	19,251.00	93,667.16
2023	151,638.85	7,530.32	0.00	7,530.32	63.74	18.83	5.60	16.51	0.00	7,460.98	2,789.89
2022	114,067.61	1,502.69	0.00	1,502.69	34.69	14.22	7.17	7.34	0.00	1,460.83	435.44
2021	88,927.72	1,196.75	0.00	1,196.75	0.00	0.00	0.00	0.00	0.00	1,196.75	89.63
2020	64,284.07	703.98	0.00	703.98	0.00	0.00	0.00	0.00	0.00	703.98	45.62
2019	69,012.56	1,181.94	0.00	1,181.94	0.00	0.00	0.00	0.00	0.00	1,181.94	5.77
2018	83,414.82	1,034.87	0.00	1,034.87	1.47	1.33	0.00	0.42	0.00	1,033.40	18.06
2017	56,346.24	501.23	0.00	501.23	0.00	0.00	0.00	0.00	0.00	501.23	0.00
2016	55,049.70	914.93	0.00	914.93	0.00	0.00	0.00	0.00	0.00	914.93	0.00
2015	48,897.66	760.93	0.00	760.93	0.00	0.00	0.00	0.00	0.00	760.93	0.00
2014	50,500.66	451.49	0.00	451.49	0.00	0.00	0.00	0.00	0.00	451.49	0.00
2013	48,069.44	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,798.06
2012	44,655.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2011	31,924.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2010	36,721.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2009	36,058.37	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2008	31,809.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2006 & prior	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Summary											
Total Current	128,518.30	22,524.57	-4,497.38	18,027.19	-1,228.69	233.96	4.88	654.89	0.00	19,251.00	93,667.16
Total Delinquent	1,011,378.97	15,779.13	0.00	15,779.13	99.90	34.38	12.77	24.27	0.00	15,666.46	5,182.47
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fee Type Total	1,139,897.27	38,303.70	-4,497.38	33,806.32	-1,128.79	268.34	17.65	679.16	0.00	34,917.46	98,849.63

Combined Collections (Collections + P&I Collected) -- -860.45

Recap & Standings Report

Cycles: **All**   Taxing Units: **Leander ISD...**   Deposit Date Range: **07/01/2025 to 07/31/2025**   Sorted By: **By Year, Descending**   Options: **Separate Rollbacks, Include**

Property Tax

SLE (Leander ISD)   **2024 Fiscal Year: 10/01/2024 - 09/30/2025**

Taxing Unit Totals (IS,MO,SA)

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2026	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	308,639,815.06	2,327,770.16	-339,471.40	1,988,298.76	309,813.02	59,247.01	56.24	65,627.93	-2.51	1,678,426.99	304,629,543.73
2023	291,222,706.05	379,221.45	-364,882.30	14,339.15	-263,381.80	-76,810.35	64.34	-68,611.05	0.00	277,656.61	-420,446.31
2022	333,647,115.60	268,306.86	-152,561.93	115,744.93	-150,305.36	483.35	82.69	154.87	0.00	265,967.60	-820,731.55
2021	271,318,909.62	160,312.36	-334.25	159,978.11	1,682.29	532.94	0.00	116.37	0.00	158,295.82	-20,179.50
2020	246,000,040.61	132,876.68	0.00	132,876.68	1,509.48	339.63	0.00	0.00	0.00	131,367.20	-3,198.39
2019	233,069,061.29	120,841.14	0.00	120,841.14	1,509.48	415.11	0.00	0.00	0.00	119,331.66	343.45
2018	221,618,211.80	92,132.29	0.00	92,132.29	1,526.41	505.82	0.00	4.82	0.00	90,605.88	-470.64
2017	199,634,339.82	85,319.62	0.00	85,319.62	1,509.48	566.06	0.00	0.00	0.00	83,810.14	6,024.66
2016	178,208,988.30	67,700.97	0.00	67,700.97	1,509.48	683.04	0.00	0.00	0.00	66,191.49	5,566.52
2015	157,343,914.44	58,430.04	0.00	58,430.04	1,509.48	803.80	0.00	0.00	0.00	56,920.56	4,676.74
2014	142,347,444.38	50,363.92	0.00	50,363.92	1,660.67	1,017.17	0.00	0.00	0.00	48,703.25	3,986.89
2013	124,585,278.28	30,471.10	0.00	30,471.10	1,635.36	1,132.49	0.00	0.00	0.00	28,835.74	27,174.39
2012	116,031,280.01	28,183.28	0.00	28,183.28	0.00	0.00	0.00	0.00	0.00	28,183.28	2,434.31
2011	111,080,564.02	19,258.18	0.00	19,258.18	0.00	0.00	0.00	0.00	0.00	19,258.18	2,326.22
2010	105,399,719.82	14,188.35	0.00	14,188.35	0.00	0.00	0.00	0.00	0.00	14,188.35	2,326.22
2009	103,991,895.66	12,382.63	0.00	12,382.63	0.00	0.00	0.00	0.00	0.00	12,382.63	1,762.66
2008	97,622,898.02	11,887.13	0.00	11,887.13	0.00	0.00	0.00	0.00	0.00	11,887.13	2,326.22
2007	0.00	7,832.65	0.00	7,832.65	0.00	0.00	0.00	0.00	0.00	7,832.65	2,326.22
2006 & prior	0.00	21,703.80	0.00	21,703.80	0.00	0.00	0.00	0.00	0.00	21,703.80	8,855.50

Summary											
Total Current	308,639,815.06	2,327,770.16	-339,471.40	1,988,298.76	309,813.02	59,247.01	56.24	65,627.93	-2.51	1,678,426.99	304,629,543.73
Total Delinquent	2,933,122,367.72	1,561,412.45	-517,778.48	1,043,633.97	-399,635.03	-70,330.94	147.03	-68,334.99	0.00	1,443,121.97	-1,194,896.39
Rollbacks		157,249.89	114,817.65	272,067.54	70,986.72	0.00	0.00	0.00	0.00	201,080.82	1,440,317.75
Taxing Unit Total	3,241,762,182.78	4,046,432.50	-742,432.23	3,304,000.27	-18,835.29	-11,083.93	203.27	-2,707.06	-2.51	3,322,629.78	304,874,965.09

Percentages		
% of Roll Collected - 2024 - 99.45%	Adjusted Original Roll -- $306,307,970.72	Current YTD Collected -- $304,629,543.73

Tax Collections Compared to Current Taxes Billed 13.31% Collected

All Collections Compared to Current Taxes Billed 15.85% Collected

Combined Collections (Collections + P&I Collected) -- -29,919.22