



**Special Meeting Budget Workshop Agenda
Thursday, March 26, 2026
Linda Lippe Instructional Materials Center
1775 W New Hope Drive
B1001.01 and B1001.02
Cedar Park, Texas 78613
6:15 PM**

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

Doors will open to the public at 5:45 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.

This is a Special Meeting of the Board of Trustees. At Special Meetings, Citizen Comments will be limited to topics listed on the agenda.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://www.leanderisd.org/citizencommentform>, between noon the day prior to the meeting and noon the day of the meeting, and be present when their number is called.

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

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on March 13, 2026, at 3:02 PM.

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

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **CITIZEN COMMENTS** (*Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.*)
3. **CONSENT AGENDA**
 - A. Consider Approval of Minutes of Regular and Called Board Meetings 2
4. **BUDGET WORKSHOP**
 - A. 2026-27 Budget Workshop 7
 - B. Discussion of Board-Adopted Resolution Statements Regarding Facilities and Asset Management Impacts on Debt Service (I&S), Operating (M&O) Funds, and Voter-Approved Bonds 203
5. **BOARD MEETING DEBRIEF**
6. **ADJOURNMENT**

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 26, 2026

Agenda Item: Consider Approval of Minutes of Regular and Called Board Meetings
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Chris Clark, Ed.D., Acting Superintendent of Schools
Attachments: 03-10-26 Special Board Meeting Minutes DRAFT
03-12-26 Regular Board Meeting Minutes DRAFT

Background Information:

Board Meeting minutes are attached for your review.

Administrative Recommendation:

Administration recommends approval of the Board Meeting minutes, as presented.

Sample Motion:

I move the Board approve the minutes, as presented.

Minutes of Special Meeting

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 Tuesday, March 10, 2026, beginning at 6:15 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Sade Fashokun, Nekosi Nelson, Trish Bode (arrived at 6:22 PM), Paul Gauthier, Gloria Gonzales-Dholakia (arrived at 7:01 PM), and Laura Marques.

1. CALL TO ORDER AND DECLARATION OF QUORUM

2. CITIZEN COMMENTS

No citizens addressed the Board of Trustees.

3. CLOSED SESSION

The Board of Trustees went into closed session at 6:15 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: 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 Section 551.074: interview and discuss candidate(s) for Superintendent of Schools Position
- E. Texas Government Code 551.074: deliberation regarding Superintendent candidates, finalist(s), and possible Superintendent contract terms

The Board of Trustees returned to open session at 10:08 PM.

4. BOARD MEETING DEBRIEF

5. ADJOURNMENT

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

Time: 10:08 PM

These minutes were read and approved by the Board of Trustees on the 26th day of March 2026.

President

Secretary

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

Minutes of Regular Meeting

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, March 12, 2026, beginning at 6:15 PM in Linda Lippe Instructional Materials Center, 1775 W New Hope Drive, B1001.01 and B1001.02, Cedar Park, Texas 78613. The following members were present: Anna Smith, Sade Fashokun (arrived at 6:21 PM), Nekosi Nelson, Trish Bode, Paul Gauthier (arrived at 6:16 PM), Gloria Gonzales-Dholakia, and Laura Marques.

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

2. **OPENING CEREMONY**

- A. Pledge of Allegiance
- B. Moment of Silence

3. **RECOGNITION**

- A. Spotlight on Learning: Faubion Elementary School

4. **CITIZEN COMMENTS**

5 citizens addressed the Board of Trustees.

5. **CONSENT AGENDA**

I make a motion to approve the Consent Agenda items. This motion, made by Dr. Gloria Gonzales-Dholakia and seconded by Dr. Laura Marques, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor

- A. Consider Adoption of the School Health Advisory Council's Recommendation of Healthy Relationships and Sex Education Curriculum for 18+ Program Students
- B. Consider Adoption of Local Policies BBFA, EFA, and EFB
- C. Consider Approval of Fiscal Year (FY) 26 Budget Amendment - #8
- D. Consider Approval of Library Resources
- E. Consider Approval of Minutes of Regular and Called Board Meetings
- F. Consider Approval of Remote Homebound Waiver

6. **DISCUSSION/ACTION ITEMS**

A. STUDENT EXPERIENCE

1. Discussion and Consider Approval of Naming of Early Childhood Center

I move the Early Childhood Center be called the Ada Mae Faubion School for Early Childhood. This motion, made by Dr. Gloria Gonzales-Dholakia and seconded by Sade Fashokun, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor

B. GOVERNANCE

1. Conduct Education Service Center Region 13 Board of Directors Election for Place 5

7. **CLOSED SESSION**

The Board of Trustees went into closed session at 6:37 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: deliberation regarding Superintendent candidates, finalist(s), and possible Superintendent contract terms

The Board of Trustees returned to open session at 7:03 PM.

8. **ACTION PURSUANT TO CLOSED SESSION**

A. Consideration and Possible Approval of Superintendent of Schools Lone Finalist

I move that the Board of Trustees name Dr. Chris Clark as the Lone Finalist for the Superintendent position. This motion, made by Trish Bode and seconded by Dr. Laura Marques, passed seven in favor and none opposed. Trish Bode: In favor, Sade Fashokun: In favor, Paul Gauthier: In favor, Dr. Gloria Gonzales-Dholakia: In favor, Dr. Laura Marques: In favor, Nekosi Nelson: In favor, Anna Smith: In favor

9. **BOARD MEETING DEBRIEF**

10. **ADJOURNMENT**

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

Time: 7:59 PM

These minutes were read and approved by the Board of Trustees on the 26th day of March 2026.

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, March 26, 2026

Agenda Item: 2026-27 Budget Workshop
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Pete D. Pape, Ed.D., CPA, Chief Financial Officer, and Gina Mitschke, Executive Director of Business
Attachments: 2026-27 Budget Workshop Presentation (*Uploaded to BoardBook 03-23-26*)
2025-2026 Summary of Revenues and Expenditures (*Uploaded to BoardBook 03-23-26*)
2025-2026 Program Information & Analysis (*Uploaded to BoardBook 03-23-26*)
2026-2027 Strategic Levers & Impact Analysis Tool (*Uploaded to BoardBook 03-23-26*)

Background Information:

A budget workshop will be held with the Board of Trustees to provide an update on the projected 2025–2026 year-end financial position, as well as review and discuss the proposed 2026–2027 budget, including identified revenue-generating strategies and identified expenditure reductions. During the workshop, administration will present the most current projections for the 2026–2027 fiscal year, reflecting these strategies and adjustments.

In addition, administration will provide multi-year financial projections for the 2027–2028 and 2028–2029 fiscal years to support the Board’s understanding of the district’s longer-term financial outlook.

The workshop will also include a discussion regarding the potential revision of certain 2026–2027 budget assumptions, allowing the Board the opportunity to provide guidance and direction as the budget development process continues.

This workshop is intended to support informed discussion and planning as the district works toward adoption of the 2026–2027 budget.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
Summary of Revenue and Expenditure Projections thru June 30, 2026
Fiscal Year 2025-2026

	Original Budget	Current Revised Budget	Projections Thru EOY	Variance	Explanation of Variances
Revenues:					
Taxes Gross (Current & Delinquent)	\$ 325,546,587	\$ 325,546,587	\$ 326,337,682	\$ 791,095	
Taxes (P&I)	1,100,000	1,100,000	1,100,000	-	
Other Local	13,735,000	13,819,252	13,713,143	(106,109)	
State - ASF & FSF	88,096,013	88,096,013	90,563,645	2,467,632	Enrollment loss offset primarily by PV (T2) updates and adjustments in various allotments; anticipated property value audit revenue
State - Other	27,175,184	27,175,184	27,175,184	-	
Federal	4,995,000	4,995,000	4,457,000	(538,000)	Indirect costs, SHARS - reduction in projection is pending appeal status
Total Revenues	\$ 460,647,784	\$ 460,732,036	\$ 463,346,654	\$ 2,614,618	
Expenditures:					
Payroll Costs	\$ 415,351,843	\$ 415,494,663	\$ 409,044,135	\$ 6,450,528	Vacancies due to lower enrollment, unfilled positions
Contracted Services	16,281,601	18,514,930	\$ 15,355,680	3,159,250	Rolled POs; Availability of grant funds
Utilities	10,365,070	10,378,802	\$ 10,372,371	6,431	
Supplies and Materials	19,334,351	19,444,439	\$ 16,927,127	2,517,312	Anticipated savings
Other Operating Costs	7,604,389	7,703,678	\$ 6,052,170	1,651,508	Anticipated savings
Debt Service	501,756	501,756	\$ 1,240,549	(738,793)	Recoding of subscription-based software and leased vehicles
Capital Outlay	751,766	2,020,481	\$ 3,507,779	(1,487,298)	Department vehicles/equipment
Recapture	11,039,386	11,039,386	10,994,646	44,740	
Total Expenditures	\$ 481,230,162	\$ 485,098,135	\$ 473,494,457	\$ 11,603,678	Savings in payroll due to vacancies; savings in contracted services due to the availability of grant funds; anticipated savings in supplies/travel
Net Operating Results	\$ (20,582,378)	\$ (24,366,099)	\$ (10,147,803)	\$ 14,218,296	
Other Sources	350,000	350,000	1,911,228	1,561,228	Vehicles
Transfers Out - Health Insurance	-	(2,000,000)	(4,000,000)	(2,000,000)	Transferred \$2 million in December 2025 to the health insurance fund; anticipate the need for additional funds
Net Change to Fund Balance	\$ (20,232,378)	\$ (26,016,099)	\$ (12,236,575)		
Beginning Fund Balance July 1	157,919,746	157,919,746	157,919,746		
Estimated Ending Fund Balance	\$ 137,687,368	\$ 131,903,647	\$ 145,683,171		

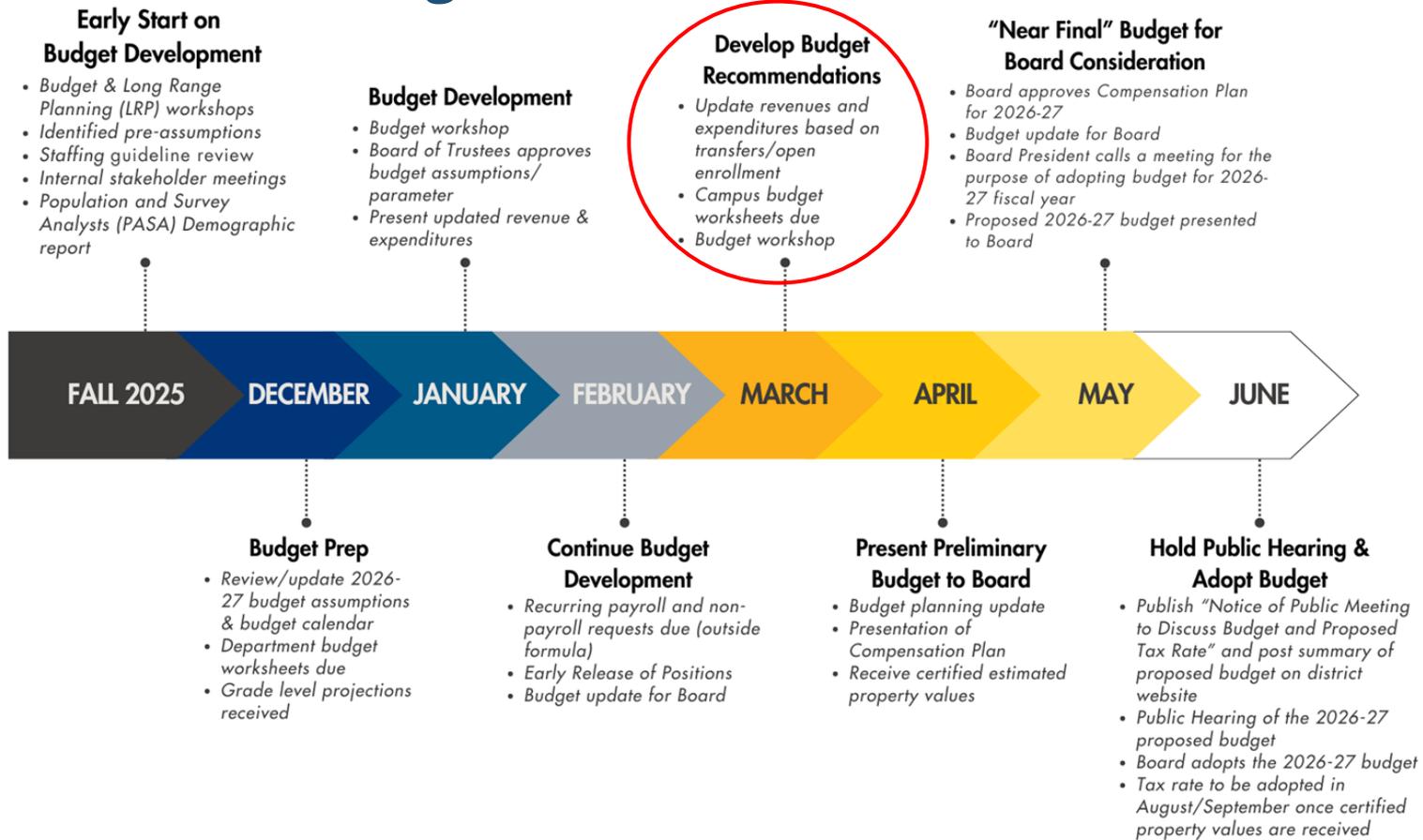


March 26, 2026

2026-27 Budget Workshop



2026-2027 Budget Timeline



PURPOSE

Provide a comprehensive update on the 2025-2026 projected year-end position, status on the development of the 2026-2027 budget, and present updated information related to key budget assumptions

2025-2026 End-of-Year Budget Projections

Topics for Board Consideration



Review 2025–2026 End-of-Year Projections & Historical Results
How do/should historical results inform future budget development?



2025-2026 Summary of Revenue and Expenditure Projections



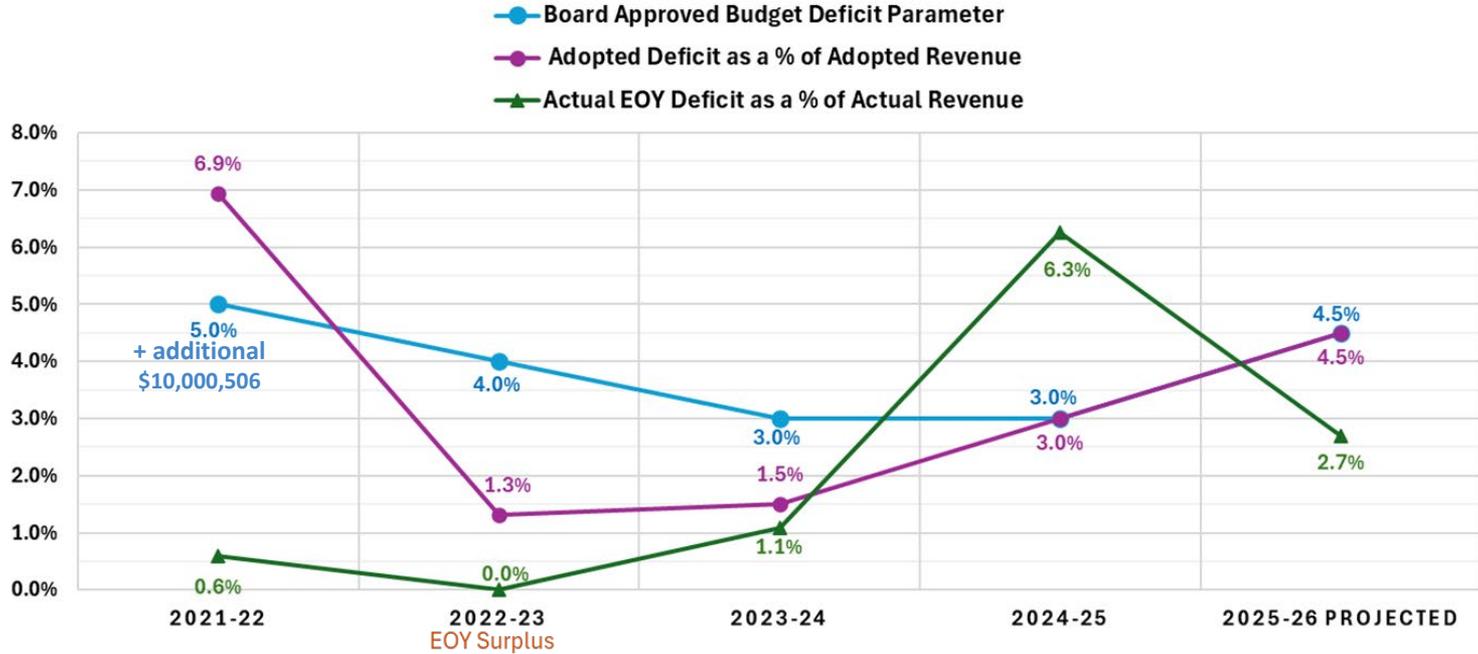
Changes from January:

- **\$ (1,670,648) REVENUE** - Statewide adjustment to funding formula, anticipated property value audit revenue; SHARS - reduction in projection is pending appeal status
- **\$ 126,125 EXPENDITURES** - Savings in payroll due to vacancies; savings in contracted services due the availability of grant funds; anticipated savings in supplies/travel
- **\$ 2,561,228 TRANSFERS IN/OUT** - Includes anticipated \$2 million transfer to the health insurance fund plus additional funds if needed; vehicles
- **\$ 764,455 CHANGE TO FUND BALANCE and ESTIMATED ENDING FUND BALANCE**

	Original Budget	Current Revised Budget	Projections Thru EOY
Revenues:			
Total Revenues	\$460,647,784	\$ 460,732,036	\$ 463,346,654
Expenditures:			
Total Expenditures	\$481,230,162	\$ 485,098,135	\$ 473,494,457
Total Transfers In/Out	\$ 350,000	\$ (1,650,000)	\$ (2,088,772)
Net Change to Fund Balance	\$ (20,232,378)	\$ (26,016,099)	\$ (12,236,575)
Beginning Fund Balance July 1	157,919,746	157,919,746	157,919,746
Estimated Ending Fund Balance	\$137,687,368	\$ 131,903,647	\$ 145,683,171



Budget Parameter - Historical Results



Board Discussion Opportunity



Review 2025–2026 End-of-Year Projections

How do/should historical outcomes inform future budget development?

2026-2027 Budget Development Update

Topics for Board Consideration



2026-2027 Budget Development Status, including Revenue Generators and Final Expenditure Reductions

Administration considered the budget resolution, overall student/staff experience & outcomes, and the 3-year projections when making reduction decisions

2026-2027 Revenue Generators

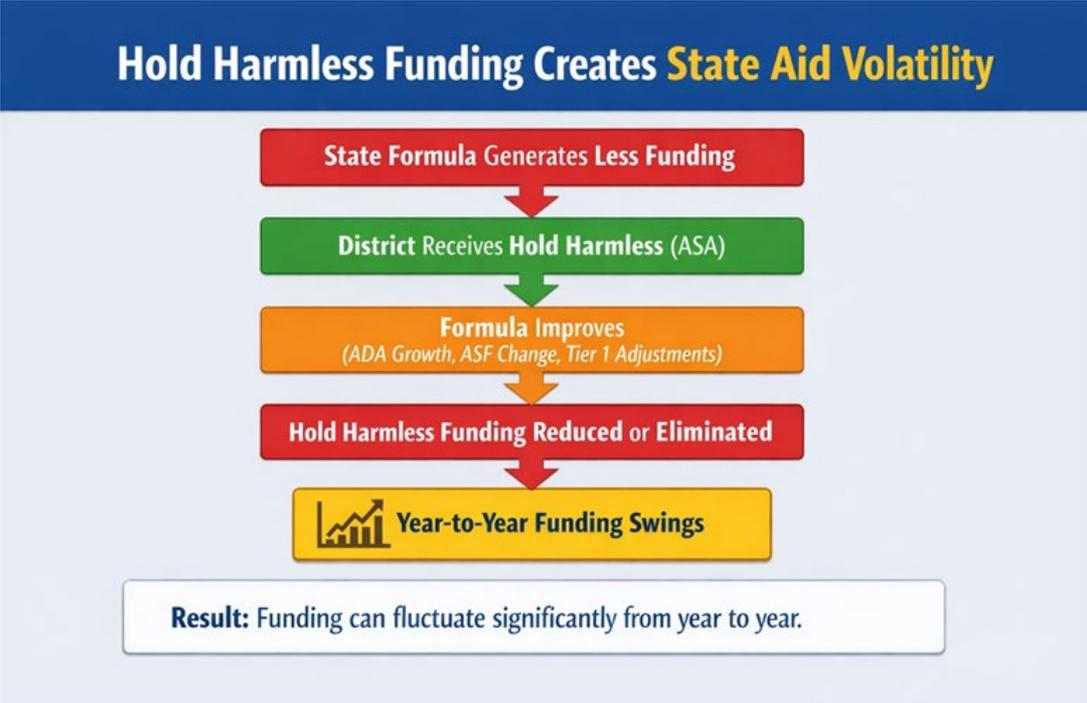
Texas Education Agency (TEA) hold harmless determination

- Texas Education Code §48.283 -Additional State Aid (ASA) for Certain Districts Impacted by Compression (hold harmless funding)
 - **LISD will not receive ASA in 25-26, but will receive ASA in 26-27**
 - Impacted by Tier 1 of the state aid formula, which was inflated when legislation included the Teacher Retention Allotment in that Tier
 - Impacted by Available School Fund (ASF), which fluctuates from year to year; typically lower the first year of the biennium and higher in the second year of the biennium
 - Factors combined result in LISD receiving ASA in some years and not in others
 - When Districts are receiving ASA, any increase in Average Daily Attendance (ADA) or enrollment, are offset by the loss in hold harmless
 - History shows that hold harmless funding is designed to be phased out
- If overall funding is increased, TEA considers District held harmless

Calculation Shift: In 26-27 as ADA or enrollment increase, the amount of 48.283 state aid will reduce because the higher student count partially offsets the loss from compression.



2026-2027 Revenue Generators



2026-2027 Revenue Generators

- **Career and Technical Education (CTE) revenue increase:**

- Projection includes increased funding for additional identified CTE courses
- All identified CTE courses are staffed with highly qualified teachers
- Amendment to the District of Innovation (DOI) plan will allow the district to maintain CTE funding in instances where an instructor does not yet hold full certification, mitigating potential revenue loss

- **Average Daily Attendance (ADA)**

- No projected increase in ADA-generated revenue included in 26-27 budget at this time
- Increased attendance continues to be a priority as it's best for students and staff
- An attendance initiative will be implemented in the spring semester to address the decline experienced during the 6th six weeks

- **Open enrollment**

- No increase to revenue included at this time
 - **Enrollment not guaranteed**
- Marketing efforts underway
- 65 out-of-district applications received as of March 5, 2026





Revenue Generators



- **Sale of Land**
 - No increase to 2026-2027 projected revenue
 - Should sale occur, administration recommends allocating proceeds to fund balance

- **Lease of Land**
 - No increase to 2026-2027 projected revenue
 - Lease would provide modest annual revenue
 - Requires market positioning, negotiation, oversight, and long-term management

- **Facility rentals revenue**
 - Included a 2% increase in facility rental fees
 - Continue to offer baseball/softball fields as rentals
 - Don Tew Performing Arts Center is open for rental



Revenue Generators



- **Additional Days School Year (ADSY)**
 - No increase to 2026-2027 projected revenue
 - Planning committee formed to evaluate feasibility
 - Program requires a calendar with at least 175 instructional days
 - District is considering piloting ADSY at select campuses beginning in 2027–2028
 - State funding would cover program costs, but is not expected to generate significant additional revenue for the district

- **Advertising (bus, scoreboard, campus)**
 - No increase to 2026-2027 projected revenue
 - Advertising placements could include school buses and select campus locations
 - Potential profit-sharing with external partner
 - Key question: Board and community appetite for advertising on district property



Revenue Generators



- **Identified Revenue Generators**

- Special Education Allotment Adjustments 1,000,000
- Career and Technical Education (CTE) Funding Increase 949,434
- Increase Facility Rental Revenue 124,000

Revenue Generators Increase = \$2,073,434

- **Other Revenue Changes**

(957,665)

- Decrease related to hold harmless calculation
- Decrease in fast growth allotment
- Decrease in School Health and Related Services (SHARS) funding
- Increase in Pre-Kindergarten tuition
- Increase in interest earnings

Total Change in Revenue = \$1,115,769

Enrollment Updates & Budget Reductions



- **Population & Survey Analysts (PASA) projected enrollment for 26-27**
 - 2025–2026 staffing was based on enrollment of 42,448 students.
 - 2026–2027 projected enrollment is 41,841 students, a decrease of 607 students
 - Lower enrollment projections result in reduced staffing needs across the district

- **Early Childhood community locations for 2026-2027**
 - In response to the Resolution regarding Financial Sustainability and Long-Range Facility Planning, the District adjusted Early Childhood community locations and attendance zones for select neighborhoods
 - Adjustments:
 - **Did not increase enrollment at campuses below the 500-student threshold**
 - **Stabilized enrollment at several campuses and relieved enrollment pressure at higher-enrolled campuses**
 - **Supports stronger Professional Learning Community (PLC) engagement**
 - **Provides greater opportunity to fill available seats**



Final Identified Expenditure Reductions



Identified Expenditure Reductions/Adds	Estimated Cost/Savings
Central Office Reductions	(1,802,578)
Police Department Delayed Expenses	(780,384)
Implement low-enrollment staffing model	(1,592,073)
Consolidate Faubion ES to Westside ES/Reed ES	(1,085,700)
ES: Staffing Adj. Based on Projected Enrollment	(1,207,500)
ES: QUEST (Align to Staffing Guidelines)	(698,291)
MS: Eliminate Dual Language	(542,646)
MS: Reduce Double Block (4 campuses)	(1,104,000)
MS: Add ISS Aides	342,063
MS: Staffing Ratio Increase (23:1 to 23.5:1)/Enrollment Adj	(552,000)
MS: Non-Instructional Staffing Based on Projections	(23,560)
HS: Staffing Ratio Increase (22:1 to 22.25)/Enrollment Adj	(1,174,380)
HS: Add Non-Instructional Staffing Based on Projections	54,842
HS: Reduce QUEST Allocation	(136,620)
ESL Adjustments	(520,000)
TOTAL	\$ (10,822,827)

25-26 Budget Reductions Compared to 26-27 Reductions



	2025-2026	2026-2027
Central Office	3,000,000	1,802,578
Police Department Delayed Expenses		780,384
English as a Second Language (ESL) Adjustments (impacts all schools)		520,000
Elementary Campus Consolidation & Staffing Adjustments for Low-Enrolled Campuses		2,677,773
Elementary	3,700,000 *	1,905,791 *
Middle School	3,900,000	1,880,143 *
High School	4,400,000	1,256,158 *
TOTAL CAMPUS REDUCTIONS	12,000,000	8,239,865
TOTAL REDUCTIONS	15,000,000	10,822,827

* Includes staffing based on projected enrollment decline

Identified Reductions - Pocess



Actions and Communications

- Ongoing discussions, meetings, and feedback loops for all stakeholders
- Changes communicated through board updates, website, and district messaging
- Strategic Levers & Impact Analysis Tool used to guide decisions
- Program Information and Cost Analysis completed
- No additional campus reductions beyond those identified



Topics for Board Discussion



2026-2027 Budget Development Status, including revenue generators and final expenditure reductions

Administration considered the budget resolution and overall student/staff experience & outcomes

2026-2027 thru 2028-2029 Budget Projections



2026-2027 Budget Projections

	2026-2027 Projected as of January 22, 2026	2026-2027 Projected as of March 26, 2026
PROJECTED ENROLLMENT	41,841	41,841
REVENUE:		
State Revenue	\$ 117,124,438	\$ 118,277,957
Local Revenue	345,124,036	346,824,286
Federal Revenue	4,495,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 466,743,474	\$ 467,859,243
EXPENDITURES:		
Payroll - Existing Positions	\$ 395,685,953	\$ 395,685,953
Identified Reductions	-	\$ (9,926,394)
Budgeting at 98%	(7,600,000)	\$ (7,600,000)
Salary Increase	-	\$ -
Teacher Retention Allotment	772,500	\$ 772,500
Contribution for TRS (unfunded mandate)	100,000	\$ 100,000
TASB Study	1,000,000	\$ 1,000,000
Health Insurance contribution	-	\$ -
New Positions	2,179,870	\$ 1,487,624
Costs to open Campus	1,105,556	\$ 1,056,588
State Funded TRS	27,446,936	\$ 27,446,936
Payroll	\$ 420,690,815	\$ 410,023,207
TOTAL OPERATING EXPENDITURES:	\$ 54,562,712	\$ 53,501,680
Recapture	11,415,810	11,529,305
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 486,669,337	\$ 475,054,192
RESULTS FROM OPERATIONS:	\$ (19,925,863)	\$ (7,194,949)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (19,575,863)	\$ (6,844,949)
BUDGET PARAMETER		
Budget Deficit Threshold - 1.5%	6,829,915	6,844,949
Deficit (Exceeding)/Within Budget Parameter:	\$ (12,745,948)	\$ -
FUND BALANCE		
Beginning Fund Balance	\$ 145,683,171	\$ 145,683,171
Net Change in Fund Balance	\$ (19,575,863)	\$ (6,844,949)
Ending Fund Balance	\$ 126,107,307	\$ 138,838,222

Developed under current approved assumptions:

- 1.5% Budget Parameter
- No pay increase

Total Revenue Change = \$1,115,769

- \$2,073,434 increase from revenue generator ideas
- (\$957,665) net decrease in formula funding

Total Expenditure Change = \$11,615,145

- \$10,667,608 decrease in payroll
- \$1,061,032 decrease in operating
- \$113,495 increase in recapture



2026-2027 thru 2028-2029 Budget Projections

	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
PROJECTED ENROLLMENT	41,841	41,711	41,880
REVENUE:			
State Revenue	\$ 118,277,957	\$ 110,409,617	\$ 113,019,566
Local Revenue	346,824,286	348,494,293	349,614,222
Federal Revenue	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 461,660,910	\$ 465,390,788
EXPENDITURES:			
Payroll - Existing Positions	\$ 395,685,953	\$ 390,176,271	\$ 391,956,494
Adjustments to Payroll	-	-	-
Identified Reductions	(9,926,394)	-	-
Budgeting at 98%	(7,600,000)	(7,600,000)	(7,800,000)
Salary Increase	-	-	-
Teacher Retention Allotment	772,500	-	-
Contribution for TRS (unfunded mandate)	100,000	-	-
TASB Study	1,000,000	500,000	1,000,000
Health Insurance contribution	-	-	-
New Positions	1,487,624	1,130,223	2,140,401
Costs to open Campus	1,056,588	150,000	1,500,000
State Funded TRS	27,446,936	27,721,405	27,998,619
Payroll	\$ 410,023,207	\$ 412,077,899	\$ 416,795,514
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 54,198,398	\$ 55,488,311
Recapture	11,529,305	11,890,485	12,109,545
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 475,054,192	\$ 478,166,782	\$ 484,393,370
RESULTS FROM OPERATIONS:	\$ (7,194,949)	\$ (16,505,872)	\$ (19,002,582)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (6,844,949)	\$ (16,155,872)	\$ (18,652,582)
BUDGET PARAMETER			
Budget Deficit Threshold - 1.5%	6,844,949	6,746,556	6,799,219
Deficit (Exceeding)/Within Budget Parameter	\$ -	\$ (9,409,316)	\$ (11,853,363)
FUND BALANCE			
Beginning Fund Balance	\$ 145,683,171	\$ 138,838,222	\$ 122,682,350
Net Change in Fund Balance	\$ (6,844,949)	\$ (16,155,872)	\$ (18,652,582)
Ending Fund Balance	\$ 138,838,222	\$ 122,682,350	\$ 104,029,767

Developed under current approved assumptions

Budget Parameter/Payroll Savings Assumptions and Recommendations

Decision Points for Board Consideration



Revisit Budget Parameter/Payroll Savings Assumptions

Consider increasing the budget parameter to 3% (currently 1.5%) or budgeting payroll at 97% (currently 98%)

Impact of a Voter Approval Tax Ratification Election (VATRE)

Budget Parameter/Payroll Savings Assumptions



- **2025-2026 Budget**

- Adopted 2025-2026 budget: \$20 million deficit
- Projected 2025-2026 year-end deficit: \$12 million or less

- **2026-2027 Budget Parameter Options**

- 1.5% Budget Parameter = \$6.8 million (current assumption)
- 3% Budget Parameter = \$13.7 million

- **2026-2027 Payroll Savings Scenarios**

- Budgeting Payroll at 98% = \$7.6 million
- Budgeting Payroll at 97% = \$11.6 million



2026-2027 Budget Projections

	2026-2027 Projected
PROJECTED ENROLLMENT	41,841
REVENUE:	
State Revenue	\$ 118,277,957
Local Revenue	346,824,286
Federal Revenue	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243

EXPENDITURES:	
Payroll - Existing Positions	\$ 395,685,953
Identified Reductions	\$ (9,926,394)
Budgeting at 98%/97%/98%	\$ (7,600,000)
Salary Increase	\$ -
Teacher Retention Allotment	\$ 772,500
Contribution for TRS (unfunded mandate)	\$ 100,000
TASB Study	\$ 1,000,000
Health Insurance contribution	\$ -
New Positions	\$ 1,487,624
Costs to open Campus	\$ 1,056,588
State Funded TRS	\$ 27,446,936
Payroll	\$ 410,023,207
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680
Recapture	11,529,305
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 475,054,192

RESULTS FROM OPERATIONS:	\$ (7,194,949)
TOTAL TRANSFERS IN/OUT:	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (6,844,949)

BUDGET PARAMETER	
Budget Deficit Threshold - 1.5%/1.5%/3.0%	6,844,949
Deficit (Exceeding)/Within Budget Parameter	\$ -

FUND BALANCE	
Beginning Fund Balance	\$ 145,683,171
Net Change in Fund Balance	\$ (6,844,949)
Ending Fund Balance	\$ 138,838,222

	2026-2027 Projected
PROJECTED ENROLLMENT	41,841
REVENUE:	
State Revenue	\$ 118,277,957
Local Revenue	346,824,286
Federal Revenue	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243

EXPENDITURES:	
Payroll - Existing Positions	\$ 395,685,953
Identified Reductions	\$ (9,926,394)
Budget Payroll at 98%	\$ (11,600,000)
Salary Increase	\$ -
Teacher Retention Allotment	\$ 772,500
Contribution for TRS (unfunded mandate)	\$ 100,000
TASB Study	\$ 1,000,000
Health Insurance contribution	\$ -
New Positions	\$ 1,487,624
Costs to open Campus	\$ 1,056,588
State Funded TRS	\$ 27,446,936
Payroll	\$ 406,023,207
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680
Recapture	11,529,305
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 471,054,192

RESULTS FROM OPERATIONS:	\$ (3,194,949)
TOTAL TRANSFERS IN/OUT:	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (2,844,949)

BUDGET PARAMETER	
Budget Deficit Threshold - 1.5%/1.5%/3.0%	6,844,949
Deficit (Exceeding)/Within Budget Parameter	\$ 4,000,000

FUND BALANCE	
Beginning Fund Balance	\$ 145,683,171
Net Change in Fund Balance	\$ (2,844,949)
Ending Fund Balance	\$ 142,838,222

	2026-2027 Projected
PROJECTED ENROLLMENT	41,841
REVENUE:	
State Revenue	\$ 118,277,957
Local Revenue	346,824,286
Federal Revenue	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243

EXPENDITURES:	
Payroll - Existing Positions	\$ 395,685,953
Identified Reductions	\$ (9,926,394)
Budget Payroll at 97%	\$ (7,600,000)
Salary Increase	\$ -
Teacher Retention Allotment	\$ 772,500
Contribution for TRS (unfunded mandate)	\$ 100,000
TASB Study	\$ 1,000,000
Health Insurance contribution	\$ -
New Positions	\$ 1,487,624
Costs to open Campus	\$ 1,056,588
State Funded TRS	\$ 27,446,936
Payroll	\$ 410,023,207
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680
Recapture	11,529,305
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 475,054,192

RESULTS FROM OPERATIONS:	\$ (7,194,949)
TOTAL TRANSFERS IN/OUT:	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (6,844,949)

BUDGET PARAMETER	
Budget Deficit Threshold - 1.5%/1.5%/3.0%	13,689,898
Deficit (Exceeding)/Within Budget Parameter	\$ 6,844,949

FUND BALANCE	
Beginning Fund Balance	\$ 145,683,171
Net Change in Fund Balance	\$ (6,844,949)
Ending Fund Balance	\$ 138,838,222

Budget Payroll at 98%

Current Assumptions

1.5% Budget Parameter

Budget Payroll at 97%

1.5% Budget Parameter

Budget Payroll at 98%

3.0% Budget Parameter



2026-2027 through 2028-2029 Budget Projections

	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
PROJECTED ENROLLMENT	41,841	41,711	41,880
REVENUE:			
State Revenue	\$ 118,277,957	\$ 110,409,617	\$ 113,019,566
Local Revenue	346,824,286	348,494,293	349,614,222
Federal Revenue	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 461,660,910	\$ 465,390,788
EXPENDITURES:			
Payroll - Existing Positions	\$ 395,685,953	\$ 390,176,271	\$ 391,956,494
Adjustments to Payroll	-	-	-
Identified Reductions	(9,926,394)	-	-
Budgeting at 97%	(11,600,000)	(11,600,000)	(11,800,000)
Salary Increase	-	-	-
Teacher Retention Allotment	772,500	-	-
Contribution for TRS (unfunded mandate)	100,000	-	-
TASB Study	1,000,000	500,000	1,000,000
Health Insurance contribution	-	-	-
New Positions	1,487,624	1,130,223	2,140,401
Costs to open Campus	1,056,588	150,000	1,500,000
State Funded TRS	27,446,936	27,721,405	27,998,619
Payroll	\$ 406,023,207	\$ 408,077,899	\$ 412,795,514
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 54,198,398	\$ 55,488,311
Recapture	11,529,305	11,890,485	12,109,545
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 471,054,192	\$ 474,166,782	\$ 480,393,370
RESULTS FROM OPERATIONS:	\$ (3,194,949)	\$ (12,505,872)	\$ (15,002,582)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (2,844,949)	\$ (12,155,872)	\$ (14,652,582)
BUDGET PARAMETER			
Budget Deficit Threshold - 1.5%	6,844,949	6,746,556	6,799,219
Deficit (Exceeding)/Within Budget Parameter	\$ 4,000,000	\$ (5,409,316)	\$ (7,853,363)
FUND BALANCE			
Beginning Fund Balance	\$ 145,683,171	\$ 142,838,222	\$ 130,682,350
Net Change in Fund Balance	\$ (2,844,949)	\$ (12,155,872)	\$ (14,652,582)
Ending Fund Balance	\$ 142,838,222	\$ 130,682,350	\$ 116,029,767

Budget Payroll at 97%

1.5% Budget Parameter



2026-2027 through 2028-2029 Budget Projections

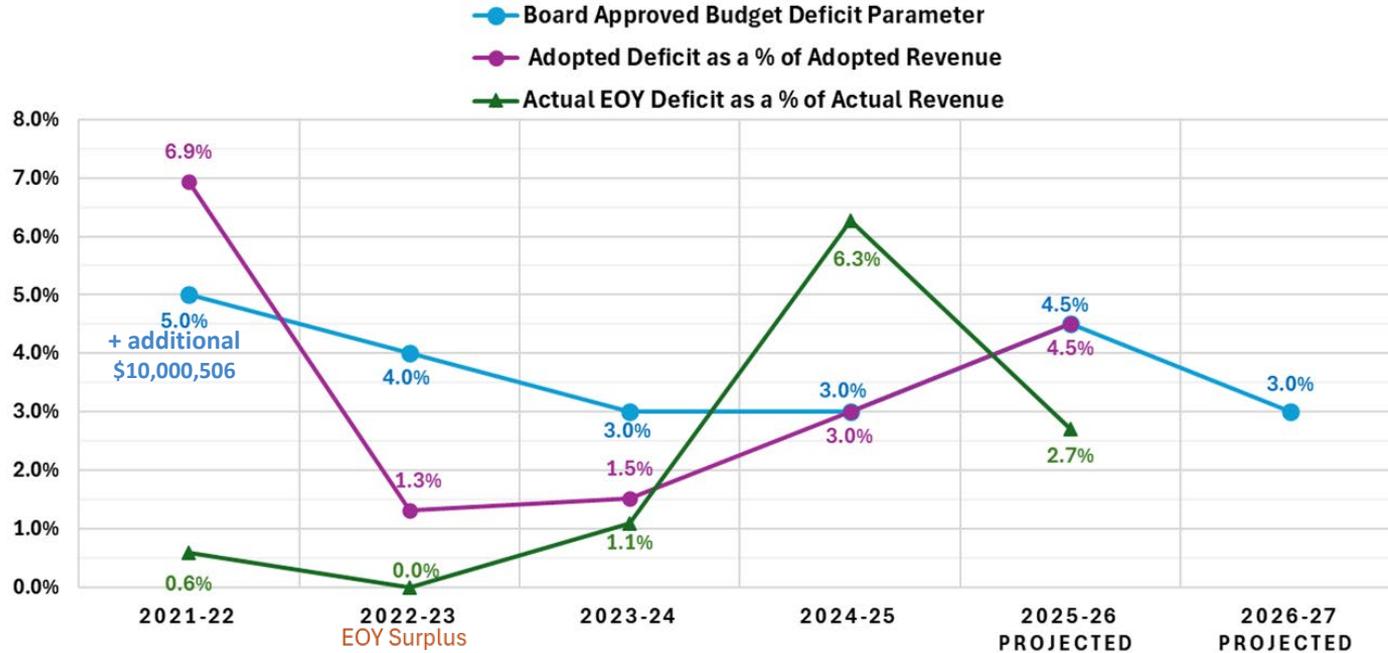
	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
PROJECTED ENROLLMENT	41,841	41,711	41,880
REVENUE:			
State Revenue	\$ 118,277,957	\$ 110,409,617	\$ 113,019,566
Local Revenue	346,824,286	348,494,293	349,614,222
Federal Revenue	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 461,660,910	\$ 465,390,788
EXPENDITURES:			
Payroll - Existing Positions	\$ 395,685,953	\$ 390,176,271	\$ 391,956,494
Adjustments to Payroll	-	-	-
Identified Reductions	(9,926,394)	-	-
Budgeting at 98%	(7,600,000)	(7,600,000)	(7,800,000)
Salary Increase	-	-	-
Teacher Retention Allotment	772,500	-	-
Contribution for TRS (unfunded mandate)	100,000	-	-
TASB Study	1,000,000	500,000	1,000,000
Health Insurance contribution	-	-	-
New Positions	1,487,624	1,130,223	2,140,401
Costs to open Campus	1,056,588	150,000	1,500,000
State Funded TRS	27,446,936	27,721,405	27,998,619
Payroll	\$ 410,023,207	\$ 412,077,899	\$ 416,795,514
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 54,198,398	\$ 55,488,311
Recapture	11,529,305	11,890,485	12,109,545
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 475,054,192	\$ 478,166,782	\$ 484,393,370
RESULTS FROM OPERATIONS:	\$ (7,194,949)	\$ (16,505,872)	\$ (19,002,582)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (6,844,949)	\$ (16,155,872)	\$ (18,652,582)
BUDGET PARAMETER			
Budget Deficit Threshold - 3.0%	13,689,898	13,493,113	13,598,437
Deficit (Exceeding)/Within Budget Parameter	\$ 6,844,949	\$ (2,662,759)	\$ (5,054,145)
FUND BALANCE			
Beginning Fund Balance	\$ 145,683,171	\$ 138,838,222	\$ 122,682,350
Net Change in Fund Balance	\$ (6,844,949)	\$ (16,155,872)	\$ (18,652,582)
Ending Fund Balance	\$ 138,838,222	\$ 122,682,350	\$ 104,029,767

Budget Payroll at 98%

3.0% Budget Parameter



Budget Parameter - Historical Results





Fund Balance



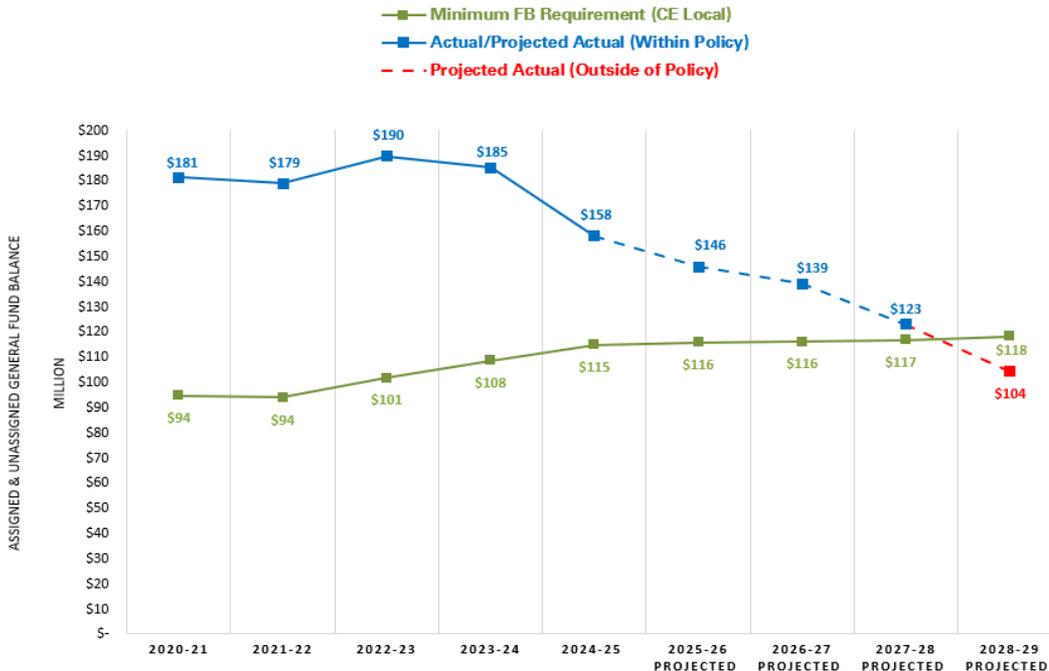
Assigned & Unassigned General Fund Fund Balance

2026-2027 through 2028-2029

Assumes deficits are realized, no increased revenue, and no expenditure savings and/or reductions occur in future years

Actual as Compared to Board Target

ASSIGNED & UNASSIGNED GENERAL FUND BALANCE ACTUAL AS COMPARED TO BOARD TARGET (CE LOCAL)



Key Budget Considerations



Key Budget Considerations



- **Increasing Budget Deficit Parameter to 3% creates approximately \$6.8 million in capacity for 2026-2027**
- **Budgeting Payroll at 97% creates approximately \$4.0 million in capacity for 2026-2027**
- **Funds can be used to address:**
 - Staffing needs
 - Compensation increases
 - Health insurance cost increases
 - Other expenses that align with the strategic plan
- **Consider sustainability in future years**



Key Budget Considerations



Pay Increases

- ALL Staff:
 - 1% \$3,400,000
 - 2% \$6,800,000
- Staff not eligible for the Teacher Retention Allotment (TRA):
 - 1% \$1,500,000
 - 2% \$3,000,000



Update on healthcare

- Review is underway
- Options to be presented in April, along with compensation



Update on Federal Funds

- Funding to remain flat for most programs
- Title funds moved under the Department of Labor



2026-2027 through 2028-2029 Budget Projections

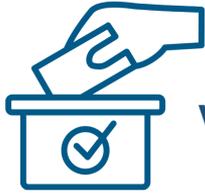
	Projected 2026-2027	Projected 2026-2027	Projected 2027-2028	Projected 2028-2029
PROJECTED ENROLLMENT	41,841	41,841	41,711	41,880
REVENUE:				
State Revenue	\$ 118,277,957	\$ 118,277,957	\$ 110,409,617	\$ 113,019,566
Local Revenue	346,824,286	346,824,286	348,494,293	349,614,222
Federal Revenue	2,757,000	2,757,000	2,757,000	2,757,000
TOTAL ESTIMATED REVENUES:	\$ 467,859,243	\$ 467,859,243	\$ 461,660,910	\$ 465,390,788
EXPENDITURES:				
Payroll - Existing Positions	\$ 395,685,953	\$ 395,685,953	\$ 396,976,271	\$ 398,756,494
Adjustments to Payroll	-	-	-	-
Identified Reductions	(9,926,394)	(9,926,394)	-	-
Budgeting at 98%	(7,600,000)	(7,600,000)	(7,600,000)	(7,800,000)
Payroll increases	-	6,800,000	-	-
Teacher Retention Allotment	772,500	772,500	-	-
Contribution for TRS (unfunded mandate)	100,000	100,000	-	-
TASB Study	1,000,000	1,000,000	500,000	1,000,000
Health Insurance contribution	-	-	-	-
New Positions	1,487,624	1,487,624	1,130,223	2,140,401
Costs to open Campus	1,056,588	1,056,588	150,000	1,500,000
State Funded TRS	27,446,936	27,446,936	27,721,405	27,998,619
Payroll	\$ 410,023,207	\$ 416,823,207	\$ 418,877,899	\$ 423,595,514
TOTAL OPERATING EXPENDITURES:	\$ 53,501,680	\$ 53,501,680	\$ 54,198,398	\$ 55,488,311
Recapture	11,529,305	11,529,305	11,890,485	12,109,545
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 475,054,192	\$ 481,854,192	\$ 484,966,782	\$ 491,193,370
RESULTS FROM OPERATIONS:	\$ (7,194,949)	\$ (13,994,949)	\$ (23,305,872)	\$ (25,802,582)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (6,844,949)	\$ (13,644,949)	\$ (22,955,872)	\$ (25,452,582)
BUDGET PARAMETER				
Budget Deficit Threshold - 3.0%	13,689,898	13,689,898	13,493,113	13,598,437
Deficit (Exceeding)/Within Budget Parameter	\$ 6,844,949	\$ 44,949	\$ (9,462,759)	\$ (11,854,145)
FUND BALANCE				
Beginning Fund Balance	\$ 145,683,171	\$ 145,683,171	\$ 138,838,222	\$ 115,882,350
Net Change in Fund Balance	\$ (6,844,949)	\$ (13,644,949)	\$ (22,955,872)	\$ (25,452,582)
Ending Fund Balance	\$ 138,838,222	\$ 132,038,222	\$ 115,882,350	\$ 90,429,767

For illustration only

- Assumes a 3% budget parameter
- Assumes expenditure increase in payroll of \$6,800,000



Key Budget Considerations



Voter Approval Tax Ratification Election (VATRE)



- **Possible VATRE in November of 2026**
- **Addition of 3 cents to the Maintenance and Operations (M&O) tax rate**
 - \$6.5 million in revenue for M&O
- **Current estimates reflect no compression of the Maximum Compressed Rate (MCR) portion of the tax rate in 2026-2027. This remains subject to adjustment based on final certified values in July**
- **If the Board approves a VATRE and it passes:**
 - Provide one-time payment in December
 - Capacity for 2% pay increase in 2027-2028





Key Budget Considerations



Voter Approval Tax Ratification Election (VATRE)

- **Key Dates**

- July 3: Deadline to select auditor for efficiency audit
- August 5: Deadline for TEA to issue preliminary MCRs
- August 7: Last day for districts planning a VATRE to publish notice
- August 17: Deadline to order a VATRE (after adopting budget & tax rate)
- October 2: Last day to post efficiency audit results
 - **Efficiency audit must be posted on district's website at least 30 days prior to election and Board must hold an open meeting to discuss the results**
- November 3: Election Day

- **Disaster Exception for the Efficiency Audit**

- A district located in an area declared a disaster may hold a VATRE during the two years following the date of the declaration without conducting an efficiency audit.





Key Budget Considerations



Voter Approval Tax Ratification Election (VATRE)

Voter-Approval Tax Rate Election Ballot for School Districts

For _____ Date _____
(Name of School District) (Date of Election)

OFFICIAL BALLOT

Place an "X" in the square beside the statement indicating the way you wish to vote.

FOR AGAINST

Ratifying the ad valorem tax rate of \$ _____ in
(Adopted Tax Rate)
_____ for the current year, a rate that will result
(Name of School District)
in an increase of _____ (insert percentage increase in maintenance and operations tax revenue under the adopted rate as compared to maintenance and operations tax revenue in the preceding tax year) percent in maintenance and operations tax revenue for the district for the current year as compared to the preceding year, which is an additional \$ _____ (insert dollar amount of increase in maintenance and operations tax revenue under the adopted tax rate as compared to maintenance and operations tax revenue in the preceding tax year).

- **[NEW]** The ballot must include, at the top of the proposition in capital letters of the same font size as the rest of the proposition, **"THIS IS A TAX INCREASE"** (added by S.B. 1025, 89th legislative session).



Key Budget Considerations



- **Debt Service (I&S) Tax Rate Consideration**

- No increase needed to issue the \$300M remaining from previous voter-approved bond authorizations
- Future authorization (November 2026 Bond Election) for \$450M would require a 3 cent increase in the I&S tax rate due to anticipated 2026 taxable value increase of only 1-2%
- Key Dates for Bond Election
 - **October 14: Deadline for districts holding a November bond election to submit Pre-Election Report to Bond Review Board for HB 3526 bond database**
 - **November 23: Deadline for districts holding a November bond election to submit Post-Election Report to Bond Review Board for HB 3526 bond database**



Next Steps

Future Decision for Board Consideration

Budget Parameter/Payroll Savings Assumptions

Administrative Recommendation:

- **Adjust the budget parameter to 3%**
 - Historically, the District has closed the gap created by a 3% deficit through a combination of revenue increases and expenditure reductions
 - Parameter will be evaluated annually to ensure financial compliance and sustainability
 - Adjustment prevents us from making unnecessary reductions
 - Opportunity to address future district needs

Opportunity for Board Discussion



Revisit Budget Parameter/Payroll Savings Assumptions

Consider increasing the budget parameter to 3% (currently 1.5%) or budgeting payroll at 97% (currently 98%)

Discuss potential Voter Approval Tax Ratification Election (VATRE)

Key Items for Future Discussion/Action



Revised Assumption to be requested for approval by the Board at the April 2, 2026 Board Meeting

Compensation and Health Insurance presentation scheduled for April 23, 2026 Board meeting

Continue Discussions regarding Voter Approval Tax Ratification Election (VATRE)

Public hearing to adopt the 2026-2027 Budget scheduled for June 18, 2026



DISCUSSION

LISD Programmatic Information & Analysis

The Leander ISD Board of Trustees approved the [Resolution Regarding Financial Sustainability and Long-Range Planning for Leander Independent School District](#) on September 18, 2025. The approved resolution states that “Administration shall evaluate programs for opportunities to identify potential efficiencies, access, enrollment and demand.” LISD administration has compiled an overview of the district’s academic, athletic, and fine arts programs. Each of the programs included in this analysis includes the following information:

- A brief description of the program
- Program Director, Coordinator, and/or contact
- Staffing overview
- Student participation information
- Course Information (if applicable)
- Staffing costs
- Operating Budgets
- Intended outcomes and how those are measured/assessed
- Identified efficiencies
- Access information

Some programs overlap with one another so you may notice staffing represented in multiple program overviews. State & Federal Programs is a good example of this.

LISD Programmatic Information & Analysis

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ESL

Program Description

Program Leadership / Ownership

Tina Dozier Director of Global Languages and Cultures

Program Purpose, Goals, and Intended Outcomes

Per TEA Definition TEC Chapter 89:

Goal: The goal of ESL program models, including content-based and pull-out, shall be to enable EB students to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of content-based language instructional methods. The ESL program shall include the mastery of grade level English reading and language arts, mathematics, science, and social studies knowledge and skills in English as integral parts of the academic goals for all students to enable EB students to participate equitably in school.

Program Overview (What the Program Includes)

The ESL program shall be implemented through one of the following program models, per TEA Chapter 89.

(1) An ESL/content-based program model is an English acquisition program that serves identified EB students through English instruction provided by a teacher appropriately certified in ESL under TEC, §29.061(c), using content-based language instruction methods in reading and language arts, mathematics, science, and social studies. The goal of content-based ESL is for program participants to attain full proficiency in English in order to participate equitably in school.

(2) An ESL/pull-out program model is an English acquisition program that serves identified EB students through English instruction using content-based language instruction methods provided by an appropriately certified ESL teacher under TEC, §29.061(c), in reading and language arts in a pull-out or inclusionary delivery setting. The goal of ESL pull-out is for program participants to attain full proficiency in English in order to participate equitably in school.

***Historically, Leander ISD has been coded as a Pull-out Model (pull-out and inclusion service model through ELA coursework). Commencing 2026/27, Leander ISD Elementary will be coded as content-based with the discontinuation of specified ESL instructional staff. Secondary will maintain teacher of record ESL/ELA courses.*

Program Rationale and Origin

Please see [TEA requirements](#) for English as a Second Language Service requirements.

Requirements and Compliance Drivers (State/Federal/Local)

[TEC Chapter 89: Adaptations for Special Populations](#)⁵⁶

ESL

Participants and Eligibility

Students in Texas become eligible for English as a Second Language (ESL) services by being identified as an Emergent Bilingual (EB) student through a state-mandated process. This involves completing a Home Language Survey, undergoing English proficiency testing (listening, speaking, reading, writing), and receiving a placement determination from the Language Proficiency Assessment Committee (LPAC).

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

English as a Second Language (ESL) Services, are provided at all Leander ISD campuses EC-12 commensurate with student need.

Staffing, expenditures and revenue charts

	Elementary
Staffing	21 District-wide FTEs, POD allocated Instructional Teachers 8 District-wide FTEs, POD allocated Compliance teachers (Required services but could look different)
Student Participation #s	Emergent Bilingual ESL and Monitored ESL: 3698
Number/Type of Courses	Push in and pull-out services for Newcomer Students. Not teacher of record at Elem. level. Supports ELA instruction per TEA Pull-out and Push-in model definition/coding

	Middle
Staffing	15 FTEs ESL/ELA Teachers District-Wide 2 Sheltered Instruction/Newcomer Math FTEs (These positions are teacher of record)
Student Participation #s	Emergent Bilingual ESL and Monitored ESL: 1175
Number/Type of Courses	Varies per campus based on EB enrollment. ESL MS teacher is ELA teacher of record. Courses: ELLA/ELA, Newcomer, Inclusion push-in commensurate with student need.

ESL

	High	Alternative Schools/ Programs
Staffing	<p>10 FTEs ESL/ELA Teachers District-Wide 3 FTEs Sheltered Instruction/Newcomer Science, Social Studies and Math teachers <i>(These positions are teacher of record)</i></p>	<p>Alt. Schools have ESL cert. Teachers for ELA supporting students in ELA coursework. <i>**These are not separate FTEs.</i></p>
Student Participation #s	<p>Emergent Bilingual ESL and Monitored ESL: 1264</p>	<p>2025/26 current EB numbers: ECHS: 21 New Hope: 11 LEO: 6 Early Childhood: 909</p>
Number/Type of Courses	<p>Varies per campus based on EB enrollment. ESL HS teacher is ELA teacher of record for ESOL I, II, ESL Reading, ELDA courses, Inclusion push-in commensurate with student need.</p>	N/A

Staffing Costs	Operating Budget
<p>HS ESL Teachers: 13 x \$65,000 = \$845,000 MS ESL Teachers: 17 x \$65,000 = \$1,105,000 ES ESL Teachers: 29 x \$65,000 = \$1,885,000</p>	<p>Adopted 24-25 Operating Budget District: \$250,734 (includes Summer School 699, T&L 871, Adv Academics & Pathways 874, and SO 95 999 subs) Campus: \$209,385 (includes library dual language reading materials)</p>

Student Profile and Outcomes

Student Academic Profile (Baseline)

The first administration of The Texas English Language Proficiency Assessment System (TELPAS) provides initial linguistic proficiency baseline for emergent bilingual students in the state of Texas.

ESL

Intended Student Outcomes

The primary intended student outcomes for English as a Second Language (ESL) in Texas are for emergent bilingual (EB) students to gain full proficiency in listening, speaking, reading, and writing, enabling them to succeed in academic settings and meet state standards (TEKS).

Intended Program Outcomes:

The goal of the ESL program is to enable emergent bilingual students to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of content-based language instructional methods.

Outcome Measures and Monitoring

District TELPAS data

Reclassification Criteria Framework

Results Driven Accountability Data (RDA)

Access and Participation

Program Availability and Delivery Model

All students who qualify as emergent bilingual, have access to grade level curriculum, and English as a Second Language Services pending parent/guardian permission. All emergent bilingual students including parent/guardian denials of service, participate in the TELPAS assessment system annually until meeting reclassification criteria.

Barriers to Participation;

Parents/Guardians have the option to deny program participation.

Outreach, Recruitment, and Communication

Students are not recruited to participate in ESL services. Students must qualify as emergent bilingual through TEA identification process. All qualifying students have access to ESL services. Parent/guardian permission is required to commence services.

Placement and Expansion Decision Criteria

Placement is determined by meeting qualification requirements.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

These efficiencies have been presented and approved:

Reallocate FTEs for increased development and implementation of MAEs (Multilingual Adult Educator Roles at ES, MS and HS) to support cross-content EC-12 linguistic support through building classroom

ESL

teacher capacity. Reallocate FTEs for increased compliance support pertaining to EB service implementation at Secondary. Reallocations to come from Previous pull-out model FTEs and redesigned to support Content-Based EB supports at ES, MS, and HS. Teacher to EB student ratio has grown to exceed viable continued student enrollment growth with current allocations for Pull-out/Push-in ESL model. Continuation of the current model would necessitate additional FTEs to support student enrollment growth.

Early Childhood

Program Description

Program Leadership / Ownership

Erin Garner, Director of Early Childhood

Program Purpose, Goals, and Intended Outcomes

The purpose of the Early Childhood Department is to ensure every child enters kindergarten ready to learn while equipping families with the knowledge, skills, and support needed to be their child's first and most important teacher. Through strong family partnerships across all programs, LISD's early childhood team works alongside families to create a shared foundation for children's growth, development, and long-term success. What makes LISD's Early Childhood program unique is its prenatal to five continuum of services – ensuring that any family living within district boundaries has access to an early childhood program, from pregnancy to kindergarten entry. All programs focus on five developmental domains of school readiness – physical/health, literacy, math, language, and social-emotional – and are grounded in evidence-based, developmentally appropriate practices.

Program Overview (What the Program Includes)

Parents as Teachers (PAT) is an evidence-based home visiting program supporting district families with young children from pregnancy to age five or school entry. At the heart of the PAT program is the home visit – a personalized, relationship-based interaction between a Parent Educator and the family that builds parenting knowledge, strengthens child development skills, and lays the foundation for kindergarten readiness. LISD is committed to carrying out all four components of the PAT model with the ultimate goal of ensuring children enter kindergarten ready to learn and families are connected to support as early as possible. The four components of the PAT model are: personal visits, where a trained Parent Educator meets with families in the home or another setting of their choice to provide individualized support and child development information; group connections, which bring families together to share experiences, build community, and learn from one another; resource network, which connects families to community services and support systems based on their individual needs; and developmental screenings, which monitor children's growth and development across key domains to identify any concerns early and connect families to appropriate services.

What makes LISD's PAT program unique is the addition of the PAT Center – that grew directly out of families sharing what they needed and the PAT program finding ways to meet those needs. The PAT Center offers free daily parent-child classes and playgroups including infant massage, baby sing and sign classes, classes for two-year-olds, and Preschool Academy classes for three- and four-year-olds. Families also have access to a Lending Toy and Book Library and a Clothes Closet stocked with donated gently used infant, toddler, and preschool-aged clothing and furniture available to families at no cost. Beyond these resources, the PAT Center serves as a gathering place for the community family engagement

Early Childhood

events, Parent Cafes, and community developmental screenings – creating connection, building community, and ensuring no family navigates the early years alone.

Pregnancy Related Services (PRS), managed through the PAT program, supports pregnant and parenting students enrolled in LISD with the goal of helping young parents stay in school, graduate, and thrive as their child's first and most important teacher. Known within LISD as Young Parent Services, the PAT program manages all state-mandated PRS services by partnering with the campuses where pregnant and parenting students are enrolled, facilitating required meetings, and collaborating with campus administrators and teachers to create a supportive school experience for young parents. This campus-level partnership is essential in removing barriers, maintaining enrollment, and ensuring these students feel supported both academically and personally.

Students receiving PRS services are fully connected to the PAT program and receive the same comprehensive support available to all PAT families – including personal home visits from a trained Parent Educator, access to group connections and community resources, and developmental screenings for their child. Free childcare is provided through a community partnership with Early Head Start for children ages six weeks to three years old, enabling teen parents to remain in school. PAT support continues after graduation as long as the family remains in the district and their child is within the eligible age range, ensuring that the transition out of high school does not mean the loss of the community and resources these young families depend on.

Early Childhood Communities (Campus-based Early Childhood Programs)

LISD's early childhood programs are intentionally organized into Early Childhood (EC) Communities on select elementary campuses throughout the district. Each EC Community is anchored by PreK4 and Early Childhood Special Education (ECSE) classrooms and may also include PreK3, Dual Language, and E-SLE classrooms depending on the campus. This intentional structure allows the district to design learning environments that meet the unique developmental needs of three- and four-year-old children, concentrate and maximize district resources, and bring early childhood teachers together for strong and focused professional learning communities (PLCs). EC Communities also create meaningful opportunities to build a robust practice of inclusion, ensuring that all children – regardless of ability, language, or background – learn and grow alongside one another from the very beginning of their school experience.

State-funded PreK 3 serves eligible three-year-olds through a play-based environment, curriculum, and interactions with a focus on building language and social-emotional skills as the foundation for future learning. While all early childhood programs address the whole child, PreK3 intentionally centers these early developmental skills as children take their first steps in a school setting. The program is offered as a half-day program with both morning and afternoon sessions. Families who need or prefer a full-day option may enroll their child in the full-day program, with tuition charged for the half-day portion beyond the state-funded hours. Dual Language (DL) PreK3 is offered at one of the early childhood community campuses.

Early Childhood

State-Funded PreK 4 provides high-quality early learning experiences for eligible four-year-olds, preparing them for long-term academic success through structured, play-based instruction aligned with TEA's early childhood guidelines. As mandated by the state of Texas, PreK4 is offered as a full-day program, though state funding covers only a half-day. Families in the community whose children do not meet eligibility requirements but wish to participate may enroll their child by paying tuition, making the program accessible to a broader population of four-year-olds within the district. Dual Language is offered at three of the early childhood community campuses.

Early Head Start and Head Start Collaboration – LISD maintains formal Memorandums of Understanding (MOU) with the Leander Early Head Start and Head Start programs, both located on a district elementary campus, creating a strong community partnership that extends the district's continuum of care from infancy through PreK3. Through the Early Head Start MOU, free childcare is provided for children ages six weeks to three years old for teen parents enrolled in school. The Parents as Teachers program serves as the liaison between young parents and Early Head Start, supporting families as they connect with and enroll in the program, and PAT fulfills the home visiting requirement of Early Head Start, ensuring continuity of support for young families.

Through the Head Start MOU, three-year-olds are dually enrolled with LISD, with the district providing a high-quality PreK teacher and Head Start providing additional personnel and comprehensive family services through a free extended full-day program. This collaborative model ensures children receive both high-quality early academic instruction and wraparound support for their families. These students transition into the district's PreK4 program the following year, creating a seamless pathway into LISD's early childhood continuum.

Early Childhood Special Education

Early Childhood Special Education (ECSE) serves three- and four-year-olds who qualify for special education services based on one or more of the 13 eligibility categories established by the state of Texas. These students receive individualized, developmentally appropriate services designed to close developmental gaps, build on each child's strengths, and promote school readiness across all five developmental domains. Depending on their individual needs and communication abilities, children may be served in the Early Learning Environment (ELE) classroom or, for children who do not yet have a reliable means of communication, in the Early Structured Learning Environment (E-SLE) classroom.

A cornerstone of LISD's approach to early childhood special education is the intentional integration of ECSE within the EC Communities. Many children who qualify for special education services also meet eligibility requirements for state-funded PreK, making the close proximity and collaboration of EC teachers across all program types not just beneficial – but essential. This structure allows ECSE and general education early childhood teachers to work closely together through shared PLCs, aligned instructional practices, and a shared philosophy of inclusion, ensuring that every child has access to high-quality learning experiences alongside their peers. The EC Community model reflects LISD's deep commitment to inclusion as a foundational value – one that is built into the very design of how early childhood services are organized and delivered across the district. Dual language services are also offered.

Early Childhood

Program Rationale and Origin

While state and federal mandates establish the foundation of LISD's early childhood offerings, the district has made deliberate choices to go further. Research clearly supports that children who receive two years of high-quality early childhood education enter kindergarten better prepared for long-term academic success, which is why LISD offers PreK3, a program the state does not require.

This commitment is grounded in science. Ninety percent of brain development occurs by age five, making the earliest years the most critical window for investment in children's cognitive, social, emotional, and physical growth. The earlier a child and family are connected to high-quality support and learning experiences, the greater the potential for lasting outcomes, including the early and urgent identification of developmental delays. This understanding drove the district's adoption of the Parents as Teachers program in 1998.

LISD's partnership with the Leander Head Start program reflects the same philosophy. The children and families served by Head Start live within our community and will attend our schools. By formalizing this relationship and creating a collaborative model of shared instruction and wraparound services, LISD and Head Start together can produce stronger health and educational outcomes than either could achieve alone.

LISD's prenatal through PreK4 continuum represents an intentional, community-centered commitment to ensuring every child in the Leander community has access to the highest quality start possible.

Requirements and Compliance Drivers (State/Federal/Local)

Several of LISD's early childhood programs exist as a direct result of state and federal mandates. Texas school districts are required to offer prekindergarten when 15 or more eligible four-year-olds are identified, and the full-day program requirement applies specifically to eligible four-year-olds. [Texas Education Agency](#) State funding for PreK is provided at a half-day rate, with the expectation that districts deliver a full-day program. Early Childhood Special Education is mandated under both state and federal law, with IDEA Part B, Section 619 entitling eligible children with disabilities ages three through five to a free appropriate public education in the least restrictive environment. Districts are also required under the Texas Education Code to provide Pregnancy Related Services (PRS) to pregnant and parenting students enrolled in school, ensuring these students have access to support and the opportunity to remain enrolled and graduate.

While not required by the state, LISD's decision to offer PreK3 and the Parents as Teachers program reflects the district's commitment to going beyond minimum compliance to serve families and children as early as possible. These locally driven decisions are supported by research, community need, and the district's belief in the power of early intervention and family partnership.

Participants and Eligibility

PreK3 and PreK4 – To be eligible for free prekindergarten, a child must be at least three years of age (if a

Early Childhood

PreK3 program is available) or four years of age on or before September 1 of the current school year, and meet at least one of the following eligibility criteria: unable to speak and comprehend the English language; educationally disadvantaged (eligible for the National School Lunch Program); homeless; the child of an active duty member of the U.S. Armed Forces; the child of a service member injured or killed while on active duty; in or ever been in foster care; the child of a Star of Texas Award recipient; or the child of a classroom teacher employed in the district. Families whose children do not meet eligibility requirements may enroll in PreK3 or PreK4 on a tuition basis, space permitting.

Early Childhood Special Education (ECSE) – Children ages three and four who are suspected of having a disability are referred for a full and individual evaluation. Eligibility is determined based on one or more of the 13 disability categories established by the state of Texas under IDEA. Many children who qualify for ECSE also meet PreK eligibility criteria, allowing them to be served within the inclusive EC Community setting alongside their peers.

Parents as Teachers (PAT) – The PAT program is open to any family living within LISD district boundaries with children from pregnancy through age five. There are no income or eligibility requirements, any family in the community may participate, making PAT one of the most universally accessible programs in the district's early childhood continuum.

Pregnancy Related Services (PRS) / Young Parent Services – Students who are pregnant or parenting and currently enrolled in LISD are eligible to receive PRS services. Support through the PAT program may continue after graduation as long as the family remains within the district and the child is within the eligible age range.

Early Head Start and Head Start – Eligibility for the Leander Head Start and Early Head Start programs is determined by Head Start program guidelines, which are federally driven and based primarily on income. Teen parents enrolled in LISD whose children are ages six weeks to three years old may access free childcare through the Early Head Start partnership. Three-year-olds enrolled in the Head Start program who are dually enrolled with LISD receive both the district's PreK instruction and Head Start's comprehensive family services.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

LISD's early childhood programs are district-wide programs, meaning they are not tied to a single feeder pattern but serve families and children from across the entire district. Families enrolled in the Parents as Teachers program and Pregnancy Related Services are connected to their neighborhood zoned campuses, ensuring a natural and seamless transition into their home elementary school when their child reaches school age. Campus-based EC students, including those in PreK3, PreK4, ECSE, and the Head Start partnership, attend their designated EC Community campus, which has been intentionally established to concentrate early childhood resources, staff, and expertise.

Early Childhood

From a curriculum standpoint, alignment is a deliberate priority across all early childhood programs. The PAT program's home visiting curriculum, parent-child classes, and Preschool Academy offerings are aligned with kindergarten readiness standards, ensuring that families who enter the district through PAT are building the same foundational skills their children will need when they transition into PreK or kindergarten. PreK3, PreK4, and ECSE curricula are similarly aligned to kindergarten readiness standards as defined by TEA, creating a coherent and connected progression of learning from the earliest point of entry through kindergarten. This curricular alignment across PAT, PreK, and ECSE reflects the district's commitment to ensuring that regardless of which program a child and family first accesses, they are moving along the same pathway toward school readiness and long-term academic success.

Staffing, expenditures and revenue charts

Early Childhood Parents as Teachers/Young Parent Services

Staffing	PAT/YPS = 7 Parent Educators; 1 Visiting Nurse (shared with Child Find) 1 EC Director (PAT, YPS, PreK, ECSE)
Student Participation #s	PAT= 416 children; 364 families YPS = 15 parents; 13 children
Number/Type of Courses	PAT Prenatal to 5 Born to Learn curriculum: prenatal, birth to 3 years, 3-5 years. Infant Massage USA

Summary of PAT Staffing Costs

7 Parent Educators x \$65,000 = 455,000.00
1 Registered Nurse = 71,275
1 EC Director* = 108,000

*EC Director is over all EC programs.
PAT Parent Educators are on the teacher pay scale
Visiting Nurse follows the nurse pay scale.

Total PAT/YPS Staffing Cost = \$634,275

PAT Operating Budget

Adopted 25-26 Budget: \$40,935

PreK, ECSE, Head Start

Staffing	PreK Teachers: 85
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Early Childhood

	ECSE Teachers: 43 IAs: 151 2 EC Coordinators 2 EC Specialists 1 Admin. Assistant
Student Participation #s	PreK: 1552 ECSE: 145
Number/Type of Courses	EC Curriculum covering all developmental domains

EC Operating Budget Adopted 25-26 Budget: \$106, 460
Summary of EC Staffing Costs
74 PreK Mono teachers x \$65,000 = \$4,810,000 11 PreK DL Teachers x \$72,000 = \$792,000 40 ECSE teachers x \$70,000 = \$2,800,000 3 ECSE/DL Teachers x \$77,000 = \$231,000 73 Prek IAs x \$28,763 = \$2,099,699 11 DL IAs x \$30,456 = \$335,016 67 Sped. IAs x 30,456 = \$2,040,552 \$7k DL teacher stipend included in total \$5K ECSE teacher stipend included in total \$12K DL/ ECSE teacher stipend included in total 2 EC Specialists x \$73,210 = 146,420 2 Coordinators x \$ 84,725 = 169,450 1 Admin. Assistant = \$43,988 Total EC Staffing Costs = \$13,468,125
Notes/Additional Information - Staffing
<ul style="list-style-type: none"> • EC Admin. Assistant is paid through Tuition PreK funds. • \$5K Sped Stipend was added to the average salary of the ECSE teachers. • \$7K DL Stipend added to average salary of DL PreK Teachers. • \$12K Sped/DL Stipend added to average salary for DL/ECSE teachers. • This is staffing for 25-26; we will be losing positions in 26-27

Early Childhood

Student Profile and Outcomes

Student Academic Profile (Baseline)

Each early childhood program begins with a distinct entry point that reflects the unique population it serves. For PreK3 and PreK4, the baseline is age eligibility, a child must meet the state-defined age requirement and qualify under at least one of the established eligibility criteria. For Early Childhood Special Education (ECSE), a child turns three at any point during the school year and has been identified as meeting one or more of the 13 state-defined disability categories through a full and individual evaluation. For the Parents as Teachers program, the baseline is simply living within LISD district boundaries and being pregnant or having a child from birth to age five who is not yet enrolled in school, no additional qualifications required. For Pregnancy Related Services (Young Parent Services), the baseline is being a pregnant student currently enrolled in LISD.

Intended Student Outcomes

The intended outcomes for students and families across all early childhood programs center on growth, connection, and readiness. For children in PreK3, PreK4, and ECSE, the primary outcome is demonstrated growth across all five developmental domains, with the ultimate goal of entering kindergarten healthy, confident, and ready to learn. Progress is monitored continuously and measured against developmentally appropriate benchmarks aligned with TEA's kindergarten readiness standards.

For families in the Parents as Teachers program, intended outcomes extend beyond the child to the family as a whole. Parents and caregivers are expected to demonstrate progress toward their individually set goals around their child's development and growth, family wellness, and deepening understanding of child development. The PAT model recognizes that when parents are supported and informed, children thrive, making family outcome just as central as child outcome.

For students in Pregnancy Related Services, the intended outcome is remaining enrolled in school, making progress toward graduation, and growing in their confidence and capacity as a parent, supported by the full scope of the PAT program alongside their PRS services.

Intended Program Outcome

The overarching intended outcome of LISD's early childhood programs is for every child to be healthy, developing, and ready for kindergarten, and every family connected, confident, and prepared to be an active partner in their child's educational journey within LISD. Whether a family first connects with the district through a PAT home visit during pregnancy, through an ECSE evaluation at age three, or through enrollment in a PreK classroom, the destination is the same, a child who enters kindergarten ready to learn and a family who feels known, supported, and engaged in their child's school experience from the very beginning.

Early Childhood

Outcome Measures and Monitoring

- COR Advantage-child development assessment used in PreK3 and PreK4
- Ages & Stages Questionnaire - developmental screener used in PAT and Head Start
- Annual PAT Satisfaction Survey
- Annual PAT Program Report
- Kinder Readiness Assessments
- VB-MAPP and/or Brigance (ECSE Students)

Data Sources and Links

- [2024-2025 Early Childhood Program Evaluation](#)
- [PreK BOY Kinder data 2024](#)

Access and Participation

Program Availability and Delivery Model

LISD's early childhood programs are available to any student or family living within district boundaries who meets the eligibility requirements of the respective program. Programs are delivered across multiple models, home visits, center-based parent-child classes and playgroups at the PAT Center, full and half-day classroom instruction at EC Community campuses, individualized and inclusive services through ECSE, and school-based coordination through Pregnancy Related Services.

What makes LISD's early childhood system uniquely accessible is the universal nature of the Parents as Teachers program. Because PAT requires no eligibility criteria beyond residing in the district and having a child from birth to age five, there is no family in the LISD community who cannot access at least one early childhood program. This ensures that every family has a connection to the district's early childhood continuum and a pathway to the support that best meets their needs, from pregnancy through kindergarten entry.

Barriers to Participation

Transportation is not provided for PreK3 students, which can limit access for families who lack reliable transportation. PreK3 enrollment is also limited by available classroom seats and is offered to eligible families through a lottery process, meaning not all families who qualify are guaranteed a spot.

The Parents as Teachers home visiting program, while universal in its eligibility, has a limited number of home visiting spots available, which may prevent all interested families from receiving the full home visit component of the program. Families on a waiting list are encouraged to access the PAT Center's classes, playgroups, and resources while space becomes available.

Early Childhood

Outreach, Recruitment, and Communication

[LISD and Early Childhood Website](#) – Program information, eligibility requirements, and enrollment details are available through the district website and the dedicated Early Childhood program pages.

Campus Websites – EC Community campuses maintain their own web presence with campus-specific early childhood program information.

PreK Registration Event – The district hosts an annual PreK registration event to welcome and enroll incoming PreK3 and PreK4 families and connect them to available resources and programs.

Child Find Outreach – The district actively conducts Child Find activities to identify children ages birth through five who may have developmental delays or disabilities and who may be eligible for Early Childhood Special Education services. The Early Childhood and Child Find teams work closely together, ensuring that every family interaction, whether initiated through a developmental concern or a program inquiry, becomes an opportunity to share information about the full range of EC programs and connect families to the services that best meet their needs.

Parents as Teachers Social Media – The PAT program maintains an active presence on [Facebook](#) and Instagram, sharing program information, PAT Center class schedules, family resources, and community events to reach and engage families across the district.

Word of Mouth – The single most powerful recruiter for the Parents as Teachers program is the families it serves. Personal recommendations from current and former PAT families remain the number one way new families find and connect with the program.

Data Collected for Access and Participation

The primary data collection and reporting system for LISD's early childhood programs is PEIMS, through which the district reports enrollment, demographics, attendance, and program participation data to the state for all campus-based programs including PreK3, PreK4, and Early Childhood Special Education.

The Parents as Teachers program collects and maintains family and child data through a web-based data management system, tracking home visit activity, family goal progress, developmental screening results, and program participation to monitor program fidelity and report to the Parents as Teachers National Center. Pregnancy Related Services participation and required meeting documentation are maintained in accordance with state compliance requirements.

Placement and Expansion Decision Criteria

Placement of [Early Childhood Community campuses](#) is determined by available campus space and student enrollment data and is reviewed annually to ensure the district is meeting the needs of the community. There are currently no formal expansion plans in place for the early childhood program. As enrollment trends and community needs evolve, placement decisions will continue to be evaluated on an annual basis to ensure equitable access to EC programs across the district.

Early Childhood

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

Centralized Early Childhood Campuses – Exploring the creation of larger, more centralized EC campuses that bring multiple Early Childhood Communities together in one location would allow the district to concentrate resources, balance enrollment more equitably across classrooms, and reduce the inefficiencies created when one campus has significantly lower enrollment than another. Smaller enrollment at a single campus can trigger the need to hire an additional teacher for a classroom that may not be at full capacity, whereas a centralized model allows for more balanced class sizes and more strategic staffing decisions.

Adjusted staffing for Early Childhood:

- PK3: 1:18 (half day) = 1:36 (2 half days)
- PK4: 1:22

*All PK teachers get 1 Instructional Assistant

Dual Language

Program Description

Program Leadership / Ownership

Tina Dozier: Director of Global Languages and Cultures

Program Purpose, Goals, and Intended Outcomes

The Texas Education Agency (TEA) defines the purpose of Dual Language Immersion (DLI) as an additive bilingual model aimed at achieving high academic achievement in two languages, full biliteracy, and sociocultural competence for students.

Program Overview (What the Program Includes)

The Dual Language Program provides Grade level curriculum with designated Language of Instruction (LOI), by content area which progressively moves from a 70/30 Spanish/English model, commencing at Kindergarten, and transitioning to a 50/50 Spanish/English model through 5th grade focusing on the development of high academic achievement, bilingualism and biliteracy. LISD follows the tenets of a two-way Dual Language Immersion model where participating students include both emergent bilingual students and opt-in students. The opt-in cohort cap for entering Kindergarten students has been 22 students per DL campus. At Middle School LISD has offered two Spanish language content courses per grade level at 2 campuses. In 2025/26 we began to transition these services from DMS and HMS to HMS and LMS based on emergent bilingual student enrollment.

Program Rationale and Origin

TEA requires districts to provide bilingual programs for emergent bilingual (EB) students (PK-5) with 20+ students in any language classification. Programs must be taught by teachers with appropriate bilingual certification, with ESL certification required language instruction. [TAC Chapter 89](#); provides an overview of program models recognized by TEA for implementation. Two-way Dual Language is the implemented model in Leander ISD.

Requirements and Compliance Drivers (State/Federal/Local)

TEA requires districts to provide bilingual programs for emergent bilingual (EB) students (PK-5) with 20+ students in any language classification. Programs must be taught by teachers with appropriate bilingual certification, with ESL certification required language instruction. [TAC Chapter 89](#); provides an overview of program models recognized by TEA for implementation. Two-way Dual Language is the implemented model in Leander ISD.

Participants and Eligibility

Any student who qualifies as emergent bilingual, is eligible to access a dual language program. LISD has DL EC-5 at Bagdad ES, and Knowles ES, and K-5 Dual Language at Whitestone ES and Reed ES. Faubion ES currently is an EC Dual Language site. Site determination for EC-5 is dependent upon home campus feeder pattern to Dual Language campus.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

Elementary [Leander ISD Dual Language Feeder Pattern Doc](#) (image below)

Dual Language

MS: Attendance for 2025/26 Dual Language Middle School offerings are contingent upon transfer request and space availability. Current 25/26 sites: Transition DMS to LMS, and 6-8 HMS.

PreKinder 3	
Faubion: Bush, Cox, Cypress, Deercreek, Faubion, Grandview Hills, Naumann, Reed, Reagan, River Place, River Ridge, Rutledge, Steiner Ranch, Westside	
Knowles: Akin, Bagdad, Block House, Camacho, Giddens, Knowles, Mason, Hisle, Larkspur, North, Parkside, Plain, Pleasant Hill, Tarvin, Whitestone, Winkley	
PreKinder 4	
Bagdad, Camacho, Larkspur, North, Plain, Pleasant Hill, Tarvin, Whitestone, Hisle	Knowles, Akin, Block House, Giddens, Mason, Parkside, Winkley
Faubion, Bush, Cox, Cypress, Deercreek, Grandview Hills, Naumann, Reagan, Reed, River Place, River Ridge, Rutledge, Steiner, Westside	
K-3 and All New students	
Bagdad, Larkspur, North, Plain, Pleasant Hill, Tarvin, Hisle	Knowles, Block House, Giddens, Mason, Parkside,
Reed, Bush, Cox, Cypress, Deercreek, Faubion, Grandview Hills, Naumann, Reagan, River Place, River Ridge, Rutledge, Steiner, Westside	Whitestone, Akin, Camacho, Winkley
Fourth - Fifth Current students	
Bagdad, part of Camacho, Larkspur, North, Plain, Pleasant Hill, Tarvin, Hisle	Knowles, Block House, Giddens, Parkside
Reed, Bush, Cox, Cypress, Deercreek, Faubion, Grandview Hills, Mason, Naumann, Reagan, River Place, River Ridge, Rutledge, Steiner, Westside	Whitestone, Akin, part of Camacho, Winkley

Staffing, expenditures and revenue charts

	Elementary
Staffing	Teachers: EC-5+SPED = 88
Student Participation #s	Total DL participation # EC-5 = 1101 + opt-ins = 1420

Dual Language

Number/Type of Courses	All Curriculum EC-5 (Full-day Program model)
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Middle	
Staffing	6 MS DL Teachers 1 DL Instructional Coach
Student Participation #s	HMS 6th, (37) 7th,(29) 8th (39) 2 DL Courses/grade level DMS 6th (0, not offered 2025/26),7th (44), 8th (39) LMS 6th (48), 7th (20) 2 DL Courses/grade level Current total MS DL students served: 256
Number/Type of Courses	6th Grade: Social Studies DL and DL Elective @ HMS 6th Grade: Social Studies DL and Core Spanish Language Arts Course (due to double blocking Language Arts at LMS). 6th Grade @ DMS (not offered 2025/26 due to transitioning to LMS) 7th Grade: DL Social Studies, DL Elective (LMS, DMS, and HMS) 8th Grade: DL Social Studies (DMS and HMS), Spanish IV AP (HMS and DMS)

Summary of Staffing Costs	Operating Budget
6 MS DL Teachers $\$65,000 + \$7,000 \text{ stipend} \times 6 = \$432,000$ 1 DL Instructional Coach $\$68,275$	Adopted 24-25 Campus Operating Budget: \$40,402 (PIC 25, amount is also included above)
Total Staffing Costs: \$500,475	

Student Profile and Outcomes

Student Academic Profile (Baseline)

Initial Baseline is done in English and Spanish through LAS/LAS Links testing battery (sole TEA approved linguistic testing battery for EB identification).

Intended Student Outcomes:

The primary intended outcomes of dual language programs in Texas are to develop high-level bilingualism and biliteracy in both English and a partner language (In LISD, Spanish) to achieve or exceed grade-level academic performance in both languages, and foster sociocultural competence. These programs aim to prepare students for a globally competitive economy by enhancing cognitive development and strengthening cross-cultural understanding.

Intended Program Outcomes:

To provide grade level curriculum in English and Spanish in order to develop high academic achievement, bilingualism, biliteracy and sociocultural competence.

Dual Language

Outcome Measures and Monitoring

- TELPAS assessment system
- ACTFL (American Council on the teaching of foreign languages) Assessment of performance toward proficiency in languages (AAPPL) assessment battery in Spanish 5th and/or 8th grade
- STAAR Assessment
- District Assessments
- Dual Language writing benchmarks

Data Sources and Links

[Dual Language Training Institute](#)

[Dr. Thomas and Dr. Collier longitudinal research on Dual Language Student Data](#)

[TEA TAC Chapter 89 Sub chapter BB](#)

[CAL Institute Pillars of Dual Language](#)

Access and Participation

Program Availability and Delivery Model:

All qualifying EB students have access to the Dual language Program EC-5. 6th-8th grade access is contingent upon Space Availability and Transfer Process.

Barriers to Participation

- Transportation 6-8 grade is not offered
- Cap on opt-in participation in Elementary
- Parent Denial of Services
 - No Dual Language K-5 location in the south of LISD renders higher parent denial of services for Dual Language

Outreach, Recruitment, and Communication

- All qualifying EB students have access to dual language services
- 4 annual Kinder Dual Language Community engagement events
- Dual Language website
- Leander ISD website
- EB staff share Dual Language program information
- Quarterly Dual Language Community nights at all DL campuses
- Community partnerships support Dual Language Project-Based Learning
- Dual Language Community Events including Annual Spanish Poetry Festival, Multilingual Student Film Festival
- Early Childhood Community outreach
- Parent Square postings
- Our LISD EB staff presenting at regional, state and national conferences

Data Collected for Access and Participation

- PEIMS Data
- Language Proficiency Assessment Committee Data (LPAC)
- Kinder Dual Language Application process data

Placement and Expansion Decision Criteria

Dual Language

At this time, there are no plans for expansion due to budget constraints.

Identified Efficiencies

Recommendations for efficiencies/Ideas to make the program more cost efficient

The district has gathered community feedback regarding the decision to discontinue the Dual Language (DL) program at the middle school level through an open comment survey and a community listening session attended by over 100 participants. The primary concern expressed was the need for students to continue developing their language proficiency and avoiding a significant gap in programming between 5th grade and high school.

In response to this feedback, we have explored what it might look like to provide continued language development opportunities within the traditional middle school structure, while also remaining fiscally responsible. Below is what we will be able to provide as an option to families:

Middle School Dual Language Alternative Proposal:

Although we would not be “coded” Dual Language if we add a single course offering to each grade level 6-8 at one campus, we would be meeting the goals of:

- Creating a continuous linguistic/education pathway 6-8
- Offering a Spanish LOI (Language of Instruction) course in 6th, one in 7th, and Spanish AP IV
- We would still be able to test for credit (Spanish AP IV credit) in 8th grade
- LISD would have a language pathway for Newcomer Spanish **and** Heritage language speakers, as well as opt-in students who have been receiving content in English and Spanish.
- Dual Language Elementary students would have a path to continued development of biliteracy and bilingualism without imposing a 3 year gap to a language pathway.

Proposal:

Use a GLC FTE to teach 6 sections of a combination of the following courses at **Leander Middle School:**

2026/27

6th grade: Spanish Language Arts (following our current course offering)

7th grade: Media Studies (current course offering, elective Spanish LOTE course)

8th grade: Spanish AP IV

Student Count - LMS zoned DL (not including any transfers, but would likely have some from RBMS and HMS, if approved):

6th - 48

7th - 48

Dual Language

8th - 24

We would continue to offer the Bilingual stipend because it depends on the same elementary criteria of Bilingual Certification on their Texas educator teaching certificate to provide instruction in academic level Spanish and English.

QUEST - Gifted and Talented Services K-12

Program Description

Program Leadership / Ownership

Shirley Bachus, Director of Advanced Programs

Program Purpose, Goals, and Intended Outcomes

Leander ISD Gifted and Talented services are offered to students who have an academic need. These students have scored in the 95th percentile on two measures of general intellectual ability to participate in this program. High school services include acceleration options (college credit courses in high school - International Baccalaureate® (IB) Diploma Programme (DP), Advanced Placement® (AP) courses, Dual Credit - and exams for acceleration), Advanced courses, curriculum extensions, collaboration opportunities, and QUEST independent study. Teachers of advanced courses complete 30 hours of GT training, which includes nature and needs of gifted students. Leander ISD is fortunate to be able to offer an array of gifted service options for our high school learners. The array of gifted service options provide multiple pathways for students to produce products and performances of professional quality as part of their program services. Through participation in advanced and specialized courses aligned to a student's self-selected pathway of study, GT students are expected to complete at least one advanced-level product/performance during their high school years. We encourage and support all secondary learners to create a four year plan that develops the student's individual strengths and gifts so that the student can self-select the product/performance of their choice before the senior year concludes.

QUEST, which stands for Quality Utilization and Enrichment of Student Talents, is our enrichment service in elementary and middle school. It is developmental in scope, with the curriculum addressing core content areas through projects and units that cross multiple subject areas. GT students have the opportunity to investigate topics of interest to them in greater depth and complexity. Students expand their academic abilities to apply critical thinking, creative thinking, communication, and research skills through individual and group projects, studies and problem-solving units.

Program Overview (What the Program Includes)

Leander ISD's elementary GT services include cluster grouping, QUEST, campus designed enrichment, learning extensions, collaboration opportunities, and independent study. All elementary GT services are defined in the [Leander ISD Elementary Gifted and Talented Service Design](#).

Leander ISD's middle school GT services include the QUEST Studies elective, acceleration (HS courses in middle school and exams for acceleration for above grade level placement), Advanced courses, extensions embedded in the core content curriculum, collaboration opportunities, and independent study. Middle school GT students must participate in the QUEST Studies elective OR at least one of the additional services listed in the [Leander ISD Middle School Gifted and Talented Service Design](#).

Leander ISD's high school GT services include acceleration options (high school credit courses in high school - AP, IB, Dual Credit - and exams for acceleration), Advanced course, curriculum extensions, collaboration opportunities, and independent study. Our goal is to ensure all students are able to self-select a product/performance to share as part of their individual learning plan prior to graduation. High school services are detailed in the [Leander ISD High School Gifted and Talented Service Design](#).

QUEST - Gifted and Talented Services K-12

Program Rationale and Origin

Gifted Services in the district are guided by the [2024 Texas State Plan for the Education of Gifted and Talented Students](#). In 1987, the Texas Legislature mandated that all school districts must identify and serve GT students at all grade levels. In 1990, the Texas State Plan for the Education of Gifted and Talented Students (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for GT learners expressed in the following goal: Students who participate in services designed for gifted and talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted and talented students will have produced products and performances of professional quality as part of their program services.

Requirements and Compliance Drivers (State/Federal/Local)

To receive GT Allotment funding we must identify GT students and offer services in compliance with the Texas State Plan for the Education of Gifted Learners (Tex. Educ. Code § 48.109). The basic allotment is now multiplied by 0.07 to determine how much funding the district receives for each GT-identified student. Districts can ONLY claim GT Allotment funds if they:

- have a “program for gifted and talented students,”
- certify to the commissioner of education that the program complies with Texas Education Code “Subchapter D, Chapter 29,” and
- use the funds “in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students.” Districts can also spend the funds on an “amount that represents the program’s share of general administrative costs.”

Participants and Eligibility

While the state does not cap the number of students that can be identified for gifted education, we have developed district guidelines for campuses to follow when identifying students. All students are considered for GT when in kindergarten and throughout elementary, middle, and high school, students can be referred for testing by anyone. Testing is completed annually during a window set by the district.

Alignment (Is there programming alignment across feeder patterns or by level (ES-MS-HS)?)

[QUEST elementary and middle school curriculum](#) is K-8 aligned and designed to challenge, engage, and prepare gifted identified students for middle and high school advanced learning opportunities. There is an 9-12: *Optional* independent study course for students who do not elect to engage in AP Capstone Diploma or IB Diploma Coursework. This will be offered **as needed** based on individual learner requests and campus ability to support student requests. We strongly encourage GT learners to participate in the [IB Diploma program](#) or the [AP Capstone Diploma](#) program in high school. Note - the QUEST / GT independent study course is not being used by any of our current students.

Staffing, expenditures and revenue charts

QUEST - Gifted and Talented Services K-12

Staffing	Elementary
	36.75 FTEs; 9 IA's
Student Participation #s	2,887
Number/Type of Courses	Pull Out Service

Staffing	Middle
	6 FTEs 11 QUEST Elective people Note: students also access acceleration - high school course and advanced courses in MS
Student Participation #s	932 in QUEST elective/ 2,521 GT MS students
Number/Type of Courses	3 courses/ 46 sections

Staffing	High
	0
Student Participation #s	3,198
Number/Type of Courses	0

Staffing Costs	Operating Budget
MS QUEST Teachers: 6 x \$65,000 = \$390,000 ES QUEST Teachers: 36.75 x \$65,000 = \$2,388,750 ES QUEST IA's: 9 x \$32,890 = \$296,010 *ES QUEST also support innovation labs for all learners - curriculum and some direct instruction depending on campus **MS QUEST also teaches other subjects depending on master schedule and certification **HS students served by Advanced, AP, and CTE Program of Study based on area of self-identified strength	Adopted 24-25 Operating Budget District: \$70,343 (PIC 21 portion of 874 and SO 95 999 subs) Adopted 24-25 Operating Budget Campus: \$38,137 (PIC 21 on campuses)

Student Profile and Outcomes

QUEST - Gifted and Talented Services K-12

Student Academic Profile (Baseline)

Gifted learners typically exhibit rapid, intuitive comprehension, intense curiosity, and advanced analytical abilities. They often possess large vocabularies, high energy, and deep empathy, with a strong, early sense of justice. Key profiles range from successful (high-achieving) and creative/challenging to "underground" learners who hide abilities to fit in.

Key Characteristics of Gifted Learners

- Cognitive: Rapid learning, advanced vocabulary, superior memory, and ability to handle abstraction.
- Affective: High sensitivity, intense emotions, perfectionism, and a strong sense of justice.
- Behavioral: Extreme curiosity, intense focus, long attention spans for interests, and need for independence.

Common Profiles of Gifted Students (Betts & Neihart)

- Type I: The Successful: High achievers who follow rules, but may become perfectionists.
- Type II: The Challenging: Creative and divergent thinkers who often clash with teachers.
- Type III: The Underground: Often middle-school girls who hide their intelligence to fit in.
- Type IV: The Dropout: Angry, discouraged students who may underachieve.
- Type V: The Double-Labeled (2e): Gifted students with learning or developmental challenges like ADHD or dyslexia.
- Type VI: The Autonomous: Independent learners who use the system to their advantage

Intended Student Outcomes

Leander ISD's elementary Gifted and Talented program is designed to intentionally develop advanced academic behaviors, metacognition, and independent learning capacity aligned to the Texas State Plan for the Education of Gifted and Talented Students. These outcomes build the foundational academic behaviors necessary for success in advanced middle school and high school coursework (AP, IB, Dual Credit) and align with district goals related to deeper learning and college/career readiness.

GT students are expected to demonstrate:

1. Self-Directed Learning & Metacognition
 - a. Reflect on strengths and challenges to continuously improve
 - b. Set goals and monitor progress toward desired outcomes
 - c. Advocate for personal and academic learning needs
 - d. Persist through academic challenge
 - e. Seek opportunities to pursue areas of interest
2. Advanced Research & Inquiry
 - a. Generate original questions and conduct structured research
 - b. Analyze and synthesize information from multiple reliable sources
 - c. Properly document sources and avoid plagiarism
 - d. Apply research to develop solutions or new understandings
3. Higher-Level Thinking
 - a. Apply Depth and Complexity, DOK, and Bloom's Taxonomy
 - b. Analyze, evaluate, and create beyond grade-level expectations
 - c. Transfer learning to novel situations
4. Creative Thinking (Fluency, Flexibility, Originality, Elaboration)
 - a. Generate multiple solutions to complex problems

QUEST - Gifted and Talented Services K-12

- b. Demonstrate flexible thinking when faced with obstacles
 - c. Develop innovative ideas supported by detailed reasoning
 - d. Incubate ideas for deeper refinement
5. Communication & Collaboration
- a. Communicate ideas effectively across modalities
 - b. Engage in constructive feedback cycles
 - c. Seek and value diverse perspectives
 - d. Work collaboratively with shared responsibility

Intended Program Outcomes

Students are supported to meet the state goal for gifted learners - complete at least one advanced-level product/performance during their high school years. This is a highly individualized goal based on student driven interests and passions.

Outcome Measures and Monitoring

The GT District Advisory Committee includes parents, teachers, students, and administrators from across feeder patterns to review and recommend improvements for GT services.

In elementary school students complete a GT Progress report aligned to the district's graduate profile and GT learning standards in the LISD QUEST curriculum. In all levels we are able to monitor academic performance on STAAR in relation to their peers and across the state. In middle school and high school we monitor PSAT; SAT measures as well as performance and participation in AP and IB programming.

Access and Participation

Program Availability and Delivery Model

From elementary through high school, Leander ISD's GT/QUEST services provide differentiated and enriched learning opportunities that reflect both district standards and the Texas State Plan for the Gifted. GT services are offered district-wide and are structured to ensure vertical alignment and continuity across grade levels.

Elementary (QUEST):

- 1. Enrichment integrated across core academic areas
- 2. Students engage in high-level thinking, research, communication, and problem-solving aligned to GT outcomes.

Middle School (QUEST Studies):

- 1. Interdisciplinary, project-based studies
- 2. Designed for identified GT students with a focus on advanced thinking and lifelong learner skills.

High School:

- 1. GT students are encouraged to pursue advanced pathways (AP, IB, Dual Credit).
- 2. Acceleration and complexity are central to service delivery.

Barriers to Participation

Barriers include limited screening windows and variable awareness of referral procedures, which the district addresses through communication and campus-level support.

QUEST - Gifted and Talented Services K-12

Outreach, Recruitment, and Communication

The district's current process is designed to maximize access through universal kindergarten screening, multiple referral pathways, and annual screening windows. This communication is provided through individual campus communication as well as through the district website. Campus GT/QUEST Teachers also work with campus teachers to identify students for GT services based on teacher referrals.

Data Collected for Access and Participation

The district reviews referral, screening, and assessment data annually to monitor access and equity. Leander ISD collects and reviews multiple types of data to inform access and participation in GT services. Identification Data includes standardized assessment results, teacher and parent surveys, local academic indicators during screening and cognitive and achievement tests. This data supports evaluation of equity in screening and identification, consistency of service delivery and alignment of identification practices with state requirements.

Placement and Expansion Decision Criteria

Placement decisions are made by a trained GT identification committee that uses multiple data sources. Expansion of services is based on district criteria and reflects identification trends and instructional capacity.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

Reducing staffing ratios for 26-27 at elementary (pictured below); MS campuses continue to offer QUEST elective based on student interest; eliminating QUEST staffing at HS as GT services embedded in AP and IB coursework.

Quest	<p><44 identified students = share with another campus 44-89 identified students = 1 FTE 90-150 identified students - 1.5 FTE or 1 FTE & 1 IA >150 identified students = 2 FTEs <i>staffing allocation is based on identified students up to 15% of the campus K-5 enrollment</i></p>
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AVID

Program Description

Program Leadership / Ownership

Shirley Bachus, Director of Advanced Programs

Program Purpose, Goals, and Intended Outcomes

The primary mission of AVID is to close the opportunity gap by preparing all students for college readiness and success in a global society. The program aims to equip students with the necessary academic and social skills to thrive in rigorous educational environments. The core formula is simple: raise expectations of students and with the AVID support system in place they will rise to the challenge. Intended outcomes focus on increasing student enrollment in challenging coursework such as advanced courses, Advanced Placement, Dual Credit, UT OnRamps, or International Baccalaureate. Ultimately, the program builds a foundation that boosts high school graduation rates and ensures long term success in higher education and future careers.

Program Overview (What the Program Includes)

At the middle and high school levels, students receive targeted support through an academic elective class taught during the school day by a trained AVID teacher. These educators provide direct academic support, manage structured weekly tutorials, work closely with faculty and parents, and help students develop long range academic and personal plans. The continuous support provided by the AVID class helps pave the way for student success in rigorous college preparatory classes. Beyond the elective, schools and districts frequently take methodologies and strategies from the course, such as focused note taking and collaborative study groups, and implement them school wide and district wide to impact their entire communities. Locally, Leander ISD offers the AVID Elective course to students in both middle and high school.

Program Rationale and Origin

AVID was established in California in 1980 by educator Mary Catherine Swanson, founded on the belief that shifting the educational approach away from remediation and toward acceleration yields the best results for students. Today, AVID is implemented in more than 7,500 schools in 47 states across the United States, plus schools within the Department of Defense Education, Canada, and Australia. The program currently impacts more than two million students in kindergarten through twelfth grade, as well as 62 postsecondary institutions. This widespread adoption proves that when students are challenged with rigorous material and provided a structured network of academic and emotional support, they achieve exceptional results.

Requirements and Compliance Drivers (State/Federal/Local)

AVID directly supports the strategic obligations of the district at both the local and state levels. Locally, the program aligns with our specific board goals and the Leander ISD graduate profile by fostering

AVID

critical thinkers and ensuring equitable access to advanced coursework. At the state level, AVID is a driving force for Texas Education Agency accountability standards, specifically College, Career, and Military Readiness. Because the state recognizes AVID as an approved innovative course, we can award formal elective credit while actively preparing students for college entrance exams and rigorous academic pathways, which ultimately boosts our overall district accountability ratings.

On a national scale, the program ensures compliance with federal mandates such as the Every Student Succeeds Act. Federal law requires districts to provide a comprehensive education and actively close achievement gaps among historically underrepresented student groups, which perfectly matches the core mission of AVID. Furthermore, when districts utilize federal funding for program materials and educator training, they must continuously prove these investments improve student outcomes. AVID provides the established framework and measurable data required to satisfy these strict federal reporting rules, ensuring our district remains fully compliant while delivering exceptional support to our students.

Participants and Eligibility

AVID targets, but is not limited to, students in the academic middle that have the potential to succeed in advanced courses. The selection process is as follows: Recommendations are taken from teachers, counselors, and parents. Students may also recommend themselves for the program. Recommendations are not required for students to apply. Any interested student will complete a student interest form. This information is available from their campus counselor or the campus AVID coordinator. The AVID campus site team (composed of an administrator, counselor, campus AVID coordinator, AVID elective teacher, and other subject teachers) reviews interest forms and selects the students for the AVID elective course.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

AVID programming is highly structured to provide alignment both across district feeder patterns and by specific grade levels, creating a continuous college-readiness pipeline. Through vertical articulation, teachers from elementary, middle, and high schools within the same feeder pattern collaborate to align academic expectations and transition strategies. As students advance, the core WICOR framework (**W**riting, **I**nquiry, **C**ollaboration, **O**rganization, and **R**eadng) scales developmentally. The program shifts from building foundational organizational habits schoolwide in elementary school (**Foundation**), to introducing collaborative study groups, career interests, and rigorous course preparation through a dedicated elective in middle school (**Transition**), and finally to executing college applications, PSAT/SAT prep, college/career readiness, and navigating advanced AP or dual-credit coursework in HS (**Action**).

While AVID is designed to provide maximum impact through this comprehensive K-16 feeder system, Leander ISD currently implements the program exclusively at the secondary level. Crucially, AVID directly aligns with our district graduate profile, fostering the exact attributes we value: molding critical and creative thinkers through inquiry-based learning, building skilled communicators through collaborative tutorials, and developing adaptable, reflective individuals through rigorous organizational goal-setting. Although the AVID Elementary curriculum is available nationally to establish these traits and a college-going mindset early on, Leander ISD has not yet adopted the elementary model. Consequently,

AVID

our local students currently begin their formal AVID exposure and elective coursework in middle school, continuing that targeted support pathway through high school graduation.

Staffing, expenditures and revenue charts

Middle	
Number of AVID Elective Teachers	9 FTEs* 10 (people)
Number of Students Served in AVID Elective	914
Number of AVID Elective Courses/Sections	3 courses/45 sections*

High	
Number of AVID Elective Teachers	7 FTEs* 17 (people)
Number of Students Served in AVID Elective	1183
Number of AVID Elective Courses/Sections	4 courses/74 sections*

351 Teachers/22 Counselors/45 Administrators/14 Principals.

*The number of sections across the district equates to 9 MS FTEs and 7 HS FTEs, but there are multiple teachers who teach the sections as part of their assignment.

Note: All students in core academic courses benefit from AVID instructional strategies used and shared at all middle and high school campuses. It is important to note that Leander Early College HS has all students enrolled in AVID each year.

<p>Staffing Costs</p> <p>HS AVID Elective Teachers: 7 x \$65,000 = \$455,000</p> <p>MS AVID Elective Teachers: 9 x \$65,000 = \$585,000</p>	<p>Operating Budget</p> <p>District: \$242,000</p> <p>Campus: \$136,100</p>
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Student Profile and Outcomes

Student Academic Profile (Baseline)

The baseline student academic profile for AVID primarily consists of students situated in the academic middle. These students typically hold a grade point average between 2.0 and 3.5 and demonstrate average to high standardized test scores. While they possess the raw potential to succeed in rigorous coursework

AVID

like honors or Advanced Placement classes, they often need targeted support to develop the necessary critical thinking and organizational skills. Additionally, the program specifically looks to support students who might be the first in their immediate families to attend college or who belong to demographic groups historically underrepresented in higher education.

Intended Student Outcomes

The primary intended outcome for individual students is to develop the comprehensive academic and social skills necessary for lifelong success and postsecondary readiness. While successfully transitioning into and excelling within rigorous coursework like Advanced Placement or Dual Credit remains a vital component, the program focuses heavily on holistic student growth. AVID builds robust student agency, ensuring participants take ownership of their learning while mastering essential communication, organization, and problem solving skills. Alongside academic achievement, cultivating clear career interest and exploration is a central focus. Students are guided to identify their personal strengths and align them with potential professional pathways, ensuring their educational choices connect directly to meaningful long term career goals. Ultimately, the goal is for these students to graduate high school as confident, capable individuals with a competitive academic record, fully prepared to navigate college entrance exams and gain acceptance into a four year university or postsecondary program that supports their future profession.

Outcome Measures and Monitoring

To ensure the program is effective, outcome measures are rigorously monitored at both the campus and district levels. Administrators track individual student progress through leading indicators such as daily attendance rates and continuous grade point average improvements. A critical component of this ongoing monitoring involves reviewing enrollment data to ensure the AVID student population accurately mirrors the overall demographics of the campus. Long term success is ultimately measured by tracking rigorous course enrollment figures, college entrance exam scores, Free Application for Federal Student Aid completion rates, and the number of formal college acceptances earned by the senior cohort.

Furthermore, each campus must actively collect data and monitor its AVID system using the Secondary Implementation Tool. This framework helps schools successfully establish the AVID Elective as a strong foundation and then expand that success to create a schoolwide impact that benefits all students. The tool is organized into two primary sections, each featuring its own developmental continuums: Elective Certification and Schoolwide Recognition. To support continuous improvement, the campus AVID Site Team is responsible for using this tool as a self assessment and planning resource to align with site goals. The team collects authentic evidence to document progress and revisits the assessment regularly to sustain growth and facilitate ongoing coaching. Finally, the site team submits this comprehensive data to the AVID Center in the spring to determine the overall certification rating and level of schoolwide recognition for the campus.

Data Sources and Links

- <https://www.avid.org/>
- [AVID Handout](#)

Access and Participation

Program Availability and Delivery Model

Within Leander ISD, the AVID program is available at both the middle school and high school levels. The delivery model is structured around a dedicated academic elective class integrated directly into the

AVID

regular school day. Students enrolled in the program take this four year-long elective in place of a standard elective, receiving daily instruction from a specially trained AVID teacher. The curriculum emphasizes writing, inquiry, collaboration, organization, and reading, and it features structured weekly tutorials where students work in small groups with trained tutors to navigate their most challenging core subjects.

Barriers to Participation

Despite its benefits, several barriers can limit student participation in the program. The most common obstacle involves the master schedule, as the AVID elective requires a full year commitment that can conflict with other required intervention courses, fine arts programs, or career and technical education pathways. Additionally, some students may face transportation challenges for after school college visits or enrichment activities. Finally, a lack of early awareness about the program among parents and students can prevent eligible candidates from submitting an interest form during the critical middle school transition period.

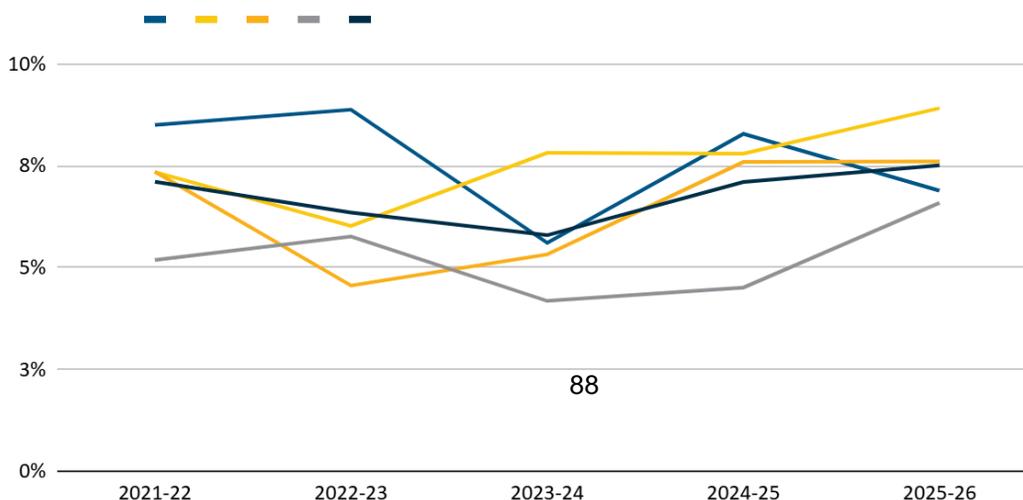
Outreach, Recruitment, and Communication

To combat potential barriers to participation, campuses utilize a comprehensive outreach and recruitment strategy that begins early in the fall. Counselors and AVID elective teachers lead these initial promotional efforts to build excitement and awareness well before course selection begins. A highly effective component of this early outreach involves feeder visits, where current high school AVID students and program alumni who are now in college return to share their personal experiences and success stories with younger students. These early connections are followed by ongoing communication efforts throughout the year, including parent information nights, detailed course catalog descriptions, and targeted teacher recommendations aimed at identifying students who fit the academic profile. Once identified, interested students are invited to complete a student interest form and participate in brief conversations with staff to verify they fully understand the rigorous expectations of the elective and are ready to commit to their own academic success.

Data Collected for Access and Participation

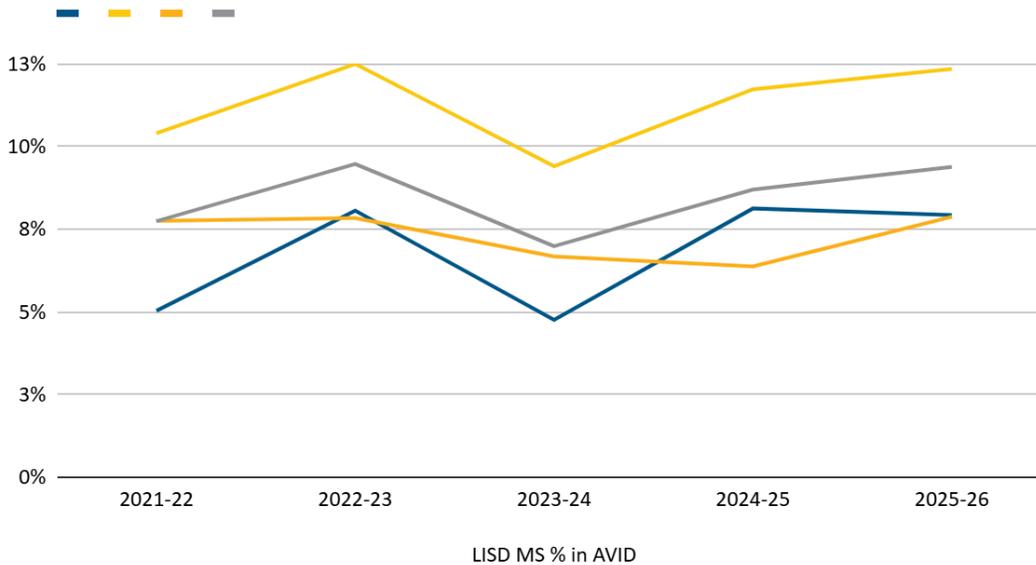
[Historical AVID Elective Enrollment 14-26](#): In the past five years, enrollment in the AVID elective in both middle and high schools has averaged between 5 and 10 percent of the total campus population. Seventh grade is the exception to this average as this is the first year many of our students can join the elective course. Participation has remained fairly consistent in the five year snapshot window represented by the charts below:

9th, 10th, 11th, 12th and 9th-12th



AVID

6th, 7th, 8th and 6th-8th



Placement and Expansion Decision Criteria

Decisions regarding student placement and the potential expansion of the program hinge on several strategic criteria. For individual students, placement requires analyzing local assessment data, teacher feedback, and the student interest form to ensure the program is an appropriate instructional fit. For district wide expansion to new campuses, decision makers evaluate campus readiness, administrative support, and the availability of highly trained teaching staff. Additionally, funding for dedicated tutors and ongoing professional development must be secured, and the expansion must align logically with existing district feeder patterns to ensure continuous support as students transition from middle school to high school.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

- **Strategic Staffing and WICOR Integration:** We can strategically schedule AVID elective teachers to also teach standard core content classes, campuses can naturally spread WICOR instructional strategies to the broader student body. This will effectively deliver the program methodologies to non AVID students, maximizing the return on our professional development investments without requiring additional staff.
- **Tutor Optimization:** The district can establish partnerships with local universities and community colleges to offer practicum credit to education majors who serve as AVID tutors. Additionally, leveraging high achieving high school upperclassmen as peer tutors for middle school programs provides excellent mentorship while significantly reducing hourly wage expenditures.

International Baccalaureate

Program Description

Program Leadership / Ownership

Shirley Bachus, Director of Advanced Programs

Program Purpose, Goals, and Intended Outcomes

The International Baccalaureate (IB) Diploma Programme (DP) is designed to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. The Diploma Programme offers students access to a broad and balanced range of academic studies and learning experiences. Successful completion of coursework and examinations at the junior/senior level may earn students credit at colleges and universities around the world. The IB DP's broad range of subjects accommodates diverse student interests and intentions. The program motivates students to develop their academic talents while becoming proficient in language, science and mathematics and participating in an in-depth exploration of the study of human behavior and the process of educational inquiry. Thus, the student is provided with a well-rounded, advanced academic program of study emphasizing the development of a balanced, reflective individual.

The IB DP is open to students from any of the Leander ISD high schools. It is offered at Leander High School (LHS): [LHS International Baccalaureate Programme](#).

Leander ISD establishes district transportation stops for International Baccalaureate (IB) students to Leander High School. The campus IB Coordinator will work closely with IB students and the transportation department to schedule and communicate the IB district pick-up/drop-off locations.

Program Overview (What the Program Includes)

Beginning in the 11th grade, students will take IB DP coursework in the following areas:

- Studies in Language and Literature: English
- Language acquisition: French or Spanish
- Individuals and Societies: History and Psychology (elective only)
- Sciences: Biology, Chemistry, Physics, and Computer Science
- Mathematics: Analysis and Approaches
- Arts: Visual Arts, Dance, Music, Theatre Arts. Additionally, students may choose a second science, language or another IB elective in place of an arts course.

To earn a full IB Diploma, the student must achieve sufficient scores on the IB course exams. In addition, students must take the Theory of Knowledge (TOK) course, complete a commitment to Creativity, Activity, and Service (CAS), and write an Extended Essay on a topic of their choice. It is recommended that students interested in the IB Diploma take Algebra I in the 8th grade. It is highly recommended that students take Advanced core courses in 9th and 10th grade to help build skills needed for maximum success in the Diploma Programme. Students enrolled at LHS have the option to enroll in some of the IB courses as a "course only" option when space is available and the course is appropriate for their overall learning pathway.

International Baccalaureate

Program Rationale and Origin

The IB programme began at Leander High School in 1999 when a second high school was added in Leander ISD. District leadership wanted to ensure students from all over the district had access to a campus that offered the well-balanced curriculum and unique DP core to the students and families of Leander ISD.

DP students complete courses from six subject groups, ensuring a depth and breadth of knowledge and understanding. By engaging with a range of subjects, they experience a comprehensive education that encourages them to see connections between different academic areas. The study of an additional language is also required, as well as the completion of a compulsory programme core consisting of three components.

- Theory of knowledge (TOK) challenges students to reflect on the nature of knowledge and how we know what we claim to know.
- The extended essay introduces students to the demands and rewards of independent work prior to entering university, requiring them to produce a self-directed piece of research in an area of personal interest.
- Creativity, activity and service (CAS) is an experiential learning component where students engage with a wide variety of extracurricular activities, including community service and athletic options.

Requirements and Compliance Drivers (State/Federal/Local)

The program is not a required program. Instead it is an additional service that serves students interested in accessing a rigorous program of study recognized internationally.

Participants and Eligibility

Any student interested in transferring to LHS to become a Diploma Programme candidate is invited to join. Those who have completed Geometry and who have attempted Advanced coursework in middle and 9th and 10th grades are set up for

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

Curriculum and coursework in Leander ISD across elementary, middle and high school prepares students to self-select the pathway of the diploma program in upper grade levels of high school.

Staffing, expenditures and revenue charts

	Elementary	Middle	High
Number of Teachers/Staff	N/A	N/A	5 + stipends
Number of Students Pursuing an IB Diploma	N/A	N/A	100
Number of Courses	N/A	N/A	34 courses at each IB DP campus = 64 plus courses

International Baccalaureate

Number of Students enrolled in an IB course		N/A	Varies by subject; Number of IB current IB Diploma Candidates taking some of the 34 options: LHS: 22 Seniors, 25 Juniors VHS: 25 Seniors, 28 juniors
Staffing Costs: 2 coordinators: \$ 5 HS IB Teachers: \$ HS Stipends: \$		Operating Budget District/Campus: \$240,000 (appx)	

1. What is the cost per student for the IB program?
 - a. Scenario 1
 - i. $\$511,406 \text{ total expense} / 47 \text{ LHS+VHS diploma students only} = \$16,096$
 - b. Scenario 2
 - i. $\text{LHS} - \$255,703 / 37 = \$6,910$
 - ii. $\text{VHS} - \$255,703 / 15 = \$17,046$
2. What is the total cost per campus to support the IB program?
 - a. The costs below include campus IB program fees, coordinator, and teacher/FTE costs associated with the program.
 - i. LHS - ~\$255,703
 - ii. VHS - ~\$255,703

Student Profile and Outcomes

Student Academic Profile (Baseline)

IB's intention is to cultivate the IB Learning Profile attributes in all of the diploma programme students:
<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

Intended Student Outcomes

Earn the IB Diploma Programme and possibly enter college with two years of credit completed. This outcome varies based on the college or university the student plans to attend.

Intended Program Outcomes

Develop well, rounded learners who earn the IB diploma and their high school diploma.

Outcome Measures and Monitoring

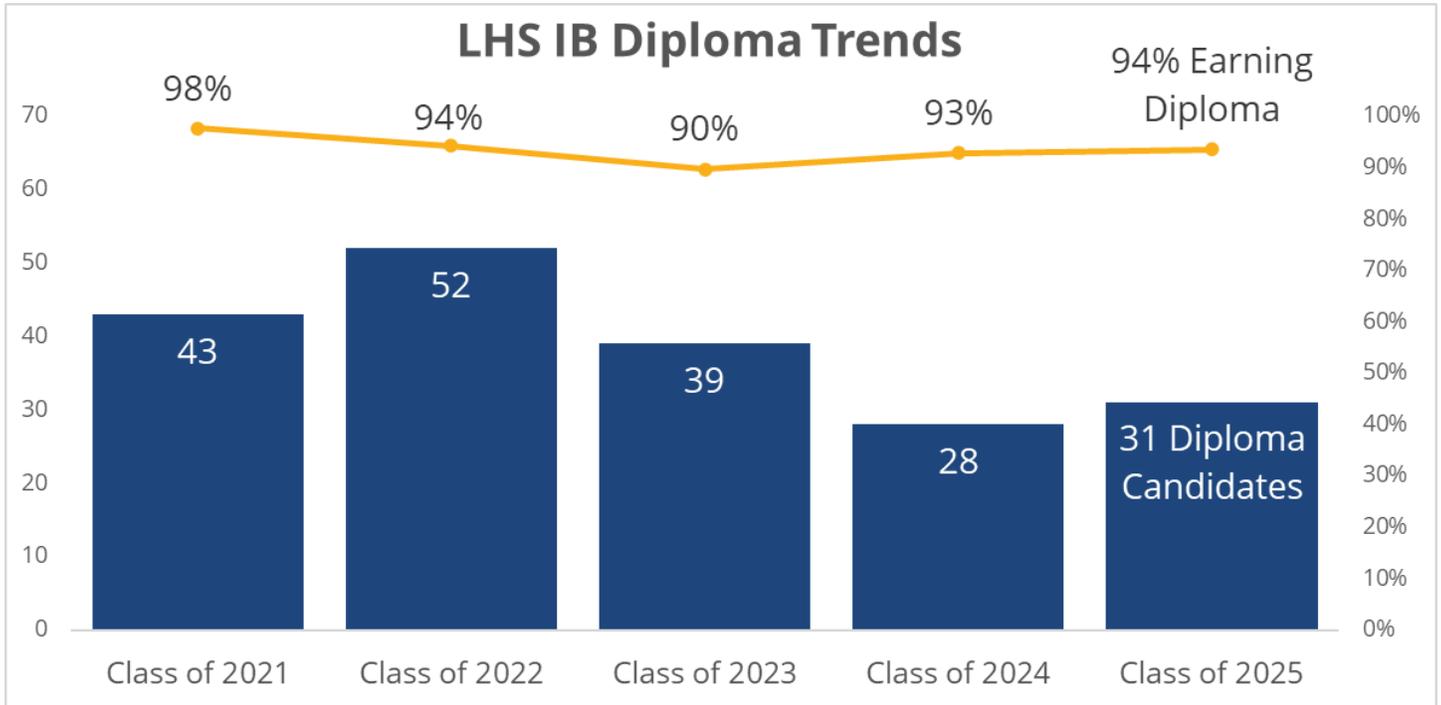
Students have graduated with an IB diploma in the last five years?

- LHS - 208
- VHS - 155
 - For reference, three students have enrolled at universities outside of the US, 1 UNSW Sydney, 1 University of Bologna, 1 Tecnologico de Monterrey
- LHS
 - Austin Community College - 10
 - Texas A&M University - 28

International Baccalaureate

- University of Texas at Austin - 44
- VHS
 - Austin Community College - 4
 - Texas A&M University - 21
 - University of Texas at Austin - 33

Data Sources and Links



International Baccalaureate

Graduating Class		Express Interest in 9th	Earn IB Diploma	% of Interested 9th Earning IB Diploma
Class of 2013	LISD (LHS Only)	140	25	18%
Class of 2014	LISD (LHS Only)	106	14	13%
Class of 2015	LISD (LHS Only)	134	25	19%
Class of 2016	LISD (LHS Only)	103	20	19%
Class of 2017	LISD (LHS Only)	103	38	37%
Class of 2018	LISD (LHS Only)	118	39	33%
Class of 2019	LISD (LHS Only)	124	31	25%
2020 (No Senior)	LISD		76	
	LHS	90	44	49%
	VHS	No Info	32	
2021 (No Senior)	LISD	138	82	59%
	LHS	91	42	46%
	VHS	47	40	85%
Class of 2022	LISD	213	70	33%
	LHS	97	49	51%
	VHS	116	21	18%
Class of 2023	LISD	191	59	31%
	LHS	116	35	30%
	VHS	75	24	32%
Class of 2024	LISD		47	
	LHS	85	26	31%
	VHS	No Info	21	

Access and Participation

Program Availability and Delivery Model

The program is available at Leander High School to any student enrolled in the campus or willing to transfer to the campus in the junior and senior years of high school. Students must follow the IB diploma coursework and complete rigorous testing assessed both internally and externally to earn the diploma.

Barriers to Participation

This is an open enrollment program available at one high school as a small school within a school model.

Outreach, Recruitment, and Communication

All programs at each high school, including the IB program, are promoted during campus visits for 8th-grade students. These visits allow students to explore their options before entering high school and allow IB coordinators, teachers, and current IB students to showcase the program's benefits, rigor, and unique learning experiences. Other marketing was done in the following ways:

International Baccalaureate

- Parent and Student Information Nights – High schools host dedicated IB informational sessions where families can learn about the program's curriculum, expectations, and advantages in college admissions.
- School Websites and Social Media – Each IB school maintains a web presence with detailed information about the program, including testimonials from students and alumni. Social media channels are also used to share student success stories, program highlights, and reminders about application deadlines.
- Counselor and Teacher Outreach: Middle school counselors and teachers help guide academically motivated students toward the IB program by discussing its benefits and encouraging them to attend information sessions or shadow IB students.
- Printed and Digital Marketing Materials – Brochures, flyers, and videos are distributed to middle school students and parents to provide an overview of the IB experience and its advantages.
- Community and Feeder School Engagement – IB representatives visit middle schools to give presentations, answer questions, and generate interest in the program. Some schools invite 8th-grade students to special IB events, such as student panels, open houses, and student shadow days.
- Alumni and Student Ambassadors – Current IB students and graduates share their experiences through testimonials, videos, or in-person Q&A sessions, offering firsthand insight into the program's impact.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

We have already completed the work to move all diploma courses to Leander High School to make the program more effective and efficient. This work started in the school year 25-26 and will be complete after 26-27.

EC-12 Core Curriculum Instruction

Program Description

Program Leadership / Ownership

Lauren Meeks, Asst. Superintendent of C&I

Program Purpose, Goals, and Intended Outcomes

Leander ISD is committed to helping all students plan for a bright and promising future. Our district prides itself on providing an academically rigorous and challenging program for all students. Ours is a college-going culture, where students aspire to academic excellence and personal best, positioning themselves for success in college and careers beyond. In LISD, we want students to make informed decisions about course selections and to realize the impact these decisions have on their futures.

Program Overview (What the Program Includes)

Curriculum and Instruction Reorganization

Curriculum Resources: For the 26-27 school year, LISD will consider the adoption of the following resources:

1. [K-3 Phonics](#)
2. K-5 Math - We will provide a link to the final two resources once they are identified.
3. EC-12 Core Curriculum:
 - [Early Childhood](#)
 - [Elementary Curriculum](#)
 - [Middle School Curriculum](#)
 - [High School Curriculum](#)

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

All campuses are expected to implement the district-adopted curriculum, or Essential Units of Study. However, as identified in the Gibson Audit and other past curriculum audits, there is a need for a more structured approach to aligning a GVC across the district.

Staffing, expenditures, and revenue charts

At this time, the 25-26 C&I structure is as follows:

Elementary

- ELA
 - 1 Sr. Coordinator
 - 2 Content Specialists
 - 1 Reading Academy Support FTE (teacher contract plus 15 days)
- Math
 - 1 Sr. Coordinator
 - 2 Content Specialists
 - 5 Math specialists funded through Title
- Science
 - 1 Sr. Coordinator
 - 2 Content Specialists
 - 1 Science Materials Coordinator

EC-12 Core Curriculum Instruction

- Social Studies
 - 1 Sr. Coordinator

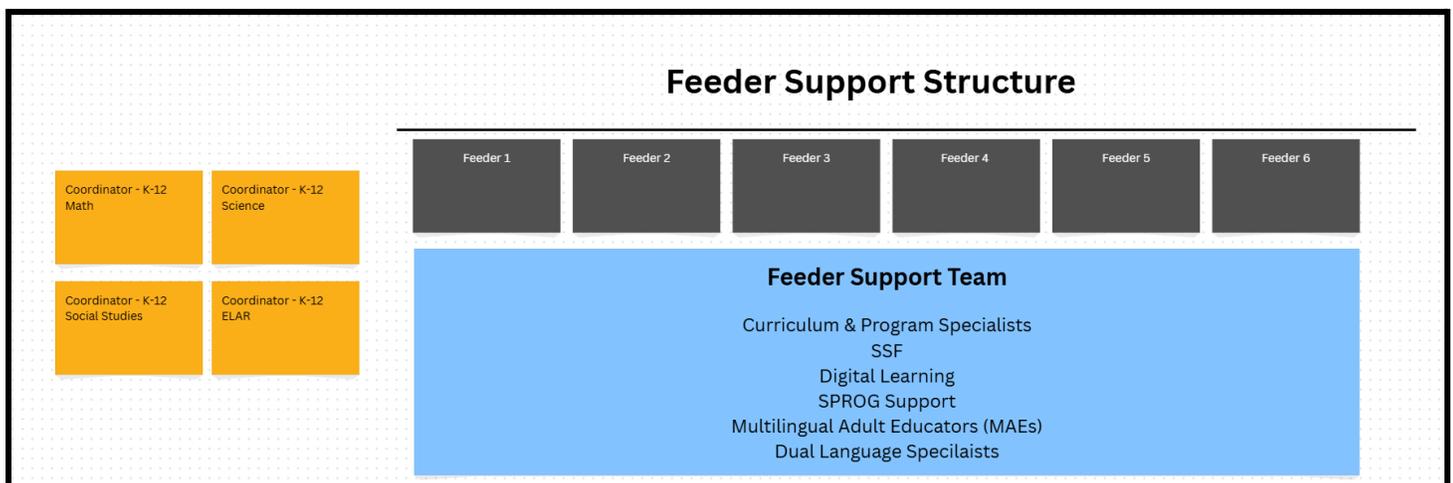
Secondary

- ELA
 - 1 Sr. Coordinator
 - 2 Content Specialists
- Math
 - 1 Sr. Coordinator
 - 2 Content Specialists
 - 1 Math specialists funded through Title
 - 1 Curriculum Specialist
- Science
 - 1 Sr. Coordinator
 - 2 Content Specialists
- Social Studies
 - 1 Sr. Coordinator
 - 1 Content Specialist

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost-efficient

Moving into the 26-27 school year, each feeder pattern will have a designated group of curriculum specialists to support the implementation of the district-adopted curriculum. These teams will work directly with campus ICs, administrators, various district departments, and also area superintendents to create a wrap-around support system for each school within the feeder pattern. Coordinators will primarily work with the curriculum they specialize in to ensure vertical alignment and cohesion. They will consult with specialists and other district staff as necessary. While the intent of this new structure is mostly about efficient support for campuses, the organization also saved 1.8 million dollars in the budget.



Advanced Placement

Program Description

Program Leadership / Ownership

Shirley Bachus, Director of Advanced Programs

Program Purpose, Goals, and Intended Outcomes

The College Board's Advanced Placement (AP) Program offers high school students an opportunity to take college-level courses at Leander ISD campuses. Students taking AP courses in high school develop strong academic foundations and build skills for college success. Students are encouraged to pursue AP courses in areas of interest and future studies. AP courses are available in the following areas*:

- English: English Language, English Literature
- Language: Chinese, French Language & Culture, Spanish Language & Culture, or Spanish Literature & Culture
- History: Human Geography, World History, United States History, Macroeconomics, Microeconomics, United States Government, European History, Psychology
- Sciences: Biology, Chemistry, Environmental Science, Physics 1 & 2, Physics C
- Mathematics: Calculus AB, Calculus BC, Statistics, Precalculus
- Arts: Art, Music Theory, Art History
- STEM: Computer Science Principles, Computer Science A
- Capstone: Seminar, Research

**Students are able to test in additional AP areas such as Italian Language and Culture, Japanese Language and Culture, Latin, and Comparative Government if requested.*

Program Overview (What the Program Includes)

All Leander ISD students enrolled in AP courses are highly encouraged to take the AP exam(s) to demonstrate course completion to potential colleges. By law, all Texas public colleges and universities must award course credit to students who submit scores of 3 or higher on an AP exam. Costs of these exams must be borne by the student; however, financial assistance is available to reduce the cost of exams based on financial need..

Program Rationale and Origin

The Advanced Placement (AP) program originated in 1951-1952, initiated by the [Ford Foundation](#) to bridge the gap between secondary and higher education, often referred to as the "Kenyon Plan". It was designed to provide challenging coursework for high schoolers, with the [College Board](#) taking over administration in 1955. The program was created to better coordinate curriculum between high schools and colleges, aiming to reduce repetition in college courses and provide advanced standing for able students.

Advanced Placement

Requirements and Compliance Drivers (State/Federal/Local)

This is a program of choice that helps drive our College, Career, Military Readiness accountability measures. Students earning a three or higher on an AP Exam meet CCMR accountability requirements.

Participants and Eligibility

Some AP classes have recommended courses that should be taken first—check the specific course page for that information as well as the Leander ISD course catalog. Leander ISD is an open access district, meaning that all students have access to AP coursework and we have the AVID elective and AVID system to ensure all learners are provided with wrap-around services and support to be successful in advanced coursework.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

The Advanced Placement (AP) Program, managed by the College Board, aligns high school courses with college-level curricula in over 40 subjects, allowing students to earn college credit, advanced standing, or both before graduating. AP courses and exams demonstrate academic rigor to college admissions officers and can boost GPAs. Courses taken in elementary and middle school are designed to build students academic skills and critical thinking so that they are prepared to take AP courses.

Staffing, expenditures and revenue charts

	Middle
Staffing	4
Student Participation #s	75
Number/Type of Courses	4/ AP Spanish Language and Composition

	High	Alternative Schools/ Programs
Staffing	A LOT	N/A
Student Participation #s	7,581	N/A
Number/Type of Courses	39	

<p style="text-align: center;">Summary of Staffing Costs</p> <p>___ teachers x \$ _avg salary___ =</p> <p>___ IAs x \$ _avg salary___ =</p> <p>others...</p>	<p>Operating Budget</p>
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Advanced Placement

<p>Notes/Additional Information - Staffing</p> <p>Link any relevant docs or websites here. Add context for things like 1 middle school FTE may be spread across multiple teachers teaching a course (AVID).</p>	<p>Notes/Additional Information - Operating Budget</p> <p>Other non-district funds provided? Booster clubs, etc What is federal support?</p>
---	--

Student Profile and Outcomes

Student Academic Profile (Baseline)

Any student who has a desire to try advanced coursework.

Intended Student Outcomes

Take a rigorous course or courses of study to potentially earn college credit by taking an exam at the end of the course.

Intended Program Outcomes

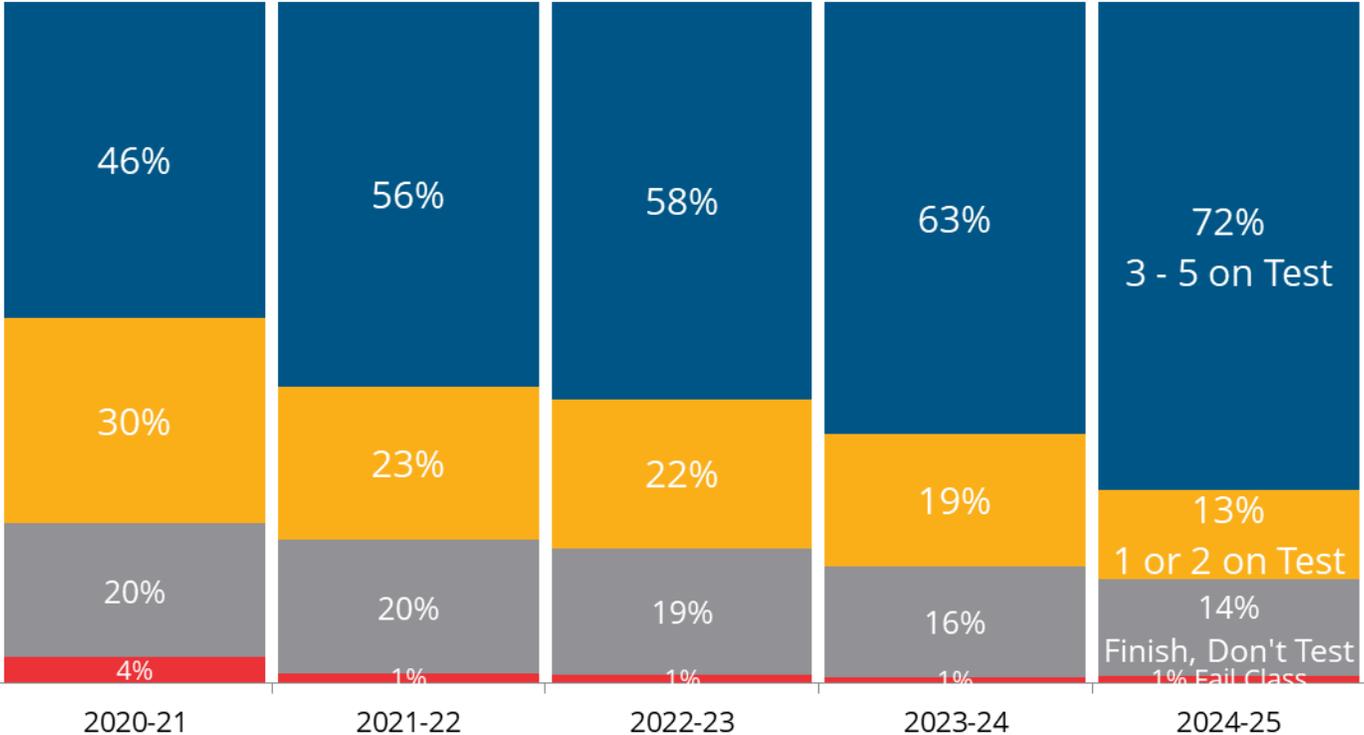
Allow students to take a nationally recognized course and potentially earn college credit through testing at the end of the course.

Outcome Measures and Monitoring

All students have access to AP classrooms for each course in which they enroll. Teachers assign work and monitor students within the platform. Administrators can monitor student and teacher project within the AP classroom dashboard. AP Classroom is an online platform that provides flexible instructional resources for each AP course. The format of online assessments in AP Classroom helps students prepare for the digital AP Exam because it closely matches the Bluebook testing experience.

Advanced Placement

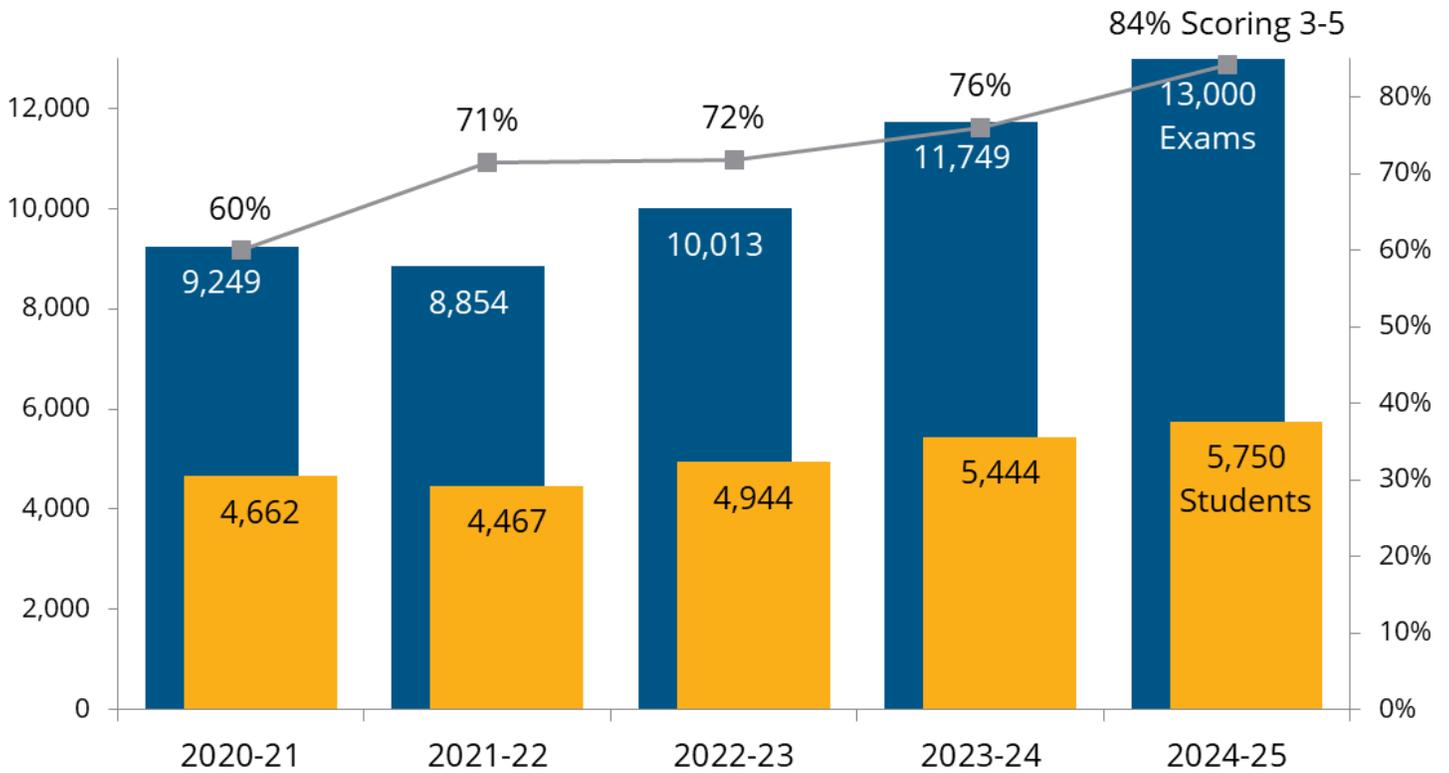
LISD Outcomes in AP Courses



Data Sources and Links

Advanced Placement

Leander ISD AP Exam History



Access and Participation

Program Availability and Delivery Model

AP Courses are available at all six high schools as well as the Early College High School. Students self-select AP coursework in high school and opt to take the AP exam that may lead to potential college credit based on their exam score and the credit award policy of their future college/university.

Barriers to Participation

Depending on how the master schedule is created and student interest in a certain course, students may not be able to take a course if it does not fit into their schedule. Overall, most students access the courses they want to take as is evidenced by our continued exam increases in both participation and performance over the last five years.

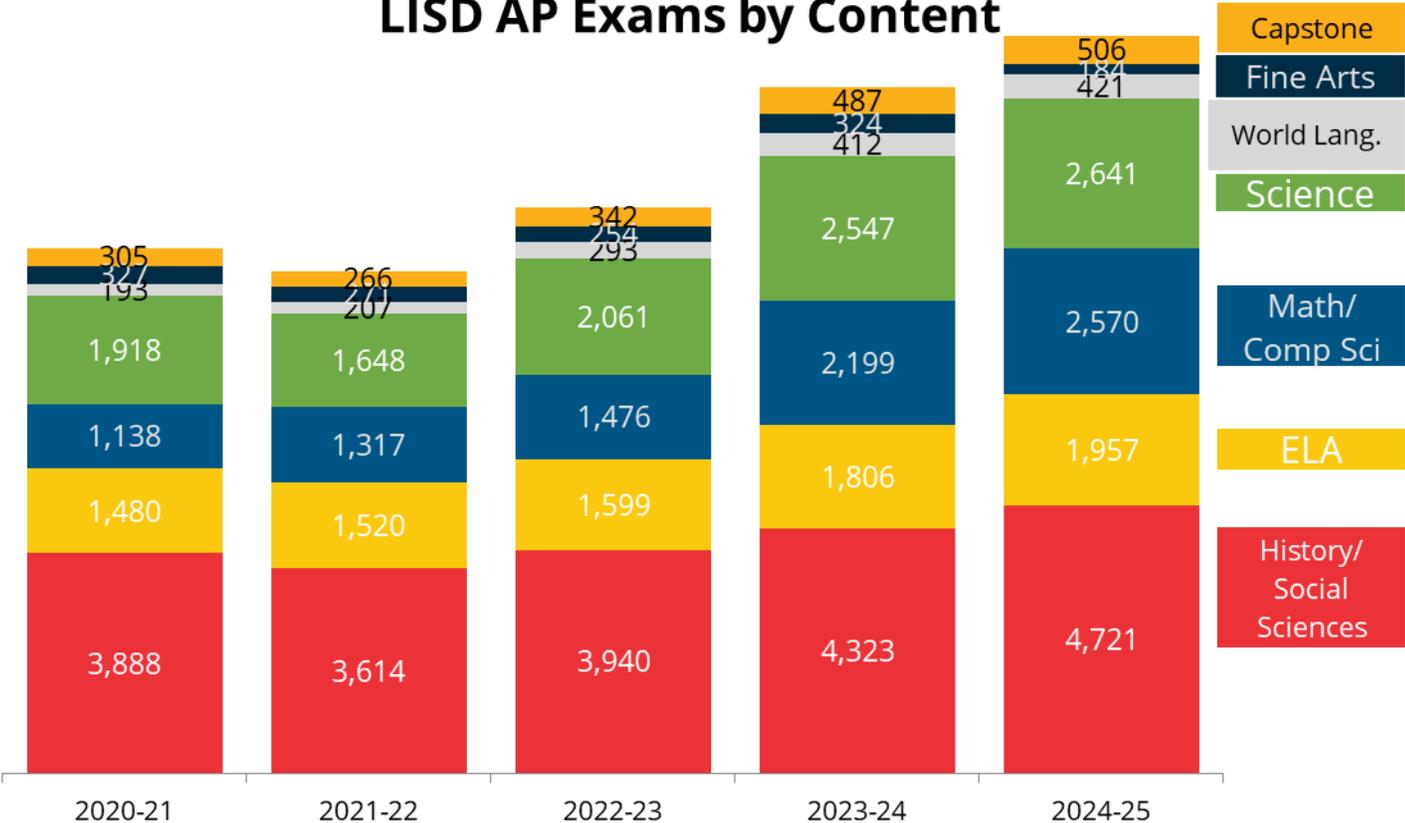
Outreach, Recruitment, and Communication

Campus hosts and recruits through Parent and student information nights, AP Potential data, as well as history of strong culture of success in AP classes established in the district. The district supports campuses with information on the district website as well as College Board website and materials/training.

Advanced Placement

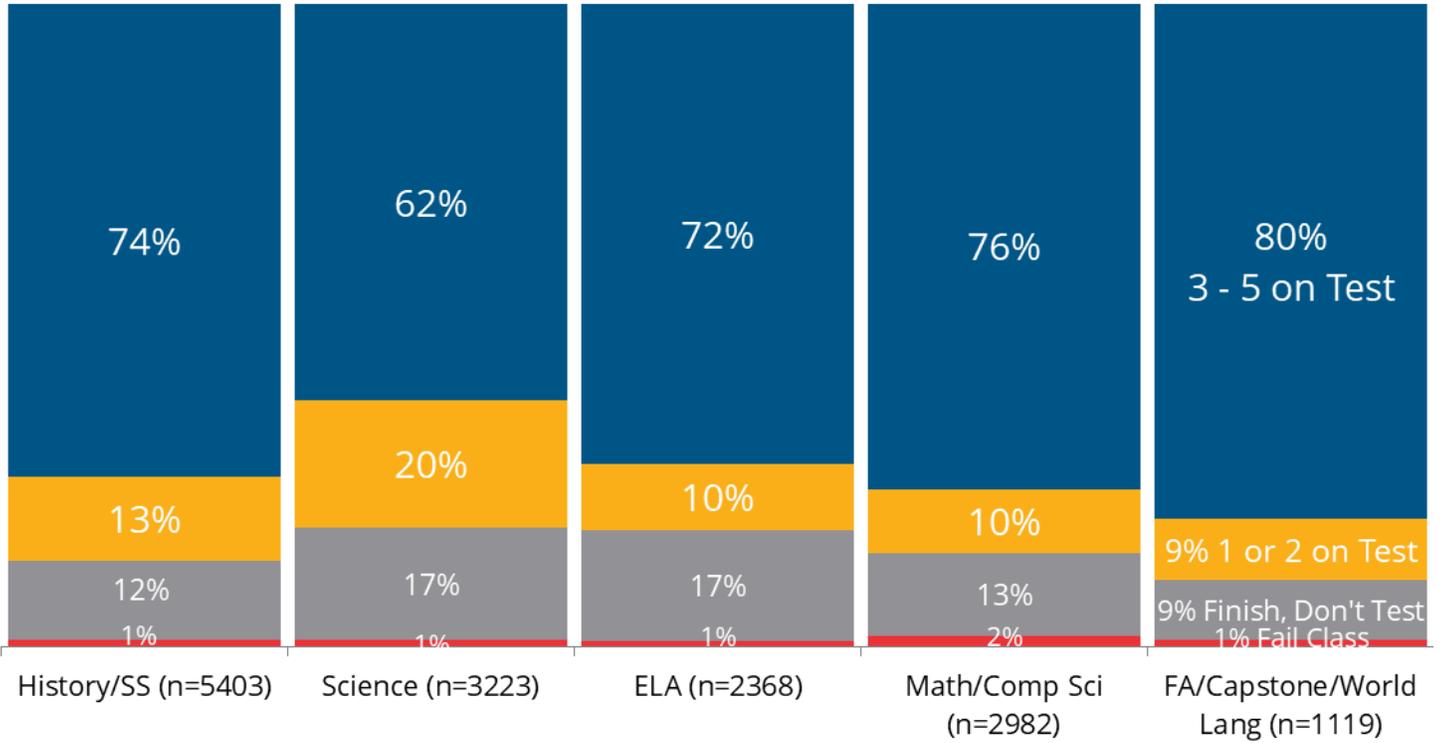
Data Collected for Access and Participation

LISD AP Exams by Content



Advanced Placement

2024-25 LISD Outcomes by Content



Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

We currently subsidize part of the student exam fee. We could potentially reduce this to subsidize only students who take more than one exam. The cost is minimal though given the amount our families pay for AP exams annually.

Library Services

Program Description

Program Leadership / Ownership

Becky Calzada, District Library Coordinator

Program Purpose, Goals, and Intended Outcomes

The Leander ISD Library Services mission is to lead our school communities in an environment that challenges students to IMAGINE possibilities, EXPLORE opportunities and CONNECT with the future and the world.

The primary purpose of our school library program is to support the greater Leander ISD vision, mission and Guiding Documents. At the core, our libraries foster a love of reading and lifelong learning by encouraging independent reading and reading for pleasure. Libraries provide books access to diverse viewpoints, global perspectives via print and digital materials that reflect a wide range of perspectives and experiences, helping to support reading proficiency across grade levels. The library creates a safe, inclusive, and collaborative learning environment where all students feel represented and valued. ([from EFB Local Board Policy](#))

Our effective LISD school library program with a certified school librarian plays a vital role in developing students' information, media, and research skills. Students are taught how to locate, evaluate, and use information effectively across formats, including print and digital sources. Instruction in digital and media literacy equips students to think critically about the content they encounter online, while lessons on copyright, plagiarism, and citation promote the ethical use of information. By strengthening digital citizenship, a school librarian helps students practice responsible technology use, understand online safety and privacy, and become thoughtful, informed participants in a digital world.

In addition, the school librarian supports curriculum and instruction through collaboration with teachers. Librarians partner with educators to design and implement inquiry-based learning projects, provide instructional resources aligned to academic standards, and integrate research and literacy skills into classroom learning. The library program also ensures equity and access by offering technology, digital tools (such as 3D printer access), and materials that meet the academic and social needs of all learners. Leander ISD school libraries also offer makerspace opportunities that school librarians coordinate to inspire creativity, encourage problem-solving, and facilitate hands-on STEM learning. Through activities such as coding, robotics, engineering challenges, and design projects, students build critical thinking skills while collaborating with peers, fostering both innovation and community. This specific area supports [Leander ISD's Strategic Plan](#) Goal four of ensuring equitable access to opportunities by eliminating barriers for each and every student in our school district.

LISD school library programs also extend learning beyond the library through the coordination of engaging programming and events. Author visits, literacy nights, book fairs, reading challenges, and

Library Services

themed displays create excitement around books and learning while strengthening school-wide literacy culture. These programs, coordinated by the certified school librarian, connect students with real-world creators, promote family engagement, and reinforce the library as a vibrant hub of intellectual and social activity. Additional information can be reviewed on the [Leander ISD Library Services webpage](#).

Program Overview (What the Program Includes)

All elementary, middle and high school libraries in Leander ISD:

- employ a certified school librarian with a minimum of two years of teaching experience as an early childhood–12th grade classroom teacher in a public or accredited private school, Masters degree in Library Science & Information Studies or other area, completion of a state-approved program in school librarianship and passing score on the TExES School Librarian Certification exam, administered by the State of Texas who serve in a variety of roles including instructional partner, information specialist, program administrator, and campus leader.
- employ a library assistant at each high school to assist with clerical tasks including shelving, book checkout, and other supervisory work when the HS Librarian is out teaching a class, attending PLC meetings with teams, etc. due to HS enrollments being over 1900.
- offer access to a robust, wide range of library collection for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view that adhere to the collection development goals and follow selection & evaluation of materials policies established in [LISD Board Policy EFB](#)
- provide equitable access to online research databases, digital eBooks and audiobooks, and makerspace tools such as 3D printers, podcasting tools, video editing computers and more that are vetted and comply with [Leander ISD Digital Resource Review](#).

Leander ISD also employs a district library coordinator whose primary purpose is to establish and coordinate the services of libraries to become integrated hubs to meet the educational needs of all students, facilitate district librarians in providing excellent library programming, develop and coordinate district library budgets, oversee facility designs for libraries, and provide training and support for legislation implementation, reviews and reconsideration.

Program Rationale and Origin

Legal and Policy Basis

1. Texas Education Code § 33.021 – Library Standards

This law (in Title 2, Chapter 33) directs how school library services should be governed:

- It requires the Texas State Library and Archives Commission (TSLAC), in consultation with the State Board of Education, to adopt voluntary standards for school library services that districts must *consider* when developing, implementing, or expanding library services.
- It also requires TSLAC, with board approval, to adopt standards for school library collection development that districts must *adhere to* when creating their local policies. ([Texas.Public.Law](#))

Library Services

In statute, this sets the *origin* of the state program in law passed by the Texas Legislature (initially in 1995 and amended over time), giving the state authority to set standards and expectation frameworks. ([Texas Education Agency](#))

The [School Library Programs: Standards and Guidelines for Texas](#) (codified at 13 TAC § 4.1) are the official implementing guidelines Texas State Library & Archives Commission uses:

- These standards were developed by a statewide advisory group and adopted by TSLAC to give practical guidance on how school library programs *should* operate.
- They articulate beliefs and goals for effective school library services, including fostering information literacy, inquiry, reading, digital learning, a safe environment, and leadership within school communities.
- They also describe levels of program achievement (Distinguished, Accomplished, etc.) to help districts assess and improve services. ([State of Texas](#))
- State law establishes why library standards exist – to guide districts in offering meaningful, structured library services that support curriculum, literacy, and student learning.
- Administrative standards outline how services should be structured and evaluated – effectively giving *purpose and goals* for school libraries (i.e., what they are intended to accomplish).
- Collection development standards (now mandatory) provide a rationale tied to curriculum support and appropriate materials, requiring local policies to align with defined criteria. ([Texas State Library](#))

Requirements and Compliance Drivers (State/Federal/Local)

Federal Requirement Compliance:

School librarians support teachers and staff in professional learning and compliance understanding with Family Educational Rights and Privacy Act (FERPA) – student data privacy protections, Children’s Internet Protection Act (CIPA) – safe and monitored internet access and Children’s Online Privacy Protection Rule (COPPA) – specific protections for children under 13 years of age.

State Policy Compliance:

School librarians are not a requirement in the state of Texas. [The Texas Library & Archives Commission TAC Rule](#) and the [2017 Voluntary School Library Standards Mission](#) (pg. 5) encourage the inclusion of a professionally certified school librarian trained in state-mandated standards implementations be responsible for the selection and acquisition of library materials.

Librarians support delivery of digital citizenship learning for students and teachers documented in the Texas Essential Knowledge and Skills (TEKS), including [K-8 Technology Applications standards](#) > Strand D.

Library Services

Local Policy and Governance Compliance:

School librarians follow Leander ISD board policies related to collection development, selection and evaluation of library materials, procedures implementation, reconsideration and maintenance of library materials documented in [Policy EFB Local](#).

Participants and Eligibility

Librarians provide system-wide support that impacts every student, teacher, staff, additional instructional roles, and campus administrators on a campus in the area of literacy access (print and digital books) and access to digital resources (databases).

Teachers and staff are participants in all library services especially in the areas of co-planning & co-teaching with the librarian in lessons that align with TEKS in various disciplines, research process, the curation of instructional resources and materials, support in digital tech integration tech support, and responsible and ethical use of technology (ie: citations, plagiarism, online safety).

Librarians partner with campus principals to integrate library services as an extension of the campus wide vision and culture of the school.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

A specific curriculum does not exist for librarians. To ensure program alignment, there is focus on the K-12 research strand in ELAR TEKS. There is alignment in the purchase of digital website resources and equitable distribution of funds based on a fixed dollar amount for reading materials and a per student allocation.

There is website alignment across all campuses to ensure students can navigate accessing online resources successfully, regardless what campus they are on.

Staffing, expenditures and revenue charts

	Elementary	Middle	High	Alternative Schools/ Programs
Number of librarian positions	28 (currently have 2 campuses with no librarian - GID & RPE)	9	6	0
	30 (No librarian currently at NAU)	9	6	0
Number of library instructional assistants	12.5 FTEs* (17 people)	0	6	0
	0	0	6	0

Library Services

Number of students served by campus libraries	19,114	9,842	13,586	LEO = 58/57 (on site & Sora Digital library) NHHS = 61/70 (Sora Digital library) ECHS = 260/290 (Sora Digital library)
	18,364	9,841	13,295	
	367,981	57,948	30,042	LEO = 314, 162 NHHS does not have a physical library ECHS assess ACC Library
	335,797	58,943	32,550	
Number of Physical Books checked out - Destiny (Aug-Jan)	eBooks = 40,046 49,235	eBooks = 47,343 53,385	eBooks = 19,144 13,448	eBooks = 455/179 Audiobooks = 34/6
	Audiobooks = 5870 6,362	Audiobooks = 2774 4209	Audiobooks = 4237 1407	
Number of Digital Books/Audiobooks checked out - Sora (Aug-Feb 19, 2025)	librarian & IA (if applicable) serves all students and staff	librarian serves all students and staff	librarian & IA serves all students and staff; VRHS, VHS, RHS, CPHS, & GHS librarians collaborate consistently w/ AP Capstone/Seminar students & teachers	No staffed librarian at LEO, NHHS, or ECHS Library Coordinator supports as needed
	Number of programs served by the libraries in each category			
Library Staffing Costs			Library Operating Budget	
Librarian Positions: 37 x \$69,529 = \$2,572,573 HS Librarian Positions: 6 x \$73,059 = \$438,354 Library Assistant Positions: 18.5 x \$33,784 = \$625,004 Bilingual Stipends (2 bilingual cert librarians): \$14,000 Librarian Positions: 40 x \$69,529 = \$2,781,160 HS Librarian Positions: 6 x \$73,059 = \$438,354 Library Assistant Positions: 6* x \$33,784 = \$202,704 Bilingual Stipends (2 bilingual cert librarians): \$14,000 * Library Assistant Positions only at HS			District: \$126,967 / \$106,515 Campuses: \$499,801 / \$486,299 (includes LEO, ECHS, NHHS) *We initially communicated this was 13.5 FTEs, but after further review it was determined to be 12.5 FTEs.	

Student Profile and Outcomes

Student Academic Profile (Baseline)

n/a

Intended Student Outcomes

Library Services

Academic Outcomes

- Students will demonstrate improved reading comprehension and overall academic achievement across content areas.
- Students will successfully complete inquiry-based and research-driven assignments aligned to grade-level standards.
- Students will apply critical thinking skills to analyze information, draw conclusions, and support claims with evidence.
- Students will show growth in content-area literacy, including the ability to read and interpret informational texts.

Information & Media Literacy Outcomes

- Students will independently locate, access, and navigate print and digital resources.
- Students will evaluate sources for credibility, accuracy, relevance, bias, and authority.
- Students will synthesize information from multiple sources to create original products or presentations.
- Students will correctly cite sources and demonstrate understanding of plagiarism and copyright.
- Students will practice responsible digital citizenship, including safe, ethical, and respectful online behavior.

Technology & Digital Skills Outcomes

- Students will confidently use digital tools, research databases, and multimedia platforms.
- Students will apply technology to support collaboration, creativity, and problem-solving.
- Students will demonstrate awareness of online privacy, security, and digital footprints.
- Students will use assistive and accessibility tools when appropriate to support learning.

Literacy & Reading Engagement Outcomes

- Students will self-select reading materials that reflect personal interests and diverse perspectives.
- Students will engage in sustained independent reading.
- Students will articulate personal reading preferences and recommend books to peers.
- Students will demonstrate increased motivation and positive attitudes toward reading.

Collaboration & Communication Outcomes

- Students will work effectively in collaborative learning environments.
- Students will contribute respectfully to discussions and group projects.
- Students will present research findings clearly using appropriate formats and media.

Social, Developmental Assets & Lifelong Learning Outcomes

- Students will demonstrate curiosity and a growth mindset when engaging in research and inquiry.
- Students will take ownership of their learning by asking questions and seeking resources independently.
- Students will recognize the library as a safe, inclusive space that supports academic, social and

Library Services

personal growth.

Intended Program Outcomes

Instructional Impact Outcomes

- The library program will be integrated into curriculum across grade levels through regular collaboration and co-teaching with classroom teachers.
- Information, media, and digital literacy instruction will be systematically embedded into classroom and library lessons and aligned with TEKS.
- Teachers will report increased effectiveness in student research, inquiry, and project-based learning as a result of librarian collaboration with teachers.

Student Achievement Outcomes

- School-wide data will reflect growth in reading proficiency and research skills.
- Students will demonstrate measurable improvement in evaluating sources, citing evidence, and applying ethical information practices.
- Students will show increased confidence and independence in accessing and using print and digital resources.

Literacy & Engagement Outcomes

- Circulation data and participation in reading initiatives will increase annually.
- Students will engage in independent reading and literacy programming across grade levels.
- The school community will participate in literacy events such as author visits, book fairs, and reading challenges.

Equity & Access Outcomes

- All students will have equitable access to diverse, global, cultural perspectives and materials in multiple formats.
- Students will have reliable access to technology, digital tools, and research databases.
- The library will actively support underserved populations and students with diverse learning needs.

Collection & Resource Management Outcomes

- The collection will be regularly evaluated, updated, and weeded to maintain relevance, accuracy, and inclusivity.
- Budget allocations will reflect instructional priorities and student needs.
- Clear policies for collection development, intellectual freedom, and reconsideration will be consistently implemented.

Learning Environment Outcomes

- The library will maintain a safe, inclusive, and welcoming environment conducive to both

Library Services

collaboration and independent study.

- Flexible learning spaces will support inquiry, creativity, and STEM exploration.
- Makerspace and innovative programming opportunities will be available to promote creativity and hands-on learning.

Family & Community Engagement Outcomes

- Families will receive regular communication about library resources and reading initiatives.
- Community partnerships will enhance programming, literacy efforts, and student learning opportunities.
- The library program will promote lifelong learning within the broader school community.

Outcome Measures and Monitoring

Information & Media Literacy

Outcome Measures

- Student ability to identify credible vs. non-credible sources
- Student proficiency with databases and digital tools

Monitoring

- Database usage statistics
- Citation accuracy checks on major projects

Literacy & Reading Engagement

Outcome Measures

- Circulation statistics
- Participation rates in reading challenges and literacy events
- Increase in independent reading time
- Student self-reported reading interest and confidence

Monitoring

- Monthly/quarterly circulation reports
- Reading interest surveys (beginning and end of year)
- Event attendance tracking (author visits, book fairs, literacy nights)
- Student book recommendation boards or reading logs

Learning Environment & Programming

Outcome Measures

- Student use of flexible spaces and makerspaces
- Participation in STEM and creative programming
- Student perception of the library as safe and welcoming

Monitoring

Library Services

- Sign-in logs for makerspace and collaborative areas
- Attendance data for programs
- CI Tool for compiling student feedback

Program Management & Continuous Improvement

Outcome Measures

- Collection age analysis (average copyright date by Dewey area)
- Budget alignment with instructional priorities
- Policy compliance and transparency

Monitoring

- Annual program review report
- Collection weeding and acquisition logs
- Data dashboard summarizing key indicators
- Presentation of findings to administration and school board

The measures above provide a comprehensive view of the library program's impact and support ongoing improvement aligned with school and district goals.

Data Sources and Links

- [Library Services webpage](#)
- [LEADS Librarian Evaluation](#)
- [Destiny Library usage statistics 25/26](#)
- [Sora Digital Library usage statistics 25/26](#)
- Texas State Library & Archives Commission
 - [School Library Program Standards](#)
 - [Mandatory Standards for School Library Collection Development](#)
- American Association of School Librarians
 - [Common Beliefs](#)
 - [Definition of an Effective School Library](#)

Access and Participation

Program Availability and Delivery Model

N/A

Barriers to Participation

Parents/Guardians have the option to restrict access to library materials or programming for their students.

Outreach, Recruitment, and Communication

N/A

Library Services

Data Collected for Access and Participation

- [Destiny Library usage statistics 25/26](#) as of Feb. 2026
- [Sora Digital Library usage statistics 25/26](#) as of Feb. 2026

Placement and Expansion Decision Criteria

N/A

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

For the 2026-27 school year, campuses serving fewer than 500 students in grades PK-5 are transitioning to an adjusted staffing model designed to ensure operational efficiency, equitable scheduling, and sustainable staffing patterns. **Staffing Adjustments for Campuses Below 500 Students will be staffed with a .5 librarian.**

The district's adjusted staffing model represents a thoughtful and collaborative approach to aligning resources with enrollment while protecting student opportunities and supporting staff equity. Planning efforts remain intentional and focused on maintaining strong academic and enrichment experiences for all students.



Digital Learning

Program Description

Program Leadership / Ownership

Lee Howell, Coordinator of Digital Learning

Program Purpose, Goals, and Intended Outcomes

Digital Learning exists to ensure coherent, compliant, and strategically aligned implementation of instructional technology across the district. The program functions as a force multiplier, increasing instructional impact and long-term value of existing investments in technology, curriculum, and professional learning. By coordinating implementation, professional learning and governance, Digital Learning supports consistent, high-quality instructional practices across campuses. As technology continues to evolve, Digital Learning provides the structure and leadership necessary to ensure emerging tools are implemented responsibly, equitably, and in alignment with district priorities.

Goals:

- Ensure coherent, strategic, and compliant integration of instructional technology across the district.
- Maximize the instructional and fiscal return on district technology investments.
- Promote balanced, responsible, and high-impact digital learning experiences for all students.
- Build capacity to leverage emerging technologies in ways that enhance student agency and academic rigor.

Intended Outcomes:

- Increased evidence of instructional redesign aligned to district priorities during classroom observations and professional learning cycles.
- Reduced variability in campus-level implementation of district-approved digital tools and platforms.
- Improved teacher confidence and competence in integrating AI and emerging technologies into instruction responsibly, maximizing student learning.
- Improved balance between device-based workflows and authentic, student-centered learning experiences.
- Established and communicated district-wide guidance for AI implementation across grade levels
- Strengthened alignment between technology investments, instructional priorities, and campus implementation practices.

Program Overview (What the Program Includes): The Digital Learning Team currently consists of 1 Coordinator and 2 Learning Integration Specialists and provides district-wide leadership for instructional technology integration. The team designs, coordinates, and sustains systems that ensure district tech investments are implemented coherently, responsibly, and in alignment with instructional priorities.

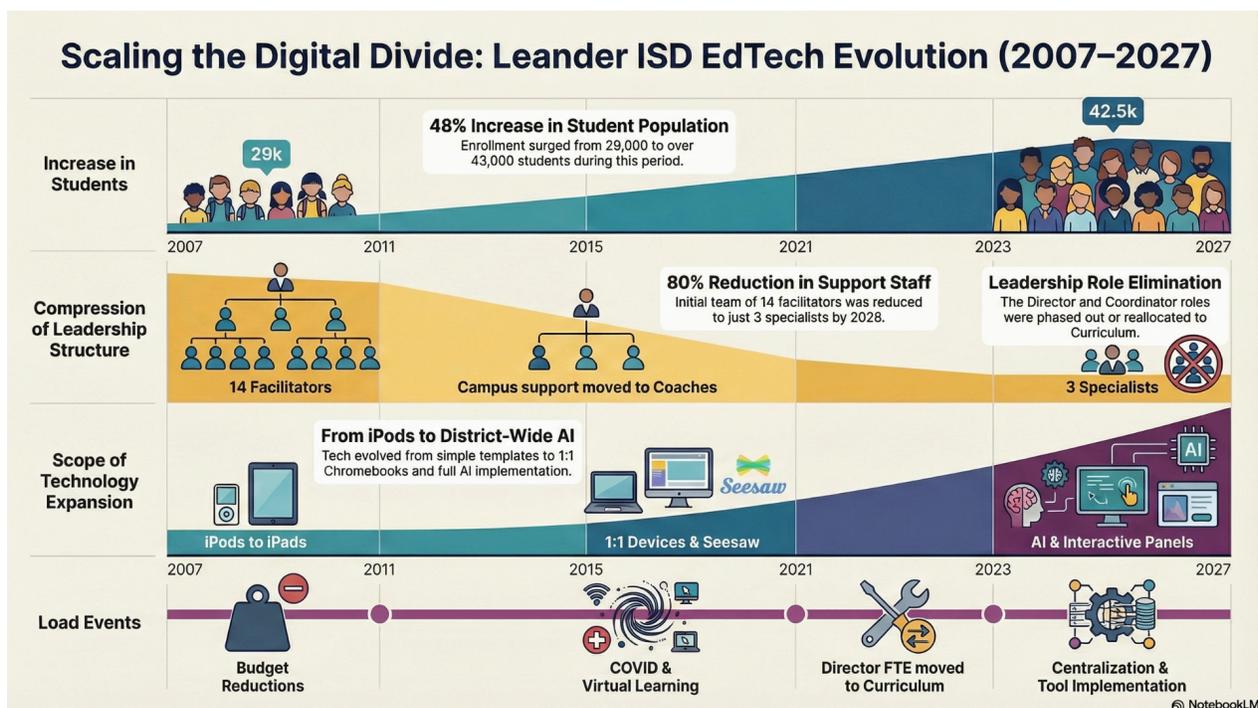
Digital Learning

Coordinator Role*: The Coordinator serves as the strategic liaison across Curriculum, District Leadership, Technology Services, Professional Learning, external vendors, and campus administration. This role develops and oversees governance structures, implementation frameworks, and professional learning systems that support effective integration of digital tools into teaching and learning for students and staff in Leander ISD. The Coordinator ensures alignment between instructional priorities, compliance requirements, emerging technologies, and campus-level implementation practices.

Learning Integration Specialists: Learning Integration Specialists function as the primary instructional support layer across campuses, supporting three campus feeder patterns each (total of 6 campus feeders). They partner with teachers, instructional coaches, campus leadership, and district department leads to translate district goals into classroom practice.

Their work includes job-embedded professional learning, instructional design support, digital resource alignment, and responsive guidance related to emerging technologies such as AI.

The specialists ensure consistent expectations and equitable access to instructional technology practices across all campuses and grade levels.



Program Rationale and Origin:

From 2006 through 2010, Leander ISD was able to take steps toward the vision of innovative learning experiences by deploying new technology into classrooms. In response to these significant investments and expanded device deployment, the district established instructional technology leadership with a Coordinator and a team of 14 Instructional Technology Facilitators (ITFs) to ensure coordinated implementation and instructional integration.

Digital Learning

In 2011, budget cuts reduced the team to 2 elementary ITFs and 2 secondary ITFs. The Coordinator position moved from Technology Services and was elevated to Director of Technology Curriculum & Innovation in order to increase collaboration with curriculum and implement professional learning through EDUCATE Academies.

During the 2015-16 budget crisis, campus-based instructional technology facilitator positions were discontinued and responsibilities were redistributed, with the Instructional Coaching model beginning in July 2016. This shift reduced direct and dedicated instructional technology capacity while technology infrastructure and digital learning expectations continued to expand.

At the same time, the district created the Online Learning Specialist role to provide a more centralized strategy of digital learning initiatives. When the Director left in 2018, the FTE was retitled to Director of Instruction & Digital Learning. A second Specialist was hired in 2020, and in 2021, the team's [architecture](#) was structured with a Director, Coordinator, and two Specialists.

It is important to note that from the early 2000s until 2020, Leander ISD was known for its innovative culture and excellence with high staff retention. This empowered foundational knowledge to be a strength and asset to the district. Professional learning could be built upon with very little differentiation. From 2020-2026, the district has fundamentally shifted to a higher turnover rate at both the campus and executive levels.

Following leadership transitions and organizational realignments in 2023, when the Director FTE was reallocated to Curriculum, Digital Learning has operated within a streamlined structure, continuing to provide district-wide coordination of instructional technology without a dedicated director-level position but working collaboratively with Instruction & Professional Learning, Curriculum, and Technology Services. Despite organizational shifts, the team has sustained implementation of district-wide initiatives, AI governance efforts, professional learning systems, and cross-department alignment.

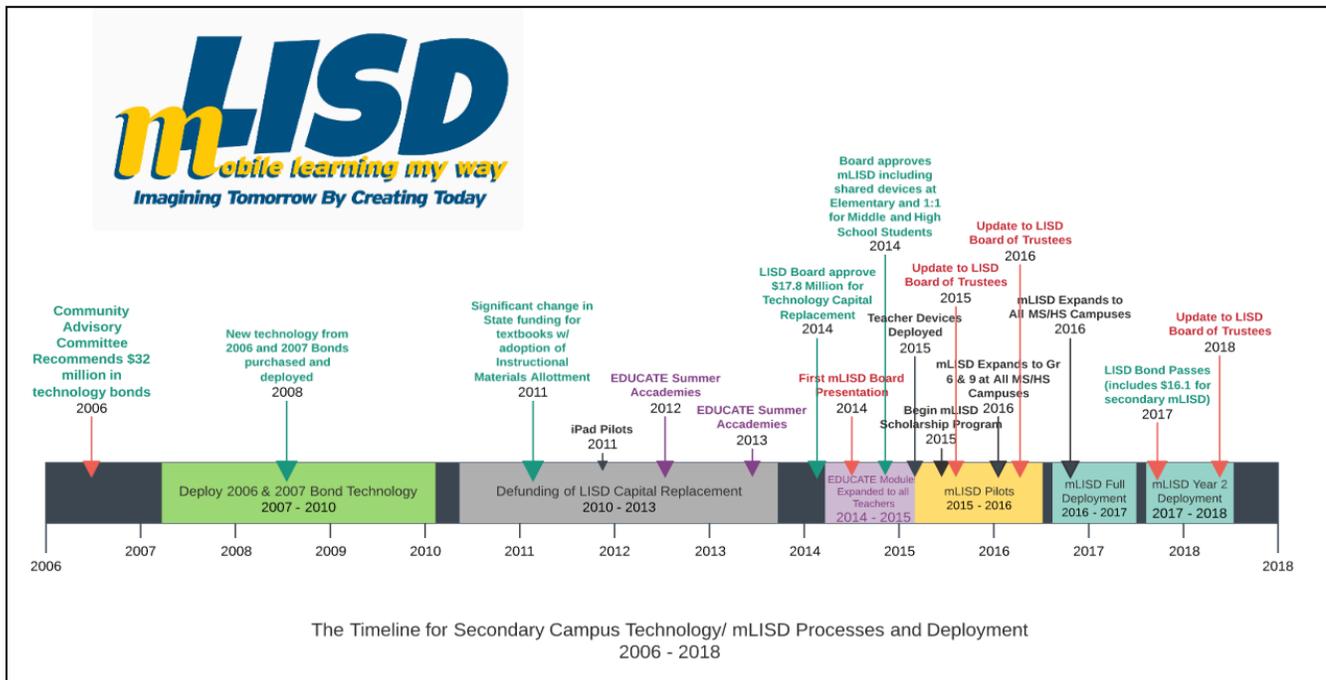
Some of these initiatives include district-wide rollouts of:

- Canva for Education
- Empowered Learning Institute
- Adobe Express for Education
- Interactive Panels
- MagicSchool
- AI Advisory Group

***The current decision for 2026-27 is to reclassify the Coordinator to a Specialist position.**

As district technology investments and instructional expectations continue to evolve quickly, the role of coordinated digital learning leadership remains essential to ensuring coherence, digital safety, compliance to state and federal regulations, fiscal stewardship, and equitable student experiences.

Digital Learning



Requirements and Compliance Drivers (State/Federal/Local)

Digital Learning supports compliance with state, federal, and local requirements related to instructional technology use, student data privacy, accessibility, and professional development, including emerging guidance related to artificial intelligence in education.

State Requirements

- Texas Essential Knowledge and Skills (TEKS), including [K-8 Technology Applications standards](#).
- State-mandated online assessments requiring device readiness, digital literacy, and infrastructure alignment.
- Requirements related to digital accessibility and equitable access to instructional resources.
- SB 569: Framework for Virtual & Hybrid Learning

Federal Requirements

- Family Educational Rights and Privacy Act (FERPA) – student data privacy protections.
- Children’s Internet Protection Act (CIPA) – safe and monitored internet access.
- Children’s Online Privacy Protection Rule (COPPA) – specific protections for children under 13 years of age.
- Individuals with Disabilities Education Act (IDEA) – accessibility and assistive technology support.
- Title funding guidelines when technology purchases intersect with instructional programming.

Local Policy and Governance

- Board policies related to responsible technology use and student data privacy.
- District-approved digital resource vetting processes.

Digital Learning

- AI guidance and governance structures to ensure responsible classroom use.
- Professional development expectations aligned to district instructional goals.

Coordinated digital learning leadership ensures these requirements are implemented consistently and responsibly across campuses, reducing variability and compliance risk.

Participants and Eligibility

Digital Learning supports all campuses, grade levels, instructional roles, and district departments. Unlike programs with defined enrollment criteria, Digital Learning operates as connective infrastructure, ensuring consistent, responsible, and innovative use of instructional technology across the district. The team provides system-wide support that impacts every student and staff member through instructional technology implementation, professional learning, and governance.

Students

All students in grades K-12 are impacted through:

- Implementation of Seesaw (K-2) and Google Classroom (3-12).
- Responsible integration of AI and emerging technologies into instructional practice.
- Balanced and developmentally appropriate digital learning experiences.
- Alignment between device access and authentic learning opportunities.

Teachers and Instructional Staff

All classroom teachers and instructional coaches are eligible for:

- Job-embedded instructional redesign support.
- Professional learning aligned to district initiatives and emerging technologies.
- Guidance on AI integration and responsible use.
- Implementation support for district-approved digital platforms.

Campus and District Leadership

Campus administrators, district departments, and executive leadership receive:

- Strategic consultation on digital implementation and alignment.
- Support on document management, efficient workflow systems, and digital organization.
- Alignment support between instructional priorities and technology investments.
- Modeling of best practices in digital organization and communication.
- Guidance on responsible AI and emerging technology governance.

Professional learning is provided through many modalities, including the following:

- Empowered Learning Institute
- Summer Professional Learning (Digital Learning Day, TECHsplore)
- Summer Leadership Summit
- [Empowered Learning Knowledge Base](#)
- District PD days with various groups (Librarians, Special Programs, Instructional Assistants, Multilingual Adult Educators, Dual Language, LISD Police Department, etc.)
- Campus professional learning days (principal request)
- PLC learning (principal or IC request)
- Tech Tips on Google Chat

Digital Learning

- IC Week-At-A-Glance Newsletter
- Learning Unleashed Newsletter
- Just-in-Time one-on-one support

The team's work impacts approximately 42,000 students and more than 6,000 staff members through collaboration and coordinated technology systems.

Alignment and Coherence

Digital Learning serves as the integrative function that aligns district technology investments, instructional priorities, compliance requirements (including E-Rate, FERPA, COPPA, and CIPA), and campus-level implementation practices. The team ensures that instructional technology adoption is not siloed by department or campus, but coordinated across Curriculum, Special Programs Technology Services, Professional Learning, and campus leadership. This coordination reduces redundancy, mitigates compliance risk, and strengthens the instructional return on technology investments. As a system-wide function, Digital Learning supports instructional coherence, operational efficiency, and responsible technology implementation across all campuses and departments. By connecting strategy to classroom practice, the team ensures that district initiatives translate into consistent, high-quality learning..

Staffing, expenditures and revenue charts

	Elementary	
Staffing	N/A	
Student Participation #s	16,461 (PEIMS for grades K-5)	
Number/Type of Courses	N/A	
	Middle	
Staffing	N/A	
Student Participation #s	9,842 (PEIMS for grades 6-8)	
Number/Type of Courses	N/A	
	High	Alternative Schools/ Programs
Staffing	N/A	N/A
Student Participation #s	14006 (PEIMS for grades 9-12)	Included in PEIMS calculation
Number/Type of Courses	N/A	N/A

Digital Learning

Summary of Staffing Costs 2 Specialists x avg salary__ = 1 Coordinator x \$ avg salary__ =	Operating Budget
Notes/Additional Information - Staffing	Notes/Additional Information - Operating Budget Canva, Adobe Express, and Figma EDU provide free models for education. Other resources supported by Digital Learning are paid for within Instructional Materials Allotment and Bond funds.

Student Profile and Outcomes

Student Academic Profile (Baseline)

Digital Learning does not serve a defined student group. Its impact is systemic, influencing instructional practices and learning environments across all campuses and grade levels.

Intended Student Outcomes

Digital Learning influences the learning environment for all students by building educator and leadership capacity and ensuring coherent, equitable technology integration across campuses.

Intended Program Outcomes

Digital Learning supports the district’s Graduate Profile and Strategic Goals through the Theory of Change by strengthening instructional practices so that students are prepared for a rapidly evolving digital and AI-driven world. The program promotes development of the 21st century competencies reflected in the district’s [5Cs framework](#)—communication, collaboration, creativity, critical thinking, and citizenship— and the Graduate Profile by ensuring technology is integrated in ways that enhance academic rigor and student agency. As artificial intelligence and emerging technologies become embedded in higher education and the workforce, Digital Learning supports educator capacity to teach students not only how to use digital tools, but how to evaluate, question, and engage with them responsibly. This work strengthens digital literacy, AI literacy, and ethical decision-making across grade levels. Without intentional instructional guidance, emerging technologies risk being underutilized, misapplied, or restricted rather than leveraged to deepen learning.

Outcome Measures and Monitoring

In the past, Brightbytes was used to monitor program outcomes and provide the district and individual

Digital Learning

campuses with actionable data towards specific goals. Following the acquisition of Brightbytes by Google, the district has not yet identified a replacement tool for comprehensive digital learning analytics.

Data Sources and Links

- [K-8 Technology Applications standards](#)
- [Empowered Learning Knowledge Base](#)
-  mLISD 2017 teaser
- In 2023, Brightbytes data was deleted after their purchase by Google. However, here is an example of the data provided:
 -  Original mLISD Leadership Team Commitment (2015)
 -  mLISD Steering Committee Charter 2016-2017
 -  Brightbytes data 2017

Access and Participation

Program Availability and Delivery Model

Digital Learning utilizes a flexible, multi-modal delivery model designed to meet educators where they are while respecting the demands of post-pandemic instructional environments. Rather than relying solely on mandatory, large-group sessions, the program prioritizes responsive, job-embedded, and choice-driven professional learning opportunities.

The team provides support through a combination of structured district-wide initiatives, campus-based collaboration, and just-in-time guidance, ensuring access across roles, grade levels, and campuses.

District-Wide Professional Learning Structures

- Empowered Learning Institute
- Summer Professional Learning (Digital Learning Day, TECHsplore)
- Leadership Summit
- MobileMind asynchronous learning pathways

Ongoing Access and Support Channels

- [Empowered Learning Knowledge Base](#)
- District department support (Special Programs, Librarians, LISD Police Department, etc)
- Campus professional learning days (principal request)
- PLC support (principal or instructional coach request)
- Tech Tips via Google Chat
- IC Week-At-A-Glance Newsletter
- Learning Unleashed Newsletter
- Just-in-time instructional and platform support

This distributed model ensures that access to digital learning support is continuous rather than episodic, allowing educators to engage in ways that align with their instructional needs, schedules, and readiness levels. The flexibility of this model also allows the district to respond quickly to rapidly evolving

Digital Learning

technologies, such as AI tools and platform updates, ensuring timely guidance and minimizing instructional disruption.

Barriers to Participation

By providing multiple entry points for engagement, Digital Learning reduces barriers to participation and increases the likelihood that technology integration efforts translate into sustained classroom practice rather than one-time exposure. However, in post-pandemic instructional environments, educators navigate multiple mandated and campus-based professional learning requirements. Time constraints limit the capacity for deep instructional redesign, particularly when teachers are balancing accountability measures (e.g., STAAR/EOC preparation, UIL expectations) alongside evolving instructional demands. The rapid availability of AI tools has introduced instructional uncertainty. Secondary educators, in particular, report challenges adapting assignments and assessment practices in ways that are either AI-compatible or AI-resistant while maintaining rigor and compliance with state testing structures which has in some cases resulted in reduced instructional use of district-provided technology tools. High rates of instructional coach and leadership turnover since 2020 have impacted continuity of district and campus-level implementation. Frequent personnel changes require repeated onboarding and recalibration of digital learning practices, increasing the demand for foundational support. Digital Learning is not embedded within leadership structures, which can limit proactive alignment and require more reactive support models.

Outreach, Recruitment, and Communication

Digital Learning utilizes established district communication channels to ensure consistent visibility and equitable access to professional learning opportunities.

Upcoming events, guidance updates, and resource releases are communicated through:

- Principal Updates newsletter
- Instructional Coaches' Week at a Glance
- Learning Unleashed newsletter
- Tech Tips channel (Google Chat)
- Campus-distributed promotional materials for summer learning events

This layered communication model ensures that information reaches campus leadership, instructional coaches, and classroom teachers through multiple trusted pathways.

For major initiatives (e.g., summer professional learning), targeted outreach materials are developed to support campus-level distribution and awareness.

Digital Learning leverages existing district communication infrastructure rather than creating parallel systems, reducing redundancy while increasing reach.

Data Collected for Access and Participation

Participation data for district-wide and campus-based professional learning is collected through:

- Eduphoria (attendance, session participation, and registration tracking)
- MobileMind (asynchronous learning completion, event attendance, and engagement data)

This data provides insight into educator access, engagement patterns, and areas of high demand.

Digital Learning

Because Digital Learning operates as an integrative function, participation data and evidence of learning is often analyzed in collaboration with Curriculum and campus leadership teams. The team partners in:

- Learning Walks
- Instructional Rounds
- PLC cycles
- Lesson Studies

These collaborative efforts provide qualitative and observational data regarding instructional implementation and technology integration practices across campuses.

Digital Learning uses both quantitative participation metrics and qualitative instructional observations to inform future professional learning design and identify emerging needs. Participation and implementation data help ensure that district technology investments are supported by corresponding educator capacity.

Placement and Expansion Decision Criteria

Digital Learning operates as a system-wide function rather than a site-based program. Placement or participation decisions are not determined by campus enrollment, but by district-wide instructional priorities, technology investments, compliance requirements, and emerging needs.

Expansion of Digital Learning initiatives is guided by:

- District strategic goals and Graduate Profile alignment
- Technology adoption cycles and platform rollouts
- Emerging technologies (e.g., AI) requiring governance and professional learning
- Identified variability in campus-level implementation
- Participation and engagement data trends
- Leadership requests and cross-functional initiative alignment

When district investments in devices, platforms, or digital systems increase, corresponding instructional support structures must scale to ensure responsible and effective implementation. Sustained innovation requires coordinated oversight to prevent fragmentation, duplication of effort, and inequitable access across campuses. Current budget considerations include reclassification of the Coordinator role to Specialist. Given the district's ongoing investment in digital infrastructure and AI integration, placement and structural decisions should consider the proportionality of leadership oversight relative to system complexity.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

Current Efficiencies:

- Leveraging free enterprise education models (Canva, Adobe, Figma).
- Utilizing existing communication channels.
- Embedding support within existing structures.
- Cross-department collaboration to reduce duplication.

Fine Arts

Program Description

Program Leadership / Ownership

Megan Liles, Director of Fine Arts

Christopher Yee, Assistant Director of Fine Arts

Mary Ann Loesch, Fine Arts/Enrichment Coordinator

Program Purpose, Goals, and Intended Outcomes

Program Purpose: Provide all students access to comprehensive fine arts programming that is academically rigorous and reflective of contemporary artistic practices. Fine arts instruction promotes creativity, skill development, and artistic literacy while enhancing and supporting students' overall academic experience.

Goals:

- Develop students' artistic skills, creative thinking, and discipline-specific knowledge across visual and performing arts.
- Provide opportunities for students to progress through sequential fine arts courses that build toward advanced study, performance, and exhibition experiences.
- Foster collaboration, creativity, and communication through authentic experiences and participation in performances, showcases, and competitions.
- Support students in developing well-rounded academic plans that include meaningful engagement in the arts.

Intended Outcomes: Increased student engagement and creative expression, demonstrated growth in artistic technique and understanding, successful participation in performances, exhibitions, and competitions, development of collaboration, perseverance, and communication skills, and preparation for continued study or careers in the arts and creative industries.

Program Overview (What the Program Includes)

Fine arts in Leander ISD provides students with a comprehensive and sequential education in the visual and performing arts K-12. Through instruction in music, visual arts, theatre and dance, students develop creativity, artistic skills, and critical thinking while engaging in meaningful learning experiences that complement their overall academic education. Elementary students build foundational artistic literacy and explore visual arts and performing arts, which is a combination of theatre and music, while middle and high school students have opportunities to pursue specialized courses and advanced ensembles that deepen technique, performance skills, and creative expression.

Fine Arts

The Leander ISD Fine Arts programs aim to cultivate creative thinkers and lifelong supporters of the arts while preparing students for continued study, careers in creative fields, or success in any path they choose.

Program Rationale and Origin

Fine Arts programs were developed to ensure that all students have access to a well-rounded education that includes meaningful experiences in the visual and performing arts. As the district has grown, fine arts has remained a central component of its educational philosophy, recognizing that participation in the arts strengthens creativity, critical thinking, collaboration, and communication. All fine arts programs are grounded in the belief that artistic learning enhances overall academic achievement while supporting the social and emotional development of students.

Fine arts is also guided by the TEKS for fine arts and reflects the district's commitment to providing equitable access to high-quality arts instruction at every grade level. Over time, Leander ISD has expanded opportunities in music, visual art, theatre and dance to meet the needs and interests of its growing student population. Through sequential instruction and authentic performance and exhibition opportunities, fine arts continue to evolve in response to student interests, community support, and the role of the arts in preparing students for success in college, careers, and life after high school.

Requirements and Compliance Drivers (State/Federal/Local)

Fine arts instruction in Texas is governed by the TEKS, which outlines the required curriculum standards for visual art, music, theatre, and dance at each grade level. The Texas Education Code also requires districts to provide instruction in the arts as part of the foundation curriculum in elementary and middle school. This includes visual art, music, theatre, and dance, ensuring students have access to arts education as part of a well-rounded academic program.

Under the Texas Foundation High School Program, students must earn at least one fine arts credit to graduate from high school. Courses in Leander ISD that satisfy this requirement include disciplines such as band, choir, theatre, dance, and visual arts.

Participants and Eligibility

Students in Leander ISD are encouraged to participate in fine arts opportunities at every grade level. At the elementary level, all students receive instruction in visual arts and performing arts as part of the regular school curriculum. As students progress into middle and high school, they may choose to enroll in a variety of fine arts courses, including band, choir, theatre, dance, and visual arts, allowing them to explore their interests.

Participation in secondary fine arts programs may include performances, exhibitions and competitions. Students involved in extracurricular fine arts activities are expected to meet district and campus eligibility requirements related to academic standing, attendance, and conduct. In addition, students

Fine Arts

representing their school in contests or competitions must follow guidelines established by UIL, which govern participation and eligibility.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

Fine arts programming in Leander ISD is intentionally designed as a sequential, vertically aligned program that supports student growth K-12. At the elementary level, students develop foundational artistic literacy and are introduced to core concepts in music, visual art, theatre, and movement. In middle school, students begin to specialize in specific disciplines, building technical skills, artistic vocabulary, and performance. High school programs then expand these skills through advanced coursework, ensemble participation, and opportunities for leadership, performance, exhibition, and competition. This vertical alignment ensures that students build upon prior learning each year, allowing for deeper mastery of artistic skills and concepts over time.

Maintaining this level of program quality requires highly qualified and experienced educators at every level. Strong elementary instruction is essential for establishing the fundamental skills, habits, and artistic understanding that support later success in specialized programs. As students progress into middle and high school, teachers build on those foundations to refine technique, expand artistic expression, and prepare students for advanced study or real-world artistic experiences.

Staffing, expenditures and revenue charts

Elementary	
Number of teachers	60 (30 Performing arts teachers, 30 Visual arts teachers)
Number of students served in Fine Arts	19,114
Number of Fine Arts Programs per Campus (choir, band, theater)	2 (Visual Arts & Performing Arts)

Middle	
Number of directors/teachers	59 (Includes Head Band and Choir Directors, Theatre Directors, Visual Arts teachers (3 included in this count are a .5 FTE), and Dance Directors. 9 Head Cheer Coaches are stipend positions with additional teaching responsibilities.
Number of assistant	27 (16 stipends are available for non-fine arts teachers to assist

Fine Arts

directors/assistants/techs/support staff	with after-school needs)
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	High	Alternative Schools/Programs
Number of directors/teachers	59 (Includes Head Band and Choir Directors, Theatre and Tech Theatre Directors, Dance Director, and Visual Arts teachers) 6 Head Cheer Coaches are stipend positions with additional teaching responsibilities.	2 - 1 Visual arts teacher at ECHS and 1 Visual arts teacher at LEO/New Hope
Number of assistant directors/assistants/techs/support staff	28	0
Number of students served in Fine Arts	7268	157
Number of Fine Arts Programs per Campus (choir, band, theater)	6 (Band, Choir, Cheer, Dance, Theatre & Visual Arts)	2 (Visual Arts at LEO/New Hope and Visual Arts at Early College HS)

Staffing Costs	Operating Budget
HS FA Teachers: 59 x \$65,000 = \$3,835,000 HS Assistants: 28 x \$65,000 = \$1,820,000 HS Stipends & extra days: \$380,000 MS FA Teachers: 59 x \$65,000 = \$3,835,000 MS Assistants: 27 x \$65,000 = \$1,755,000 MS Stipends & extra days: \$244,000 ES FA Teachers: 60 x \$65,000 = \$3,900,000	Adopted 25-26 Operating Budget District: \$1,034,688 (Dept 937 and Beyond District) Adopted 25-26 Operating Budget Campus: \$1,557,525 (SO 60 and 61)

Student Profile and Outcomes

Student Academic Profile (Baseline)

Students participating in fine arts programs represent a wide range of academic abilities, interests, and

Fine Arts

backgrounds. Participation in fine arts programs often includes students who are highly engaged in both academic and extracurricular activities. Many students enrolled in fine arts courses also pursue advanced academic coursework and maintain strong academic standing in order to remain eligible for performances, competitions, and other extracurricular opportunities. This baseline reflects the inclusive nature of fine arts programs, which are designed to support students at multiple skill levels while fostering discipline, creativity, and a commitment to continuous growth.

Intended Student Outcomes

Fine arts programming is designed to support students in developing artistic literacy, technical skills, and creative expression through engagement in the visual and performing arts. Through sequential instruction and authentic artistic experiences, students build discipline-specific knowledge while strengthening critical thinking, collaboration, communication, and problem-solving skills that support success both inside and outside the classroom. Ultimately, all fine arts programs aim to cultivate confident, creative students, who appreciate the arts.

Intended Program Outcomes

Intended program outcomes focus on both overall program health and student participation. Specifically these outcomes include:

- Increased student participation and retention
- Equitable access to fine arts programming
- High-quality performances, student exhibitions, and productions showcasing students talent and growth
- Strong vertical alignment of programming K-12
- Positive school and community engagement

Outcome Measures and Monitoring

One of the key outcome measures includes course enrollment and student participation rates across all disciplines and grade levels. Our number one priority is student access and engagement in the arts within Leander ISD. We also review student performance outcomes and engagement with the community.

Data Sources and Links

Data utilized is participation and retention data from PEIMS, course selection data, UIL ratings and awards, content specific contest access and awards.

Access and Participation

Program Availability and Delivery Model

Fine arts instruction in Leander ISD is delivered through a sequential K-12 model designed to provide students consistent access to arts education at every grade level. At the elementary level all students

Fine Arts

receive visual arts and performing arts (music and theatre) education. Students at the middle school and high school level have the opportunity to enroll in arts classes specific to their interests.

Barriers to Participation

At the secondary level, schedule constraints and competing academic priorities can limit students' ability to enroll in fine arts courses. In some cases, costs associated with materials, instruments, uniforms, or travel may create financial barriers for families, though the fine arts office has implemented various ways to ease the financial burden on families. Additionally, transportation, after-school time commitments, and facility or staffing capacity can influence student access and participation. Addressing these challenges is important to ensure equitable opportunities for all students to engage in fine arts education.

Outreach, Recruitment, and Communication

Communication with students and families occurs through multiple channels, including campus events, district and campus websites, social media, newsletters, and informational meetings. Fine arts directors and teachers also work closely with counselors and administrators to provide guidance on course selection and program pathways. These coordinated efforts help ensure that students and families understand the opportunities available and can make informed decisions about participating in fine arts programs as part of their educational experience.

Data Collected for Access and Participation

The fine arts office and campus directors collect and review various data points to monitor student access, participation, and equity in fine arts programs across the district. These data points help evaluate program health, identify participation trends, and ensure that students from all backgrounds have opportunities to engage in the arts.

Data sources utilized:

- Student enrollment and participation data by campus, grade level, and discipline (band, choir, theatre arts, visual arts, dance).
- Demographic participation data, including race, gender, special education status, English learner status, and economically disadvantaged status, to monitor equitable access.
- Course enrollment and program retention data, tracking how many students begin programs in middle school and continue through high school.

Placement and Expansion Decision Criteria

Decisions regarding placement and expansion of fine arts programs are guided by a combination of student interest, enrollment trends, staffing capacity, and available facilities. District and campus leaders review course requests, program participation data, and long-term enrollment projections to determine where additional courses, sections, or programs may be needed to meet student demand while maintaining appropriate class sizes and instructional quality. Expansion decisions also consider the

Fine Arts

availability of qualified directors/teachers, equipment, and appropriate instructional spaces such as rehearsal rooms and studios.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

For the 2026-27 school year, campuses serving fewer than 500 students in grades PK-5 are transitioning to an adjusted staffing model designed to ensure operational efficiency, equitable scheduling, and sustainable staffing patterns.

Staffing Adjustments for Campuses Below 500 Students

For campuses below 500 students without consideration of Early Childhood enrollment (as Early Childhood students do not attend specials rotations):

- One specials teaching position is reduced.
- PE Instructional Assistant becomes a Specials IA allowing for more flexibility in support.

Campuses will have 2 FTE's for specials and may:

- Maintain a full time PE teacher
- Share 0.5 Art and 0.5 Performing Arts teachers across two campuses, or
- Combine the allocation into one full position located at a single campus and teaching across the arts.

It is important to emphasize that this is not an elimination of Fine Arts programming. Instead, adjustments ensure teachers maintain full instructional schedules and appropriately sized classes, creating equity for staff across the district while sustaining student access to specials programming.

Additional Adjustments for Campuses Below 400 Students

- 0.5 PE to allow for a full time instructional coach

The district's adjusted staffing model represents a thoughtful and collaborative approach to aligning resources with enrollment while protecting student opportunities and supporting staff equity. Planning efforts remain intentional and focused on maintaining strong academic and enrichment experiences for all students.

K-5 Enrollment ->	1-399	K-5 Enrollment ->	400-499
PE Teacher	0.5	PE Teacher	2
Art Teacher	0.5	Art Teacher	
Performing Arts Teacher	0.5	Performing Arts Teacher	
Specials Instructional Assistant(s)	1	Specials Instructional Assistant(s)	1
Additional PE or Fine Arts Teacher	0	Additional PE or Fine Arts Teacher	0

Campuses Under 500: Block House Creek, Cypress, Giddens, Naumann, Cox, Bush, Grandview Hills, Knowles, Camacho, Hisle

Fine Arts

Campuses Under 400: Steiner Ranch, River Ridge

ECHS

Program Description

Program Leadership / Ownership

Shirley Bachus, Director of Advanced Programs
Erika Cruz, Principal

Program Purpose, Goals, and Intended Outcomes

Program Purpose

Leander ISD's Early College High School (ECHS) program is designed to provide students with an accelerated pathway to postsecondary credentials by integrating high school coursework with college-level coursework through a formal partnership with Austin Community College (ACC). The program supports students in earning a high school diploma while also earning substantial transferable college credit, reducing barriers to college access and affordability.

Program Goals

- Increase postsecondary access and readiness by immersing students in authentic college coursework and expectations while still in high school.
- Increase postsecondary attainment by supporting students in earning college credit (and potentially an associate degree) prior to graduation.
- Reduce financial barriers to higher education by allowing students to earn transferable credit tuition-free or at reduced cost while enrolled in the district.
- Improve student persistence and success through structured academic and social supports, including advising, progress monitoring, and skill development aligned to college success.
- Expand equitable access to advanced academics by delivering a high-impact college credit pathway for students historically underrepresented in advanced coursework, including but not limited to first-generation, economically disadvantaged, and multilingual learners.

Recruitment

ECHS recruitment and enrollment processes shall identify, recruit, and enroll at-risk students as defined by Texas Education Code §29.081 and PEIMS. This supports the efforts to comply with the Outcomes Based Measures ([OBM](#)) indicators for access (a summary may be found within pp 16-18). ECHS strives to be distinguished in all areas, and "Access" is an evaluated indicator. The other indicators are "achievement" and "attainment". The recruitment process is designed to ensure the success of the students interested in joining ECHS.

Additionally, ECHS staff works intentionally with incoming freshmen to prepare them for TSIA-2 testing in English and math, which is a requirement of taking dual credit coursework. As a part of the recruitment, students engage in a summer bridge program. The program is designed to introduce students to the ECHS and ACC programs, providing a comprehensive overview of what to expect in the upcoming academic year and preparing them for TSI. This prevents students from being put in a position to return to their home campus. If a student is not TSI completed by the end of their sophomore year,

ECHS

they have to return to their comprehensive high school; therefore, some of the early requirements are to reduce this from being a possibility.

The recruitment process is as follows: Application, Blind Weighted Lottery, and collaboration meetings with applicants who receive 504 or Special Education Services and their support team. The demographics at ECHS are almost identical to the demographic breakdown of LISD.

Program Rationale and Origin

The Early College High School model emerged statewide as a strategy to improve postsecondary access and completion, particularly for students historically underrepresented in higher education. Leander ISD's ECHS program was established through a partnership with Austin Community College (ACC) to offer students an embedded pathway to earn college credit. The program's design reflects both local district priorities (postsecondary readiness, affordability, and access to advanced pathways) and broader state-level emphasis on improving postsecondary outcomes through structured dual credit and early college models.

Requirements and Compliance Drivers (State/Federal/Local)

State Requirements

Leander ISD's Early College High School (ECHS) program operates within Texas requirements related to high school graduation, dual credit, and accountability. Key state compliance drivers include:

- Texas graduation requirements for awarding a high school diploma (including required coursework, credit, and assessment expectations).
- Texas dual credit rules, including eligibility requirements, course alignment, and standards for awarding high school and college credit.
- Texas Education Agency (TEA) Early College High School designation criteria, if the program is designated as an ECHS, including expectations related to student access, advising supports, and postsecondary credential attainment.
- Texas accountability and CCMR (College, Career, and Military Readiness) expectations, which incentivize district investment in programs that increase postsecondary readiness and credential attainment.

Participants and Eligibility

Recruitment and Admission is currently underway. As of January 2026, a record number of 206 incoming freshman applications were submitted for 125 available seats which initiated a blind lottery process to take place. Additionally, 28 applications were submitted from prospective sophomore applicants to join in the 2026-2027 school year. As of March 2026, 97 freshman applicants selected through the blind lottery process committed their enrollment at ECHS for the 2026-2027 school year. As long seats remain open within the 125 allocated spots, applicants from the freshman application wait list will be offered a spot through July 2026. The annual recruitment period is November to March and includes a variety of activities, such as social media outreach to inform the community; 8th-grade visits to the LISD ECHS campus; informational presentations at local middle schools; evening campus tours and information sessions; in-person and virtual town hall meetings; and scholar campus ambassador informational panels.

As of March 2026, enrollment shows:

ECHS

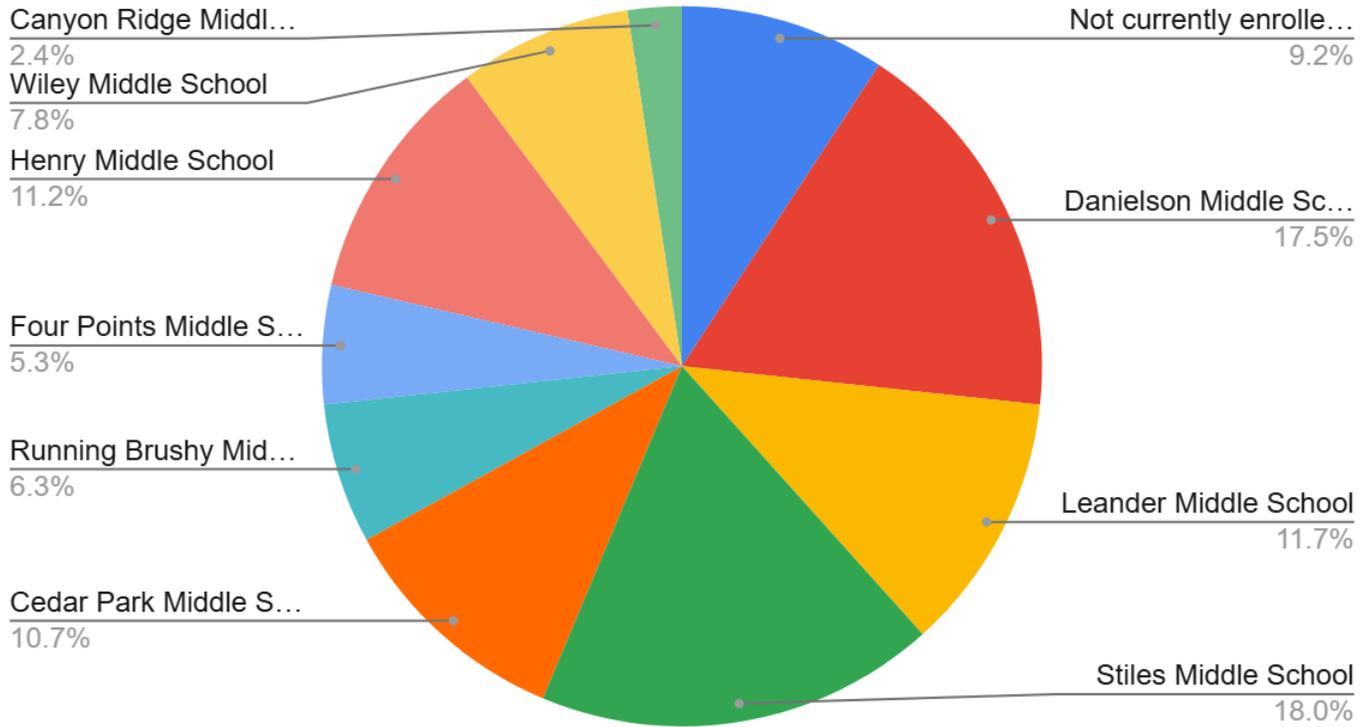
Enrollment	Current Year 2025-2026	2026-2027
Freshman	69	97 confirmed as of 3/2026, 115-125 projected (206 applicants)
Sophomore	73	69 confirmed, 80 projected (28 applicants)
Junior	70	73
Senior	78	70
Total	290	338+ projected

- Demographics:
 - ECHS
 - 122 White - 45.69%
 - 68 Hispanic - 25.47%
 - 37 Asian - 13.86%
 - 22 Black - 8.24%
 - 18 are two or more races - 6.74%
 - 52 are economically disadvantaged students
 - LISD
 - White - 43.73%
 - Hispanic - 26.1%
 - Asian - 18.37%
 - Black - 7.2%
 - 2 or more races - 4.6%

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

ECHS

Count of Freshman Applicant's Current School



Staffing, expenditures and revenue charts

# of Teachers	# of LISD Courses	# of ACC Courses	# of students
16 (Teachers are not specialized by content solely as many teach multiple content areas and courses across curriculum areas.)	<u>103 Courses/Sections</u> (Due to the nature of scheduling, teachers may be teaching classes that are stacked.) 14 CTE/CTE Supported	<u>32 Courses/Sections</u> ACC courses are listed under the counselor's name (Lyles) in the link above.	290 (current) 338-350(projected for 26/27)
Staffing Costs: 16 Teachers: \$975,000 Front Office (Administrative Assistant, Registrar, Nurse): \$144,000 Assistant Principal: \$100,000		Operating Budget 24/25 Operating Budget: \$254,544	

ECHS

Counselor: \$85,000 Instructional Coach: \$80,000 Principal: \$121,441 (mid) Total Staffing Costs: 24/25 Payroll - \$1,517,430	
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Previously asked questions from the board on this program.

What is the cost breakdown for operating Early College High School (ECHS)?

2023/24 Actual - \$1,331,074 (total)
 Operating/Campus Budget - \$213,726
 Payroll - \$1,117,348
2024/25 Budget - \$1,771,974 (total)
 Operating/Campus Budget - \$254,544
 Payroll - \$1,517,430

Student Profile and Outcomes

Student Academic Profile (Baseline)

ECHS serves a diverse population of scholars from across the district who demonstrate academic potential and a commitment to pursuing rigorous coursework while earning college credit. As a school-of-choice program, ECHS prioritizes equitable access to advanced academic pathways for students who may not traditionally participate in advanced coursework, including but not limited to first-generation college-bound students, economically disadvantaged students, and students from historically underrepresented groups in higher education. The application process removes any barrier to access such as test scores, discipline records, and report card grades.

Incoming scholars represent a range of academic readiness levels. While many enter with strong foundational skills, others benefit from structured academic support, designed to build college readiness. Once enrolled and participating in the ECHS program, baseline indicators used to understand the academic profile of incoming students include prior STAAR/EOC performance, middle school course grades, attendance, discipline history, and college readiness indicators such as TSIA benchmarks or diagnostic assessments. This baseline data allows the campus to design targeted supports such as interventions, tutorials, and study labs during the school day to ensure all scholars can successfully engage in college-level coursework.

Intended Student Outcomes

The intended outcome for students enrolled at ECHS is that they will graduate prepared for success in postsecondary education and the workforce. Intended student outcomes include:

ECHS

- Graduating from high school with significant college credit, with many scholars completing up to 60 college credit hours or an associate degree.
- Demonstrating college readiness through successful completion of TSIA benchmarks and rigorous college coursework.
- Developing strong academic habits, including time management, self-advocacy, and independent learning skills necessary for success in postsecondary environments.
- Graduating on time with their cohort while maintaining strong academic standing in both high school and college classes.
- Demonstrating postsecondary persistence, with graduates enrolling in and continuing in higher education, career pathways and workforce training programs, or military service after graduation.
- Developing leadership, communication, and collaboration skills that prepare them to contribute meaningfully to their communities.

Intended Program Outcomes

ECHS aims to expand equitable access to advanced academic opportunities while increasing college attainment for students who may not traditionally participate in college coursework during high school.

Key intended program outcomes include:

- Increasing participation in college-level coursework among historically underrepresented student populations.
- Increasing the number of graduates who leave high school with substantial college credit or an associate degree.
- Reducing barriers to higher education by providing structured academic supports, advising, and progress monitoring throughout students' high school careers.
- Improving college readiness and postsecondary enrollment rates among participating students.
- Maintaining strong high school completion rates and minimizing course failure or withdrawal from college courses.
- Sustaining strong partnerships with the institution of higher education to ensure alignment of curriculum, expectations, and student supports

Outcome Measures and Monitoring

ECHS utilizes multiple measures to monitor student progress and evaluate program effectiveness. Campus leadership and instructional teams regularly review data to ensure scholars are progressing successfully through both high school and college coursework. Additionally, collaboration and support from ACC leadership who oversee high school partnerships provides critical data that is utilized to monitor student progress in the college setting.

Monitoring includes:

- Tracking college credit accumulation by semester and grade level.
- Monitoring college course pass rates and GPA^{4,38}

ECHS

- Reviewing TSIA performance and college readiness benchmarks.
- Tracking high school graduation rates and cohort completion.
- Monitoring attendance, behavior, and academic progress indicators.
- Reviewing postsecondary enrollment and persistence data for program graduates.

The campus leadership team, led by the school counselor, analyze this data through ongoing review cycles to identify trends, provide targeted interventions, and strengthen program support to ensure student success.

Data Sources and Links

Data used to monitor the Early College High School program is collected from multiple district and state systems, including:

- Texas Education Agency (TEA) Accountability Data
- STAAR End-of-Course (EOC) assessment results
- TSIA/TSIA2 college readiness benchmarks
- Student Information System (SIS) academic records
- College partner enrollment and course completion reports
- District accountability and improvement planning systems
- Postsecondary enrollment data (e.g., National Student Clearinghouse) which will be available after our first graduating class of 2026

Access and Participation

Program Availability and Delivery Model

ECHS is a school-of-choice program available to students across the district through an open enrollment application and lottery process. The program is designed to provide scholars with the opportunity to simultaneously earn a high school diploma and substantial college credit through a structured partnership with an institution of higher education (ACC).

The ECHS program integrates high school and college coursework through a blended instructional model that includes traditional high school instruction, dual credit coursework taught by qualified instructors, and college courses delivered through ACC. Scholars begin with foundational coursework and gradually transition into increasing levels of college-level classes as they progress through the program.

Students receive academic advising, progress monitoring, and structured support to help them successfully navigate the rigor of college coursework while completing high school graduation requirements. The program is intentionally designed to provide a smaller, supportive learning environment that fosters strong relationships, personalized guidance, and high expectations for all scholars.

ECHS

Through careful academic planning and advising, students are able to earn up to 60 college credit hours or an associate degree, significantly reducing the time and cost required to complete a postsecondary credential after graduation.

Barriers to Participation

ECHS is committed to expanding equitable access to advanced academic opportunities by actively recruiting students who may not traditionally participate in advanced coursework. The campus prioritizes outreach to first-generation college-bound students, economically disadvantaged students, and students from historically underrepresented groups in higher education.

Barriers to participation include:

- Limited opportunities for credit recovery if a student fails a high school course
- Limited staffing due to being staffed based on enrollment and not on program need restricts the amount of tutorials and interventions we can provide to keep students on track
- Students who do not pass portions of the TSIA exam cannot move forward in college coursework and are reassigned back to their home campus
- Limited special education staffing. Currently, we have one full time allocation to serve scholars. Students who require more intensive special education services are referred back to their home campus where the full continuum of services is located.

To reduce barriers to participation, the program implements intentional outreach and communication strategies, including:

- Collaboration with middle school counselors, special education service providers, and administrators to identify and encourage potential applicants.
- Informational sessions and campus presentations for students and families at middle schools across the district.
- Parent information nights, informational materials, and digital communication explaining program expectations, benefits, and supports.
- Clear communication about application timelines, eligibility requirements, offered services through special education, and program expectations.

These outreach efforts are designed to ensure families have the information necessary to make informed decisions and that students from a wide range of backgrounds understand that the Early College program is an accessible pathway to college and career readiness.

Outreach, Recruitment, and Communication

The annual recruitment period is November to March and includes a variety of activities, such as social media outreach to inform the community; 8th-grade visits to the LISD ECHS campus; informational presentations at local middle schools; evening campus tours and information sessions; in-person and virtual town hall meetings; and scholar campus ambassador informational panels. Consideration will be made to re-open applications if the 125 seats are not filled.

ECHS

Data Collected for Access and Participation

To ensure equitable access and participation, Leander ISD collects and monitors data related to program applicants and enrolled scholars. Data is reviewed to assess whether the program is successfully serving its intended student population and to identify opportunities to expand access.

Data collected and analyzed may include:

- Applicant pool demographics compared to district demographics
- Student enrollment demographics (race/ethnicity, socioeconomic status, first-generation status, special populations, etc.)
- Participation of historically underrepresented student groups in advanced coursework
- Application, acceptance, and enrollment trends
- Retention and persistence within the program
Academic progress indicators including attendance, course completion, and college credit accumulation

This data is reviewed periodically by campus and district leadership to ensure the program remains aligned with its goal of expanding access to college-level opportunities while maintaining strong student outcomes.

Placement and Expansion Decision Criteria

Decisions regarding program placement, capacity, and potential expansion of the Early College High School program are guided by multiple factors, including student demand, program outcomes, and alignment with district strategic priorities.

Key considerations include:

- Student demand and application trends, including waitlists or increased interest in the program
- Program effectiveness, including graduation rates, college credit completion, and postsecondary outcomes
- Equitable access goals, ensuring the program continues to serve students from diverse backgrounds and historically underrepresented groups
- Facilities and operational capacity to support program delivery and growth
- Availability of college partnership resources, including instructor availability and course offerings
- Alignment with district strategic goals related to college, career, and military readiness

The district and ECHS leadership continuously evaluate these factors to ensure the Early College High School program remains sustainable, effective, and accessible while maintaining the high level of support required for student success.

Identified Efficiencies

ECHS

Recommendations for Efficiencies/Ideas to make the program more cost efficient

As the program continues to mature and expand, opportunities exist to increase operational efficiency while maintaining strong academic outcomes and student support.

Potential strategies to improve cost effectiveness include:

- **Strategic Course Alignment and addition of CTE courses:** Continue aligning high school graduation requirements with dual credit and college coursework whenever possible. This allows students to meet both high school and college requirements simultaneously, reducing instructional duplication and maximizing course efficiency. Adding CTE courses and staff will increase weighted funding.
- **Optimized Cohort Scheduling:** Utilize cohort-based scheduling models to ensure that college courses are filled to capacity, maximizing the use of instructor time and reducing under-enrolled course sections.
- **Shared Resources and Staffing:** Explore opportunities to share specialized staff, support services, or facilities with other district programs when appropriate while maintaining the distinct identity and mission of the Early College High School.
- **Data-Driven Course Planning:** Use historical course enrollment and completion data to forecast student demand for specific college courses and ensure efficient planning with the higher education partner.
- **Partnership Optimization:** Continue strengthening collaboration with ACC to identify opportunities for efficient course delivery models, including hybrid or online options when appropriate and beneficial for students.
- **Student Advising and Early Intervention:** Maintain strong academic advising and progress monitoring systems to ensure students remain on track in college coursework, reducing costly course withdrawals or retakes.
- **Consider staffing based on ECHS unique program needs:** Take into account ECHS program characteristics that are essential for student completion such as smaller class sizes, intentional tutorials and intervention services, increased testing requirements at ECHS compared to traditional high schools instead of staffing using the same formula as a traditional high school.
- **Building or Facility:** ECHS needs their own facility to accommodate growth, establish identity, and ensure safety and security for all students and staff members. While the ECHS community would thrive in having a building constructed specific to the campus and on shared land with ACC to remove transportation barriers, potentially cohousing with New Hope High School inside of the former Faubion Elementary location may be an option to explore further if a new building is not supported by the LISD community.

These strategies support the long-term sustainability of the Early College High School model while ensuring that the program continues to provide meaningful college access and strong postsecondary outcomes for participating scholars.

Program Description

Program Leadership / Ownership

Jamie Everett, Director of Career & Technical Education, Leander ISD Career & Technical Education (CTE) is centrally coordinated through the district's CTE department under Advanced Academics & Pathways, with local campus CTE teachers and counselors implementing instruction across middle and high schools. The program leadership establishes standards, manages program alignment, and partners with industry to guide relevant instructional design and outcomes. Instructional alignment and oversight are integrated into district planning and curriculum frameworks

Program Purpose, Goals, and Intended Outcomes

Purpose: Provide all students access to a sequence of academically rigorous, industry-aligned career and technical education courses that support meaningful career exploration, preparation, and readiness while complementing core academic studies.

Goals:

- Equip students with technical knowledge and real-world skills relevant to evolving workforce needs.
- Offer pathways that lead to industry certifications, CTSO leadership opportunities, and advanced CTE course progression.
- Support students in building balanced academic/CTE four-year plans for postsecondary success (college, workforce, military).

Intended Outcomes: Increased student engagement, earned industry credentials, successful transitions to college or careers, leadership development through CTSOs, and student mastery of professional competencies.

Program Overview (What the Program Includes)

Leander ISD's CTE program includes:

- Course Sequences & Programs of Study: CTE offerings across numerous career clusters such as Agriculture, Business/Finance, Engineering, Health Science, Information Technology, Law & Public Service, Hospitality & Tourism, Transportation & Logistics, and more.
- Levels & Experiences:
 - Middle School CTE Exploratory Courses: Introductory courses to build foundational skills and prepare students for high school pathways.
 - High School Programs of Study: Sequence of CTE courses culminating in advanced coursework, industry certifications, and opportunities for work-based learning and CTSO participation.
 - CTSO Opportunities: Organizations such as DECA, HOSA, SkillsUSA, and others that support leadership, collaboration, competitive events, and scholarship access.

CTE/Supported Electives

- Work-based Learning & Certifications: Students may earn industry-recognized credentials and engage in internships, practicums, or certification prep aligned with careers of interest.

Program Rationale and Origin

CTE programming exists to bridge traditional academic learning with career preparation, ensuring students develop both intellectual and applied technical competencies. It is grounded in Texas education priorities emphasizing college and career readiness; the rationale centers on equipping students with skills for high-demand careers, increasing postsecondary options, and responding to workforce needs (local, state, national). Programs align with the state CTE framework and are driven by community and industry relevance.

Requirements and Compliance Drivers (State/Federal/Local)

State/Federal Compliance:

- Programs are designed in accordance with Career & Technical Education standards and expectations under the Texas Education Agency (TEA) and federal Career & Technical Education Title requirements.
- Non-discrimination requirements per Title VI, Title IX, and Section 504 ensure equitable access regardless of race, gender, national origin, or disability.
- Local Requirements: Students are expected to follow district course sequencing policies, counseling guidelines for course planning, and catalog prerequisites for CTE progression. Counselors support students in meeting graduation and endorsement requirements through the official course catalog framework.

Participants and Eligibility

Participants: Students across middle and high school have access to CTE coursework; offerings expand in high school to include program sequences.

Eligibility: Admission into specific CTE programs is based on student interest, aptitude, age appropriateness, program space availability, and alignment with student career interests. Courses are open to all students interested in exploring career pathways integrated with academic goals.

Engagement in CTSOs or certifications may require participation in corresponding CTE coursework.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

- Elementary: Early awareness efforts may include career exposure through project-based or elective experiences embedded in the school day (e.g., CTE intro activities during CTE Month).
- Middle School: CTE exploratory courses in core clusters provide foundational knowledge that logically feeds into high school pathways.
- High School: Full CTE sequences aligned with career clusters offer deeper specialization and advanced technical skills.
- Feeder Pattern Alignment: Middle school CTE experiences are intentionally designed to prepare learners for high school CTE programs of study, creating a developmental progression from

CTE/Supported Electives

exploration to specialization and postsecondary readiness.

Staffing, expenditures and revenue charts

	Elementary	Middle	High	Alternative Schools/Programs
Number of CTE/Supported Elective Teachers	N/A	63	189	5 at ECHS. 0 at LEO. 0 at New Hope.
Number of CTE/Supported Elective assistants	N/A	N/A	N/A	N/A
Number of CTE/Supported Elective Programs	N/A	8	40 Programs of Study 2 Other Programs	N/A
Number of CTE/Supported Elective Courses	N/A	26	176	14 at ECHS. 0 LEO. Students stay enrolled from home campus in Google classrooms. 0 at New Hope.
Number of CTE/Supported Elective Courses enrolled	N/A	5,984	15,620	300 - ECHS - this count reflects some students multiple times if they take multiple CTE Courses N/A for LEO or New Hope.
Number of unique students served in CTE/Supported Elective Courses	N/A	4,938	10,173	216 - ECHS N/A for LEO or New Hope.
Number of CTE Student Organizations and Competitive Programs (Not Clubs)	N/A	N/A	14	N/A
Number of Students in CTE Student Organizations (Not	N/A	N/A	2539	N/A

CTE/Supported Electives

Clubs)				
<p style="text-align: center;">Staffing Costs*</p> <p>Campus Staff HS CTE/Supported Elective Teachers (Includes ECHS): 194 x \$65,000 = \$12,610,000 MS CTE/Supported Elective Teachers: 63 x \$65,000 = \$4,095,000 HS Ag/FFA and Robotics Stipends & Extra Days: \$154,250 + \$9,555 = \$163,805 HS CTE Student Organization Advisors: \$72,000 HS CTE Stipends Paid From Perkins Grant***- \$17,500.</p> <p>*Staffing is a combined estimation of both CTE and Supported Electives. ***Perkins funds are federal grant funds.</p>	<p style="text-align: center;">Operating Budget**</p> <p>Adopted 24-25 CTE Operating Budget District: \$745,468 (SO 33 Portion of 874, 999 and Beyond District 12XXX extensions) Adopted 24-25 CTE Operating Budget Campus: \$1,943,254</p> <ul style="list-style-type: none"> Note: CTE Allotment \$21,157,444 Note: CTE Tiered Weighted Funding Generated: Courses not In Program of Study: 1.1; Level 1 & 2 Courses: 1.28; Level 3 & 4 Courses: 1.47. <p>**Operating Budget is only for CTE due to the way we code these funds</p>			

JROTC		
# of Teachers x salary	# of IAs x salary	# of students
4	N/A	240
<p>Staffing Costs: \$432,837</p> <p>Adopted 24-25 Campus Operating Budget: \$17,000 (12038 extension) Adopted 24-25 District Operating Budget: \$6,500 (Beyond District 12038 extension)</p> <p>Note: Air Force JROTC at Leander High School. Navy JROTC at Vista Ridge High School. Both are open to all students in LISD. The military covers all primary expenses to operate the program.</p>		

Student Profile and Outcomes

Student Academic Profile (Baseline)

Participants: Students across middle and high school have access to CTE coursework; offerings expand in high school to include program sequences.

CTE/Supported Electives

Eligibility: Admission into specific CTE programs is based on student interest, aptitude, age appropriateness, program space availability, and alignment with student career interests. Courses are open to all students interested in exploring career pathways integrated with academic goals.

Engagement in CTSOs or certifications may require participation in corresponding CTE coursework.

Intended Student Outcomes

Increased student engagement, earned industry credentials, successful transitions to college or careers, leadership development through CTSOs, and student mastery of professional competencies.

Intended Program Outcomes

Provide all students access to a sequence of academically rigorous, industry-aligned career and technical education courses that support meaningful career exploration, preparation, and readiness while complementing core academic studies.

Goals:

- Equip students with technical knowledge and real-world skills relevant to evolving workforce needs.
- Offer pathways that lead to industry certifications, CTSO leadership opportunities, and advanced CTE course progression.

Support students in building balanced academic/CTE four-year plans for postsecondary success (college, workforce, military).

Outcome Measures and Monitoring

Increased student engagement, earned industry credentials, successful transitions to college or careers, leadership development through CTSOs, and student mastery of professional competencies.

Data Sources and Links

 LISD Access Data

CTE/Supported Electives

LISD Access Indicators (Based on 2023-24 Except as Noted)			All	White	Black	Hispanic	Asian	2 or More	Male	Female	Eco Dis	Current/ Former Emer. Bil	SPED
Access	Prgms	% Students With an IEP (SPED)	15%	15%	24%	19%	6%	14%	18%	11%	23%	13%	
		% Enrolled in GT (Grades 1-12)	23%	25%	10%	15%	31%	26%	22%	24%	9%	12%	6%
		% Eco Dis	20%	13%	47%	37%	7%	19%	20%	20%		33%	31%
	Courses 3-12	% Enrolled in PACE Math (Grade 5)	32%	31%	11%	19%	58%	32%	34%	30%	12%	30%	8%
		% Taking Algebra or beyond in Middle School (Grade 8)	48%	48%	26%	34%	79%	47%	50%	46%	23%	40%	7%
		% Students Earning HS Credit in MS (Grade 8)	84%	83%	65%	80%	96%	84%	84%	83%	71%	80%	54%
		% Enrolled in one or more Advanced (Grades 6-8)	75%	76%	66%	69%	88%	73%	74%	77%	60%	71%	42%
	Electives Sec.	% Enrolled in AP/ IB/ OnRamps (Grades 9-12)	47%	44%	29%	37%	83%	53%	44%	51%	27%	46%	8%
		CTE, FA, OR Athletics (Grades 7-12)	94%	95%	93%	92%	94%	94%	93%	95%	91%	90%	82%
		Fine Arts (UIL or Year 2+, Grades 6-12)	43%	44%	36%	43%	43%	44%	34%	53%	40%	41%	39%
		Athletics (Grades 7-12)	35%	39%	44%	33%	21%	38%	39%	31%	30%	22%	22%
		Career/Technical Courses (Grades 7-12)	68%	67%	63%	66%	78%	67%	70%	66%	65%	70%	56%
	Attend/ Disc	% Students with one or more Disciplinary Incidents	11.4%	10.8%	21.9%	14.3%	5.4%	11.2%	15.0%	7.5%	19.3%	11.4%	17.7%
% LEO Placements (All) (N=476)													
% Chronically Absent (< 90% Attendance Rates)		16.0%	13.8%	18.8%	20.3%	9.8%	14.7%	14.6%	15.7%	26.7%	17.3%	22.8%	
Grad/CCMR	% of Graduating Class in top 10% (Class of 2024)												
	% Graduating in 4 Years (state definition Class of 2023)	97.8%	98.1%	95.0%	97.2%	98.9%	98.0%	97.4%	98.3%	95.9%	93.0%	87.4%	
	% Graduates Meeting CCMR (Class of 2023)	85.9%	88.7%	77.6%	77.2%	96.5%	80.1%	84.7%	87.1%	73.4%	61.7%	92.4%	
	Direct to College (Class of 2023)	70%	72%	61%	58%	91%	66%	64%	76%	48%	63%	28%	

Access and Participation

Program Availability and Delivery Model

Participants: Students across middle and high school have access to CTE coursework; offerings expand in high school to include program sequences.

Eligibility: Admission into specific CTE programs is based on student interest, aptitude, age appropriateness, program space availability, and alignment with student career interests. Courses are open to all students interested in exploring career pathways integrated with academic goals.

Engagement in CTSOs or certifications may require participation in corresponding CTE coursework.

Barriers to Participation

Leander ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups.

Outreach, Recruitment, and Communication

- Elementary: Early awareness efforts may include career exposure through project-based or elective experiences embedded in the school day (e.g., CTE intro activities during CTE Month).
- Middle School: CTE exploratory courses in core clusters provide foundational knowledge that logically feeds into high school pathways.
- High School: Full CTE sequences aligned with career clusters offer deeper specialization and advanced technical skills.

CTE/Supported Electives

Feeder Pattern Alignment: Middle school CTE experiences are intentionally designed to prepare learners for high school CTE programs of study, creating a developmental progression from exploration to specialization and postsecondary readiness.

Data Collected for Access and Participation

Cardonex Scheduling System Overview:

Cardonex is a web-based master scheduling system designed specifically for school districts. It helps campuses build student schedules more efficiently while ensuring students have greater access to the courses they request.

Traditionally, creating a master schedule can take months of manual adjustments as administrators attempt to balance student course requests, teacher certifications, room availability, and class sizes. Cardonex uses advanced scheduling algorithms to analyze this information simultaneously, allowing schools to build schedules in hours rather than months.

The system prioritizes student course requests and helps schools deliver a high percentage of students' first-choice classes while maintaining balanced class sizes and making the most effective use of staff. By aligning teacher certifications with course assignments, the system also helps ensure compliance with state requirements and reduces scheduling errors.

Because Cardonex integrates with the district's existing student information system, it can automatically analyze course demand trends. This allows district and campus leaders to better anticipate future staffing needs, make informed decisions about course offerings, and plan schedules more strategically.

Overall, the tool supports three key outcomes:

- Improved student access to desired courses
- More efficient use of staff and resources
- Significant reduction in the time required to build campus schedules

By using this system, campuses can focus more time on supporting instruction and student opportunities rather than managing the complex mechanics of schedule creation.

LISD Access Data

Leander ISD does not discriminate on the basis of race, color, national origin, sex, or disability in its programs or activities and provides equal access to the Boy Scouts and other designated youth groups.

Placement and Expansion Decision Criteria

- Elementary: Early awareness efforts may include career exposure through project-based or elective experiences embedded in the school day (e.g., CTE intro activities during CTE Month).
- Middle School: CTE exploratory courses in core clusters provide foundational knowledge that logically feeds into high school pathways.

CTE/Supported Electives

- High School: Full CTE sequences aligned with career clusters offer deeper specialization and advanced technical skills.

Feeder Pattern Alignment: Middle school CTE experiences are intentionally designed to prepare learners for high school CTE programs of study, creating a developmental progression from exploration to specialization and postsecondary readiness.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

- Career and Technical Education (CTE) revenue increase:
 - Projection includes increased funding for additional identified CTE courses to be converted from non-CTE courses generating additional revenue for weighted courses
 - All identified CTE courses are staffed with highly qualified teachers
- Amendment to the District of Innovation (DOI) plan will allow the district to maintain CTE funding in instances where an instructor does not yet hold full certification, mitigating potential revenue loss

Professional Learning

Program Description

Program Leadership / Ownership

- April Chauvette, Director of Professional Learning
- Professional Learning Team and partnership between all L&I teams
- Please note that while not included in the list of programs throughout this document, the professional learning team leads:
 - Leander ISD's PLC efforts district-wide: facilitates the cross-district PLC Guiding Coalition, develops system-based resources and tools, trains PLC facilitators
 - LISD's Continuous Improvement philosophy and efforts - including a steering committee, professional learning resources and experiences; process improvement efforts, etc
 - Required compliance training
 - Professional learning systems, including: professional learning calendar, communications, tracking, MobileMind management, district-based learning coordination with Learning & Innovation partners, training for professional learning facilitators

Program Purpose, Goals, and Intended Outcomes

- Instructional Coaches
 - The purpose of the LISD Instructional Coaching Model is to positively impact and improve student outcomes by providing a clear focus and consistent support for teaching and learning at the campus and district-wide level.
- [Reading](#) and [Math](#) Academies (Education Code is linked)
 - The primary goal is to build a strong foundation in reading and math by equipping educators with specialized, evidence based practices to boost student reading and numeracy outcomes
- New to Profession
 - Expedite the development of New-to-Profession teachers so that student learning outcomes for new-to-profession teachers are equivalent to those of experienced teachers
- CIC
 - The purpose of the Continuous Improvement Conference is to leverage internal expertise to support the differentiated learning needs of Leander ISD staff through peer-led learning sessions.
- BOY onboarding
 - The purpose of BoY onboarding for new staff is to 1) build understanding of campus and district systems, philosophy, and processes, 2) provide connection opportunities for new hires and the staff who support them, and 3) equip them to start the year with their returning staff peers.
- Summer Professional Learning
 - The purpose of summer professional learning is to provide learning opportunities to educators in reflection of the previous year and in preparation for the upcoming year, through both required and choice-based learning. Summer professional learning allows staff to learn without being pulled from their classroom, requiring substitute teachers, and allows for planning and preparation time before the school year begins.

Program Overview (What the Program Includes)

- Instructional Coaches [IC Framework](#)

Professional Learning

- Instructional coaches grow the staff on their campus by serving as: classroom coach for all staff, lead mentor and coach to new to profession teachers and their mentors, PLC guidance and support, professional learning facilitator for campus-based initiatives, and content area and program-based support as liaison between campus and central office.
- [Reading](#) and [Math](#) Academies
 - Reading Academy -
 - focus: Science of Teaching Reading
 - blended model (online and in-person) with coaching to ensure skills are applied in the classroom.
 - Math Academy -
 - Focus: building foundational content knowledge of teachers related to number sense and fluency
 - blended model (online and in-person) with coaching to ensure skills are applied in the classroom
- New to Profession
 - Weekly meetings with Assigned Mentor, New Teacher week (campus orientation, culture day, learning environment, curriculum orientation), Reflective Events, Classroom Excursions, Coaching Cycle, NtP Fall Appreciation, Just-in-time learning, EOY Celebration plus mentor training
- CIC
 - Driven by 4 key tenets:
 - Adult ownership of learning (educators treated as professionals to meet their learning needs through choice-based learning within a conference structure)
 - Peer-led learning (learning from those engaging in the same work; both leadership and learning opportunities for all staff)
 - Community building & connection (sharing best practices across the district; building district-wide collective efficacy; connecting & collaborating with peers from other schools & departments)
 - Learning for ALL (not just instructional/teaching staff)
 - The structure of CIC has varied in recent years, but generally has 1-1.5 days of choice sessions aligned to LISD guiding philosophies, strategic plan, and focus areas. Staff are grouped in locations based on roles and/or levels, for learning with and from those whose roles are most similar to them. Sessions are led by internal staff sharing their expertise. Depending on the year, the determination to have a keynote speaker to anchor the conference with aligned learning will vary, as well as inclusion of featured speakers aligned to key focus areas.
 - Day 2 typically will be campus-based, with continued learning structures, as well as Learning, Reflection, Implementation Planning and Flexibility for Voting.
- BOY onboarding
 -  New Teacher Week 2025 - is organized to develop the concepts of the LISD Learning Model over the course of four days. Days 1 & 2 focus on Campus & District Culture, Philosophy, Processes, as well as the learning environment (black, gray, and red rings), while Days 3 & 4 focus on curriculum, assessment, and instructional resources (yellow, green, and blue sections).
- Summer Professional Learning

Professional Learning

- Summer PL includes required content-based sessions to support curriculum and/or program changes in preparation for the next school year, leadership development sessions, technology integration sessions, content-based choice learning, best-practice strategies (cross-content), PLC learning and collaboration, special program or role-based learning
- Summer PL include both in-person and online/asynchronous learning opportunities.

Program Rationale and Origin

- Instructional Coaches
 - The instructional coaching program serves as the vital bridge between professional development and classroom practice, fostering a culture of continuous improvement that systematically elevates teacher efficacy and student achievement.
 - By cultivating teacher self-efficacy through consistent feedback and support, instructional coaching creates a sense of professional mastery that is directly linked to higher rates of teacher retention and long-term job satisfaction.
- [Reading](#) and [Math](#) Academies
 - Aligned, explicit training to build content-knowledge for all educators in Texas with the intent of closing achievement gaps.
- New to Profession
 - (Theory of Change) If promising new-to-profession (NtP) teachers are hired and assigned high-quality mentors, and
 - mentors and instructional coaches provide ongoing support,
 - NtP engage in high-quality professional learning and program components designed to meet their unique needs, and
 - NtP implement instructional and reflective practicethen, NtP grow as teachers at an expedited rate, feel a part of the Leander ISD family, and Leander ISD retains high-quality teachers.
- CIC
 - The Continuous Improvement Conference was founded originally as a 3-day learning experience to foster the culture and expectation of Leander ISD as a learning organization, and further the implementation of the Continuous Improvement philosophy, through cross-district shared learning and peer-led sessions showcasing their implementation of the philosophy in their classrooms and work settings.
 - The focus of the conference has expanded to include a variety of session topics in addition to Continuous Improvement and the length of the conference has decreased to 1.5 days; most key tenets remain the same.
- BOY onboarding
 - The practice of having dedicated staff development days at the beginning of year has been in play for over 10 years with the number of days new staff participate varying between 3 and 5 days over that time. Prior to 2023, new hires were not compensated for these non-contractual days, which began to impact participation. In 2023, LISD began compensating for these days outside of the contract at the rate of \$85/day.
- Summer Professional Learning
 - This learning structure has been a part of our system for 20+ years, with variations primarily based on whether/how many days teachers were required to participate in, earning comp days, now called exchange days.

Requirements and Compliance Drivers (State/Federal/Local)

- Instructional Coaches

Professional Learning

- While a requirement for instructional coaching is not explicitly stated in state relations, it is supported in the expectations for how schools provide high-quality, data-driven, and specialized, job-embedded coaching to improve teacher performance and student outcomes. Key regulatory frameworks enforcing this include:
 - 19 TAC §149.1001 (Teacher Standards): Outlines expectations for teachers to engage in ongoing, job-embedded professional development and to act as leaders in coaching/mentoring peers to improve instructional practices.
 - TEC §21.458 (Mentor Teachers): Requires districts to provide training to teachers, implicitly driving the need for skilled mentors or coaches to deliver this mentorship. The IC is the campus lead mentor responsible for implementing the new-to-profession coaching and mentoring [program](#).
- [Reading](#) and [Math](#) Academies
 - TxRA: House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019
 - Math Academies: TEC §21.4553; legislation including Senate Bill (SB) 934 (2015), SB 1267 (2021), and House Bill 2 (HB 2) (2025)
- New to Profession: [Texas Administrative Code, or TAC, 228](#)
 - TAC 228.91 Mentors, Cooperating Teachers, Host Teachers, and Site Supervisors
 - the mentor...must be assigned to the candidate within three weeks of the candidate's assignment start date.
 - TAC 228.97 Mentor Qualifications and Responsibilities
 - Required qualifications of a mentor:
 - at least three creditable years of teaching experience
 - accomplishment as an educator as shown by student learning
 - training in how to coach and mentor teacher candidates
 - valid certification in the certification category in which the internship candidate is seeking certification.
- CIC: TAC §232.11 - Requirement of Continuing Professional Education hours
 - CIC structure is a locally driven decision related to philosophy and values
- BOY onboarding
 - TAC §232.11 - Requirement of Continuing Professional Education hours
 - [25-26 compliance & required beginning of year trainings](#) topics w/ compliance drivers
 - LISD values and cultural drivers influence content and formats
- Summer Professional Learning
 - TAC §232.11 - Requirement of Continuing Professional Education hours

Participants and Eligibility

- Instructional Coaches: Current instructional coach model supports each campus with one coach to support all instructional staff on the campus.
- [Reading](#) and [Math](#) Academies
 - TxRA: All Texas K-3 Classroom Teachers, Instructional Coaches, Assistant Principals, and Special Education teachers of record
 - Math Academy: K-3 Classroom teacher that provides instruction in mathematics, Principal, Assistant principal, Mathematics instructional coach, and Mathematics interventionist at a campus with one of those grade levels
- New to Profession
 - 1st and 2nd year teachers participate fully in the components of the NTPLC; including intern teachers;

Professional Learning

- High Quality Mentors are selected and participate fully in the program components for 1st year teachers.
- CIC: CIC is for all LISD staff, both instructional and non-instructional roles.
- BOY onboarding
 - For all new teachers and Sprog itinerant roles (typically instructional 187 duty calendars/August start dates), additional leadership and non-instructional roles included in LISD Culture and Philosophy regardless of duty calendars
- Summer Professional Learning: Open to all LISD staff, with non-exempt requiring compensation or approval through supervisors

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

- Instructional Coaches
 - The Instructional Coach program is designed to align with [Killion's Roles](#) of Instructional Coaches. Campus principals and ICs are encouraged to prioritize the top 3-4 responsibilities driven by the school year's campus needs during their fall self assessment and goal-setting conference. Principals have the autonomy to assign other duties, which may include performance tasks not directly related to coaching teachers.
- [Reading](#) and [Math](#) Academies
 - Yes, alignment across LISD and state
- New to Profession
 - The NtPLC program is aligned across feeder patterns and levels.
- CIC
 - Structure alignment exists across levels and feeder patterns, however depending on the site/groupings of CIC session topics may vary based on contributions of staff within those levels and/or feeder patterns.
- BOY onboarding
 - Outcomes and structures of district-based learning are aligned, campus-based learning will adapt to meet the unique needs of the site and staff.
- Summer Professional Learning
 - Learning is made available to all staff regardless of feeder pattern or level.

Staffing, expenditures and revenue charts

Staffing, expenditures and revenue charts	
	PL Team
Staffing	1 Director, 2 Coordinators, 1 Specialist Instructional Coaches - in alignment with campus-based staffing models
Student Participation #s	All students impacted by support of all staff
Number/Type of Courses	
Summary of Staffing Costs __ teachers x \$ _avg salary__ = __ IAs x \$ _avg salary__ =	Operating Budget 25-26 Operating Budget: \$317,156, includes digital learning team budget items

Professional Learning

others...	
<p>Notes/Additional Information - Staffing</p> <p>Link any relevant docs or websites here. Add context for things like 1 middle school FTE may be spread across multiple teachers teaching a course (AVID).</p>	<p>Notes/Additional Information - Operating Budget</p> <p>Other non-district funds provided? Booster clubs, etc What is federal support? <i>Some Title 2 funding</i></p>

Student Profile and Outcomes

Student Academic Profile (Baseline)

- All LISD students impacted through the growth and development of teachers and staff

Intended Student Outcomes (for all Programs)

- Academic growth, increased engagement, and improved student-teacher relationships

Intended Program Outcomes

- Instructional Coaches
 - Growth in teaching & learning practices, classroom management, PLC practices, and professional confidence
- [Reading](#) and [Math](#) Academies
 - Improved content-knowledge and pedagogy to support increased student learning
- New to Profession -
 - improved classroom management and instruction, higher teacher satisfaction, stronger professional confidence, and reduced turnover
- CIC
 - Growth in teaching & learning practices, classroom management, PLC practices, and professional confidence
- BoY onboarding
 - Acclimation and alignment to LISD guiding philosophies and processes to support teaching & learning practices, classroom management, PLC practices
- Summer Professional Learning
 - Growth in teaching & learning practices, classroom management, PLC practices, and professional confidence

Outcome Measures and Monitoring

- Instructional Coaches
 - [IC LEADS](#)
 - Campus feedback loops
 - [NtP & Mentor Surveys](#)
- [Reading](#) and [Math](#) Academies
 - Academy participant artifacts, coaching logs
 - Campus observational data

Professional Learning

- LEADS ratings
- New to Profession
 - NtP & Mentor parallel surveys @ MoY and EoY
 - October new teacher [structured interviews](#)/focus groups (fall 2026)
 - [Mentor Rubric](#) draft
 - Classroom Observations
 - LEADS data
- CIC
 - CIC Feedback Loops
 - Campus observational data
 - LEADS ratings
- BOY onboarding
 - BoY Feedback Loops
 - IC feedback and follow-up coaching
 - Campus observational data
 - LEADS ratings
- Summer Professional Learning
 - Summer PL feedback
 - IC feedback and follow-up coaching
 - Campus observational data
 - LEADS ratings

Data Sources and Links

- Instructional Coaches
 - Instructional Coach reflect on campus and student impact through [Evidence of Improvement](#) documentation within IC LEADS
- [Reading](#) and [Math](#) Academies
 - Artifacts and coaching logs stored within TEA portal
- New to Profession
 - [NtP & Mentor Surveys](#)
- CIC
 - Needs assessment via LEADS goals, ThoughtExchange, and other processes
 - Post-conference feedback via [google form](#)
- BOY onboarding
 - [BoY Feedback form](#), [Culture Day Plus/Delta](#) and Padlets of artifacts: [LHS Feeder](#), [CPHS Feeder](#), [VHS Feeder](#), [VRHS Feeder](#), [RHS Feeder](#), [GHS Feeder](#)
- Summer Professional Learning
 - Needs assessment via campus leadership feedback, PLC data monitoring
 - [2025 Summer PL Feedback Form \(Responses\)](#)

Access and Participation

Program Availability and Delivery Model

- Instructional Coaches
 - 1 instructional coach per campus, unless in a small school model (starting 2026-27)
 - 1 additional coach to support Dual Language on DL campuses
 - Coaching available to all teachers and teams within time constraints and priorities, and additional duties determined by campus leaders

Professional Learning

- [Reading](#) and [Math](#) Academies
 - Blended learning (online and in-person learning) with coaching sessions
- New to Profession
 - All 1st and second year teachers, as well as intern teachers, still enroute to certification
 - Weekly meetings with Assigned Mentor, New Teacher week (campus orientation, culture day, learning environment, curriculum orientation), Reflective Events, Classroom Excursions, Coaching Cycle, NtP Fall Appreciation, Just-in-time learning, EOY Celebration; as well as training and support for mentor teachers
- CIC: Available to all LISD staff, Primarily in-person sessions in job-alike or interest groups, virtual sessions across locations, as needed; as well as asynchronous learning options
- BOY onboarding
 - Available and expected of all new to LISD teaching staff
 - Primarily in-person learning in feeder, campus-based, and job-alike learning groups
- Summer Professional Learning: Available to all LISD teachers & staff, as well as non-exempt staff with approval. Includes facilitated in-person sessions, online learning, collaborative team learning, as well as self-directed learning

Barriers to Participation

- Instructional Coaches: Without a weighted distribution based on staffing numbers, the capacity of a single coach to move the needle on teacher self-efficacy is significantly compromised at larger schools due to unsustainable caseloads.
- [Reading](#) and [Math](#) Academies
 - Learning curve and overwhelm of new teachers
 - Teachers changing positions from non-TxRA grade level to a required grade level
 - Time off campus for in-person sessions
 - System-level barriers include staffing to support at ratios required by state; funding for positions, subs, and training; time needed for professional learning; locations/space availability
- New to Profession
 - Timeliness and accuracy of communication of NTP hire
 - Delays in mentor assignments
 - Manual tracking processes (e.g. tracking IA to teacher already in the system and long-term subs filling a vacant role with intent to certify)
 - Bandwidth of new to profession teachers
 - Limited pool of qualified mentor teachers
- CIC
 - Childcare (though not different than other PL days)
 - Parking/traffic if too many people are at one site
 - Learning sessions that support non-teaching roles
- BOY onboarding
 - Begins the week before officially on contract
 - Hiring may still be occurring during BoY onboarding
- Summer Professional Learning
 - Plans for summer trips
 - Other learning or work commitments
 - childcare

Professional Learning

Outreach, Recruitment, and Communication

- Instructional Coaches
 - **Recruitment:** The instructional coach [applicant rubric](#) is utilized for indicators of excellent teaching experience and strong instructional leadership. Principals have the autonomy to select the candidate they believe best fits their campus's needs and are strongly encouraged to select a candidate with cooperating teacher and/or mentoring experience.
 - New instructional coaches participate in the IC 101/102 mentoring program led by experienced IC leaders.
- [Reading](#) and [Math](#) Academies
 - Communication through HR during hiring, campus leaders, and cohort leader
- New to Profession
 - Specialist of Induction & Mentoring monitors new hires to identify NtP and Interns; Communicates NtP to campus instructional coach and extends participation in the NtP and Mentoring program via welcome emails to NtP and mentors;
 - Campus leadership identifies and selects mentors for new to profession teachers
- CIC: District-wide communications regarding needs assessment, request for session proposals, structure/processes/logistics, session program, and feedback
- BOY onboarding
 - to new hires via HR communications and campus leaders
 - Calendar of new hire sessions developed by professional learning team and communicated to all district and campus leaders in spring prior to BoY
- Summer Professional Learning
 - Communication to all staff regarding summer learning in April
 - Recruitment on summer content primarily in spring

Data Collected for Access and Participation

- Instructional Coaches
 - Attendance monitored at IC meetings; time trackers used every few years to calibrate priorities of IC efforts
- [Reading](#) and [Math](#) Academies
 - Attendance, artifacts, and course completion
 - Certificates and CPE crediting
- New to Profession
 - Tracking of mentor training
 - New to profession and mentor forms regarding program elements
 - Instructional coach feedback loops and check-ins
- CIC
 - Began digital check-in process at 2025 CIC, but ran into unanticipated technical issues on the first day, limiting quality of data
 - Red rover absence submissions
 - CIC Feedback
- BOY onboarding
 - Attendance monitoring/CPE crediting
 - New To District training verification form for supplemental pay purposes
- Summer Professional Learning
 - Attendance monitoring/CPE crediting

Professional Learning

Placement and Expansion Decision Criteria

- Instructional Coaches
 - Instructional coaches are staffed at a ratio of 1 per campus, unless under a small school staffing model (starting 2026-27). Expansion currently occurs only when a campus includes dual language programming.
 - To better align with the Gibson Audit's call for specific data-driven support, we may consider a transition from a flat 'one-per-campus' model to a proportional placement strategy that reflects the actual number of educators served. A fixed allocation of one coach per campus, regardless of staff population, creates a systemic inequity that limits the depth of support available to teachers on larger or higher-need campuses.
- [Reading](#) and [Math](#) Academies: While all K-3 teachers are required to participate, placement in cohorts is impacted by campus assignments and specializations necessitating different tracks (ie - Dual Language, campus administrator, etc)
- New to Profession
 - NtP: new-to-classroom teacher regardless of entry point in pedagogy/certification.
 - Mentor: 3 years of classroom experience, complete mentor training (every 3 years), holds same or similar certification
- CIC: Staff groupings/location placements at the Continuous Improvement Conference are based on role, level (elem/ms/hs), and feeder pattern (at the elem level). Facility space drives some location and group determinations.
- BOY onboarding
 - Participation and placement within BoY onboarding events is based on job code/title and campus.
- Summer Professional Learning
 - Required content/program based learning may have designated placements due to narrowed content area groupings and dates offered.
 - There are no placement decisions in choice-based learning, however space limitations can limit participation in some events.
 - Expansion determinations are triggered by the amount of upcoming changes necessitating up-front professional learning to support teachers/staff.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

- Instructional Coaches
 - Recalibrating and narrowing of campus IC roles system-wide, which adhere to [Killion's Roles](#) of Instructional Coaches, may target improvements in developing a district culture of coaching.
 - Alternatively, shifting to a district deployed coaching model would be more cost effective, but may limit effectiveness and impact due to lack of ongoing connection/relationships with a designated group of staff at a campus.
- [Reading \(TxRA\)](#) and [Math \(TxMA\)](#) Academies
 - TxRA - shifting to reading interventionists as coaching supports for teachers vs hiring more cohort leaders to be more cost-effective
 - TxMA - TBD
- New to Profession

Professional Learning

- Very few ways to squeeze more out of current model for cost effectiveness
- CIC
 - Very few ways to squeeze more out of the current model for cost effectiveness. The model used in CIC2025 included no keynote or feature speakers, contracted traffic control, food service, etc.
- BOY onboarding
 - The only ways to reduce cost in BoY onboarding would be to:
 - Not paying for the days participating off-contract
 - Decreasing the number of days being paid, which occurred in BoY 2025
 - BoY 2023 & 2024 - paid for 4 days at \$85/day
 - BoY 2025 - paid for 3 days at \$85/day + given 1 exchange day (April 6)
 - Hire fewer new staff needing to participate
- Summer Professional Learning
 - Leverage in-house expertise to provide learning when possible.

MTSS/RTI

Program Description

Program Leadership / Ownership:

Paige Collier, Asst. Superintendent of Special Programs

Ashley Mezger, Director of Intervention and Special Programs

Program Purpose, Goals, and Intended Outcomes

Multi-Tiered System of Supports (MTSS) provides a structured, data-driven framework to ensure every student receives the academic and behavioral support needed to succeed. The purpose of MTSS is to strengthen core instruction, deliver timely and effective interventions, and align general education, intervention, and specialized services into one cohesive system. Through consistent data review, progress monitoring, and campus leadership structures, MTSS promotes early identification of student needs, reduces disproportionality in referrals and discipline, and removes barriers to access – including advanced coursework and CTE pathways for students receiving services. The intended outcome is improved student achievement, stronger behavioral systems, increased equity, and a proactive approach that addresses learning needs before they escalate.

Program Overview (What the Program Includes)

The MTSS/RTI program includes a tiered framework of academic and behavioral supports designed to meet the needs of all students. It includes high-quality Tier 1 core instruction; structured Tier 2 and Tier 3 intervention systems; universal screening and ongoing progress monitoring; campus-based data review processes; and clear decision-making protocols for movement between tiers. The program also includes trained MTSS/RTI Coordinators, defined campus leadership structures, standardized documentation and compliance processes, alignment with Positive Behavioral Interventions and Supports (PBIS), and district-level support for intervention planning, staffing, and accountability. Together, these components ensure consistent implementation, data-driven decisions, and equitable access to support across campuses.

Program Rationale and Origin

Response to Intervention (RTI) was recognized in the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) as one option that school districts can use to identify students with learning disabilities. The use of RTI in determining a learning disability (LD) eligibility was included in the reauthorization of the IDEA of 2004 due to concerns with models of LD identification that use only IQ tests. In determining whether a child has a specific learning disability, a local educational agency (LEA) may use a process that determines if the child responds to scientific, research-based intervention and instructional strategies as part of the evaluation procedures. (P. L. 108-446 § 614(b)(6)).

Over the years, school districts across the country recognized there was a need to further define the RTI framework to address the whole child, not just academics. Thus the RTI framework expanded to include

MTSS/RTI

behavior and mental health supports, resulting in Multi Tiered System of Supports (MTSS), which is a framework that integrates data driven decision making, universal screening and progress monitoring to proactively support the whole child in academics, behavior, mental health, and wellness. The rationale for MTSS is grounded in the need to move from a reactive model of support to a proactive, prevention-based system that ensures all students receive timely interventions before gaps widen. The model was developed to create a unified system that strengthens core instruction, standardizes intervention practices, and uses ongoing progress monitoring to inform instructional decisions. The program's rationale is to ensure equitable access, improve student achievement, reduce exclusionary practices, and build consistent campus systems that support both academic and behavioral success for every student.

Requirements and Compliance Drivers (State/Federal/Local):

While there is no single federal or state statute for MTSS and RTI, the requirement for schools to implement a Multi-Tiered System of Supports is mandated through the integration of two major federal education laws, the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act (ESSA).

IDEA provides the foundation for MTSS through its Child Find mandate.

- IDEA requires districts to identify, locate, and evaluate all children with disabilities.
- IDEA explicitly allows districts to use Response to Intervention (RtI)—a core component of MTSS—to identify students with specific learning disabilities.
- IDEA regulations state that MTSS/RtI cannot be used to delay or deny a prompt evaluation for special education services if a disability is suspected.

ESSA, which reauthorized the Elementary and Secondary Education Act (ESEA), promotes MTSS as a framework for school improvement and teacher effectiveness.

- ESSA requires states to use evidence-based interventions to support struggling schools and students.
- ESSA explicitly authorizes the use of federal funding to implement MTSS frameworks, particularly for literacy initiatives, behavioral supports, and professional development.

Parents, guardians, students and families are made aware of MTSS/RTI supports in the [2025-2026 Student Handbook](#). On page 51 it states “For those students who are having difficulty in the regular classroom, all school districts and open-enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.” MTSS and RTI are also referenced in Leander ISD’s local board policy [EHB-Curriculum Design \(Special Programs\)](#) which defines what an intervention strategy is under Texas Education Code and the legal requirements in place for communicating with parents and guardians if their child is exhibiting learning difficulties. It states:

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the

MTSS/RTI

district for learning difficulties, including through the use of intervention strategies that the district provides that assistance to the child. The notice must:

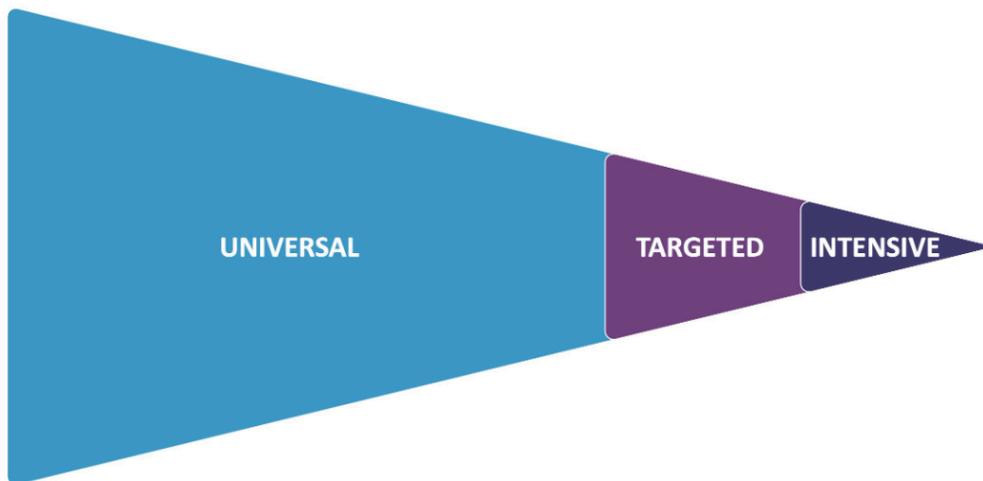
1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent's native language; and
3. Include:
 - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
 - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
 - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
 - d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and
 - e. A copy of the explanation provided under Education Code 26.0081(c). [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable. Texas Education Code (TEC) 26.0081(d)-(e). "Intervention strategy" means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. Texas Education Code (TEC) 26.004(a) The Special Programs department has prioritized MTSS/RTI as an area of focus in the [2025-2026 Balanced Scorecard](#) document within Priority 1 - Empowered Student Learning and Priority 4 - Equitable Student Access. Under Priority 1, our team is working to decrease the number of students who are eligible for Credit Recovery and summer school programming. Under Priority 4, our team is building capacity within all of our MTSS campus coordinators by ensuring they all complete the [Overview of MTSS \(25-26\)](#) module in TEA Learn by June 1, 2026. After engaging in this course, LISD MTSS campus coordinators should be able describe the framework of MTSS, identify the benefits of MTSS, describe the tiers of MTSS (including the common components and differentiated components of the tiers), and identify important consideration for MTSS.

Participants and Eligibility

MTSS is a framework of integrated support for any student that is struggling in LISD and utilizes collective responsibility to ensure that every student receives the right level of intervention at the right time. In MTSS, students do not "qualify" for tiers in the way they qualify for Special Education services. Instead, data determines the intensity of the service a student receives. It is important to state that MTSS can not be used to delay or deny special education services. If a student is suspected of having a disability, they must be referred for special education services in accordance with 34 Code of Federal Regulations (CFR) § 300.111.

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- **Tier 1 (All Students- Universal):** All students are Tier 1 students and are eligible for high-quality, research-based core instruction.
- **Tier 2 (Some Students - Targeted):** Students become eligible for Tier 2 when Universal Screening data (like NWEA MAP or Amira) indicates they are performing below grade-level benchmarks (typically the bottom 20–25%). They receive small-group, supplemental instruction focused on specific skill gaps.
- **Tier 3 (Few Students - Intensive):** Eligibility for Tier 3 is based on "Response to Intervention." If a student does not show adequate progress in Tier 2, the team "layers on" more intensive, often individualized, daily support.

In an MTSS framework, student support is dynamic rather than static, ensuring that learners are not stuck in a specific tier but rather move fluidly back to lower levels of intervention as soon as data demonstrates mastery of a skill. These targeted Tier 2 and Tier 3 interventions are designed to supplement, not replace, core instruction, thereby guaranteeing that every student retains access to the essential grade-level curriculum. Furthermore, this system fully integrates students with an IEP, allowing them to benefit from Tier 1 instruction alongside their peers while simultaneously receiving necessary intensive Tier 3 support.

To support the identification of struggling learners within our system, campuses review a variety of data sources that include but are not limited to attendance data, behavior incident data, grades, state assessment data, district assessment data, classroom observation data, feedback from parents/guardians, and universal screener data. LISD administers universal screeners to enrolled students three times per year. Administrators, teachers, interventionists, and other support staff have been trained in how to review and analyze universal screener data to identify struggling students. However, campuses are struggling to determine what interventions to use in Tier 1 and Tier 2. To help support teachers and administrators, we launched the [MTSS Notebook](#) in late Fall to provide teachers with intervention tools and resources. Our team is also collaborating with Teaching and Learning staff to build teacher capacity

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and confidence in using the universal screener data to drive re-teach and intervention in the general education classroom.

NWEA MAP

Measures and communicates student growth compared to national peers from year to year. It provides students, parents, teachers and administrators with data that informs instruction and can be used as a predictive tool for STAAR performance.

Applicable Grade Levels:

- Reading/ELA: Grades 6 - 12
- Math: Grades K-12
- Science: Grades 6 - 12

NWEA MAP Growth is a computer-adaptive interim assessment that provides a longitudinal view of a student's academic progress and adjusts the difficulty of each question based on the student's previous answer, allowing it to pinpoint exactly what a student knows and what they are ready to learn—regardless of their current grade level.

Key Features of NWEA MAP Growth

- **The RIT Scale:** Uses a stable, equal-interval "Rasch Unit" (RIT) scale to measure growth like a yardstick. This allows educators to track progress across terms and years, independent of changing grade-level standards.
- **Computer-Adaptive Technology:** The assessment dynamically scales up or down. If a 5th grader is performing at a 2nd-grade level or an 8th-grade level, the test adapts to find their unique "Zone of Proximal Development" (ZPD).
- **Instructional Areas & Learning Continuum:** Reports break down overall scores into specific sub-goals (e.g., Algebraic Thinking, Vocabulary Acquisition). The *Learning Continuum* then translates those scores into specific "learning statements" that suggest which skills to teach next.
- **Growth Projections & Norms:** Compares student performance against national norms and provides "Growth Targets," helping teachers set ambitious yet realistic goals for the school year.
- **Universal Accessibility:** Features include text-to-speech, screen reader compatibility, and refreshable braille to ensure students with disabilities can participate meaningfully.

MAP Growth is essential to the LISD MTSS framework because:

1. **Objective Universal Screening:** It serves as a highly accurate Tier 1 screener, identifying students who are "at-risk" early in the year so that interventions can begin immediately rather than waiting for state test results.
2. **Tier Placement & Grouping:** The granular data allows teams to group students with similar RIT scores for targeted Tier 2 small-group instruction or Tier 3 intensive intervention.
3. **Evaluating Intervention Efficacy:** By testing 2–3 times a year, MTSS teams can see if a specific intervention (like a reading lab or math program) is actually working. If the RIT score isn't moving, it alerts the campus to adjust the strategy.
4. **Strengthening Tier 1 (Core Instruction):** Teachers can use Class Profile reports to identify gaps in whole-group instruction, ensuring that the core curriculum is meeting the needs of the majority of students.

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5. **State Test Prediction:** In states like Texas, MAP Growth can project a student's likelihood of "Approaching" or "Meeting" grade level on the STAAR exam, allowing for proactive support.

AMIRA (formerly ISIP)

Reading and Dyslexia screener that uses speech recognition and artificial intelligence to listen to students read out loud to assess oral reading fluency, accuracy and sight word recognition.

Applicable Grade Levels:

- Pre K- 8

Key Features of Amira

- **Automatic Universal Screening:** Screens an entire class in under 20 minutes by listening to students read. It provides instant scoring for Oral Reading Fluency (ORF), accuracy, and sight word recognition, eliminating the need for manual running records.
- **Dyslexia Risk Identifier:** Includes a validated dyslexia screener that measures Rapid Automated Naming (RAN) and other markers, providing early alerts for at-risk students.
- **AI "Micro-Interventions":** During practice (Amira Tutor), the AI provides real-time, "Science of Reading"-based feedback—such as lip-sync videos or phonetic cues—the moment a student struggles with a word.
- **Reading Rope Insights:** Reports align directly with Scarborough's Reading Rope, breaking down data into phonological awareness, decoding, vocabulary, and comprehension.
- **Bilingual Capabilities:** Offers equitable assessment and tutoring in both English and Spanish, making it a critical tool for dual-language and ESL programs.

Amira plays a key role in the LISD MTSS framework because it supports our early warning system by alerting staff to students who may be struggling with reading.

Tier 1: Precision Screening: Amira identifies exactly which students are falling below the 25th percentile at the beginning of the year. This objective data ensures that Tier 1 core instruction is adjusted to meet the specific phonics or fluency gaps of the whole class.

Tier 2 & 3: Targeted Intervention: The "Skills Diagnostic" report tells MTSS teams exactly *why* a student is struggling (e.g., "struggles with vowel digraphs" vs. "slow processing"). This allows teams to group students for highly specific Tier 2 interventions rather than generic "extra help."

Efficiency in Progress Monitoring: In an MTSS framework, "Estimated Mastery" scores are updated every time a student uses the tutor. This means teachers don't have to stop instruction to conduct separate progress monitoring tests; the data flows continuously from their daily practice.

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Resource Allocation: By automating the assessment of hundreds of students simultaneously, Amira frees up Reading Specialists and Interventionists to spend their time *teaching* the most intensive (Tier 3) students rather than just testing them.

Circle KPM (formerly KTEA)

A comprehensive, technology-driven assessment tool used to track the developmental and academic growth of Pre-K and Kindergarten students.

Applicable Grade Levels:

- Pre-K and Kindergarten

Key Features of CIRCLE KPM

- **Comprehensive Domains:** It assesses multiple critical areas beyond just academics, including Literacy (Vocabulary, Letter Names, Spelling), Mathematics, Science, Social Studies, and Social-Emotional Development.
- **Three-Wave Assessment:** Conducted at the Beginning (BOY), Middle (MOY), and End of Year (EOY) to measure growth over time and identify students who need additional support early.
- **Integrated Dyslexia Screener:** The Kindergarten version (KPM) includes a built-in literacy and dyslexia screener that aligns with Texas state requirements (TEA) to identify at-risk students.
- **Actionable Data:** The system automatically groups students based on their results (e.g., "On Track," "Monitor," or "Support") and links directly to the CIRCLE Activity Collection, providing teachers with specific lessons to target identified gaps.
- **Bilingual Support:** Assessments are available in both English and Spanish, allowing for an accurate picture of a student's skills in their primary language.

CIRCLE KPM is an essential tool for MTSS because it uses objective, research-based data, and provides immediate, differentiated interventions tailored to each child's unique learning profile.

Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

The MTSS framework is intentionally aligned across feeder patterns and by level (elementary, middle, and high school) to ensure consistency, coherence, and continuity of support as students transition between campuses. Across all levels, campuses follow the same core MTSS structures: a tiered system of academic and behavioral support, universal screening, progress monitoring, data review protocols, and defined decision-making processes. This ensures that intervention criteria, documentation practices, and expectations for movement between tiers remain consistent districtwide.

At the same time, implementation is developmentally responsive. Elementary campuses emphasize early literacy, foundational math, and early behavioral intervention. Middle schools focus on skill gaps, executive functioning, and course performance monitoring. High schools prioritize credit attainment, EOC readiness, graduation pathways, and access to CTE and postsecondary opportunities. Alignment across feeder patterns allows student data, intervention history, and support plans to transition with the

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student, reducing gaps during campus changes. This creates a vertically aligned system in which MTSS practices build upon one another, ensuring sustained support from elementary through high school.

Staffing, expenditures and revenue charts

Staffing, expenditures and revenue charts		
	Elementary	
Staffing	30 Assistant Principals (MTSS Coordinators) 11.5 Interventionist placed at the Title campuses.	
Student Participation #s	Tier 2: 1,034 Tier 3: 581 Total MTSS/RTI= 1,615 HB1416: 1,321 Total number of students receiving intervention/accelerated instruction= 2,936 (across all 30 campuses- not specific to Title)	
Number/Type of Courses	Supports Tier 2 and Tier 3 Gen Ed Instruction focused on Math and Language Arts	
	Middle	
Staffing	9 504/Testing/ MTSS Coordinators 3 Student Success Facilitators	
Student Participation #s	Tier 2: 1,395 Tier 3: 752 Total MTSS/RTI= 2,147 HB1416= 2,610 Total number of students receiving intervention/accelerated instruction= 4,757	
Number/Type of Courses	Supports Tier 2 and Tier 3 Gen Ed Instruction across all core subjects	
	High	Alternative Schools/ Programs
Staffing	6 504/Testing/ MTSS Coordinators	3 Assistant Principals (ECHS, NHHS, Leo)

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Student Participation #s	Tier 2: 215 Tier 3: 99 Total MTSS/RTI= 314 HB1416= 2,281 Total number of students receiving intervention/ accelerated instruction= 2,595
Number/Type of Courses	Supports Tier 2 and Tier 3 Gen Ed Instruction across all core subjects

<p style="text-align: center;">Summary of Staffing Costs</p> <ul style="list-style-type: none"> • 30 Elementary AP/MTSS Coordinator x \$72,340.64 avg salary = \$2,170,219.20 • 11.5 Interventionsist x \$ 67156.77 avg salary = \$772,302.855 • 9 Middle School 504/Testing/MTSS Coordinator x \$ 65587.44 avg salary = \$590,286.96 • 3 Student Success Facilitators x \$ 64435.21 avg salary = \$193,305.63 • 6 High School 504/Testing/MTSS Coordinators x \$ 70453.83 avg salary= \$422,722.98 • 3 High School AP/MTSS Coordinator x \$70,453.83 avg salary= \$211,361.49 • 6 Credit Recovery Lab Managers x \$24,829.25 avg salary= \$148,975.50 	<p style="text-align: center;">Operating Budget</p>
<p style="text-align: center;">Notes/Additional Information - Staffing</p> <p>Currently, we have 3 SSF's supporting 9 Middle Schools. Each SSF has 3 campuses. We used HB 1416 failure data to determine where each SSF spends their time.</p> <ul style="list-style-type: none"> • High Need Campus A = 2 days a week • High Need Campus B = 2 days a week • Low Need Campus C = 1 day a week <p>Link to SSF Job Responsibilities</p>	<p style="text-align: center;">Notes/Additional Information - Operating Budget</p> <p>Other non-district funds provided? Booster clubs, etc What is federal support?</p>

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<p>We are going to continue with this structure for the 2026-2027 school year.</p> <p>NEW for 2026-2027: We are shifting 2.5 interventionist positions from elementary to High School. Campuses that will receive the interventionist positions will be determined using Fall 2025 failure rate data, 2025 HB 1416 data, and NWEA MAP data.</p>	
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Student Profile and Outcomes

Student Academic Profile (Baseline)

Prior to the beginning of the school year, we analyzed our 2025 STAAR results to determine how many students did not pass one or more STAAR assessments and notified their parents and guardians that they were eligible for accelerated instruction under HB 1416. To support accelerated instruction during the 2025-2026 school year, LISD offers multiple [ratio waiver list products](#) approved by TEA which include ST Math for 4th and 5th grade and AMIRA to support 4th and 5th grade reading. At the secondary level, we offer IXL Math and HMH Read 180 Flex. Students have also received accelerated instruction during their instructional school day in a small group setting and/or through the support of interventionists at our Title One campuses and Student Success Facilitators (SSF's) at our Middle School campuses. We are able to track the growth of our HB 1416 students through [NWEA MAP Academic Growth Charts](#). (NWEA MAP is our primary universal screener.)

Our current academic baseline reflects students' performance and growth throughout the 2025-2026 school year in reading and math. LISD administered NWEA MAP and AMIRA assessments at the beginning and middle of the 2025-2026 school year. Below are the cumulative results.

High School NWEA MAP Achievement Summary *Percentage of students scoring at 40% (Approaches or Higher) on NWEA MAP				
Campus	Math BOY	Math MOY	Reading BOY	Reading MOY
Vista Ridge High School	80%	73%	79%	75%
Vandegrift High School	81%	77%	84%	83%
Rouse High School	76%	75%	82%	76%

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Leander High School	65%	68%	73%	69%
Glenn High School	67%	67%	75%	73%
Cedar Park High School	80%	77%	81%	82%
Early College High School	90%	86%	91%	90%

*Source - NWEA MAP

Middle School NWEA MAP Achievement Summary *Percentage of students scoring at 40% (Approaches or Higher)				
Campus	Math BOY	Math MOY	Reading BOY	Reading MOY
Cedar Park Middle	87%	89%	85%	84%
Canyon Ridge Middle	91%	93%	89%	86%
Four Points Middle School	78%	78%	80%	79%
Henry Middle School	85%	86%	85%	82%
Florence Stiles Middle School	96%	96%	89%	91%
Wiley Middle School	78%	82%	83%	81%
Running Brushy Middle School	80%	81%	78%	75%
Leander Middle School	72%	80%	70%	70%
Danielson Middle School	69%	72%	67%	67%

*Source - NWEA MAP

Based on the NWEA MAP achievement data for the 2025-2026 school year, performance levels vary significantly across secondary campuses. Generally, middle schools demonstrate higher overall achievement, with several campuses sustaining rates above 80% in both Math and Reading. Conversely, the high school data reveals a downward trend in proficiency rates from the Beginning of Year (BOY) to the Middle of Year (MOY) across nearly all campuses in both reading and math. Early College High School consistently leads in performance, while campuses like Leander High School and Danielson Middle School are performing below the district average, indicating a need for targeted support.

Areas for Academic Intervention at Secondary

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- High School Math & Reading (General Trend): Due to the widespread decline in proficiency between BOY and MOY, interventions should focus on accelerating learning recovery to reverse these negative trends, particularly at Vista Ridge, Rouse, and Leander High Schools.
- High School (Reading - Leander High): With only 69% of students at the "Approaches" level by MOY, intensive literacy interventions are required to support reading comprehension across the curriculum.
- Middle School (Danielson Middle): As the lowest-performing middle school in both Math (72% MOY) and Reading (67% MOY), comprehensive math and literacy support programs are necessary to bring these students up to district standards.
- Targeted Support (Middle School Reading - Running Brushy & Leander): These campuses show rates at or below 75% by MOY, requiring focused interventions to boost reading fluency and comprehension.

What does the data look like for elementary students across the district?

Elementary NWEA MAP Achievement Summary (Math) Elementary AMIRA (Reading) *Percentage of students scoring at 40% (Approaches or Higher)				
Campus	Math BOY Assessment: NWEA MAP	Math MOY Assessment: NWEA MAP	Reading BOY Assessment: AMIRA	Reading MOY Assessment: AMIRA
Giddens *Title Campus	67%	71%	61%	61%
North	74%	78%	71%	65%
Hisle	78%	83%	73%	75%
Bagdad *Title Campus	54%	60%	65%	61%
Tarvin	87%	90%	79%	82%
Larkspur	74%	80%	69%	66%
Plain	72%	76%	74%	72%
Grandview Hills *Title Campus	72%	73%	70%	59%
Bush	92%	96%	89%	83%

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Pleasant Hill	74%	80%	80%	76%
Naumann	76%	78%	69%	70%
Cox	77%	85%	72%	73%
Faubion *Title Campus	76%	74%	69%	69%
Knowles *Title Campus	62%	67%	62%	60%
Cypress	82%	84%	84%	77%
Reagan	82%	87%	80%	77%
Reed	66%	71%	73%	67%
Deer Creek	88%	93%	85%	76%
Camacho *Title Campus	58%	65%	59%	53%
Winkley	82%	86%	77%	70%
Blockhouse	78%	83%	75%	70%
Rutledge	90%	92%	86%	81%
Mason	76%	79%	75%	73%
Akin	89%	92%	85%	84%
Riverplace	76%	79%	73%	66%
Westside	80%	83%	81%	75%
Whitestone	75%	82%	73%	65%
Steiner Ranch	88%	91%	88%	90%
Parkside	88%	90%	87%	83%
River Ridge	92%	94%	90%	87%

*Source - NWEA MAP (Math)

*Source - AMIRA (Reading)

Based on the NWEA MAP (Math) and AMIRA (Reading) assessment data for 30 elementary campuses, the district demonstrates a strong upward trend in mathematics, with an average growth of 3.9% from the Beginning of Year (BOY) to the Middle of Year (MOY), led by Bush Elementary (96% proficiency). In contrast, reading proficiency shows a significant decline, with 23 of the 30 campuses experiencing a

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decrease, averaging a drop of 3.6 percentage points district-wide. Steiner Ranch Elementary stands out as the highest performer in reading (90%), while Camacho Elementary (53%) and Grandview Hills Elementary (showing the sharpest decline of -11 points) indicate a critical need for targeted literacy intervention.

Areas for Elementary Academic Intervention

- Reading Intervention (Campuses with High Decline): Intensive literacy supports are required for campuses experiencing the sharpest declines, specifically Grandview Hills, Deer Creek, and Whitestone.
- Reading Intervention (Lowest Performing): Urgent foundational reading support is necessary for Camacho Elementary, which holds the lowest reading proficiency rate in the dataset.
- Math Intervention (Lowest Performing): While math scores are generally rising, Bagdad Elementary remains the lowest-performing campus in mathematics, requiring continued targeted support to bridge the gap toward district averages.

What does the data indicate when we look at how elementary students are doing by grade level?

Elementary NWEA MAP Achievement Summary (Math) by Grade Level Elementary AMIRA (Reading) by Grade Level *Percentage of students scoring at 40% (Approaches or Higher)				
Grade Level	Math BOY Assessment: NWEA MAP	Math MOY Assessment: NWEA MAP	Reading BOY Assessment: AMIRA	Reading MOY Assessment: AMIRA
Kindergarten	81%	84%	55%	51%
First Grade	83%	82%	76%	70%
Second Grade	74%	80%	80%	72%
Third Grade	75%	84%	81%	72%
Fourth Grade	77%	80%	80%	79%
Fifth Grade	80%	83%	83%	85%

*Source: NWEA MAP (Math)

*Source: AMIRA (Reading)

Based on the NWEA MAP (Math) and AMIRA (Reading) assessment data for grades K-5, the district shows

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a positive trend in mathematics proficiency, with 5 out of 6 grade levels increasing their passing rates from the Beginning of Year (BOY) to the Middle of Year (MOY). Third grade showed the most significant growth in math (+9%). However, the data highlights a concerning trend in reading literacy; proficiency rates decreased between BOY and MOY in nearly all grade levels, with the most substantial declines occurring in Second (-8%) and Third (-9%) grades. Kindergarten reading proficiency also fell by 4 percentage points, ending the MOY period at 51%, the lowest overall rate in the dataset.

Areas for Academic Intervention

- **Reading Literacy (K-3):** Targeted interventions are urgently needed in Kindergarten through Third Grade to reverse the decline in reading proficiency, focusing on foundational skills and comprehension strategies.
- **Reading Proficiency (Kindergarten):** With only 51% of students meeting benchmarks at MOY, intensive early literacy support is critical.
- **Math (First Grade):** While other grades improved, First Grade showed a slight decline in math (-1%) and should be monitored to ensure proficiency does not drop further.

In conducting an audit of our MTSS/RTI student rosters at the end of the 2024-2025 school year, we found some inconsistent and outdated coding practices had led to inaccurate data reporting. As a result, we trained all of our MTSS Coordinators at the beginning of the year on coding and identifying students for MTSS. Current MTSS student rosters indicate that approximately 3.3% of students require Tier 2 intervention and 1.8% require Tier 3 intensive support. However, we know that this number is grossly under-represented based on the Universal Screener data shared. Our team has actively attended MTSS/RTI meetings throughout the 2025-2026 school year to better understand the decision making process that teams engage in to determine who needs MTSS and when students should be moved up and down tiers of support. Observations of MTSS/RTI meetings across LISD indicate that behavioral and attendance trends also affect academic performance, as increases in chronic absenteeism limit students' access to instruction. This baseline highlights the need for a consistent, data-driven MTSS framework to strengthen Tier 1 instruction, intervene earlier, reduce subgroup disparities, and improve overall student outcomes.

Intended Student Outcomes

Our intended student outcomes through MTSS are improved academic achievement, stronger behavioral outcomes, and equitable access to opportunity for every student. Specifically, we aim to increase the percentage of students performing on grade level in reading and mathematics, improve course performance and EOC outcomes, reduce achievement gaps among student groups, and decrease the number of students requiring intensive interventions over time as Tier 1 instruction strengthens. We also intend to reduce exclusionary discipline practices, improve attendance, and ensure students receiving services have greater access to advanced coursework, CTE pathways, and postsecondary opportunities. Ultimately, MTSS is designed to create a proactive system in which students are identified early, supported effectively, and positioned for long-term academic and career success.

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Intended Program Outcomes

The intended program outcomes of MTSS are to establish a consistent, districtwide system that ensures early identification of student needs, timely intervention, and measurable improvement in academic and behavioral performance. The program is designed to strengthen Tier 1 instruction, standardize intervention practices across campuses, and embed data-based decision making into routine campus operations. Additional outcomes include reduced disproportionality in Special Education referrals and disciplinary actions, improved fidelity of intervention implementation, stronger campus leadership capacity, and clearer accountability structures. Ultimately, the program aims to shift the district from a reactive model of support to a proactive, prevention-focused system that produces sustainable gains in student achievement and equity.

Data Sources and Links [MTSS Intervention Toolkit](#) and [MTSS Intervention Toolkit Video](#)

Access and Participation

Program Availability and Delivery Model:

- MTSS is provided at all campuses across Leander ISD. MTSS is delivered through Tier 2 and Tier 3 meetings at all levels. Hope meetings are specific to the high school campuses. All MTSS coordinators have been trained in the additional component of attendance.
- Intervention is provided at all campuses but the fidelity is campus specific.
 - Elementary title campuses have Intervention FTEs and these positions are charged with supporting Math and Language Arts instruction for students needing Tier 2 and Tier 3 support. The additional elementary campuses provide intervention through the general education teachers, reading specialists (K-3)
 - Middle school campuses are supported by a MTSS Coordinator (typically an Assistant Principal) at each campus and a Student Success Facilitator (SSF) that they share with other Middle School campuses. Campuses with the highest percentage of HB 1416 students are allocated an SSF 2 days a week and campuses with the lowest percentage of HB 1416 students are allocated an SSF one day a week.
 - High school campuses are supported by a MTSS Coordinator and most staff in this role also serve as their campus testing coordinator and 504 coordinator. Currently, none of our high schools have an Interventionist or Student Success Facilitator.

Barriers to Participation

Barriers to participation in MTSS implementation primarily include variability in campus capacity, staffing limitations, competing instructional priorities, and inconsistency in intervention fidelity. At some campuses, limited intervention personnel – particularly at the secondary level – restrict the ability to deliver intensive support during the school day. Scheduling constraints can also impact consistent intervention time and progress monitoring. Additionally, differences in data literacy and understanding of tiered systems may affect the quality and consistency of decision-making across campuses. Competing initiatives and compliance requirements can create initiative fatigue, reducing focus on core MTSS practices. Finally, student-level factors such as attendance, mobility, and engagement may limit the effectiveness of interventions even when systems are in place. Addressing these barriers requires clear

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expectations, aligned resources, ongoing training, and strong leadership accountability to ensure equitable access to support across all campuses.

Outreach, Recruitment, and Communication

Outreach, recruitment, and communication for MTSS focus on building awareness, clarity, and shared ownership across campuses and stakeholders. Internally, the district provides structured communication through MTSS Coordinator meetings, campus leadership training, data review sessions, and ongoing professional learning to ensure consistent expectations and implementation. Clear guidance documents, decision-making protocols, and progress monitoring tools support transparency and alignment.

Externally, communication with families occurs through campus meetings, intervention notifications, progress reports, and collaboration during problem-solving meetings. Families are informed when students receive targeted or intensive support and are engaged as partners in monitoring progress. Additionally, district-level presentations to leadership teams and board members ensure visibility, accountability, and alignment with broader strategic goals.

Overall, communication efforts are designed to promote consistency, strengthen understanding of the tiered support system, and ensure stakeholders understand how MTSS supports student success.

Data Collected for Access and Participation

The MTSS program collects multiple types of data to monitor student access, participation, and effectiveness of supports. This includes:

- Universal screening and progress monitoring data – to identify students needing Tier 2 or Tier 3 interventions and track growth over time.
- Intervention participation records – documenting which students are receiving academic or behavioral supports, frequency, duration, and intensity of interventions.
- Equity and access data – monitoring participation by student subgroups, including Special Education, emergent bilingual learners, economically disadvantaged students, and other historically underserved populations.
- Behavioral and attendance data – tracking factors that may impact access to instruction and intervention.
- Campus-level implementation data – including fidelity checklists, coordinator reports, and data review summaries to ensure interventions are delivered as designed.

This data is used to ensure all students have equitable access to support, to evaluate program effectiveness, and to make data-driven decisions about resource allocation, intervention adjustments, and professional development needs.

Placement and Expansion Decision Criteria

Decisions about which students receive MTSS interventions, and how the program expands, are guided by a consistent, data-driven process. Placement into Tier 2 or Tier 3 supports is based on multiple factors, including universal screening results, progress monitoring data, academic performance,

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behavioral indicators, attendance, and teacher or campus team recommendations. Students demonstrating gaps in learning or persistent behavioral challenges are prioritized to ensure timely, targeted support.

Expansion decisions—such as adding intervention sections, reallocating staff, or increasing program reach—are based on campus-level data including student need, intervention effectiveness, available resources, and staffing capacity. Equity is a critical consideration, with attention to ensuring historically underserved student groups have access to support. Additional factors include alignment with feeder patterns, impact on core instruction, and the ability to maintain fidelity of program implementation.

This structured approach ensures that MTSS resources are allocated strategically, interventions are delivered effectively, and program growth supports district goals for student achievement and equity.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

1. Utilize free, asynchronous TEA Learn MTSS/RTI modules found on the Texas Education Agency website to build capacity in campus and district staff.
2. Currently, the Director of Intervention and two Special Programs Coordinators have completed an intensive 5 day training to become TIER MTSS trainers. They are now authorized to serve as a trainer of trainers (TOT) in delivering high quality MTSS professional learning using the Meadows Center for Education Risk MTSS/RTI training materials.
3. Shift 2.5 Interventionist positions from Elementary to High School (currently there are no Interventionist positions at any of our High Schools).

Special Education

Program Description

Program Leadership / Ownership:

Paige Collier, Asst Superintendent of Special Programs and Services

Amy Rudd, Director of Special Education

Ashley Mezger, Director of Intervention

Program Purpose, Goals, and Intended Outcomes:

Program Purpose:

Through collaboration with our students, families, staff, and community, the Special Programs & Services department will support each and every student on their path to a meaningful future by celebrating individual strengths, honoring voice and choice, and building independence.

Program Goals:

- Promote student ownership of learning through participation in the Admission Review and Dismissal meeting.
- Empower every graduate to be college, career, or military ready by increasing students accessing career and technology educational courses.
- Promote academic growth of students with disabilities
- Strengthen family engagement in special programs through facilitation of workshops and increasing parent and family engagement opportunities on campuses.
- Promote safe, inclusive spaces aligned to empowered student learning by training staff in trauma-informed, inclusive classroom practices and behavior supports tailored to specialized settings.

Program Overview (What the Program Includes)

Low Incidence Disabilities programming: 1 Coordinator, 5 District LID Specialist

Individual Community Academic Program (ICAP) K-12 is a service which focuses on academic and developmentally appropriate functional skills. This service addresses skills through intensive, hands-on learning and the use of researched-based strategies to meet the needs of individual students. Instruction is delivered with a low staff-to-student ratio. Opportunities for teaching generalization of skills into other settings and environments are available.

Structured Learning Environment (SLE) K-5 is a service designed for students who typically present with Autism Spectrum Disorder and who have intensive communication needs. This classroom provides a highly structured environment with a low staff-to-student ratio where a variety of research-based methodologies are used to meet the needs of students. Academics and developmentally appropriate functional skills (emphasis on communication and positive behavior) are addressed through intensive, hands-on learning.

Early Learning Environment (ELE) is a service designed for students ages 3–5 years old. The ELE classroom has both General Education and Special Education peers. Ratios may fluctuate throughout the year according to enrollment of Special Education peers. Instruction includes:

- communication/language skills
- cognitive/pre-academic skills
- fine/gross motor skills
- self-help and social/emotional skills

Bilingual Early Learning Environment (BiELE) is a service designed for students ages 3–5 years old. Ratios may fluctuate throughout the year according to enrollment of Special Education peers. Instruction includes:

- communication/language skills
- cognitive/pre-academic skills
- fine/gross motor skills
- self-help and social/emotional skills

Early Structured Learning Environment (ESLE) is a service designed for students ages 3–5 years old who typically present with Autism Spectrum Disorder and who have intensive communication needs. This class provides a highly structured environment with a low staff to student ratio where a variety of research-based methodologies are used to meet the needs of students. Developmentally appropriate functional skills with an emphasis on communication and positive behavior are addressed through intensive, hands-on learning.

Behavior programming (District Specialist) 1 Lead District Behavior Specialist, 5 District Behavior Specialist, 1 Behavior Coach Master SAMA facilitator, 5 Campus Behavior Specialist at elementary Title 1 Schools.

Social Communication Supports and Services (SCSS) K-12 is a service that supports students with Autism Spectrum Disorders and/or other social-communication, emotional needs. This service provides targeted social and behavioral instruction with opportunities for teaching/facilitating generalization of skills into other environments. Individualized environmental accommodations and structure are provided throughout the school day.

Intensive Behavior Continuum (IBC) K-5 is a service of behavior interventions for students demonstrating chronic behaviors which adversely affect educational performance in the school setting and have not improved with previous interventions and services. The IBC service provides a range of positive behavior supports that are individualized and based on the needs of the student. The IBC team supports the student in the General Education setting and consults frequently with General Education teachers and the campus Licensed School Psychologist (LSP).

Structured Behavior Supports (SBS) K-8 provide special education services for students who struggle with coping skills, self-regulation and behavior that have impacted educational progress and learning. Services may include:

- social skills
- check-in
- check-out
- self-regulation breaks
- Behavior Intervention Plan specially designed for each student

Growing Ownership, Awareness, Lifelong Learning, and Social Skills (GOALS) is a service provided at the Middle School Level designed to help students generalize positive behavior to the classroom and school environment. When students have difficulties maintaining appropriate behaviors in the general education environment, structured behavioral supports are provided to assist with emotional regulation. While in the GOALS classroom, the student may receive academic instruction from GOALS staff. If student's behaviors are escalated or chronically disruptive to the General Education learning environment they may be instructed in the GOALS classroom with a focus on regaining emotional/behavioral control before reintegrating into their original schedule.

Accessing Student Potential with Integrity, Responsibility and Engagement (ASPIRE)9-12 is designed to help students generalize positive behavior to the classroom and school environment. Structured behavioral supports focus on increasing responsible behavior in a school setting and self-management skills in all areas of their lives, such as increasing problem-solving skills, guidance with conflict resolution, task completion, self-control strategies, acceptable ways of giving and receiving feedback, and compliance to rules. Special Education support includes close monitoring of academics as well as behaviors, in-class support, and/or the opportunity to receive behavior support in a Special Education setting.

Resource/Inclusion: 5 coordinators 2 secondary and 3 elementary that serve MTSS intervention through special education

In-Class Support is a service that provides Special Education support in the General Education classroom. In-Class Support is individually determined with a focus on student independence, fading reliance on adults over time. These services may include, but are not limited to, small group and individualized instruction, collaborative teaching, curricular and instructional accommodations, modifications, supplemental aids, materials and/or equipment.

Resource Services provide Special Education and related services in a setting other than the General Education classroom with a member of the Special Education department. Students may receive direct, regularly scheduled instruction as required in the student's IEP. These services in the Special Education instructional setting include, but are not limited to, direct instruction, small group and individualized instruction, lower students to instructional staff ratio, curricular and instructional accommodations and modifications, supplemental aids, materials and/or equipment.

Dyslexia Services provides a short-term, intensive reading intervention for children who qualify for services, based upon district and state qualification criteria. Services are offered to qualifying students in grades K-12. Students are instructed using systematic, sequential, multi-sensory instruction in a small group environment. The goal of these services is to provide students with the tools needed to access the general education curriculum. Total Dyslexia students receiving direct services 1364.

Special Homebound Services for students who are confined to home or hospital for four or more school weeks. The weeks need not be consecutive. Services are available to students served in both general education and special education based on certain criteria per TEA. The student must have a current medical condition that is documented by a physician licensed to practice in the United States. Over the period of his or her confinement, the student will be provided instruction in all core academic subject area courses in which the student is enrolled. For most students, the focus of homebound instruction is on maintaining the student's progress in classes during a specific period of illness or recovery from injury.

Transition Services: 1 coordinator

Vocational Services are provided at the High School Level to support students whose transition assessments show significant needs in the Life Domain of Employability. Vocational services could consist of Work Based Learning (WBL), Supported Employment (SE) or Vocational Adjustment Class (VAC) based on their individual needs. WBL is a service where students are out in the community at authentic work sites for unpaid job training. SE services are given to students who obtain paid work but continue to need Job Coach support to obtain the job, training and consistent check-ins. VAC services are provided when a student has a paid job and needs support to maintain the job over time. An Occupational Prep lab class may be considered on campus in order to engage the students in topics necessary for work including career exploration, employability soft skills and skills to acquire a job.

SELF (Skills for Enhancing Lifelong Fulfillment) Services for students who complete graduation credits and require continued support in transition. Transition services occur in age-appropriate community settings, including services for adult living skills, vocational supports, exploring post-secondary options, and life management with a detailed schedule to be determined by individual student transition needs.

SELF-Project Search: Intern/student participates in Transition Services through an internship in an age-appropriate environment at the Ascension Seton Northwest Hospital for 30 hours a week to include services in vocational skills to obtain competitive employment. A job coach is provided daily as needed. There are three authentic rotations within different departments of the hospital over the course of the school year.

Itinerant services: 1 Coordinator

Diags/Testing: 1 Lead Diagnostician, 1 Lead School Psychologist 30 diagnosticians, 3 dual psych/diag, 34 school psychologists: School psychologists and educational diagnosticians both identify and address barriers to student learning, focusing on special education eligibility, assessment, and intervention. While they often overlap, school psychologists focus more on emotional, social, and behavioral issues, while diagnosticians specialize in academic, intellectual, and cognitive testing for IEPs

Speech/Language Services: 1 Lead 48 Speech Pathologists

Preschool Speech and Language Program (PSLP) is a service provided by a Speech Language Pathologist (SLP) for 2 hours / 2 days a week to early childhood students 3-5. Services are designed to address the needs of students who have significant speech/phonological delay or disorder and require interventions to address communication needs.

Walk-in Speech Services: This service is provided for 3-5 year olds who qualify as having a Speech Impairment in the area of articulation, fluency or voice. Students usually have goals that address 1-2 speech sound errors, stuttering, or voice concerns. The students usually come to school to receive direct speech therapy provided by the Speech/Language Pathologist (SLP)

School Based Speech Therapy are services provided to students in the school environment based on identified speech and language needs such as stuttering, receptive and/or expressive language impairments, articulation impairment, or pragmatic language impairment.

Adapted Physical Education (APE): 1 Lead, 5 APE Teachers APE provides a physical education program in which activities and teaching methods are adapted to the specific strengths and needs of students with disabilities, who cannot safely and successfully participate in the general education physical education program without modifications. We strive to provide students with the skills and experiences to live healthy, active lives.

Occupational and Physical Therapy: 1 Lead 4 PT's; 1PT assistant 13 OT's COTAs 8 are related services under IDEA designed to help students with disabilities access their education, improve functional skills, and participate in school activities. OT focuses on fine motor, sensory, and self-care skills, while PT addresses gross motor skills, mobility, and physical access

Visually Impaired and Orientation and Mobility Services: 1 Lead, 5 teachers of visually impaired, 4 orientation and mobility specialists The Leander ISD Visual Impairments (VI) Department provides specialized instruction and support for students who are blind or visually impaired from birth through age 22. Services are individualized through the IFSP or ARD/IEP process to ensure equitable access to education and meaningful participation in school and community life.

Instruction from TVIs

- Braille and accessible literacy instruction
- Assistive technology training
- Adaptation of materials into accessible formats
- Instruction in the Expanded Core Curriculum (ECC)
- Functional Vision Evaluations (FVE) and Learning Media Assessments (LMA)
- Support for transition and postsecondary readiness

Instruction from COMS

- Safe travel and cane skills
- Campus and community navigation
- Spatial awareness and environmental concepts
- Community-based mobility training

Early Childhood & Transition Support

- Family-centered early intervention (birth-3)
- Development of independence and self-advocacy skills
- Career exploration and postsecondary planning

Deaf Hard of Hearing Services: 2 Teachers: provide evaluation, consultative and direct services to students identified with a hearing impairment to support access to the general education curriculum. Services may also include supporting hearing assistive technology.

Program Rationale and Origin:

The [Individuals with Disabilities Education Act \(IDEA\)](#) is a federal law ensuring children with disabilities (from birth to age 21) receive a [Free Appropriate Public Education \(FAPE\)](#) tailored to their needs. It mandates specialized instruction, early intervention services, and individualized education programs (IEPs) in the least restrictive environment. In Leander we have developed programming to meet this requirement by offering an array of services and supports that are individualized to meet the needs of our students.

Requirements and Compliance Drivers (State/Federal/Local):

IDEA is the federal guidance that the district utilizes to guide decisions to support students with disabilities who demonstrate an educational need for specially designed instruction.

Special education in Texas is governed by the Texas Administrative Code (TAC), Title 19, Chapter 89, which outlines policies for evaluation, Individualized Education Programs (IEPs), and services, ensuring compliance with federal IDEA law.

Key Aspects of Special Education and the TAC:

- 19 TAC Chapter 89 (Adaptations for Special Populations): This is the primary section in the TAC regulating special education, including guidelines for student evaluations, admission, review, and dismissal (ARD) committees, and procedural safeguards.
- Personnel Certification (19 TAC Chapter 231): Effective September 1, 2025, updated rules (19 TAC §231.701) mandate that all special education teachers must hold a valid special education certificate. Teachers of record must also hold the appropriate grade-banded content certification for their assignment or meet new "Texas Worksheet" proficiency requirements.
- Graduation and IEPs: TAC §89.1070 defines the requirements for graduation and the individualized education programs (IEPs) for students with disabilities.

The Legal Framework: The Texas Education Agency (TEA) provides a web-based resource for tracking these regulations. The district's local [operating procedures](#) are found here and are updated on a regular basis.

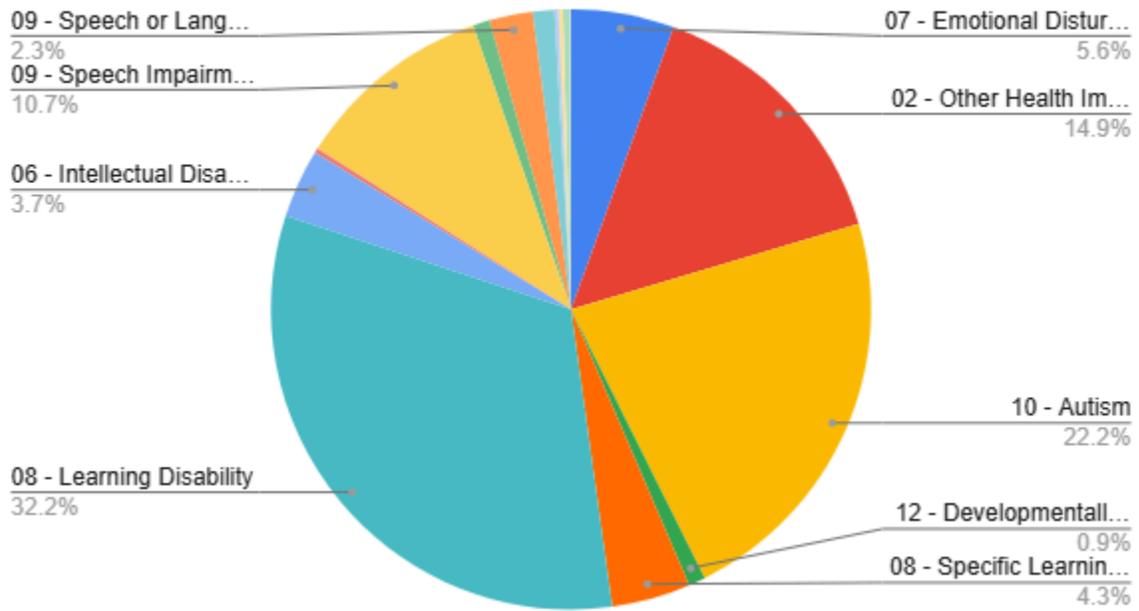
Participants and Eligibility:

In Texas, students aged 3–21 with a disability that adversely affects their educational performance, requiring specially designed instruction, are eligible for special education services. The Admission, Review, and Dismissal (ARD) committee determines eligibility based on 13 specific disability categories defined under IDEA. Evaluation and Disabilities are defined in our [operating procedures](#).

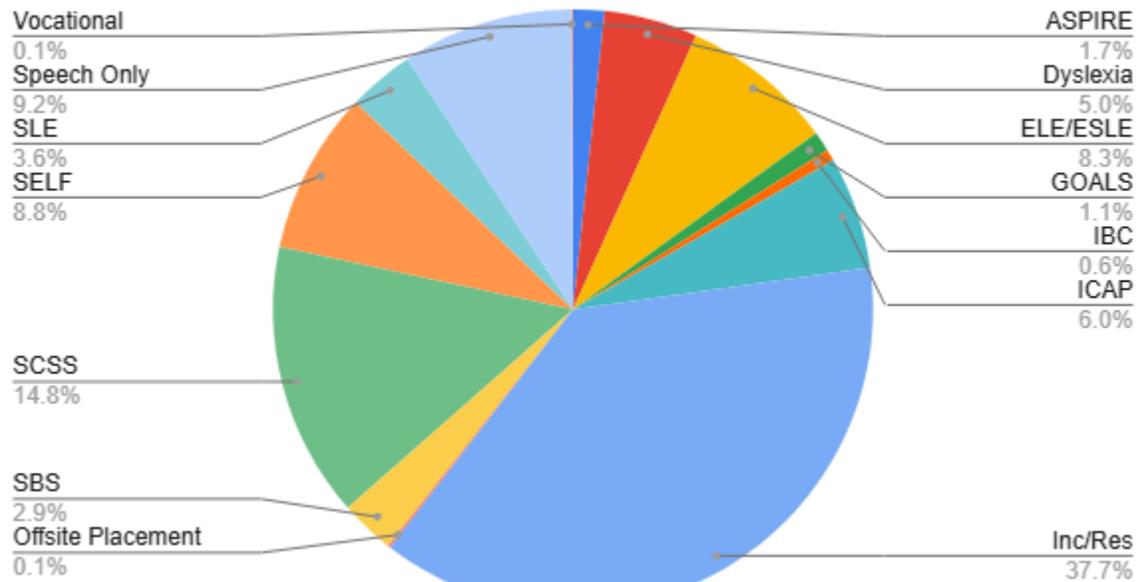
As of the data pulled on February 23, 2026, Leander ISD is serving 7,276 students with disabilities in special education. This represents a 15.8% increase, or 997 additional students, since the download on July 31, 2025, which indicated 6,279 students served.

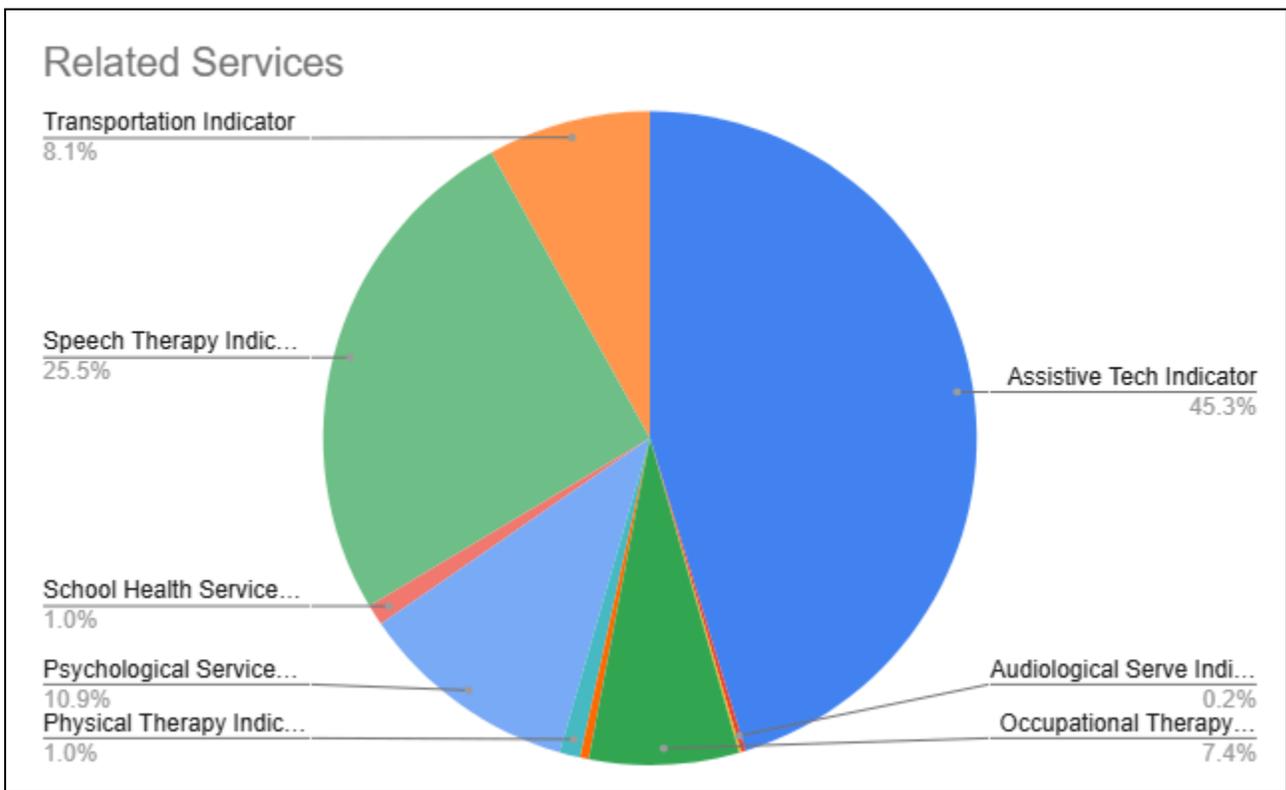
The data below shows the breakdown of primary disabilities our students represent, the primary program in which they are served and the related services provided. We do have students who may access multiple programs to meet their needs as each student's plan is individualized based on their strengths and weaknesses.

Primary Disability



Program Placement





Alignment: Is there programming alignment across feeder patterns or by level (ES-MS-HS)?

Special education services are consistently aligned across all programming and feeder patterns, with a priority on providing services on the student's home campus whenever possible. We regularly monitor student needs and adjust programming annually. For instance, a Low Incidence disabilities classroom might be opened on a specific campus if monitoring reveals several students from that campus require those services, who were previously placed at the nearest available location.

To ensure consistency in services and strategies that promote student growth, our behavior specialist, low incidence specialist, and special programs coordinators regularly provide training for our staff.

Furthermore, we facilitate smooth student transitions and foster a broader understanding of services at both levels by inviting feeder schools' special education team leaders to our campus special programs visits. We also encourage our staff to visit feeder schools to better align supports and services and understand the unique differences at each level.

Staffing, expenditures and revenue charts

With the information below understand that students may be served by multiple supports, meaning a student may receive social skills from our SCSS service but his primary service is inclusion resource.

	Elementary
Staffing	Inc/res: 72.5 Dyslexia: 36.5 Low Incidence (ELE, ESLE, ICAP, SLE): 117.0 Behavior (SCSS, SBS ,IBC): 56.0
Student Participation #s	Inc/res: 1072

	Dyslexia: 423 with additional students served in other services. Low Incidence (ELE, ESLE, ICAP, SLE): 663 Behavior (SCSS, SBS ,IBC): 827
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*Data from 2/26 pull

Middle	
Staffing	Inc/res: 50.5 Dyslexia: 5.0 Low Incidence(ICAP): 18.0 Behavior (SCSS, SBS, GOALS): 32.5
Student Participation #s	Inc/res: 985 Dyslexia: 13 plus students served in other programs receiving dyslexia services. Low Incidence(ICAP) 160 Behavior (SCSS, SBS ,GOALS): 426

*Data from 2/26 pull

High	
Staffing	Inc/res: 39.5 Dyslexia: 6.0 Low Incidence (ICAP): 20.0 Behavior (SCSS, SBS, ASPIRE): 31.0 Vocational: 6.0
Student Participation #s	Inc/res: 1047 Dyslexia: served in inclusion resource by dyslexia provider Low Incidence (ICAP): 170 Behavior (SCSS, SBS, ASPIRE): 431 Vocational: service students in all programs

*Data from 2/26 pull

	Itinerant
Staffing	Speech Language Pathologist: 48 Diagnostician: 30 School Psychologist: 34 Dual School Psychologist/Diagnostician: 3 Occupational Therapist: 13 Certified Occupational Therapy Assistant: 8 Physical Therapist: 4 Physical Therapist Assistant: 1 Adapted Physical Education Teacher: 6 Teacher of the Visually Impaired: 6 Orientation and Mobility Specialist: 4 Teacher of the Deaf and Hard of Hearing: 2 Assistive Technology Specialist: 1 ARD specialist: 23

*Data from 2/26 pull

<p style="text-align: center;">Summary of Staffing Costs</p> 484.5 Inc/res Dyslexia teachers x \$64,604.23 = \$31,300,749.43 155 Low Incidence Teachers x \$ \$60,505.99= \$9,378,428.45 119.5 Behavior Teachers x \$63,748.95= \$7,617,999.53 502.5 IAs x \$24,265.95 = \$12,193,639.88 Speech Language Pathologist: 49 x \$70,597.39= \$3,459,272.11 Diagnostician: 34 x 79,858.29 = \$2,715,181.86 School Psychologist: 35 x \$67,429.33= \$2,360,026.55 Occupational Therapist: 13 x \$71,637.26= \$931,284.38 Certified Occupational Therapy Assistant: 8 x \$58,453. 16= \$467,625.28 Physical Therapist: 5 x \$78,653.14 = \$393,265.70 Physical Therapist Assistant: 1 x \$66,996.49= \$66,996.49 Adapted Physical Education Teacher: 6 x \$66,945.69=\$401,674.14 Teacher of the Visually Impaired: 6 x \$68,010.40= \$408,062.40 Orientation and Mobility Specialist: 4 x \$51,425.38= \$205,701.52 Teacher of the Deaf and Hard of Hearing: 2 x 83,507.66= \$167,015.32 Assistive Technology Specialist: 1 x \$77,335.72= \$77,335.72 ARD specialist: 23 x 63,504.44 = \$1,460,602.12	<p style="text-align: center;">Operating Budget</p> Professional \$42 million Support Staff \$20 million
<p style="text-align: center;">Notes/Additional Information - Staffing</p> Students may be served in multiple programs and services. An example might be a student with speech therapy, occupational therapy and social skills and academic support through resource inclusion. Elementary ARD specialists support multiple	<p style="text-align: center;">Notes/Additional Information - Operating Budget</p> Federal: Payroll \$4.7 million

campuses and float in support at secondary when needed. Our high school dyslexia specialists serve as dyslexia evaluators across the district.
[Staffing ratio document and guidelines including the student support scale](#) that allows us to better understand the students in our system to better inform staffing decisions.

Contract services \$50k
 Training \$33k
 Supplies and materials \$84k

Student Profile and Outcomes

Student Academic Profile (Baseline)

Data presented below indicates how students with disabilities are performing year over year on the State of Texas Assessments of Academic Readiness (STAAR) in grades 3-8. The data below indicates that the number of students with disabilities in grades 3-8 scoring at the Approaches or higher level increased from 2024 to 2025 in all core content areas.

STAAR Passing Rate for Students with Disabilities in Grades 3 - 8			
Subject	Number of Students Tested	Number of Students scored Approaches or Higher	Percentage of Students that scored Approaches or Higher
Math	3,421 3,130	1680 1,497	49.1% (2025) 47.8% 2024
Reading Language Arts	3,451 3,164	2,090 1,876	60.6% (2025) 59.2% (2024)
Science	1,083 1,011	512 452	47.3% (2025) 44.7% (2024)
Social Studies	471 440	212 190	45% (2025) 43.2% (2024)

*Data Source: 2025 Results Driven Accountability Report (Texas Education Agency)

Data presented below indicates how students with disabilities are performing year over year on the State of Texas Assessments of Academic Readiness (STAAR) End of Course (EOC) assessment which is administered to students in high school. For students with disabilities in grades 9-12, the data indicates that the number of students scoring at the Approaches or higher level increased from 2024 to 2025 in Biology. However, the district saw a minimal decline in the percentage of students with disabilities who scored Approaches or higher on the 2025 Algebra I, US History, English I and English II EOC's. This trend closely aligns with the 2025 passing rate data of nondisabled students in LISD.

STAAR Passing Rate for Students with Disabilities on End of Course (EOC) Grades 9-12			
Subject	Number of Students Tested	Number of Students scored Approaches or Higher	Percentage of Students that scored Approaches or Higher
Algebra I	574 533	326 313	56.8%% (2025) 58.7% (2024)
Biology	507 483	442 409	87.2% (2025) 84.7% (2024)
US History	382 343	336 305	88% (2025) 89% (2024)
English I & II	1,100 1,004	537 536	48.8% (2025) 53.4% (2024)

*Data Source: 2025 Results Driven Accountability Report (Texas Education Agency)

Data presented below indicates how former students with disabilities are performing year over year on the State of Texas Assessments of Academic Readiness (STAAR) in grades 3-8 from 2024 and 2025 after they have been exited from special education services. 2025 passing rates for this student group across all core content areas are strong and indicate Admission Review and Dismissal (ARD) committees are making thoughtful, data driven decisions before exiting students from special education services.

Special Education Year-After-Exit (YAE) STAAR 3-8 Passing Rate			
Subject	Number of Students Tested	Number of Students scored Approaches or Higher	Percentage of Students that scored Approaches or Higher
Math	333 272	283 231	85% (2025) 85% (2024)
Reading/Language Arts	352 295	326 274	92.6%% (2025) 92.8% (2024)
Science	135 94	109 73	80.7% (2025) 77.6% (2024)
Social Studies	49 50	41 44	83.7% (2025) 88% (2024)

*Data Source: 2025 Results Driven Accountability Report (Texas Education Agency)

Intended Student Outcomes

1. Self-Determination & Personal Agency

Focus: *Student ownership of learning and ARD participation.*

- Outcome: Students will evolve into self-aware advocates who understand their unique learning profiles, communicate their needs effectively, and take an active role in steering their educational and personal futures. Currently to date this year we have had 1,154 students participate in their ARD.
- Outcome: Students will demonstrate ownership of their learning journey by participating in the goal-setting process and identifying the supports necessary for their own success.

2. Post-Secondary & Career Readiness

Focus: *CCMR readiness and CTE course access.*

- Outcome: Graduates will possess the vocational competencies and technical literacy required to transition seamlessly into competitive employment, higher education, or specialized training.
- Outcome: Students will exit the program with a viable post-secondary pathway and the "soft skills" (reliability, communication, and problem-solving) necessary to sustain long-term career success.

3. Academic Growth & Cognitive Flexibility

Focus: *Promoting academic growth.*

- Outcome: Students will achieve continuous academic progress relative to their individual starting points, gaining the foundational literacy and numeracy skills needed to navigate a complex world.
- Outcome: Students will develop critical thinking and functional academic skills that allow them to access and engage with a diverse range of information and environments.

4. Community & Support Integration

Focus: *Family engagement and workshop facilitation.*

- Outcome: Students will benefit from a unified support ecosystem where their school, home, and community environments are aligned to reinforce their development and well-being.
- Outcome: Students will demonstrate the ability to generalize skills across multiple settings, ensuring that what is learned in the classroom translates to success in the home and community.

5. Emotional Resilience & Inclusive Belonging

Focus: *Safe, inclusive spaces and trauma-informed practices.*

- Outcome: Students will develop emotional regulation and social-emotional resilience, allowing them to navigate challenges, build healthy relationships, and contribute to an inclusive community.

- Outcome: Students will experience a profound sense of belonging and safety in their learning environments, leading to increased engagement and the confidence to take intellectual risks

Intended Outcomes:

- Student Self-Determination: Students will transition from passive recipients to active participants in their education, demonstrating self-advocacy and ownership by articulating their needs and actively leading portions of their ARD meetings.
- Post-Secondary Readiness: Graduates will exit the district College, Career, or Military Ready (CCMR), equipped with industry-based certifications, practical employability skills, and a finalized pathway for their meaningful future.
- Individualized Growth: Students will achieve maximum academic and functional potential through personalized instruction, evidenced by measurable year-over-year growth in core subjects and increased independence in daily living.
- Empowered Partnership: Families will be engaged partners, fully understanding the special education process and actively utilizing school-provided resources, workshops, and supports to foster continuity between home and school.
- Inclusive Environment: Students will thrive in safe, inclusive spaces where staff utilize trauma-informed and proactive behavior supports, resulting in maximized time within the Least Restrictive Environment (LRE).

Outcome Measures and Monitoring

Special Programs embraces continuous improvement and engages in regular PDSA cycles to ensure that we are providing students with high quality services and supports so that students are prepared for life after graduation. For the 2025-2026 school year, Special Programs developed a [department improvement plan](#) to help monitor and measure key strategic actions which are listed below.

1. Student Empowerment & Outcomes

- Self-Determination: Boost student participation in their own ARD/504 meetings and ensure they can articulate their strengths, interests, and needs.
- Post-Secondary Readiness: Increase the number of students graduating with employable skills.
- Academic Growth: Drive measurable progress in math and reading proficiency for students in special programs.

2. Organizational Collaboration & Professional Growth

- Shared Ownership: Integrate Special Programs staff directly into general education PLCs to foster shared responsibility for student learning.
- Professional Development: Align district-wide training to support "Empowered Student Learning" through differentiated, role-specific professional learning systems.
- Coaching Culture: Develop leadership skills to effectively coach staff and take ownership of professional growth.

3. Family & Community Engagement

- Workshops & Support: Host workshops covering IEPs, 504 plans, and specialized services to help

families navigate supports.

- Engagement Opportunities: Implement strategies from Parent and Family Engagement (PFE) conferences to increase community interaction on campuses.

4. Accessibility, Equity & System Support

- Audit & Disaggregate Data: Identify barriers to participation by analyzing data to adjust support systems.
- Communication & Inclusion: Translate essential special program documents into the district's top 8 languages.
- MTSS Alignment: Train campus coordinators on the overview of Multi-Tiered Systems of Supports (MTSS).

5. Inclusive Environments

- Safe Spaces: Train staff in trauma-informed care, inclusive classroom practices, and behavior supports specifically for specialized settings.

Access and Participation

Program Availability and Delivery Model:

Programming is designed on an individual student basis and individual student plans are developed in the Admission, Review, and Dismissal (ARD) committee. The district encourages active parental participation and actively seeks parent partnerships through our family and parent workshops and communication channels.

Each elementary campus offers a continuum of services from in-class support to resource supports along with related services. Some campuses offer more intensive services designed to offer self-contained settings that offer lower student to staff ratios and alternate curriculum for teaching prerequisite skills. Specialized classrooms and services are available in every feeder pattern

Secondary campuses offer the full continuum of services from in-class support to self-contained.

Barriers to Participation:

N/A Students who meet the eligibility requirements defined by the Individuals with Disabilities Education Act (IDEA) are eligible for services. Specifically, if a student meets the criteria for one of the 13 eligibility categories and needs specially designed instruction to make progress or access the general curriculum, an Individualized Education Program (IEP) is developed, and appropriate services are implemented.

Outreach, Recruitment, and Communication in regards to staff

Our department works with HR and recruiters to share information about our district to attract qualified individuals. Our evaluation leadership partners with surrounding universities to host graduate students and interns who become likely candidates upon graduation from their program.

Outreach, Recruitment, and Communication for students and families

Our department assists families and students through the referral process for various needs, including initial evaluations, transfers, students enrolled in home school or private schools, and early childhood

special education. To keep families informed about available services, a special programs handbook is accessible. Furthermore, a dedicated section on the website, located under the "Families" tab, provides comprehensive information about special education and the referral process, featuring a helpful roadmap and frequently asked questions (FAQs) to address common inquiries.

[Special Programs and Services](#)

[Special Programs Handbook](#)

[Special Programs Parent Advisory Council \(SPPAC\) Linktree.](#)

Data Collected for Access and Participation

N/A

Placement and Expansion Decision Criteria

Annually, the district's special education administrative team gathers data on services, students, and their assigned home campuses. This information is meticulously analyzed to determine the potential need for adding supplementary programs or services at specific campuses, based on student-need data and ratio information collected via each student's Individualized Education Plan (IEP). Occasionally, a program may be relocated to a different campus when the student home campus data clearly identifies a corresponding need.

Identified Efficiencies

Recommendations for Efficiencies/Ideas to make the program more cost efficient

- Cross -training our resource/inclusion teachers in dyslexia practices
- Moving to the smaller schools model we will need to embrace collective responsibility
- Looking at ways to utilize student support teams to support all students, utilizing all available resources to include additional training in developing a master schedule with student needs in mind
- Auditing master schedules to look at and refine inefficiencies
- Focus on the CTE and Special Programs partnership to increase the numbers of students accessing career and technical education courses and vocational labs which in turn increases funding
- Continued monitoring of PEIMS data to ensure coding in correct to bring in the appropriate funds
- The behavior team is developing and promoting a district wide proactive behavior training and look fors for campus teams and leaders. This partnership should increase student engagement and outcomes.

State & Federal Programs

Program Description

Program Leadership / Ownership

Paige Collier, Asst. Superintendent of Special Programs, State and Federal Programs
Shannon Jacque, Director of State and Federal Programs

Program Purpose, Goals, and Intended Outcomes

Title I: Increase Basic Programs on Eligible Campuses

- Emphasis on meaningful and ongoing Parent and Family Engagement
- Provide educationally disadvantaged students access to high-quality academic programs
- Support campus intervention staff and Parent and Family Engagement activities

Title II: Support Effective Instruction

- Improve Educator Quality and Effectiveness
- Increase the Number of Effective Educators
- Provide Low-Income and Minority Students Greater Access to Effective Educators

Title IV: Student Support and Enrichment

- Provide all students access to well-rounded education
- Improve academic outcomes by maintaining safe and healthy students
- Improve the use of technology to advance student academic achievement

Program Overview (What the Program Includes)

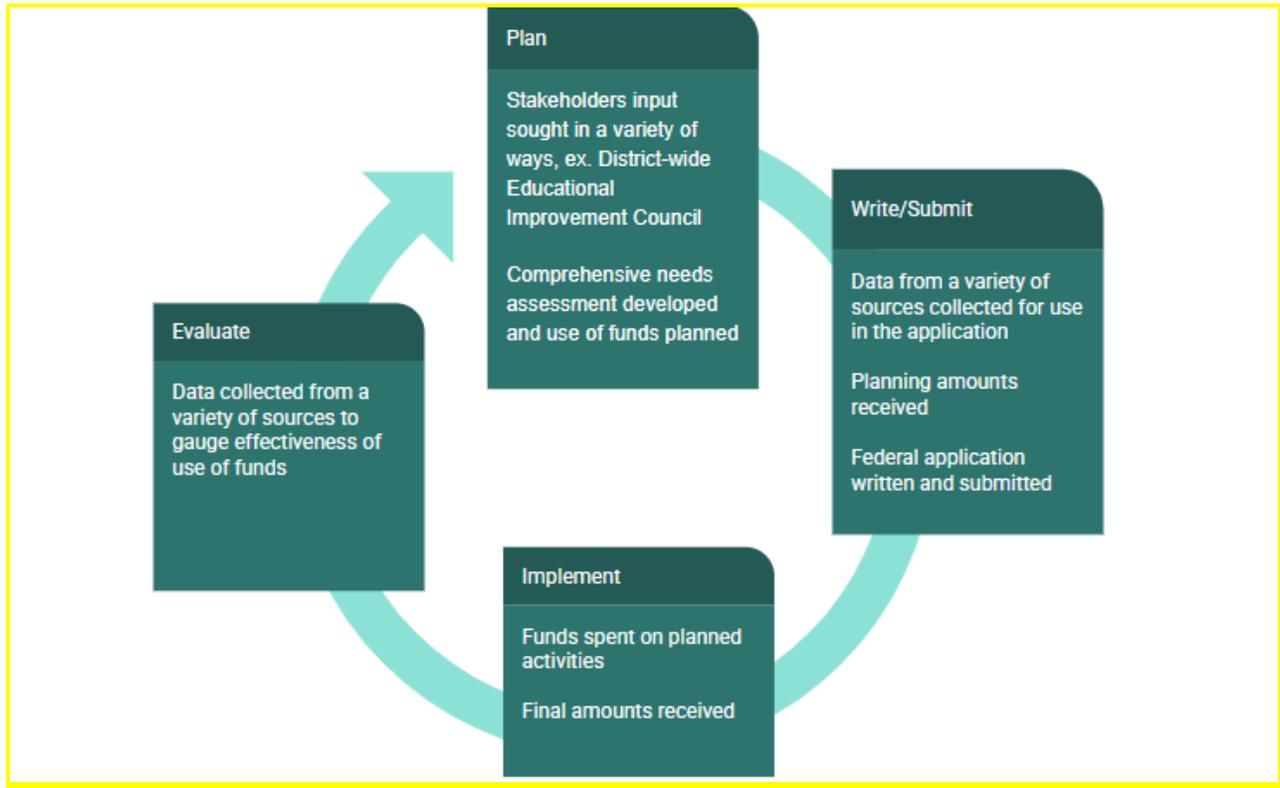
The Math Co-Teacher positions and Campus Behavior Specialist positions at each of our Title I campuses.

The Math Curriculum Specialists at targeted support campuses.

Title I also funds a district Homeless Liaison Clerk.

Requirements and Compliance Drivers (State/Federal/Local)

State & Federal Programs



Participants and Eligibility

School-wide Title I campuses have 40% or more students qualifying for Free and Reduced Price Lunch. LISD has 6 Elementary Title I campuses: Knowles, Bagdad, Reed, Camacho, Grandview Hills, and Giddens.

Faubion was in a planning year for Title I eligibility in 2025-2026.

Math Co-Teachers: Staffing, expenditures and revenue charts

	Elementary
Staffing	8 Co-Teachers
Student Participation #s	This number is fluid as students qualify throughout the year.
Number/Type of Math Courses	

Summary of Staffing Costs	Operating Budget District: Title I, Title II, and Title IV
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State & Federal Programs

ES Math Co-Teachers: 8 x \$65,000 = \$520,000	Campus: For Title I campuses, funds are allocated based on rank order and per eligible pupil allocation.
Notes/Additional Information - Staffing	Notes/Additional Information - Operating Budget <u>Final Amounts-ESSA Allocations</u> Title I, Part A-\$1,182,385 Title I, Part C-\$1,152 Title II, Part A-\$716,696 Title III, Part A, ELA-\$540,782 Title III, Part A, Immigrant-\$122,184 Title IV, Part A-\$89,311

Math Curriculum Specialists: Staffing, expenditures and revenue charts

	Elementary
Staffing	4
Student Participation #s	This number is fluid as students qualify throughout the year.
Number/Type of Courses	Math

	Secondary	Alternative Schools/ Programs
Staffing	2	Math Curriculum Specialists
Student Participation #s	This number is fluid as students qualify throughout the year.	
Number/Type of Courses		

Summary of Staffing Costs 6 Math Curriculum Specialists x \$85,000 avg salary = \$510,000	Operating Budget District: Title I, Title II, and Title IV Campus: For Title I campuses, funds are allocated based on rank order and per eligible pupil
---	--

State & Federal Programs

	allocation.
Notes/Additional Information - Staffing	Notes/Additional Information - Operating Budget

Campus Based Behavior Specialist: Staffing, expenditures and revenue charts

	Elementary
Staffing	6
Student Participation #s	This number is fluid as students qualify throughout the year.
Number/Type of Courses	

<p style="text-align: center;">Summary of Staffing Costs</p> <p>6 Campus Behavior Specialists (Title One Campuses) x \$77,000 avg salary = \$462,000</p>	<p style="text-align: center;">Operating Budget</p> <p>District: Title I, Title II, and Title IV Campus: For Title I campuses, funds are allocated based on rank order and per eligible pupil allocation.</p>
Notes/Additional Information - Staffing	Notes/Additional Information - Operating Budget

Strategic Levers & Impact Analysis

Commitments →

		Impact (+, -, 0) [-2, -1, 0, 1, 2]				Worst-Case Scenario									
		Student Experience 	Staff Experience 	Stewardship 	Sustainability 	Cumulative Score**	Estimated Revenue/(Savings)	First-Order Impact (What happens right away)	Second-Order Impact (What Follows)	If you move forward	Can We Live With This	If you <i>DO NOT</i> move forward	Can We Live With This	Estimated Cost/Savings	
Revenue Levers	Sale of Land	0	0	1	-1	0	\$ 5,000,000	Improves near-term financial flexibility.	Permanent loss of asset, reduced future flexibility, risk if one-time funds support recurring needs.	We permanently lose a strategic asset, spend the one-time funds on short-term needs, and later face pressures that require buying land back at a much higher cost.	Yes	We hold unused land, incur ongoing costs, and miss an opportunity to strengthen near-term financial stability if growth never materializes.	Yes	\$ -	
	Special Education Allotment Adjustments	2	2	2	2	8	\$ 1,000,000	We are able to fund SPED positions that will accommodate our student growth.	Our classrooms are staffed at appropriate ratios.	If we receive funds, we will be able to offset expenses in the general fund.	Yes	If we do not receive funds, we will have to dip more into general fund for special education expenses.	Yes	\$ 1,000,000	
	VATRE	0	0	2	2	4	\$ 6,500,000	Increase funding to M&O fund.	Increase continues.	Increase annual funding \$6.8M.	Yes	Limits ability to give staff raises or bolster student programs.	No	\$ -	
	TEA Hold Harmless	0	0	1	1	2	\$ -	If qualify, increases funding.	Funding is maintained.	Increase in funding which supports student experiences.	Yes	Funding remains the same which results in reductions to programs.	No	\$ -	
	1% increase in Average Daily Attendance (ADA)	0	0	2	2	4	\$ 535,000	Increase funding and student instruction time.	Increased funding, increase in student outcomes.	Increase in funding which supports student experiences.	Yes	Flat funding or even potential decrease in funding which means further reductions in other areas.	No	\$ -	
	CTE Funding Increase	1	1	1	0	3	\$ 949,434	Increased funding.	Increase continues.	Increased funding.	Yes	Flat funding.	No	\$ 949,434	
	Open Enrollment	1	0	1	1	3	\$ 504,969	Admits student enrollment into Leander ISD who do not live within the attendance boundaries of Leander ISD. Purchase of a software platform to process transfer requests.	Acclimation of students into the Leander ISD community. Increase work demand to support requests. Continued cost of transfer platform.	Increased revenue offsetting cost of software platform. More efficient use of campus functional capacity. Enhanced perspective from students who do not live within Leander ISD. Need for additional staff to support work needed to support.	Yes	Potential loss of new revenue from WADA for new students. Less efficient use of building capacity. Could lose students who would consider Leander ISD, but no option for them to transfer. We would still need the software platform to process inter-district transfers.	Yes	\$ -	
	Advertising (Bus/Scoreboards/Campus)	1	-1	2	1	3	\$ 90,000	These funds provide an additional revenue source for the district without requiring increased taxpayer funding.	Over time, deeper business partnerships, sponsorships, philanthropic support, and program investments --> diversify revenue sources and reduce reliance on traditional funding streams. Must consider additional workload on staff. What do we want to do more of? What should we do less of? What's okay to abandon?	Increase non-tax revenue stream supporting student programs, activities, or facilities. Strengthens partnerships with local businesses and community organizations. Provides opportunities to offset costs. Requires clear guidelines and oversight perhaps more than what we can currently commit.	Yes	Maintains the district's status quo. Avoids additional administrative oversight.	Yes	\$ -	
	Naming Rights	1	0	2	1	4	\$ -	These funds provide an additional revenue source for the district without requiring increased taxpayer funding.	Over time, deeper business partnerships, sponsorships, philanthropic support, and program investments --> diversify revenue sources and reduce reliance on traditional funding streams. Must consider additional workload on staff. What do we want to do more of? What should we do less of? What's okay to abandon?	Increase in revenue, potentially commits staff time if decision is made to do in-house.	Yes	No increase in revenue, no increased demand on employee time.	Yes	\$ 200 -	
	Facility Rental Revenue	0	0	2	1	3	\$ 124,000	Generates incremental revenue from existing facilities. Minimal operational disruption if carefully scheduled.	Creates recurring revenue stream supporting structural stability. Must monitor closely to prevent out-pricing customers.	Actual Revenue falls short of projections and we lose some customers.	Yes	The district misses recurring revenue opportunity.	No	\$ 124,000	
Land Leases	0	0	1	1	2	\$ -	Potential for smaller but recurring revenue from district land but requires significant investigation, negotiation, and oversight. Adds operational workload for staff to structure and manage agreements.	Financially beneficial long-term if structured well, but requires sustained operational management.	The district commits staff time and resources to pursue leasing opportunities that yield limited revenue or create long-term lease constraints that complicate future needs.	No	Underutilized land generates no revenue while the district passes on an opportunity to create a recurring funding.	Yes	\$ -		
Central Office Reductions	0	-1	1	-1	-1	\$ (1,802,578)	With reduction in central office positions and resources, important functions must be shifted to other personnel.	There will be an increase in workload for staff and this could have an impact on campus support and services.	There could be delayed support for campuses. We have to approach processes differently to ensure nothing is lost in this transition.	Yes	There would have to be larger reductions at the campus level.	No	\$ (1,802,578)		
Police Department Delayed Expenses	-1	-1	1	0	-1	\$ (780,384)	Impacts ability to meet state mandates and effectively support a safer environment for students and staff.	The district may not be able to effectively provide a safe environment for students and staff. Additionally, staff may not be adequately equipped to protect students and colleagues, which presents a significant safety concern and may hinder officers' ability to perform their duties effectively.	The district may face challenges recruiting and retaining qualified officers and may be unable to meet the state mandate requiring armed security personnel on every campus. This could erode community trust in our ability to keep students and staff safe. Additionally, the district would have limited flexibility to maintain long-term contracts with our law enforcement partners.	No	The district retains valuable staff in critical areas to ensure the safety of both students and staff, which supports and enhances the overall learning experience for our students.	Yes	\$ (780,384)		

Strategic Levers & Impact Analysis

Commitments →

		Impact (+, -, 0) [-2, -1, 0, 1, 2]				Worst-Case Scenario									
		Student Experience 	Staff Experience 	Stewardship 	Sustainability 	Cumulative Score**	Estimated Revenue/(Savings)	First-Order Impact (What happens right away)	Second-Order Impact (What Follows)	If you move forward	Can We Live With This	If you <i>DO NOT</i> move forward	Can We Live With This	Estimated Cost/Savings	
Expenditure Reduction Levers	Implement low-enrollment staffing model	0	-1	2	1	2	\$ (1,592,073)	Adjustments to how staffing is utilized to meet student needs; surplus of staff.	Diversified program models across campuses based on individual campus needs and enrollment; perceptions of inequity that will need to be addressed; potential management challenges.	Disproportionate impact across campuses; higher student/teacher ratio; parent dissatisfaction; retention/recruitment challenges; strain on culture.	Yes	Disproportionate student/teacher ratios and staff workloads; continued costs to district.	No	\$ (1,592,073)	
	Consolidate Faubion ES to Westside ES/Reed ES	-1	-1	2	2	2	\$ (1,085,700)	Families and teachers are displaced.	New campuses accept the families and students, causing some disruption to their existing culture.	Families and teachers are displaced.	Yes	Faubion will operate under a small school staffing model, which will impact student and staff experiences.	Yes	\$ (1,085,700)	
	Consolidate Steiner Ranch ES to Bush ES and River Ridge ES	-1	-1	1	2	1	\$ (1,298,200)	Students and staff are rezoned to new community.	Training needs to support a shift in demographic and campus culture.	Community concerns, threat to bond, culture shift in Steiner area.	Yes	Steiner Ranch, Bush, and River Ridge will operate under a small school staffing model, which will impact student & staff experiences.	Yes	\$ -	
	ES: Staffing Adj. Based on Projected Enrollment	0	0	2	2	4	\$ (1,207,500)	Reduction in staff.	Equitable staffing based on guidelines.	Staff may have to move grade levels or campuses.	Yes	Inequities among campuses.	No	\$ (1,207,500)	
	ES: Increase PK4 to 22:1	-1	-2	1	2	0	\$ -	Reduction in staff.	More students in classrooms, increased case management for classroom teacher.	More students in classrooms and increased case management for teachers.	Yes	Unable to save from the increase in ratio.	Yes	\$ -	
	ES: QUEST (Align to Staffing Guidelines)	-1	-1	2	2	2	\$ (698,291)	Reduction in staff.	Fewer rotations for specials areas, decreased services for ALL students on a campus, all teachers will be required to complete GT 30 Hour training.	Disproportionate impact across campuses; higher student/teacher ratio; parent dissatisfaction; retention/recruitment challenges; strain on culture.	Yes	Disproportionate student/teacher ratios and staff workloads; continued costs to district.	No	\$ (698,291)	
	ES: Increase PK3 Ratio to 18:1	-1	-2	1	2	0	\$ -	Reduction in staff.	More students in classrooms, increased case management for classroom teacher.	More students in classrooms and increased case management for teachers.	Yes	Unable to garner savings.	Yes	\$ -	
	ES: Eliminate PK3	-2	0	-2	2	-2	\$ (835,751)	Reduction in staff.	Three year olds do not begin as early as possible.	Staffing allocations would need to be updated for 26-27. Those positions would need to be surplus.	No	We could consider this change for the 27-28 school year.	Yes		
	ES: 5th Grade Staffing Ratio Increase (25:1 to 26:1)	0	0	2	1	3	\$ (345,000)	Slight reduction in FTEs.	Some 5th grade classes may rise to 26.	Some classes may rise to 26.	Yes	Unable to garner savings.	Yes		
	MS: Eliminate Dual Language	-1	-1	0	2	0	\$ (542,646)	Reduction in staff. Students currently in program do not get to complete.	Campus completes master schedule without the additional FTEs and consider how to best support DL students coming into their school.	We will have a PreK-5 DL program in LISD and there would be 7 FTEs in surplus.	Yes	We would need to find an additional \$542,000 in the budget.	No	\$ (542,646)	
	MS: Reduce Double Block (4 campuses)	0	0	2	1	3	\$ (1,104,000)	Reduction in staff.	Campuses will complete their master schedule without these additional FTEs.	4 impacted campuses will change their instructional/intervention models.	Yes	4 impacted campuses continue to use the FTEs for double block/intervention.	Yes	\$ (1,104,000)	
	MS: Eliminate AVID	-2	-2	0	0	-4	\$ (819,000)	Students lose instructional programming and support.	Long term effects of the loss of this program funnels into HS.	Students lose instructional programming and support.	No	Students do not lose instructional programming and support, continued supports into high school will remain, but would have to find reductions in other areas.	Yes	201	
	MS: Add ISS Aide Addition	1	1	1	2	5	\$ 342,063	Returns teachers to teaching periods.	Consistency in ISS supervision.	ISS aide position is hard to fill.	Yes	Campuses will continue utilizing teacher FTEs for ISS coverage.	Yes	\$ 342,063	
	MS: Staffing Ratio Increase (23:1 to 23.5:1)/Enrollment Adj	-1	-2	2	0	-1	\$ (552,000)	Reduction in staff.	Slight increase in class size; need to monitor for classes above 30.	Class sizes get large and we have to add staff.	Yes	Less contribution to offset deficit.	Yes	\$ (552,000)	
	MS: Non-Instructional Staffing Based on Projections	0	0	0	0	0	\$ (23,560)	Add Counselor and reduce clerical.	Review impact of these changes.	Aligns with staffing guidelines.	Yes	Increased students per counselor at largest middle school, inefficiencies in clerical at smallest middle school.	Yes	\$ (23,560)	
	MS - Eliminate PLC period	-1	-2	1	-1	-3	\$ (3,243,000)	Loss of instructional planning period within grade level, impact on student learning.	Staff morale and retention.	Staff retention impact and plc impact.	No	Have to find reductions in other areas.	Yes	\$ -	
	MS - Reduce SFF to make 504/Testing Whole (Add)	0	1	-1	-1	-1	\$ 276,000	Increase in budget; campuses adjust 1/2 time to full time 504/Testing; eliminate and surplus SSF staff (3).	Reduction in intervention support; increase in operational support.	Continued concerns with aligned intervention at middle school.	Yes	More time to gather data on impact of SSF positions for campuses.	Yes	\$ -	
	HS: Staffing Ratio Increase (22:1 to 22.25)/Enrollment Adj	-1	-2	2	0	-1	\$ (1,174,380)	Reduction in staff.	slight increase in class size; need to monitor for classes above 30	class sizes get large and we have to add staff	Yes	less contribution to offset deficit	Yes	\$ (1,174,380)	
	HS: Non-Instructional Staffing Based on Projections (Add)	0	0	0	0	0	\$ 54,842	Additional bookkeeper support for two campuses.	Increased efficiencies and reduction in overtime costs	aligns with staffing guidelines	Yes	Decreased efficiencies and potential increase in overtime costs	No	\$ 54,842	
	HS: Staffing Ratio Increase (22:1 to 22.5)	-1	-2	2	0	-1	\$ (1,690,000)	Reduction in staff.	Increase in class size; need to monitor for classes above 30.	Class sizes get large and we have to add staff.	Yes	ess contribution to offset deficit.	Yes		
HS: Reduce QUEST Allocation	0	0	2	2	4	\$ (136,620)	Campuses reduce by 0.33 FTEs.	n/a	campuses lose 0.33 FTE each	Yes	Less savings.	Yes	\$ (136,620)		

Strategic Levers & Impact Analysis

Commitments →

		Impact (+, -, 0) [-2, -1, 0, 1, 2]				Worst-Case Scenario								
		Student Experience 	Staff Experience 	Stewardship 	Sustainability 	Cumulative Score**	Estimated Revenue/ (Savings)	First-Order Impact (What happens right away)	Second-Order Impact (What Follows)	If you move forward	Can We Live With This	If you <i>DO NOT</i> move forward	Can We Live With This	Estimated Cost/Savings
HS: Eliminate PLC Period		-2	-2	2	-1	-3	\$ (6,589,500)	Teachers would lose a planning period and teach from bell to bell in a block schedule every other day. We do not have teachers volunteering for this WITH extra pay.	We may lose teachers and coaches across the board. The overall district focus on PLC will be lost.	We will likely loose teachers within the 0-5 year mark.	Yes	We could need to look at master schedule opportunities.	Yes	
HS: Eliminate PLC Period for Electives		-1	-2	2	-1	-2	\$ (7,000,000)	Elective staff will need to recalibrate.	Adds additional preps for CTE teachers. Cannot pull CTE teachers as much for district PL.	Would likely need to add sub days to support.	Yes	We could need to look at master schedule opportunities.	Yes	
HS: Master Schedule		-1	-1	2	-1	-1	\$ -	All members staff and students will need to recalibrate.	Looking at all options from modified to traditional.	At least a year of planning.	Yes	We chose this this year. We added to our ratios.	Yes	
Athletics Adjustments		0	-1	2	1	2	\$ -	Meet with campuses to align staffing with expectations.	Campuses create schedules in collaboration with athletic office to implement efficiencies.	Challenges with limited facility usage due to participation numbers.	Yes	Lack of efficiencies in scheduling, resulting in ineffective use of funds/staffing.	Yes	
Fine Arts Adjustments		-1	-2	1	1	-1	\$ -	Less staff support for some fine arts programs.	Creates complications related to oversight and management of programs; could stifle growth of programs.	Some fine arts programs with large student count and one director.	Yes	Staffing inefficiencies that are inconsistent from campus to campus.	No	
ESL Adjustments		-1	-1	1	2	1	\$ (520,000)	Current ESL staff will have the opportunity to interview for MAEs roles.	Professional learning for campus staff, provided by MAEs/GLC team. C&I to embed best instructional practices for multilingual learners in EUSs.	There is potential for our newcomers to have less access to their environment since there will no longer be an ESL teacher working daily on the campus.	Yes	We will need to find an additional \$520,000 to reduce somewhere else and eventually have to pivot from the current support model due to budget anyway. With the growth of our EB population, we cannot sustain the current model as is.	No	\$ (520,000)

****Strongly Consider Accepting levers >= 0**

TOTAL ESTIMATED COST/SAVINGS - \$10,822,827
TOTAL ESTIMATED REVENUE INCREASE \$ 2,073,434

Commitment' Operational Definitions (As defined at 10/9/25 Board Meeting):

Student Experience: Providing access to opportunities that protect and enhance student learning and all elements impacting the overall student experience.

Staff Experience: Providing access to opportunities that protect and enhance staff learning and all elements impacting the overall staff experience.

Stewardship: Managing resources responsibly and transparently to maximize value to students and maintain community trust

Sustainability: Ensuring long-term sustainability including financial health, so the district can continue to support students and staff

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 26, 2026

Agenda Item:	Discussion of Board-Adopted Resolution Statements Regarding Facilities and Asset Management Impacts on Debt Service (I&S), Operating (M&O) Funds, and Voter-Approved Bonds
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Jeremy Trimble, M.Arch, Chief Operations Officer
Attachments:	Discussion of Board-Adopted Resolution Statements Regarding Facilities and Asset Management Impacts on Debt Service (I&S), Operating (M&O) Funds, and Voter-Approved Bonds Presentation (<i>Uploaded to BoardBook 03-24-26</i>)

Background Information:

During the [September 30, 2025, Special Board Meeting](#), the Board adopted a [Resolution](#) that included statements intended to guide long-range planning and ensure that future strategic decisions are made with an understanding of their financial implications. Specifically, the resolutions direct administration to consider the impacts of long-range planning on both debt service (Interest & Sinking) and operating (Maintenance & Operations) funds and to provide an analysis of voter-approved bonds to inform future financial planning and resource allocation.

As the District continues to advance elements of the long-range planning process, including facility planning, enrollment analysis, and programmatic initiatives, administration has been working to interpret these resolution statements as practical guardrails to guide the evaluation of future initiatives. These guardrails are intended to help ensure that potential opportunities are considered within the broader context of long-term financial sustainability, tax rate stability, facility lifecycle needs, and alignment with voter-approved bond programs.

The purpose of this discussion is to share administration's proposed framework for applying the Board's resolution statements when evaluating initiatives with potential implications for both operating and debt service resources. This includes considering how emerging strategic initiatives could interact with future bond capacity, ongoing operational commitments, and long-term facility replacement cycles.

This item is intended as a discussion to confirm alignment on the planning framework before it is applied to specific initiatives or scenarios in future conversations.

Administrative Recommendation:

N/A

Sample Motion:

N/A



March 26, 2026

Discussion of Board-Adopted Resolution Statements Regarding Facilities and Asset Management Impacts on Debt Service (I&S), Operating (M&O) Funds, and Voter-Approved Bonds

PURPOSE

Ensure alignment on the planning framework for evaluating how long-range planning impacts debt service and operating funds to support sustainable resource allocation.

Discussion of Board-Adopted Resolution Statements Regarding Facilities and Asset Management Impacts on Debt Service (I&S), Operating (M&O) Funds, and Voter-Approved Bonds



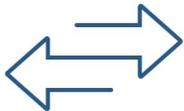
Purpose of Discussion



Revisit the two resolution statements referencing I&S and M&O funding adopted by the Board



Share administration's interpretation of how these statements may guide long-range planning



Confirm alignment before applying this interpretation to future initiatives



Long-Range Planning

The first statement:

*“BE IT RESOLVED,
Administration shall consider the
impacts of long-range planning
on both debt service (I&S) and
operating (M&O) funds to ensure
sustainable resource allocation”*



The Board adopted two resolution statements to ensure that long-range planning decisions are financially sustainable

The **second statement:**

*“BE IT RESOLVED,
Administration shall provide an
analysis of voter-approved bonds
to inform future financial planning
and resource allocation”*



Guardrails

The **first statement** ensures that before any initiative advances, we evaluate its impact on both debt service (I&S) and operating funds (M&O), so we don't unintentionally trade short-term opportunity for long-term strain



Together, these statements establish financial **guardrails** that protect sustainability, transparency, and community trust

The **second statement** ensures that before any initiative advances, voter-approved bond funds including any potential savings are analyzed carefully to protect tax rate stability, preserve capacity for critical replacement needs, and remain aligned with voter intent



Using the Guardrails as a Planning Lens



Alignment with Voter Intent

- Use of voter-approved bond funds
- Review of potential bond savings and appropriate use



Financial Sustainability

- Impact on operating funds (M&O)
- Impact on debt service (I&S)



Future Financial Capacity

- Potential impact on future bond capacity
- Consideration of long-term facility replacement needs

As strategic initiatives emerge through the long-range planning process, Administration will apply these guardrails when evaluating initiatives before advancing recommendations.

Planning for New Initiatives



“When considering new initiatives within long-range planning, we must evaluate whether inclusion in a future bond could impact available I&S capacity needed for critical replacement cycles and whether operational impacts strengthen or strain M&O”

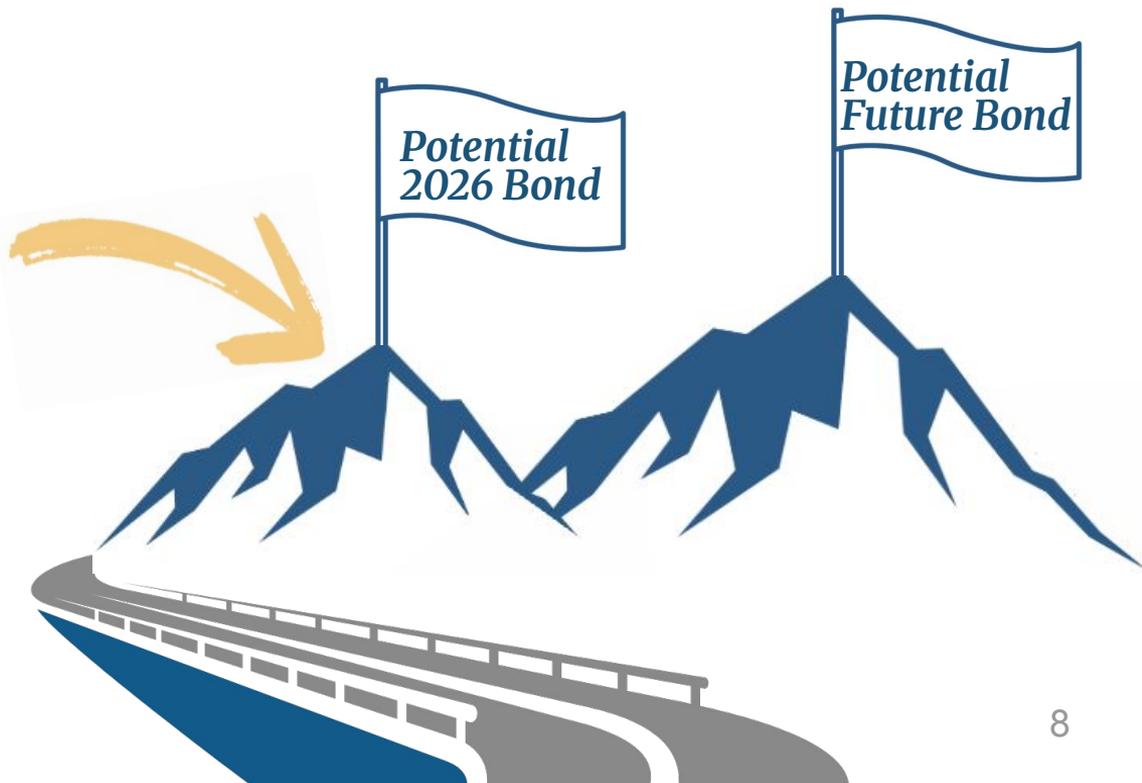


Using the Guardrails as a Planning Lens

LEANDER ISD

STRATEGIC INITIATIVES

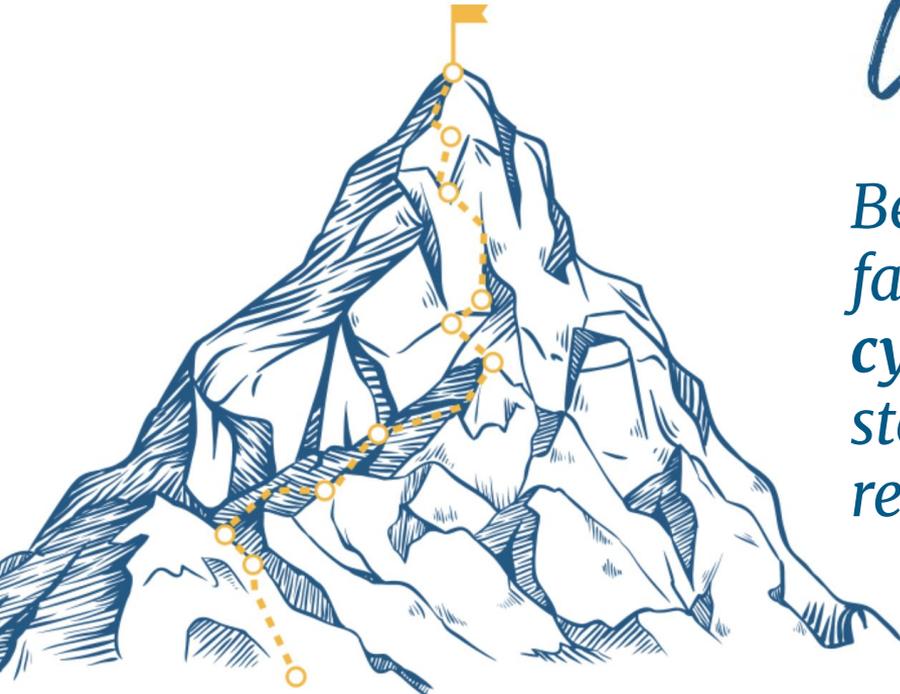
- Citizens' Facility Advisory Committee (CFAC)
- Faubion Elementary **Attendance Zoning** Adjustments
- Faubion Elementary **Repurposing**
- Faubion Elementary **Transition Team**
- **Educational Adequacy** Study
- Vandegrift HS **Feeder Pattern** Analysis
- **Innovative Programming** Focus Group
- School Community Relations **Enrollment Marketing**





Using the Guardrails as a Planning Lens

What does this look like Contextually



Between 2026–2035 the district will face significant facility modernization cycles, which will require careful stewardship of both operating resources and future bond capacity.



Long-Term Financial Reality

While we know that 10 campuses will reach the 25-year lifecycle milestone between 2026 and 2030, representing the beginning of a significant group of campus modernization.

“Modernization cycles will require significant future bond capacity”





Using the Guardrails as a Planning Lens

PERIOD OF GROWTH

10 FACILITIES BUILT IN 5 YEARS

1999



Naumann ES

2001



Cox ES



Administration

2002



Bush ES



Henry MS

2003



Knowles ES



Vista Ridge HS

2004



Deer Creek ES



Pleasant Hill ES



Canyon Ridge MS

2005



Rutledge ES





Long-Term Financial Reality

“Modernization cycles will require significant future bond capacity”

There is an even larger group on the horizon of 13 campuses reaching the 25 year mark between 2031-2035 needing modernization





Using the Guardrails as a Planning Lens

PERIOD OF GROWTH

13 FACILITIES BUILT IN 5 YEARS

2006



Plain ES



Winkley ES



Wiley MS

2007



Grandview Hills ES



River Place ES

2008



Parkside ES



Westside ES



Rouse HS

2009



Technology



Reagan ES



River Ridge ES

2010



Four Points MS



Vandegrift HS



Bond 'Capacity' Allocation Consideration Framework



Illustrative Planning Categories

Bond Capacity Use	Mandatory	Strategic	Optional
Life-cycle Replacements	✓		
Safety	✓		
Enrollment Change		✓	
Program innovation		✓	✓

Bond 'Savings' Allocation Consideration Framework



Are we holding savings, or is it early to assume funds are available?

Gate	Key Question	Pass/Fail Criteria
Project Completion Risk	Is the project substantially complete with minimal exposure to claims, inflation, etc?	≥ 95% complete AND no outstanding claims
Contingency Sufficiency	Is remaining contingency adequate for close-out and latent issues?	Remaining contingency ≥ risk-adjusted threshold
Close-Out Forecast	Have we validated final cost projections?	Forecast variance within acceptable tolerance

If any gate fails → Savings remain reserved



Bond 'Not Yet Started' Project Consideration Framework



Pre-Implementation Gate

All bond funds remain restricted to voter-approved purposes and project categories

Gate	Key Question	Pass/Fail Criteria
Enrollment & Strategic Alignment	Do current enrollment projections and district priorities still support the need and timing of this project, consistent with voter intent?	Alignment validated OR clearly documented rationale for alternative in line with voter intent
Financial Readiness	Are total project costs (including escalation) supportable within available bond line item budget?	Budget validated with acceptable escalation risk AND no reliance on unconfirmed savings
Programmatic Need & Alternatives	Have assumptions (program demand, use, etc.) held, or are there more effective alternatives?	Need confirmed AND no higher-impact alternative identified

If all gates pass → **Project advances as planned**

If any gate fails → **Project may be reconsidered**



Question for Board Alignment



Confirming Direction

Before moving further into analysis, administration seeks confirmation on two points:

1. Does this interpretation reflect the Board's intent in adopting the two specific resolution statements?
2. Is this level of analysis appropriate when evaluating initiatives that may impact district financial resources?

Next Steps:

- Administration will be presenting a Bond Oversight Committee Recommendation to reallocate several 2017 Bond Project Remaining Funds into Project **Bond Savings** at an April Board Meeting



DISCUSSION